Bibliography of Resources on Chinese as a Heritage Language

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This bibliography covers books, book chapters, and journal articles on Chinese as a heritage language. Books are annotated. Where possible, links to articles are provided.

[Read this publication.](#)

The first of its kind, this introductory handbook instructs school districts and parents on establishing Chinese language programs. Key sections include elements of a successful language program, finding Chinese language teachers and connecting readers to professional resources.
[Learn more about this publication.](#)


**Asia Society & the College Board. (2008).** *Chinese in 2008: An expanding field.*
[Read this publication.](#)

**Chao, T. H. (1997).** *Chinese heritage community language schools in the United States.* ERIC Digest.
[Read this digest.](#)


He, A. W., & Xiao, Y. (Eds.). (2008). *Chinese as a heritage language: Fostering rooted world citizenry*. Honolulu, HI: University of Hawaii Press. This book, edited by two leading scholars in the field, examines the dynamics of learning Chinese as a heritage language. The authors draw upon developmental psychology, functional linguistics, linguistic and cultural anthropology, second language acquisition, and bilingualism. They lay a foundation for theories, models, and master scripts to stimulate research and enhance teaching within and beyond Chinese language education. Read the publication.


Kondo-Brown, K., & Brown, J. D. (Eds.). (2007). *Teaching Chinese, Japanese, and Korean heritage language students: Curriculum needs, materials, and assessment*. Mahwah, NJ: Lawrence Erlbaum Associates. This book contributes to building the research knowledge that language teaching professionals need in developing curriculum for the large population of East Asian heritage students (including Chinese, Japanese, and Korean) in countries like the United States, Canada, and Australia, where speakers of East Asian languages are among the fastest growing populations. Providing theoretical and practical information about heritage language instruction in terms of curriculum design, learner needs, materials development, and assessment procedures, the goal of this book is not only to promote research about heritage students in East Asian languages but also to improve the teaching of these students in various educational settings and all over the world, especially in English speaking countries. It is intended to be a primary text or reference for researchers, educators, and students in the areas of curriculum, pedagogy, and
assessment studies related to teaching bilingual and heritage students in general and East Asian heritage students in particular. Learn more about this publication.


Focusing on four Chinese immigrant children's intersecting worlds of home literacy, culture, and schooling, Guofang Li brings the reader into the inner worlds of these children and their families through an ethnographic lens. Centering on the meanings that these children's home literacy practices and their beliefs about literacy have brought to their school experiences, this book documents the complex, multifaceted nature of the different literacy practices of these children in their distinct family milieus. Li highlights the role of culture and family capital in shaping home literacy practices and schooling. The illustrations of the varied, but often frustrating home experiences counteract the schooled, Eurocentric notion of literacy that may constrain and contradict immigrant children's learning outside of schools. Learn more about this publication.

This book reports on an insightful sociolinguistic study into the manner in which Chinese families in Newcastle, England, alternate between Chinese and English in their speech repertoire. Using empirically collected conversational and ethnographic data and statistical tools, Li Wei shows intra-speaker and inter-speaker variation in code choice (How and why speakers alternate codes for different interlocutors, and how and why such choices differ from speaker to speaker). Age, sex, and length of residence are the main variables employed. Learn more about this publication.

Read the publication.


This book investigates the linguistic diversity of the United States by profiling the twelve most commonly used languages other than English. Each chapter paints a portrait of the history, demographics, community characteristics, economic status, and language maintenance of each language group and looks ahead to the future of each language. Yun Xiao has a chapter on Chinese in the USA. Learn more about this publication.


Wang, X. Y. (Ed.). (1996). *A view from within: A case study of Chinese heritage community language schools in the United States.* Washington, DC: The National Foreign Language Center. This volume is the first publication of The National Foreign Language Center (NFLC) to focus exclusively on the topic of heritage language preservation and enhancement in the United States. It is the result of years of cumulative, collaborative work with Chinese heritage community language schools, organized and operated by the Chinese ethnic community outside of the formal education system in the United States. This publication addressed issues of common interest to heritage community language schools and attempts to answer the following questions: What are the goals of heritage community language schools? How are heritage community language schools structured and managed? Who are the administrators? How are they selected? Who are the teachers? What are their qualifications? What is the academic curriculum for the heritage community language schools? Who are the students? How are they placed in classrooms? What activities are conducted in conjunction with classroom teaching? What problems do heritage community language schools face in teaching? What are the needs and concerns of heritage community language schools? What are the future trends for heritage community language schools? What are the benefits of linking the formal education system with heritage community language schools? What are strategies for implementing future collaboration between the two systems? This collection of articles was purposely designed as a descriptive study rather than a scholarly work or a research study. The intent is to provide a nontechnical, easily accessible depiction of what nonprofit heritage community language schools attempt to accomplish and how they operate. Learn more about this publication.
Read the publication.


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