



Heritage  
Languages  
IN AMERICA

---

## ***Critical Issues in Heritage Language Education***

### **Presenters**

Susan Gilson, Center for Applied Linguistics

Ana Maria Schwartz, University of Maryland  
Baltimore County

Jamie Lepore Wright, Georgetown University

Erin Haynes, University of California, Berkeley

### **ACTFL 2007**

Saturday, November 17, 2007

2:00 – 2:50 pm

With support from

Ann Kelleher, University of California, Davis

Joy Kreeft Peyton, Center for Applied Linguistics

---

**[www.cal.org/heritage](http://www.cal.org/heritage)**

## Session Overview

---

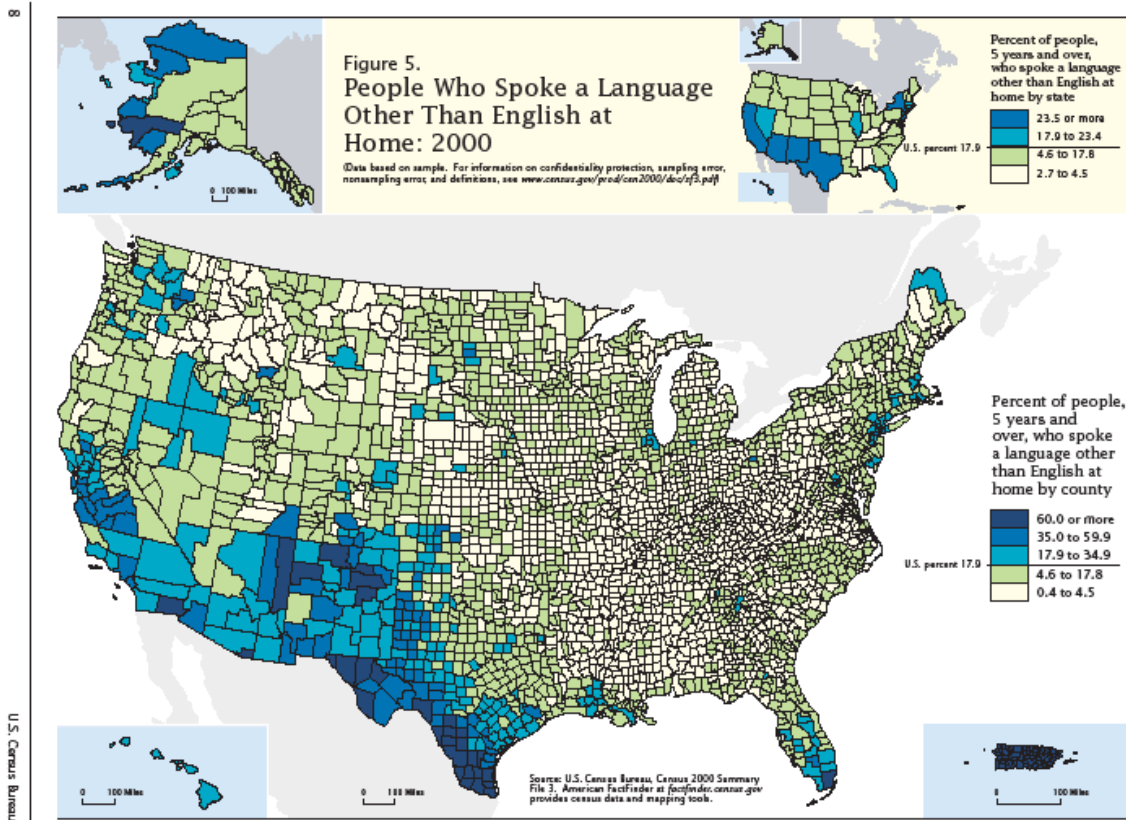
- ▶ Language speakers in the United States
- ▶ U.S. focus on language proficiency
- ▶ Alliance for the Advancement of Heritage Languages
- ▶ U.S. language policies and heritage language development
- ▶ Heritage language development efforts
- ▶ Questions and discussion

## Language Speakers in the United States

---

- ▶ In 2000, over 47 million individuals reported that they spoke a language other than English at home. In 2006, that figure reached 60 million (20% of the population).
  - ▶ Over 380 languages are spoken
    - ▶ Indo-European
    - ▶ Asian and Pacific Island
    - ▶ North Africa
    - ▶ Latin American indigenous languages
    - ▶ Native American languages
- (U.S. Census Bureau, 2000, 2006)

# Language Speakers in the United States



## U.S. Focus on Language Proficiency

---

- ▶ National Security Language Initiative, 2006, to increase the number of advanced-level speakers of foreign languages; includes
  - ▶ Support for FLAP programs
  - ▶ Fellowships and scholarships for study abroad
  - ▶ Domestic summer programs for teachers and students (STAR TALK)
  - ▶ Flagship programs and language pipelines, K-16
- ▶ The 109<sup>th</sup> Congress (2006) considered more than 40 bills dealing with languages and international education.

## A Question About This Focus

---

- ▶ To what extent are heritage language speakers considered and included in these efforts?

## Alliance for the Advancement of Heritage Languages

---

- ▶ The Alliance consists of individuals and organizations invested in language development for heritage language speakers in the United States.
- ▶ The mission of the Alliance is to promote the maintenance and development of heritage languages for the benefit of individuals, communities, and society.
- ▶ The work of the Alliance includes a Web site ([www.cal.org/heritage](http://www.cal.org/heritage)) with resources and research, an electronic discussion list, and a growing collection of profiles of heritage language programs.

[www.cal.org/heritage](http://www.cal.org/heritage)



About Us

Research and  
Resources

Program Profiles

Policy

Get Involved

Links

Partners

#### CONFERENCES

- ▶ **2007 ACTFL Annual Convention and World Languages Expo**

*Bridging Cultures  
Through Languages*  
November 16 -18;

#### Welcome to the home of the Alliance for the Advancement of Heritage Languages



The Alliance for the Advancement of Heritage Languages (the Alliance) consists of individuals and organizations who share a commitment to advancing language development for heritage language speakers in the United States. The Alliance is committed to fostering the development of the heritage language proficiencies of individuals in this country as part of a larger effort to educate members of our society who can function professionally in English and other languages.

The work of the Alliance is carried out through publications, the ongoing development of our Web site, a listserv, and **national conferences**.

In addition, the Alliance is compiling the Online Collection of National Heritage Language Program Profiles to promote information sharing and capacity building.

Go

#### Online Collection of National Heritage Language Program Profiles

The Alliance for the Advancement of Heritage Languages is collecting profiles on heritage language programs in the United States. This online collection of profiles allows heritage language programs in community-based and K-12 settings to form a network to exchange ideas and resources with one another. View the Online Collection of National Heritage Language Program Profiles.




## Online Collection of Heritage Language Programs

---

- ▶ The Alliance is making available profiles of heritage language programs within and outside the U.S. formal education system.
- ▶ The online collection allows heritage language programs in community-based and K-12 settings to form a network to exchange ideas and resources with one another.

[www.cal.org/heritage/profiles.html](http://www.cal.org/heritage/profiles.html)

# View or Submit a Program Profile Online

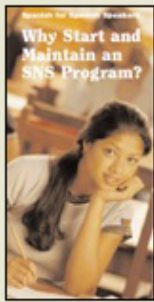
<b>About Us</b>	<b>View the Profile Collection</b>	<input type="text" value="Search"/> <input type="button" value="Go"/>
<b>Research and Resources</b>	The <b>Online Collection of National Heritage Language Program Profiles</b> allows heritage language programs in community-based, K-12, and university settings to form a network to exchange ideas and resources with one another.	<b>Tell others about the Online Collection</b>
<b>Program Profiles</b>	<a href="#">View the profile collection</a>	
▶ Submit a Profile		If you know of others who have a program that you feel should be profiled, please <b>send them an email message</b> inviting them to complete a profile.
▶ View Profiles		
<b>Policy</b>	<b>Submit a Profile for the Collection</b>	
<b>Get Involved</b>	If you work in a heritage language program <b>in a community-based or K-12 setting*</b> , we encourage you to complete a Heritage Language Program Profile. By entering your program into the Online Collection of Heritage Language Program Profiles, you will	
<b>Links</b>	▶ Show other program developers and staff how to start or improve their own heritage language programs	
<b>Partners</b>		

# View the Collection Online


- You can view the profiles by language or program type.

<p><b>Program Profiles</b></p> <ul style="list-style-type: none"> <li>► Submit a Profile</li> <li>► <b>View Profiles</b></li> </ul> <p><b>Policy</b></p> <p><b>Get Involved</b></p> <p><b>Links</b></p> <p><b>Partners</b></p>	<table border="1"> <thead> <tr> <th>Language</th> <th>Program Type</th> </tr> </thead> <tbody> <tr> <td>Chinese</td> <td>Organizations</td> </tr> <tr> <td>French</td> <td>Community-Based Programs</td> </tr> <tr> <td>German</td> <td>PreK-12 and Adults</td> </tr> <tr> <td>Ilokano</td> <td>Higher Education (university and community college)*</td> </tr> <tr> <td>Indigenous Languages</td> <td></td> </tr> <tr> <td>Japanese</td> <td></td> </tr> <tr> <td>Korean</td> <td></td> </tr> <tr> <td>Persian</td> <td></td> </tr> <tr> <td>Portuguese</td> <td></td> </tr> <tr> <td>Russian</td> <td></td> </tr> <tr> <td>Samoan</td> <td></td> </tr> <tr> <td>Spanish</td> <td></td> </tr> <tr> <td>Tongan</td> <td></td> </tr> <tr> <td>Multiple language programs</td> <td>View the complete profile collection arranged in alphabetical order by language.</td> </tr> </tbody> </table>	Language	Program Type	Chinese	Organizations	French	Community-Based Programs	German	PreK-12 and Adults	Ilokano	Higher Education (university and community college)*	Indigenous Languages		Japanese		Korean		Persian		Portuguese		Russian		Samoan		Spanish		Tongan		Multiple language programs	View the complete profile collection arranged in alphabetical order by language.	 <p>Know a heritage language program that may be interested in filling out a program profile? Use our form to send them a notification email.</p>
Language	Program Type																															
Chinese	Organizations																															
French	Community-Based Programs																															
German	PreK-12 and Adults																															
Ilokano	Higher Education (university and community college)*																															
Indigenous Languages																																
Japanese																																
Korean																																
Persian																																
Portuguese																																
Russian																																
Samoan																																
Spanish																																
Tongan																																
Multiple language programs	View the complete profile collection arranged in alphabetical order by language.																															

# Submit a Profile Online

<ul style="list-style-type: none"> <li>About Us</li> <li>Research and Resources</li> <li><b>Program Profiles</b> <ul style="list-style-type: none"> <li>▶ <b>Submit a Profile</b></li> <li>▶ View Profiles</li> </ul> </li> <li>Policy</li> <li>Get Involved</li> <li>Links</li> <li>Partners</li> </ul>	<h2>Submit a Program Profile</h2> <p>The Alliance is collecting profiles of heritage language programs and related resources within and beyond the formal education system to promote information sharing and capacity building.</p> <p>By submitting a profile about your heritage language program, you can help the Alliance continue to expand the <b>Online Collection of National Heritage Language Program Profiles</b> and thus create a more complete network in which heritage language programs can exchange ideas and resources with one another.</p> <p><b>Please read the following tips before starting your profile:</b></p> <ul style="list-style-type: none"> <li>▶ The profile form will take approximately 20 minutes to complete.</li> <li>▶ Try to complete the form in one sitting. If you stop, with the intention of completing it later, your work will NOT be saved, and you will have to restart at the beginning.</li> </ul>	<div> <input type="text"/> <input type="button" value="Go"/> </div> <h3>Free online resources from CAL</h3>  <p>CAL offers <b>free downloadable brochures</b> on the importance of language learning. Topics include Spanish for Native Speakers,</p>
--	---	--

# FAQs

<ul style="list-style-type: none"> <li>About Us</li> <li><b>Research and Resources</b> <ul style="list-style-type: none"> <li>Bibliography</li> <li>Digests/Videos</li> <li>Articles/Journals</li> <li>Language Spotlight</li> <li>FAQ</li> </ul> </li> <li>Program Profiles</li> <li>Policy</li> <li>Get Involved</li> <li>Links</li> <li>Partners</li> </ul>	<h2>Frequently Asked Questions (FAQ)</h2> <ol style="list-style-type: none"> <li>1. What is a heritage language?</li> <li>2. Who is a heritage language learner?</li> <li>3. What is a heritage language program?</li> <li>4. What languages are taught as heritage languages in the United States?</li> <li>5. How do heritage language programs differ from foreign language or first/native language programs?</li> <li>6. How does heritage language teaching differ from foreign language or first/native language teaching?</li> <li>7. What research is being done on heritage language development?</li> <li>8. What resources are available for heritage language teachers?</li> </ol>	<div> <input type="text"/> <input type="button" value="Go"/> </div> <h3>Spotlight Publication</h3>  <p><b>Heritage Languages in America: Preserving a National Resource</b> The Center for Applied Linguistics has also published a full-length, edited book on the subject of heritage languages in the United States. <a href="#">Learn more.</a></p>
--	---	--

## U.S. Language Policies and Heritage Language Development

---

- ▶ Language policies, whether explicit or implicit, have a broad and deep impact on heritage language programs and speakers.

## U.S. Language Policies

---

“Lacking firm roots in American legal traditions, the rights of language-minority groups are vulnerable to changing political winds.” (Crawford, 2007)

What are some current U.S. language policies, and how can they be evaluated in terms of their impact on heritage language learners?

# Language Policies



Heritage  
Languages  
IN AMERICA



About Us

Research and Resources

Program Profiles

**Policy**

Get Involved

Links

Partners

## Policy

This page provides informational resources on language policy related to heritage language in the United States. Such policies can be difficult to identify and assess for a number of reasons. Because no explicit language policy exists in the United States at the federal level, language policy and planning are manifested, implicitly, through the sum of the government's actions in various domains (Christian, 1999). Policies are also affected by a range of bottom-up factors that can be characterized as beliefs about language (ideologies) and language practices (Spolsky, 2003).

Some of the issues that arise in the educational sphere regarding the teaching of heritage languages and language policy include bilingual education, credit for education through community schools, the impact of the federal government's No Child Left Behind act, and support for the teaching of indigenous languages.

A number of **Web sites** are dedicated to tracking language policy concerns related to heritage languages.

**References:**

### Policy Web Sites



A number of **Web sites** are dedicated to tracking language policy concerns related to heritage languages.



# Overview: Language Policy in the U.S.

---

- ▶ No official language
  - ▶ De facto: English is American
  - ▶ Top-down versus bottom-up policies
- ▶ Immigrant languages and indigenous languages
  - ▶ Language maintenance, language revitalization
  - ▶ Different goals and resources
- ▶ Implicit versus explicit policies
  - ▶ English Only
  - ▶ Native American Languages Act

## Examples of Policies and Implications for Heritage Language Speakers

---

- ▶ No Child Left Behind
  - ▶ Focus on English language learners (ELLs)
  - ▶ Results of Wright's (2007) study of Khmer, Spanish, and Native American heritage language programs
  
- ▶ National Security Languages Initiative
  - ▶ Additive bilingualism, foreign language focus
  - ▶ *Which* languages, *which* varieties?

Who are these policies serving? What are the underlying ideologies?

# How to Evaluate Policies

---

- ▶ What is the goal of the policy?
  - ▶ Language maintenance or transition to English
- ▶ What is the policy *not* saying?
- ▶ Get involved
  - ▶ References and resources at the end of this presentation

# Heritage Language Development Efforts

## Indigenous and immigrant heritage languages

### ▶ Similarities

- ▶ Language revitalization
- ▶ Learners have cultural ties to the language community
- ▶ Challenges: Funding, materials, acceptance

### ▶ Differences

- ▶ Main purposes
  - ▶ Indigenous languages: Preservation of a language that is spoken nowhere else in the world
  - ▶ Immigrant languages: Familial use, larger socioeconomic and national purposes
- ▶ Availability of speakers and domains of use

See <http://www.cal.org/heritage/research/faq-10.html> for more info

# Heritage Language Development Efforts

---

## Successful indigenous heritage language programs

- ▶ Grassroots effort (Grenoble & Whaley, 2006)
- ▶ Expanded domains of language use (Fishman, 1991)
- ▶ Teaching that provides meaningful input and communicative content
- ▶ Culturally based
- ▶ Effort to remain in the target language for all classroom purposes, even with non-fluent teachers (Hinton, 2003)

## Heritage Language Development Efforts

---

### Immersion indigenous language programs

Example: Chinuk Wawa program, Grand Ronde, OR\*

- ▶ Objective: Reestablish Chinuk Wawa as the main community language
- ▶ Method: Immersion preschool on the reservation and classes for older children and adults
- ▶ Challenges: State and national bills supporting Native American languages lack “teeth;” difficult to move immersion into upper grades

*\*This program is profiled on the collection of heritage language profiles,  
<http://www.cal.org/heritage/profiles/indig.html>*

# Heritage Language Development Efforts

## Bilingual indigenous language programs

Example: Navajo-English program, Magdalena, NM\*

- ▶ Objective: Improve students' academic achievement and English proficiency while promoting bilingualism and biliteracy
- ▶ Method: Navajo language and culture classes at the K-12 levels combined with ESL training
- ▶ Outcomes: Over four-year program, 91.4% of Navajo students increased reading scores, 98.4% increased math scores, and 89.1% increased science scores; more parent and student involvement and pride

*\*This program is profiled on the collection of heritage language profiles,  
<http://www.cal.org/heritage/profiles/indig.html>*

## Heritage Language Development Efforts

---

### Master-apprentice program (Hinton, 1997)

- ▶ Objective: Reestablish indigenous language use in communities with only a few remaining speakers
- ▶ Method: A team consisting of a speaker and a learner create an immersion environment in which the learner can become orally proficient in the language (approx. 20 hours/week)
- ▶ Outcomes: Over 100 teams in California
  - ▶ Example: Matt and Agnes Vera (Yowlumne); Matt has reached conversational proficiency and teaches classes



## Learn About and Join the Alliance

---

- ▶ Browse the Heritage Web Site for information about activities and resources, research, bibliographies, and access to the Online Collection of Heritage Language Program Profiles.

**[www.cal.org/heritage](http://www.cal.org/heritage)**

- ▶ Join the Heritage Languages Listserv to receive periodic emails with updates on conferences, training opportunities, resources, and news items of interest to the heritage languages community.

**Email Scott McGinnis, [smcginni@umd.edu](mailto:smcginni@umd.edu)**

## References and Links

---

- ▶ Consortium for language policy and planning contains language policy bibliographies, proposals, and projects  
<http://ccat.sas.upenn.edu/plc/clpp/>
- ▶ James Crawford's Language Policy Website and Emporium  
<http://ourworld.compuserve.com/homepages/jwcrawford/>
- ▶ Fishman, J.A. (1991). *Reversing language shift: Theoretical and empirical foundations of assistance to threatened languages*. Clevedon: Multilingual Matters.
- ▶ Grenoble, L.A., & Whaley, L.J. (2006). *Saving languages: An introduction to language revitalization*. New York: Cambridge.
- ▶ *Heritage Language Journal*. Volume 5 is a special issue on TESOL and heritage language education.  
<http://www.heritagelanguages.org/>

## References and Links

---

- ▶ Hinton, L. (1997). Survival of endangered languages: The California master-apprentice program. *International Journal of the Sociology of Language*, 123, 177-191.
- ▶ Hinton, L. (2003). How to teach when the teacher isn't fluent. In J. Reyhner, O. Trujillo, R.L. Carrasco, & L. Lockard (Eds.), *Nurturing native languages* (pp.79-92). Flagstaff, AZ: Northern Arizona University.
- ▶ The Joint National Committee for Languages and the National Council for Languages and International Studies (JNCL-NCLIS) <http://www.languagepolicy.org/>
- ▶ National Security Languages Initiative: Page on U.S. Department of Education Web site and link to brochure <http://www.ed.gov/about/inits/ed/competitiveness/nsli/nslibrochure.html/>

## References and Links

---

- ▶ No Child Left Behind policy documents (U.S. Department of Education)  
<http://www.ed.gov/policy/elsec/guid/states/index.html/>
- ▶ U.S. Census Bureau. (2003, October). *Language use and English-speaking ability: 2000*.
- ▶ U.S. Census Bureau. (2006). *American Community Survey*. [www.factfinder.census.gov](http://www.factfinder.census.gov)
- ▶ Wright, W. (2007). Heritage language programs in the era of English-Only and No Child Left Behind. *Heritage Language Journal*, 5(1), 1-26.