Heritage Languages
IN AMERICA

Dissertation and Thesis Abstracts on Heritage Language Education 2000-2012

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The Alliance for the Advancement of Heritage Languages
Center for Applied Linguistics

This document contains a comprehensive list, including abstracts, of English language dissertations and theses on the topic of heritage language education written from 2000 through April 2012. Dissertations and theses are arranged by language studied and then sorted by author's last name. If multiple languages are the focus of the research, these dissertations and theses are under "Multiple heritage language populations." At the end of this document, you will find an index with page numbers, searchable by region researched, research interest, and research setting.

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Dissertations and Theses on Heritage Language Education 2000-2012

CONTENTS

Alutiiq heritage language education

Niugneliyukut (we are making new words): A community philosophy of language revitalization
Counceller, A. G. L.
University of Alaska Fairbanks, 2010

Abstract

The Alutiiq language on Kodiak Island (Alaska) is severely threatened, with only 37 resident speakers. The Alutiiq communities of Kodiak are engaged in a multifaceted heritage revitalization movement, which includes cultural education, revitalization of arts, and language revitalization. The language revitalization effort includes education, materials development, documentation, and terminology development (creation of new words) as a means of making the language more viable. The Kodiak Alutiiq New Words Council began in the fall of 2007. This language revitalization strategy is new to the Alutiiq community, and little research has been done on Alaska Native or Indigenous terminology development as a form of heritage revitalization. There is a need to understand the New Words Council in terms of its role in the wider language and heritage revitalization efforts, as well as understanding the value of the council to its members.

The Kodiak New Words Council is a contemporary heritage revitalization effort that entails development of new Alutiiq terms, and is part of a broader social movement to revitalize Alutiiq language and culture. Some past research on cultural heritage revitalization movements in Indigenous communities have focused on historical inaccuracies and 'inventedness' of new cultural forms, rather than the value and meaning of these efforts to their participants. Critiques of 'invention' scholarship counter that it denies Indigenous communities' agency and authority over their own cultural forms, and overlooks ongoing efforts for justice, sovereignty and healing. This study focuses attention on the social and historical context of heritage revitalization and its meaning to participants. Benefits of the council go beyond the formal goal of developing new words to modernize the language. Participants put great value on social benefits of the New Words Council, such as empowerment, connection to culture and identity, and healing. They further measure the success of the New Words Council in terms of participation, commitment, and continuity. Ultimately, this language revitalization effort is part of a broader effort of self-determination and community survival.

Arabic heritage language education

Foreign language anxiety in an intermediate Arabic reading course: A comparison of heritage and foreign language learners
Alghothani, D.
The Ohio State University, 2010

Abstract

This mixed-methods, qualitative dominant study investigated the issue of foreign language anxiety in an intermediate Arabic reading course. The first, quantitative phase of the study collected data from twenty-two students using the Foreign Language Classroom Anxiety Scale (FLCAS) and the Foreign Language Reading Scale (FLRAS) as well as a background questionnaire. The second, qualitative phase collected data from five participants: three Foreign Language Learners (FLLs) and two Heritage Language Learners (HLLs) via interviews, classroom observations, and participant journals. The nature of the anxiety that both types of learners experienced varied due to their differing backgrounds. Although the HLLs had lower scores on the FLCAS and FLRAS in comparison to the FLLs, they still experienced anxiety that was at times debilitating. Furthermore, the qualitative data shows that the low levels of anxiety that the HLLs felt may have been a disadvantage to them, as it prevented them from feeling a type of facilitating anxiety, associated with emotionality rather than worry (Scovel, 1978), that may have motivated them to put forth more effort and achieve what they were truly capable of. These findings reiterate the importance of qualitative data, particularly when examining a phenomenon as complex as foreign language anxiety.

The effect of mixing heritage and non-heritage students of Arabic on anxiety and attitude
Elmahjoubi, M. A.
The William Paterson University of New Jersey, 2011

Abstract

This study examined the effects of mixing heritage and non-heritage students of Arabic on non-heritage students' anxiety, motivation and attitude towards learning Arabic language. The study also shed light on Arabic language aspects that distinguish it from English. Participants included 3 sections of Arabic courses among 47 students at two American universities, and their instructor. Two of the courses had mixed students, while one consisted of non-heritage students only.

Data collection involved classroom observations, students' questionnaire, instructor interview and student interviews. The researcher was an outsider observer. Data analysis revealed that non-heritage students have different linguistic difficulties in Arabic compared to the heritage ones. Separately-taught non-heritage students were less anxious than those who were mixed, and their motivation to solve tasks was higher. Results also revealed that non-heritage students who were mixed had a more positive attitude concerning integrating within Arabic culture, while the separately taught ones were neutral.

"Ma sha Allah!" Creating community through humor practices in a diverse Arabic language flagship classroom

Hillman, S. K.

Michigan State University, 2011

Abstract

Drawing on Lave and Wenger's (1991) and Wenger's (1998) *communities of practice* (CoP) framework, this study explores the shared repertoire of humor practices in the creation of community within the context of a culturally diverse and multilevel adult Arabic language classroom consisting of two native speakers, five heritage language learners (HLLs), and three second language (L2) learners. These learners were the first cohort of students to participate in a new government-funded university Arabic Flagship Program. Employing both a macro-level ethnographic analysis and a micro-level discourse analysis of video-taped classroom interaction, this study analyzes how participants displayed their individual and *relational* identities (Boxer & Cortés-Conde, 1997), community membership, and levels of participation in this classroom community through conversational joking and responses to canned joke-telling by the teacher.

I analyze the data through notions of *frames* , *footing* , *keying* (Goffman, 1974, 1981; Gumperz, 1982), *double-voicing* (Bakhtin, 1986), and other contextualization cues. I also draw on the findings of previous research on humor in conversation (e.g., Bell, 2002; Boxer & Cortés-Conde, 1997; Norrick, 1993, 2004; Sacks, 1995) and humor in the classroom (e.g., Cekaite & Aronsson, 2004) in interpreting my data.

The findings reveal humorous interactive processes and negotiations of meaning which make up the shifting participation of learners in this classroom community. They show patterns of language in interaction by learners, such as teasing classmates by code-switching into other dialects of Arabic which differed from a student's own heritage dialect, teasing the teacher or classmates with Arabic colloquialisms, parodying the teacher's voice, and a hierarchical display of responses and peer scaffolding to canned jokes told by the teacher.

I argue that these humor practices were not only sites for identity display and relational identity display by my participants, but they also helped to mitigate tensions, soften face-threatening acts, and protect members' positive face needs in the classroom, ultimately contributing to the creation of a very inclusive, close-knit community with relatively low language learning anxiety for all its members. I also suggest that these humor practices created beneficial contexts for scaffolding and learning of Arabic culture and dialect. The findings are additionally discussed in terms of the CoP framework as well as more recent expansions and critiques of this framework (e.g., Haneda, 2006).

The production of Arabic vowels by English L2 learners and heritage speakers of Arabic
Saadah, E.
University of Illinois at Urbana-Champaign, 2011

Abstract

It is known that adult language learners often struggle to accurately pronounce unfamiliar sounds in the target language, but the extent and duration of the linguistic experience is found to affect native-like production of target segments. In order to explore the variability in speech production between language learners, I compare vowel production between heritage speakers of Arabic (HSs) and English L2 learners. More importantly, this phonetic investigation asks fundamental research questions such as: Whether one or two phonetic/phonological systems coexist in the mental organization of developing bilinguals? If early childhood exposure to the target language as experienced by HSs affects phonetic learning later in life, e.g., when the HS is an adult learner in a traditional classroom setting? Moreover, do bilinguals of varying proficiency levels process their languages in the same way?

Depending on the linguistic experience, prior studies of speech production show that bilingual speakers may possess one or two phonetic/phonological systems for the two languages. Furthermore, exposure to the L2 in early childhood facilitates attainment of native-like L2 phone production. Specifically, Flege (1987), Mack (1989), and Guion (2002) show that early bilinguals are capable of acquiring fine-grained phonetic detail of their L2 more than late learners. In the present study, 12 HSs-- 6 experienced (EHSs) and 6 inexperienced (IHSs)--as well as 12 L2 learners-- 6 advanced (AL2) and 6 beginner (BL2)--were compared with 6 native speakers of Arabic. Subjects produced 2 repetitions for each of 114 CVC monosyllabic words, embedded medially in a fixed carrier phrase. Formant measures of F1 and F2 were taken (in Bark) at vowel midpoint.

Unlike the L2 learners, the results reveal that HSs have acquired two phonetic/phonological systems for Arabic and English, demonstrating the significance of childhood exposure to target sounds in later phonetic attainment. Specifically, more experience in the target language results in more accurate vowel production as shown by EHSs producing values that are closer to target vowels than IHSs and so is the case for AL2 compared to BL2 learners. Presenting a great challenge for language educators and language programs in the United States, implications from comparing these distinct populations (HSs and L2 learners) are discussed in relation to phonological theory, specifically, the intersection between second language research (SLA) and teaching of heritage language instruction.

Bangladeshi heritage language education

Heritage Language Maintenance among Bangladeshi immigrants in Toronto
Subhan, S.
Northern Arizona University, 2007

Abstract

This research portrays the emic story of heritage language maintenance situation among the Bangladeshi immigrants in Toronto. Through a naturalistic exploratory inquiry, the study reviews the issues of language maintenance particular to Bangladeshi Torontonians. The findings of this study describe the emerging pattern of practices and manifest attitudes regarding heritage language maintenance in their daily lives. Five research questions guided the study; two of which were used to inquire about the noticeable extent of the presence, use, and maintenance of heritage language within the families. One question aimed to understand the relationships families have with outside contexts and resources of heritage language maintenance. Two other questions pertained to the manifest behavior of parents in transmitting language and conveying language-related values to the children. Data was collected through the ethnographic methods of observing participation and supported by document reviews and historical interviews. Findings were triangulated by using data, sources, and theory. Findings are reported the portraiture method. The findings suggest that language maintenance is not noticeable within the families of Bangladeshi immigrants in Toronto in profound or significant ways. Although the parents almost incessantly use heritage language and that other sources of heritage language sources are present in the home environment, children generally live in their own separate worlds and interact with heritage language sources and users only on a functional level. Most of the outside contexts and resources of heritage language is avoided by the children and sometimes neglected by the parents. Parents are generally found to consciously foster and transmit some religious values and cultural behavior. A general lack of awareness regarding the importance of language maintenance and its means exist. Many other priorities of immigrant experience take the foreground in these parents' consciousness and time, although cultural and linguistic maintenance remains at the back of their minds.

Chinese heritage language education

Studying a heritage language: Perception of identity and language among high school students taking Mandarin
Batista Buteri, B.
Simon Fraser University (Canada), 2003

This research is framed in the context of the BC language policy of 1996, which opened possibilities for the introduction of Mandarin language curriculum (among others) and provincial exams in secondary schools. The purpose of the study is to investigate how Chinese immigrants (and Canadian born Chinese) in Grades 10-12 taking an integrated Mandarin course in high school, perceived their experiences in these classes, especially in relation to issues of identity. The theoretical framework for this study is based on a post-structural approach to identity that suggests identity is a continuous production, necessarily mediated by language. Also, constituted in the context of representation, identity is not a fixed, pre-determined concept but one which is constantly under relation and negotiation. The mode of inquiry was qualitative and data was collected from two main sources: a questionnaire and nine focus group interviews. Students made varied recommendations for course improvement; the most important was to make the class more responsive to students' diverse origins and Chinese dialects.

Evaluating the effect of heritage language learning on the well-being of Chinese-American youth
Cheng, R.
Southern Connecticut State University, 2010

Abstract

The purpose of this study was to investigate the relationship between Chinese as heritage language (CHL) learning and the psychological well-being of Chinese-American students. The data utilized in the study was obtained from a Sunday Chinese school located in the northeastern United States. Correlation analyses and logistic regression analyses were employed to address all research hypotheses. The results revealed that parents' education level was correlated with learning motivations. Time spent on homework from Chinese school was an effective predictor of self-satisfaction. Speaking Chinese with family members was highly important to cultural identity, self-esteem, self-satisfaction and overall psychological well-being. Parents' involvement was negatively correlated with cultural identity. CHL reading, video-watching and attending community activities were associated with cultural identity, self-satisfaction and overall psychological well-being. Celebrating Chinese festivals was correlated with all factors. And students' Chinese facility was also found to be correlated with four factors except learning motivations.

Looking both ways: Structure, agency, and language ideology at a Chinese Saturday school
Chik, C. A.
University of California, Los Angeles, 2010

Abstract

The core topic addressed by this dissertation is the maintenance of a heritage language in America, where immigrants who arrive speaking a non-English language generally see this language eroded within two to three generations. Efforts by communities to maintain their languages have, however, also been part of American history and this study investigates one such effort: a Chinese Saturday school in suburban Los Angeles. Focusing on the parent organizers, this study examines their role in constructing a language learning environment for their children. What factors contribute to the construction of this environment? How do parental language ideologies, in particular, influence language learning at this setting? How does a social context that includes an overwhelmingly dominant language impinge on goals parents pursue for Chinese maintenance? How do other social factors, such as the racial visibility of this community, influence parental objectives, including those for language learning?

Participant observation was conducted at the school on a total of 64 Saturdays, primarily between 2007 and 2010, and also at several off-campus events. Additionally, 8 teachers and 51 parents were interviewed. The data was analyzed using a framework that sees subaltern groups as both protesting against and also as accommodating to dominant societal arrangements, with "protest against" and "accommodation to" themselves seen as complex categories. In terms of protest, a creative, positive dimension was apparent in the preservation and manifestation of heritage culture and language. A more negative, defensive dimension was also present as parents used the school setting to manage and respond to a racial/ethnic minority status. At the same time, the parents adopted an "accommodation to" perspective that focused not on maintenance of ethnic traditions but on adjustment to mainstream society. Parents embraced the economic and educational success that conformity with the mainstream promised as well as the necessity for English mastery in this effort. With regard to the children, their English dominance was recognized as integral to second-generation identities and the widespread use of this language at the school accepted. Parents nevertheless felt that the school established a basis for future bilingual development in terms of both linguistic acquisition and of fostering a positive attitude toward the heritage language.

An analysis of Chinese parental attitudes toward their children's heritage language maintenance and development
Chung, Y.
School of Intercultural Studies, Biola University, 2007

This study examines Chinese parental attitudes toward their children's heritage language maintenance and development in a largely Chinese community in the greater Los Angeles area. It seeks to analyze factors that might affect Chinese parental attitudes on their children's Chinese language development. Data was collected through 2 focus group discussions, 99 questionnaires and 17 interviews. The study hypothesized that (1) Chinese parents who have higher educational attainment will have higher expectations for their children's Chinese language development, (2) Among first generation immigrants, newly arrived parents will show more ambivalence towards having their children continue Chinese language learning than those who have been residents in the United States for more than two years, and (3) Parents educated from multicultural societies, such as Malaysia, are more likely to perceive developing fluent bilingualism and cultivating academic excellence as complementary, rather than contradictory goals. The findings of this study confirm all three hypotheses.

Growing up in three languages: Triliteracy practices of Chinese immigrant children in Quebec
Curdt-Christiansen, X. L.
McGill University (Canada), 2004

Abstract

In this ethnographic inquiry, I examine how a selected group of Chinese immigrant children in Montreal, Quebec negotiate literacy practices in three languages, Chinese, English and French. I collected data between 1998--2002 through participant observations in different socio-cultural-linguistic contexts that include a Chinese Heritage Language school and the students' home domains. Data sources also include interviews, classroom discourses, field-notes and the students' written texts in the three languages. I draw on Vygotskian socio-cultural theory as an overarching framework to conceptualize my understanding of Chinese immigrant children's triliterate actions. I use Wertsch's concept of "mediational means", Bakhtin's notions of "utterance, voice, dialogicality" and Ivanic's theory of "writing and identity" to present portraits that illustrate the complex relationships among the children's contexts, agency, cultural positionings and uses of literacy as mediational means. I examine the children's perceptions of their multiple school experiences, their school and language affiliations and identity. Lightfoot's concept of "portraiture" is a useful methodology to illustrate how multilingual children present and negotiate their life worlds in the three languages and spaces---from home to school and from heritage language school to formal public school. The reflective understandings that emerge from this inquiry are integrated within the contexts of the historical role of Confucianism and the characteristics of the written Chinese language. The results of my inquiry suggest that multilingual children's literate actions are interwoven with issues of agency, access, choice, identity, power and status in different contexts. Results further indicate that maintenance of a heritage language in its written form is possible when children receive appropriate parental support and guidance and have access to literacy materials. The development of multilingual

literacies can be strengthened by the collaborative efforts of and dialogs among policy makers, educators, members of cultural communities and immigrant families.

Community-based education and the formation of ethnic identity: Case study in a Chinese American community
Du, L.
State University of New York at Buffalo, 2008

Abstract

Using qualitative research methods, the dissertation closely examines the daily living experiences in a suburban Chinese American community and explores how the community-based ethnic education, including the heritage language educational programs and other community-based cultural activities, affect the ethnic identity formation of the youth in the community. My investigation draws on three theoretic approaches, namely, theory of Diaspora identity, theory of class ethos and habitus, and method of compositional analysis. Based on the data, I analyze the rationale, mechanism, and limitation of the community-based ethnic education and ethnic identity production in the community. I argue that there exists a unique ethos in the community as a result of the combined influences of a range of local, national, and transnational social and economic factors. This community ethos leads to the active participation of the local Chinese Americans in community-based ethnic education and the maintenance of a strong ethnic identity in the community. The ways in which the local Chinese Americans produce their ethnic identity in relation to the community-based education are multifold and highly delicate, which involve strategies of exclusion and inclusion and intensive use of imagined common history and cultural symbols. Meanwhile, this production process is characterized by the constant negotiation and resistance of the youth. As a part of Chinese ethnic networks, the community life including the ethnic education is greatly impacted by the circulation of people, materials, and mass media products within the networks. Finally, I stress the limitation of the ethnic identity production within the community. Notwithstanding the active role of the local social agents, the local Chinese American community and ethnic educational institution are highly structured production sites. The power struggles over these contesting sites are constant while multiple national and global forces and their institutional agents try to dominate the local ideological production process. In conclusion, I point out the need to contextualize ethnic community forces in concrete social conditions, and call for further investigations on how various groups both within and outside the United States are positioned and how they are positioning themselves in light of such positioning in the changing global settings.

The effect of implicit and explicit feedback: A study on the acquisition of Mandarin classifiers by Chinese heritage and non-heritage language learners
Han, Y.
University of Florida, 2010

Abstract

Previous studies revealed mixed results in terms of the relative effects of implicit and explicit feedback: some found that explicit feedback worked more efficiently than implicit feedback; others found no difference between the two feedback types. These contrasting results called for further investigations into this issue, particularly examining those underexplored learner groups who have developed their target language (TL) in a different path from traditional foreign/ second language learners investigated in previous studies, such as heritage language (HL) learners. Therefore the present study aims at contributing to the literature by investigating the relative effects of implicit feedback in the form of recasts and explicit feedback in the form of meta-linguistic feedback on the acquisition of Mandarin classifiers by Chinese heritage language (CHL) and non heritage language (non-CHL) learners. This study employed a pre-test-treatment-post-test research design, in which 64 participants (CHL=35, non-CHL=29) were randomly divided into four experimental groups and two control groups. Feedback was provided on learners' errors by a native Chinese interlocutor during the two treatment sessions.

Learners' perceptions of feedback were measured by their verbal comments provided during the stimulated recall, and their acquisition of classifiers were assessed by their test scores. The data were both quantitatively and qualitatively analyzed. The results showed that both feedback types were effective in facilitating learners' acquisition. In addition, learners' language background was also found to affect their perceptions of feedback, as well as their acquisition.

The findings of this study expand our knowledge about implicit and explicit feedback. In addition, they also provide invaluable information particularly for educators and administrators who are involved in HL instruction.

Fangyan-speaking learners of Mandarin Chinese in U.S. universities: Experiences of students with heritage backgrounds in Chinese languages other than Mandarin
Hsiao, J. C.
The University of Texas at Austin, 2010

Abstract

With the rising importance of Mandarin Chinese since the 80s, researchers have paid more attention to the Mandarin learners of heritage backgrounds who can understand or speak Mandarin Chinese before entering Chinese as a Foreign Language (CFL) programs. However, the study of *Fangyan* -speaking learners of Mandarin Chinese has been long neglected and still remains scarce. This interview study was conducted with twelve Fangyan-speaking learners of Mandarin in U.S. universities with an aim of investigating the linguistic knowledge and ethno-cultural identities that Fangyan-speaking students bring to college-level CFL classrooms. Another focus of this study is to investigate the perception Fangyan-speaking students have about their linguistic abilities and what Fangyan-speaking students are perceived to be the expectations of their instructors and peers.

This study was conducted in two CFL programs: a long-established dual-track program in a research university and a newly-established mixed track program in a teaching university. Both Fangyan-speaking students and their instructors were recruited for interviews and document data were collected from both students and their instructors.

A modification of Krashen's Input Hypothesis (1981) was employed in categorizing four types of Mandarin input, in which Cantonese pronunciation for reading purposes and media consumption were found to play important roles in Fangyan-speaking students' Mandarin learning. Analysis of the data also revealed that Fangyan-speaking participants' ethno-cultural identities may exhibit a nature of "hybridity" owing to their family immigration histories. Implications derived from the findings are offered for researchers, practitioners, and administrators of programs that serve tertiary CFL learners.

Biliteracy maintenance and bicultural identity development: Chinese heritage language school communities in Southern California

Hu, Y. C.
Texas A&M University-Kingsville, 2006

Abstract

The purpose of this sociolinguistic study was to explore social, cultural, and linguistic factors that may have contributed to the biliteracy maintenance and bicultural identity development at two Chinese heritage language (HL) school communities in southern California. In addition to exploring perceptions of adult decision-makers---the parents, teachers, and administrators of the Chinese heritage language school communities, this study examined Chinese and English language proficiency levels of Chinese-language learners in a bicultural context. The study also sought to determine which influences led individual heritage language learners to their particular successful or unsuccessful learning outcomes. The researcher developed three questionnaires and conducted multiple interviews and classroom observations to elicit both quantitative and qualitative data for this study. The subjects were 319 parents, 47 teachers, 209 students, eight administrators in two anonymous Chinese heritage language school communities, and eight individual heritage language learners. The data were processed through the Statistical Package for the Social Sciences (SPSS) Version 12.0 and the established interview procedure regulated by the IRB Committee of Texas A&M University-Kingsville. Major findings show that due to a significant language shift from Chinese to English, the students' bilingual performance at the two heritage language schools did not match the stated goals of the heritage language programs. The shift was caused by a pro-English learning environment directly related to parental language proficiency and preference, and as a consequence, the amount of Chinese input, which functions as a tool of enculturation, was limited. Other factors discouraging Chinese heritage-language learning were the limited number of instructional hours and rather formula-oriented pedagogical approaches at the HL schools. The statistical measurements detected significant relationships between bilingual maintenance and bicultural identity development, and the students' ages and Chinese-school grades appeared to be major variables contributing to the relationship. The in-depth interviews suggested that factors of age, ethnicity, education, learning environment, and family or personal socio-economic status influence individual HL learners, resulting in a wide range of language learning outcomes and cultural identity development.

A socio-historical analysis of Chinese Heritage Language Education in British Columbia
Jiang, H.
The University of British Columbia (Canada), 2010

Abstract

Throughout Chinese-Canadian history, Chinese heritage language (CHL) education has always been a way to transmit linguistic and cultural knowledge across generations, to maintain communication among Chinese family members and other contacts, near and far, and to preserve Chinese culture and identity. Nevertheless, despite the great efforts made by many generations of Chinese immigrant communities to teach the Chinese language to Canadians from Chinese linguistic and cultural backgrounds in community schools, to date the ethnolinguistic vitality of Chinese language education in British Columbia, its role in history and society, and the factors that helped it survive and led to its current prominence have not been examined. This thesis describes the development of CHL education in BC, considering historical, educational, socio-political, and sociolinguistic factors that have shaped CHL education in society. The study draws upon archival data, including textbooks used at different periods of time, letters, school reports and journals, newspaper articles and other written documents, as well as oral interviews with current leaders and practitioners in Chinese language education in British Columbia. This research documents the various social-political influences on CHL education from both Canada and China during the tumultuous 20th century in particular, but also during current era. The study also reveals the significant role played by CHL education and advocacy during each period of Chinese-Canadian immigration history. The ethnolinguistic vitality of the local Chinese community has supported CHL education and inspired many people to learn Chinese as a heritage language in British Columbia. Finally, research on the benefits of heritage language education and maintenance are reviewed to provide an applied linguistic perspective on its proven efficacy, which complements the intuitive desires and beliefs of many generations of parents and community activists who have urged their children to keep the language alive. The thesis concludes by noting some of the positive developments and remaining challenges associated with Chinese language education, teacher education, and pedagogy in both community and formal education settings in British Columbia in the 21st century.

Policies and identities in Mandarin education: The situated multilingualism of university-level "heritage" language learners
Kelleher, A.
University of California, Davis, 2010

Abstract

This dissertation explores complex positionings of Chinese heritage language (CHL) learners amid several intersecting discourses, including those around globalization, identity development and language policies. Using critical, qualitative methods, the study combines textual and site-based analyses, linking the language development experiences of diverse university-level CHL students to broader sociopolitical discourses.

An analysis of the concepts "heritage language" and "heritage language learner" serves as a foundation for ethnographic work at California Northern University (CNU, a pseudonym). Arguments for establishing expert meanings reflect unresolved, perhaps irresolvable, tensions among the disciplinary perspectives that are forming an emerging heritage language field. Interpreting the meaning "heritage" broadly for languages and narrowly for learners allows for uneasy equilibrium, leaving open questions about the significance of linkages between language and culture.

The study then explores this link in the context of university-level Mandarin education. Site-based field work at CNU from 2005-2008 examined policy enactments and their effects on diverse CHL learners. Findings under a dual-track program design, separating "regular" and "bilingual" learners at the introductory level, revealed complications around placements; when institutional policies did not meet students' language needs nor were in accord with their evolving sense of ethnic identity, some CHL students re-placed and re-positioned themselves, seeking to resolve tensions they faced when caught at the intersection of institutional values, program structure and their own linguistic and cultural resources.

After the program added a third track for Cantonese-background students, subsequent work focused on the experiences of diverse CHL students in this track. The first analysis details students' evolving investment in studying Mandarin as a "heritage" language whose spoken form differs greatly from Cantonese, examining identity negotiations and how Mandarin study interacted with students' sense of "Chineseness". The second analysis examines teachers' and students' beliefs about the relationship between Cantonese and Mandarin. The analysis reveals why "dialect" background matters for Mandarin development and that present theoretical constructions of CHL learners render invisible significant distinctions.

In sum, this dissertation connects issues of identities, pedagogies and policies in relational terms, demonstrating the importance of this approach for CHL education, and also within heritage language studies and applied linguistics.

Effects of bilingualism on development of facets of phonological competence
Kuo, L. J.
University of Illinois at Urbana-Champaign, 2006

Abstract

This dissertation investigates the effects of early exposure to a second language on the development of phonological competence. It extends the scope of previous research on this topic in two directions. Theoretically, traditional conceptualization of phonological competence is broadened to include not only segmental sensitivity, supra-segmental sensitivity, but also distributional sensitivity. Methodologically, it reveals the effect of bilingualism itself by isolating complicating factors present in previous research on bilingualism, such as cross-language transfer, effects of exposure to a transparent orthography, and the disparity in literacy instruction between bilinguals and monolinguals. With this augmented conceptual and methodological framework, this dissertation examines the effect of bilingualism and formulates theories of such an effect.

In three empirical studies, the participants were Mandarin-speaking kindergarteners, first graders and second-graders with different degrees of exposure to Southern-Min, a heritage language spoken in Taiwan. Southern-Min and Mandarin are typologically related, but are mutually unintelligible. Results from the three studies that examined different facets of phonological competence show that the bilingual children outperformed their monolingual peers in segmental sensitivity, but this advantage was transient and had largely disappeared by the second grade. No bilingual effect was observed in the development of supra-segmental sensitivity. Bilingual children showed a disadvantage in the development of language-dependent distributional sensitivity at the kindergarten level, which may be attributed to the overlap of their two developing phonotactic schemata. However, by the first grade, bilingual children caught up to their monolingual peers and even demonstrated an advantage in language-independent distributional sensitivity. The bilingual advantages observed in these three studies can be best explained by the cognitive flexibility theory. The theory argues that bilinguals show a greater readiness to reorganize linguistic input and (implicitly) recognize linguistic structure, because the need to constantly overcome interlingual interference directs children's attention to the structural features of language. Furthermore, having access to two languages may render structural similarities and differences between languages more salient, thus allowing bilingual speakers to form representations of language structure at a more abstract level.

Affective characteristics of American students studying Chinese in China: A study of heritage and non-heritage learners' beliefs and foreign language anxiety
Le, J.
The University of Texas at Austin, 2004

Abstract

The purpose of this study was to investigate the affective characteristics of American college students studying Chinese in China, including their reasons for learning Chinese and studying abroad, their beliefs about language learning and their foreign language anxiety. The students were divided into 3 groups based on their ethnic heritage. The influence of their ethnic languages and cultures and other related background factors on three ethnic groups' reason, beliefs and anxiety were explored through quantitative analyses and cross-comparison analyses. The results of this study were also compared with the results with previous studies using the BALLI and the FLCAS.

A total of 133 American students (4.52% of the target population) enrolled in Chinese programs in seven key universities in China participated in this study. Three survey instruments were used -- the Beliefs About Language Learning Inventory (BALLI), the Foreign Language Classroom Anxiety Scale (FLCAS) and a detailed Individual Background Information Questionnaire. The BALLI Plus explored the specific learning context of studying Chinese in China.

Several conclusions were made based on the findings of this study. First, the present study identified some unique and important characteristics of American college students studying Chinese in China and provided an overall profile of them. Significant demographic differences among the three ethnic groups were found in a variety of areas.

Second, this study has found some important differences among the three ethnic groups in their reasons for learning Chinese and studying abroad, their beliefs about language learning and their foreign language anxiety. The different ethnic language and cultural backgrounds likely played an important role in these differences.

Third, the findings of this study showed that American students studying Chinese in China were highly motivated but also highly anxious foreign language learners. A substantial majority of them had a long history of foreign language learning, enjoyed learning languages, and believed that they would ultimately learn to speak Chinese very well. However, they also have the highest levels of foreign language anxiety found in studies using the FLCAS.

The findings of the present study provide new insights on the backgrounds, language learning beliefs and foreign language anxiety of students studying a less commonly taught foreign language. The findings of the role of ethnic language and culture backgrounds in this study provide a new theoretical explanation for some of the affective differences that have been found among foreign language learners.

A language socialization approach to the interplay of ethnic revitalization and heritage language learning---Case studies of Chinese American adolescents

Lei, J.
State University of New York at Albany, 2007

Abstract

Although an abundance of works have addressed immigrants' experiences of learning English as Second Language (ESL), there is lack of scholarly attention on how young immigrants explore multiple identities through heritage language. Furthermore, little attention is given to how heritage language contributes to the ethnic identity development process, although some scholars have addressed language learning and identity construction in the heritage language school (He, 2004, 2005). This dissertation explores the role of heritage language in the process of ethnic revitalization for 6 second-generation Chinese American adolescents in Upstate New York. It also looks at how this dynamic identity construction contributes to various patterns of language use and language learning. From a language socialization perspective, my ethnographic case studies examine how they are socialized in and through the individual network of linguistic contacts (INLC) (Landry and Allard, 1992).

Since there are three kinds of contacts in which the INLC is established: educational support, interpersonal contacts, and media-based contacts, I have paid special attention to how different INLC contribute to individual's identity formation that in turn gives rise to different routes of language development. My findings demonstrate that there is a possibility of transformation of one's ethnic identity from a weak to a strong one, but this process is not automatic nor does it happen for everyone (Gay, 1985; Kim, 2001). Learning and use of heritage language does facilitate that process, which in turn feeds back to one's linguistic behavior. In other words, it is the youngsters' consistent learning and use of Chinese that enables them to be socialized in various contexts, which helps to establish ethnic belongingness; on the other hand, their strong ethnic identifications incline them to certain phenomenological experience, which in turn facilitates their learning and use of Chinese. However, learning and use of heritage language does not necessarily lead to homogeneous ethnic identity. By interacting within different social networks across time and space, immigrant children may display different relationships to their ethnic group and different senses of being a minority (Jo, 2002). Thus, Chinese American youngsters can be located on a continuum of "Chineseness" and "Americanness".

The invisible and the visible: Language socialization at the Chinese heritage language school
Li, J.
University of Texas at San Antonio, 2006

Abstract

The present study explores the language socialization of a group of China-born and American born children who are Mandarin learners at the Lu Xun Chinese Heritage Language School in the Southwestern U.S. Theoretically, the study follows a new paradigm in language socialization research which focuses on second language contexts and uses multiple sources of data to investigate the dynamic nature of the process through which learners are socialized into a new language and cultural environment. Specifically, the study explores how members of a small Chinese community in a major city contribute to the maintenance of the Chinese language and culture by transmitting their cultural values to their children through school and home contexts, and how the children react to the efforts made by their instructors, parents and other caregivers. Ethnographic in nature, the study was conducted by adopting a variety of methods such as participant observation in the classroom and the community, interviews with parents, instructors, and children, and dinner table talk. A total of twelve students, fifteen parents, and two instructors participated in the study and all data were recorded with digital recording equipment. This study adds to the current literature about how linguistic and cultural knowledge are constructed through each other in different heritage language learning contexts, and what role children/novices and adults/experts play as active and selective agents in the process of language socialization within these contexts.

The voices of parents, students, and teachers regarding Chinese heritage schools in Southeast Texas
Liao, L. Y.
Texas A&M University, 2011

Abstract

This qualitative study shared the voices of parents, students, and teachers and their perspectives on and experiences at community-based Chinese heritage schools (CHSs) in Southeast Texas. Their voices can be seen as critical inquiries that truly represent the phenomenon of after-school Chinese language education in the United States. With in-depth interviews and content analysis, this dissertation sought to provide greater understanding in: (a) creating a dialogue among the unique perspectives and voices of parents, students, and teachers; (b) documenting how teachers, first-generation parents, and second-generation students negotiate their own unique roles within the CHS system; (c) providing recommendations to school leaders, administrators, and teachers regarding particular methods of working with parents, to make students. heritage language (HL) learning more meaningful; and, (d) underscoring the contention that HL learning is a critical component of a functioning in pluralistic society.

The role of Confucius Institutes in Chinese heritage language-community language (HL-CL) schools: Stakeholders' views
Liu, N.
Arizona State University, 2010

Abstract

This study investigates the role of Confucius Institutes (CIs) in Chinese Heritage Language-Community Language (HL-CL) schools by comparing stakeholders' views before and after the Confucius Institute was founded in a metropolitan area. Here by stakeholders, I refer to principals, teachers, and parents in Chinese HL-CL schools. This study also examines CI stakeholders' (including directors, staff, and Chinese teachers) views on how their project enhances Chinese HL education and supports local Chinese HL-CL schools. Surveys and interviews are mainly relied upon to examine the research questions.

In general, this study indicates declining Chinese language proficiency among second-generation Chinese children, who are of bilingualism, but show more confidence in their English than Chinese skills. Despite this phenomenon, parents still use tremendous efforts to preserve their children's HL, including sending them to Chinese HL-CL schools. The majority of stakeholders in Chinese schools believe that the schools succeed in fulfilling the roles of maintaining children's HL-CL, creating their sense of community, to name a few. Furthermore, this study demonstrates that the CI performs an important and encouraging role in local Chinese schools, especially in its partner school—Zhihui School. According to the stakeholders in the CI and Chinese schools, the CI organizes various activities to motivate the students to learn their HL and provides teacher training opportunities. The stakeholders in the CI promise that they will continue to support local Chinese schools and Chinese HL education since the biggest local Chinese-learning population is the Chinese heritage population.

This study sheds light on the traditional operation of Chinese HL-CL schools, depending in large part on the communities, and encourages school operators to consider external cooperation and support, such as possible collaboration with CIs, or even public schools and university Chinese programs. In addition, this study presents constructive suggestions for administrators, teachers, and parents in Chinese HL-CL schools. The results benefit administrators in the aspect of operating Chinese schools, help teachers improve their teaching, and encourage parents to cooperate closely with Chinese schools and teachers to better preserve their children's HL.

Motivational orientations in Chinese learning---Heritage and non-heritage college students in the United States
Lu, X.
State University of New York at Buffalo, 2007

Abstract

This is a study of educational motivation for Chinese language acquisition in the higher learning context. To study the effect of motivation on language learning and learning outcomes of a Mandarin Chinese language learner, I measured integrative motivation, instrumental motivation, and a learner's attitudinal motivation, i.e. the orientation of attitude toward the language learning situations and examined how each influences Chinese language learning and a learner's learning outcomes. Given the heterogeneous nature of the Chinese language learners in the United States college classrooms, I divided the learners into two major classes: Chinese heritage language learners (HLLs), and Non-heritage learners (NHLLs). However, given the significant differences among NHLLs, in my analyses I further divided the NHLLs into two sub-groups: Eastern Asian non-heritage language learners, and Other non-heritage language learners.

Students studied in this dissertation were registered in Chinese classes at the State University of New York at Buffalo. They were asked to complete a questionnaire that assesses (a) their integrative and instrumental orientations for learning Chinese, and (b) their attitudes toward the learning situations such as instructor/course specifics, group/peer specifics, and environment specifics--such as their attitudes toward a mixed classroom setting of heritage language learners (HLLs) and non-heritage language learners (NHLLs).

Enrollments in Chinese language classes have been increasing across the United States. In most college Chinese language classes HLLs and NHLL are mixed. This study contributes to the literature on teaching and learning Chinese, and to the literature regarding internationalizing American higher education. It will help to improve Chinese language curriculums and programs at the higher education level in the United States, especially in the following aspects: (1) establishing connections between various motivations and academic learning outcomes for heritage language learners (HLLs) in comparison with non-heritage language learners (NHLLs), and (2) finding out the effects of learners' attitudes toward a mixed classroom learning environment in relation to their language learning and language learning outcomes for various heritage groups. In addition, the results gained from this comparative study should help to persuade higher education administrators and government policy makers that HLLs and NHLLs require separate classrooms, subsidiary materials, support organizations and specially trained language professionals that are capable of meeting their specific educational demands.

Chinese American children's bilingual and biliteracy development in heritage language and public schools
Pu, C.
The University of Texas, San Antonio, 2008

Abstract

Framed by sociocultural theory and the continua model of biliteracy, this study investigated four Chinese American immigrant children's bilingual-biliteracy development in their heritage language and public schools in an urban city of South Texas, U.S. The purpose of this study was threefold, exploring 1) what literacy instruction the focal children are exposed in their public and Chinese heritage language schools; 2) how the children read and write in English and Chinese, and what strategies, if any, appear to transfer across the two languages 3) how biliteracy play a role in the children's lives. I adhered to the qualitative approach, engaging in participant observation in classrooms across languages, home visits, interviews, and student work collection. Additionally, I adapted think-aloud tasks to monitor the children's reading comprehension and reading strategies applied in Chinese and English readings. Lastly, I utilized a wordless-picture story oral-narrative task to analyze their oral narrative skills in Chinese and English. The findings indicate that literacy instruction that the focal children have received across languages and contexts paves a possible path to biliteracy development and also draws attention to the needs to bridge community-based heritage language education with public education. Reading and writing strategies and background knowledge were transferred in literacy practices to enhance understanding across languages. Additionally, the children had limited opportunities to use Chinese language/literacy outside of their CHL schools. Meanwhile, they also had relatively limited opportunities to contact English language and mainstream culture; but, their learning needs have been overlooked by their public school teachers.

"Our spiritual center": Language ideology and personhood at a Chinese community heritage language school
Silver, P. C.
University of Massachusetts, Amherst, 2003

Abstract

This dissertation is an ethnographic study concerning language maintenance efforts at a Chinese heritage language school in a North American community. This research employs the construct of language ideology--members' common sense notions about language and language learning--to explore important aspects of what it means to speak, act, think, and feel like a member of the community. It is argued that the heritage language school is the center of a moral project helping to mediate cross-cultural experience so that children maintain positive social identities. Methodology involves discourse analysis and ethnographic observation. Interviews and texts are transcribed and analyzed to suggest structure and pattern. The analysis finds evidence to support the conclusion that notions of language and language learning reflect traditional patterns of Chinese thought and culture but that these are reconfigured to suit American circumstances. It is suggested that the subject position of Overseas Chinese helps members maintain stable notions of self as Chinese.

Language socialization and bilingual language practices in Chinese heritage language classrooms: An ethnographic study
Tang, Y. T.
University of California, Santa Barbara, 2010

Abstract

The purpose of this dissertation was to examine the language socialization experiences and bilingual language practices of Taiwanese American children who attended a Chinese heritage language school where the school principals, administrative staff, teachers, parents, and children were comprised mainly of Taiwanese Americans.

The research data for this study were collected through informal interviews, direct observations, and audio/videotaping teacher-student and student-student interactions in three Chinese heritage language classrooms. Inductive strategies drawn from the grounded theory approach were applied to discover cultural patterns in classrooms. The research questions and analytic frameworks were inspired and developed from reappearing themes in the interactive episodes. Specifically, this study articulates: what and how culturally valued concepts, communicative styles, gender practices, and community language practices are transmitted to Taiwanese American children during interactions in Chinese heritage language classrooms as well as how these children acquire and practice their cultural knowledge in classroom interactions.

The findings suggested: (1) the cultural concept of filial piety appeared repeatedly in children's textbooks and teachers' instruction across various classes. Children acquired and manipulated it as a strategy to gain advantageous status. (2) Conflict-mitigating strategies (e.g., reasoning, ignoring, deferring, shifting topics, and being silence) were frequently employed by teachers and students to indirectly reject each other's requests and to maintain harmonious teacher-student relationships. (3) The traditional Taiwanese gender ideologies such as "nan zhi wai nu zhu nei" (man controls outside affairs, and woman controls inside affairs) and "yang gang yin rou" (man is tough, and woman is gentle) were not observed. Taiwanese American girls competed against boys assertively in both formal and informal contexts. (4) Children were socialized to speak Mandarin in teacher-student interactions and to speak English in peer interactions. Over time, they made the association among languages, speakers, and time. They exercised their judgements as to when and with whom to use languages and made use of their knowledge of the community's culturally appropriate language practices to rectify other people's inappropriate language choices. They used code-switching as a social action to achieve their momentary communicative needs (e.g., shifting stances, addressees, social identities, and participation frameworks).

Biliteracy resource eco-system of intergenerational language and culture transmission: An ethnographic study of a Chinese-American community
Wang, S. C.
University of Pennsylvania, 2004

Abstract

The United States (US) has a wealth of linguistic and cultural resources stored in the indigenous and immigrant communities. In a host and heritage community contact situation, intergenerational transmission of the heritage language (HL) and culture (HC) becomes a challenging task. By focusing on two Chinese-American teenagers and their families, a Chinese HL school, and their co-ethnic community in Delaware for two years, this ethnographic study examines the processes and outcomes of the intergenerational language and culture transmission efforts. The study aims at answering: For the second generation children of an immigrant group, who have developed a certain degree of literacies in the dominant language and cultures, (1) What is the role of their family, the community school, and the co-ethnic community in transmitting literacies in the HL and HC to them? (2) What roles do HL and HC play in these teenagers', their families', and the co-ethnic community's lives? And, (3) What are the outcomes of the transmission efforts as demonstrated through these teenagers and their peers? A theoretical model, Biliteracy Resource Eco-System of Intergenerational Language and Culture Transmission, is proposed to describe, explain, and analyze the maintenance efforts of these teenagers, families, school, and community. Through participant observations, interviews, surveys, self-reports, and document analysis, this study collects and presents evidence of the roles a family and community school play in a child's education, particularly in creating spaces for the HL and HC that are not readily available in the public spheres of the society. It identifies the key factors in transmitting the HL and HC intergenerationally in the absence of a physically-bound ethnic neighborhood. It illustrates the struggles that these individuals must wrestle with in order to build children's biliteracy in the English and Chinese languages and cultures while trying to mainstream into the host society. Finally, it demonstrates how biliteracy as a resource can become an empowering tool for individuals and communities in advancing their educational, social, economic, and political goals.

Attitudes and actions of Chinese families toward heritage language maintenance
Wu, C.
Arizona State University, 2007

Abstract

This study examines Chinese parents' and children's attitudes toward and behaviors related to learning Chinese and English in the United States. Twenty-five immigrant Chinese families were recruited for this study. Data collection techniques included interviews, observations, and children's writing samples. Audio-taped interviews were transcribed and the contents were coded, using Strauss and Corbin's open coding technique, to find and identify patterns in responses. After patterns were identified, the data were reread and parents were clustered together into three groups based on similarities in their actions relative to Chinese language maintenance.

Of the twenty-five families that participated in this study, twenty-three sent their children to Chinese schools. So my findings are specific to this population of Chinese immigrant parents. Findings revealed that, in general, parents' attitudes toward raising their children bilingually were positive. However, parents also indicated difficulties in maintaining Chinese in the home environment as they battled against the strong pressure of English usage in the mainstream society. Parents who were most active in promoting Chinese to their children and who were most insistent on using Chinese in the home setting were most successful in maintaining their children's Chinese. The elementary and middle school children in the study also provided their perspectives on language learning and shared their experiences in studying both English and Chinese.

The findings confirm the results of other research in the field concerning the challenges and benefits of preserving heritage languages in immigrant communities in the United States and the central role played by immigrant parents in maintaining their children's bilingual proficiency. The results of the study may help Chinese parents by providing some guidelines to support their children's Chinese learning. The study also raises issues for the public as well as educators to pay greater attention to and provide more support for immigrant families' struggles to provide immigrant children with heritage language education.

Chinese language schools' language policy for non-Mandarin-speaking students
Wu, W.
Teachers College, Columbia University, 2009

Abstract

The purpose of this study is to understand and illustrate the efforts of two Chinese language schools in the U.S. when dealing with an increasing influx of Chinese-heritage non-Mandarin - speaking students in their classrooms. These efforts as a whole can be defined as language policy. This language policy includes three components: language management, language practices, and language beliefs . This study explored all three components and their interactions in two Chinese language schools. Also, this study focused on whether there were tensions in the language policy as a result of the presence of Chinese-heritage non-Mandarin-speaking students.

This study was a qualitative two-case case study of the language policies of two Chinese language schools in the U.S. Both school sites were in New York City. The participants at each school were three to four school administrators, one teacher, the class this teacher taught, two non-Mandarin-speaking students in this class, and the parents of these two non-Mandarin speaking students. The data were collected through participant observation, interviews, and document collection. The findings showed that there were three major language policies that these two schools adapted to satisfy the needs of Chinese-heritage non-Mandarin-speaking students: (1) the establishment of either a segregated Mandarin-English bilingual class for non-Mandarin-speaking students only; or an integrated monolingual, Mandarin class composed of both non-Mandarin- and Mandarin-speaking students; (2) the use of English when teaching non-Mandarin-speaking students; and (3) the emphasis on Mandarin listening comprehension.

In conclusion, this study has shown that it is the linguistic heterogeneity experienced in the larger U. S. social context that gives the two schools the flexibility to adapt. Given their commitment to teaching Chinese, they recognize the children's bilingualism as a resource in teaching, and the importance of building a Chinese language surround where messages are understood. Developing receptive skills in Chinese language is an important step to building productive skills. And building Chinese through English is a logical step for all Chinese language schools in the United States.

First language maintenance and attrition among young Chinese adult immigrants: A multi-case study
Xie, M.
University of Alberta (Canada), 2010

Abstract

The role of the first language (L1) has been generally acknowledged as having important implications for young immigrants' linguistic, educational, socio-cultural, intellectual, career, and identity development (e.g., Cummins, 2001; Guardado, 2002; Kim 2006; Kouritzin, 1999). In this case study I investigated the first language maintenance and attrition of three young adults who had immigrated to Canada as children from mainland China and Taiwan. Two questions were addressed: (a) What linguistic elements were maintained and eroded in the participants' heritage language? and (b) What social and psychological factors contributed to the participants' L1 maintenance and attrition?

The data were collected through self-evaluation questionnaires, translation tasks and open-ended interviews both in English and Mandarin. Using a combination of life stories describing the participants' personal linguistic and social experiences in Canada and the results of linguistic assessments through different tasks, the study provides a detailed examination of the phenomenon of L1 maintenance and attrition among young adult immigrants from China.

The findings of this study indicate that the three participants took distinct routes resulting in differential outcomes in their first language maintenance and attrition. Ethnic and cultural identity, and language attitudes and beliefs were identified as important internal factors. School discourse including teachers' attitudes towards immigrants' L1, peer influences and access to planned L1 educational activities both at home and in the school system were important external factors affecting the participants' L1 maintenance and attrition. The results provide support for the view that a collaborative, inclusive approach to education that involves not only immigrant students, but also their families, educational systems, and society in general facilitates young immigrants' bilingualism and acculturation.

Representations of L2 motivational self system with beginning Chinese language learners at college level in the United States: Heritage and nonheritage language learners

Xie, Y.
Liberty University, 2011

Abstract

Dornyei (2005) proposed the L2 motivational self system in response to the need to develop the socioeducational model. This study further tests the validation of the L2 motivational self system by investigating beginning Chinese language learners at the college level in the United States. A questionnaire combining two published questionnaires was administered to 197 subjects, including heritage language learners and nonheritage language learners, and compared the motivational representations of the two types of learners. This is the first study to test the L2 motivational self system by investigating learners of a language other than English. Through a correlation analysis, the study found significant correlations between (a) integrativeness and the ideal L2 Self; (b) ideal L2 self and motivational strength; (c) ideal L2 self, ought-to L2 self, instrumentality-promotion, and instrumentality-prevention; and (d) ideal L2 self, international posture, and willingness to communicate. Through a MANOVA analysis, the heritage and nonheritage language learners were found different in six variables: motivational strength, ought-to L2 self, family influence, cultural interest, prevention, and international posture. The study supports previous studies on the theoretical legitimacy of the L2 motivational self system and suggests that applying the L2 motivational self system can be extended to a language other than English and to second-language settings.

Biliteracy effects on phonological awareness, oral language proficiency and reading skills in Taiwanese Mandarin-English bilingual children

Yang, F.
University of Illinois at Urbana-Champaign, 2009

Abstract

The present study examined the effect of learning to read a heritage language on Taiwanese Mandarin-English bilingual children's Chinese and English phonological awareness, Chinese and English oral language proficiency, and English reading skills. Participants were 40 Taiwanese Mandarin-English bilingual children and 20 English monolingual children in the U.S. Based on their performance on a Chinese character reading test, the bilingual participants were divided into two groups: the Chinese Beginning Reader and Chinese Nonreader groups. A single child categorized as a Chinese Advanced Reader also participated. Children received phonological awareness tasks, produced oral narrative samples from a wordless picture book, and took standardized English reading subtests. The bilingual participants received measures in both English and Chinese, whereas English monolingual children received only English measures. Additional demographic information was collected from a language background survey filled out by parents. Results of two MANOVAs indicated that the Chinese Beginning Reader group outperformed the Chinese Nonreader and English Monolingual groups on some phonological awareness measures and the English nonword reading test. In an oral narrative production task in English, the English Monolingual group produced a greater total number of words (TNW) and

more different words (NDW) than the Chinese Nonreader group. Multiple regression analyses were conducted to determine whether bilingual children's Chinese character reading ability would still account for a unique amount of variance in certain outcome variables, independent of nonverbal IQ and other potential demographic or performance variables and to clarify the direction of causality for bilingual children's performance in the three domains. These results suggested that learning to read in a heritage language directly or indirectly enhances bilingual children's ability in phonological awareness and certain English reading skills. It also appears that greater oral language proficiency in Chinese promotes early reading in the heritage language. Advanced heritage reading may produce even larger gains. Practical implications of learning a heritage language in the U.S. are discussed.

Dominant language influence in acquisition and attrition of the Chinese reflexive ziji by Chinese-English bilinguals
Yu, C. H.
University of Southern California, 2011

Abstract

This study investigates how English, as the dominant language of Chinese heritage speakers, influences their minor language, Chinese, in the binding domain of the Chinese reflexive *ziji* . There are five different experimental groups: heritage learners, early bilinguals, late bilinguals, Chinese L2 learners and Chinese monolinguals. The Truth Value Judgment Task with stories (Crain and Thornton, 1998) is used to examine the structural differences in the binding domain between Chinese and English in this experiment.

According to my research and analyses, several experimental possibilities can be imagined regarding how the dominant language, English, influences in acquisition and attrition of the Chinese reflexive *ziji* . First, participants cannot access language-specific properties. Early bilinguals, heritage learners and Chinese L2 learners perform lower accuracy when the Chinese reflexive *ziji* stands outside the binding domain of English. This result corresponds to the conclusion made by Kim, Montrul, and Yoon (2005) in the experiment of binding interpretations between Korean heritage speakers and adult L2 learners of Korean.

Second, it is likely that L1 attrition does not exist among the experimental participants. Only Chinese L2 learners have a lower score in the test because they learn Chinese as a second language after the critical period.* Third, L1 attrition seems to exist in this experiment. Heritage learners, early bilinguals and late bilinguals show low accuracy in the test. The possible factor is the operation of L1 attrition

Based on the possibilities of this experiment, several issues need to be widely addressed in future researches. First, how does the dominant language influence learners to acquire the language-specific properties such as sub-commanding? Second, what role does the minority language play in the process of language-specific property acquisition?

*Kim, Montrul, and Yoon (2009: 1) proposed that Korean immigrants (attriters) did not differ from Korean controls, while simultaneous bilinguals (incomplete learners) and late L2 learners

of Korean showed behavior different from Korean control when two languages were different in their binding properties. However, in the proposal second, I hypothesized that early bilinguals and late bilinguals will not show L1 attrition in the test, either. This is the difference between two experiments.

Balancing goals and emotional responses to learning Chinese as a heritage language
Yu-Jung Chen, Y.
University of Texas at Austin, 2006

Abstract

This study explored the learning experience of Chinese heritage language learners, focusing on the interaction of their multiple goals, their emotional responses, as well as the influence of their experience in their family and formal school contexts. The settings of this study were the sixth to eighth grade classes at two local community Chinese schools. Data were collected from multiple sources including students' responses to a self-report questionnaire, interviews with teachers, interviews with 19 focal students and their parents, and a semester-long retrospective observation journal. Data were analyzed using coding procedures suggested by Strauss and Corbin (1998) from a grounded theory qualitative approach. Results indicated that perceptions of Chinese school learning affected students' motivational goals and their emotional responses in the Chinese learning experience. These perceptions included (a) perceptions of the Chinese learning environment (instructional methods, teachers' characteristics, and peer influence), (b) perceptions of their ability, (c) perceptions of values and beliefs, and (d) perceptions of their available time and schedule. Students in this study reported having both learning intention goals (categorized as integrative and instrumental goals) as well as well-being (social and work-avoidance) goals. Students also reported experiencing both positive emotions (enjoyment, pride) and negative emotions (boredom, anger) in the Chinese learning context. The contextual factors, including students' formal school experience and their family experience also seemed to influence directly or indirectly students' perceptions of Chinese school learning as well as their motivational goals and emotional responses. How students balanced their multiple goals and their multiple emotions determined the extent of students' willingness to attend Chinese school, the extent of their engagement in learning Chinese, as well as the extent of their acknowledgement of their Chinese identity. Implications for research and practice are discussed.

World citizenship: A new model of Chinese heritage language education
Zhang, X.
The University of Alabama, 2007

Abstract

Seeking to broaden the field of Chinese Heritage Language education, this dissertation brings together Nussbaum's (1997) philosophical defense of a liberal education through multicultural studies with theories of transformative pedagogy and educational leadership. This conceptual argument, supported by a qualitative study of an exemplary Chinese language school, explores the important issues of language program structure, curriculum design, textbook selection, teacher training, and learners' identity formation. The study identifies three levels of Chinese Heritage Language (HL) education: (1) Individual Identity Conformation (IIC), which focuses on preserving culture through HL instruction for ethnic communities and individuals; (2) National Identity Conformation (NIC), which considers HL as a national resource for the demands of foreign languages proficiency; and (3) Global Identity Conformation (GIC), which sees HL as an instrument for transcending one's own culture with developing mutual respect, and a sense of the humanity and legitimacy of all cultures. The findings show that ChongMing Chinese Language School effectively communicates its goals of IIC, NIC, and GIC and by employing strategies of transformative pedagogy and leadership helps students improve their cultural consciousness and sense of personal identity. The school faculty, administrators, board members, advisors, and students become positive citizens with rational and emotional skills that help them form a critical understanding of popular and political discourse, developing the kind of cultural understanding pictured in Nussbaum's concept of world citizenship.

Chinese American adolescents' self-perceived identities and their language behaviors.
Zhu, L.
Auburn University, 2010

Abstract

The purpose of this study was to determine the relationships between self-perceived identities of Chinese American adolescents and their language behaviors. The self-perceived identities were measured by the Chinese American Self-Perceived Identity Scale (CASPIC) by Linxiang Zhu (2009) and language behaviors were measured by the Chinese American Adolescents' Language Behavior Scale (CAALBS) by Linxiang Zhu (2009).

The items in the CASPIC were designed to assess to what extent does context and age affect the self-perceived identities of Chinese American adolescents, thereby providing a profile of that Chinese American adolescent's self-perceived identities and illustrating the impacts of context and age on these identities. The CAALBS was designed to measure Chinese American adolescents' language behaviors in different language environments.

Two hundred and fifty-seven Chinese American children and adolescents completed the survey questionnaires. Two hundred and twenty-four were selected for this study. Structural Equation Modeling was used to test and validate the CAALBS instrument. Hierarchical regression

analysis identified several predictors of Chinese heritage language behaviors, such as immediate family speaking language, extended family speaking language, peer speaking language, Chinese teacher speaking language, age, age of arrival, gender, and self-perceived identity.

There is a great need for empirical studies that address fundamental theory-building questions regarding HL learner characteristics, HL-associated individual and contextual factors, and the effect of home background on HL learning. This study, an examination of the linkage between self-perceived identities of Chinese heritage language (CHL) learners and their language behaviors, extends that literature for the fundamental CHL theory building.

Euchee (Yuchi) heritage language education

The lived experiences of participants in the Euchee/Yuchi Language Project: A phenomenological study of language preservation
Park, J. E.
University of Arkansas, 2011

Abstract

Native languages are disappearing quickly in this country, but there are many programs that are underway trying to save Native languages before they are gone. One such program is the Euchee/Yuchi Language Project which uses a modified version of the Master-Apprentice Language Learning Program (MALLP). Elder language speakers, masters, and younger members of the tribe, apprentices, meet daily in a two-hour language session. The goal of the session is to immerse the apprentices in the language by using conversational Euchee/Yuchi in the form of lessons, props, and presentations, so they can learn the language quickly.

The purpose of this study was to discover the lived experiences of participants in the Euchee/Yuchi Language Project by using phenomenological methodology. Research was conducted using interviews and observation sessions. A theoretical concept based on constructivism, Knowles' principles of adult learning, and cognitive apprenticeships was constructed to frame the study within the adult education paradigm. Initial interviews, observation sessions, and follow-up interviews were used to gather data. The Euchee/Yuchi Language Project participants seem to realize the importance of passing down the language to the younger generation, which gives them pride in their tribal heritage. This finding is supported by the data. During the daily language sessions, props and gestures were used to learn new words. New language knowledge was built on existing knowledge because new lessons were taught each day. Observations and interactions were based on real-life situations through which the apprentices acquired new knowledge.

Based on the findings, a clear picture of the lived experiences of the participants in the Euchee/Yuchi Language Project emerged. Conclusions were drawn and recommendations based on the theoretical framework were prepared to enhance the lived experience of participants in the program. Recommendations for enhancing the lived experiences of participants in the Euchee/Yuchi Language Project included: (1) more structure in the learning environment, (2) a variety of class times, and (3) the use of reallife learning situations outside of the classroom. Final recommendations were made in the form of further research: (1) Administer a survey to the Euchee/Yuchi community and tribal governance to determine the importance of language preservation outside of the Euchee/Yuchi Language Project and (2) Conduct a program evaluation of the Euchee/Yuchi Language Project to determine if the most effective practices for language preservation and revitalization are being used.

Filipino heritage language education

Language in Filipino America
Axel, J.
Arizona State University, 2011

The following dissertation provides perspectives on the social, political, economic, and academic influences on language use, and particularly heritage language use, within the Filipino American community. What is the nature of language in this community? In what ways does language exist or co-exist? The hypothesis that autochthonous Filipino languages in the United States cease to be spoken in favor of English by Filipino Americans was tested through mixed methods of research. Literature and databases were reviewed which provided information concerning statistics, issues, and policies relating to language in Filipino America. Field research and interviews were conducted in which language use was of key interest. Results varied individually and contextually. Language seems to exist within the Filipino American community on a dynamic continuum. Immigrant Filipino Americans appear to be bilingual and multilingual. Second generation Filipino Americans tend to be English dominant with a range of bilingualism. The California Department of Education (CDOE) appears to foster bilingualism / multilingualism through its World Languages Departments (secondary education level), by offering language courses, such as Tagalog-based Filipino. Efforts to maintain non-English, Filipino languages in Arizona are less conspicuous, but they do exist primarily in familial and entrepreneurial ways.

Motivation, preferred classroom activities, and learning strategies among college-level heritage language students of Filipino
Paz, L. S.
University of San Francisco, 2000

Abstract

Statement of the problem . There have been a limited number of studies on learner cognitive processes, strategies, motivation, and preferred classroom methods among heritage language students. Findings and insights into the above factors will be particularly useful for less-commonly taught heritage language classes to maximize learning over a limited number of semesters.

Procedure and methods . The study had two components, first, a survey of 180 language students, and second, a focused group interview of five students. The participants in both parts of the study were students enrolled at the elementary or intermediate level Filipino language courses in twelve colleges or universities in the United States. The survey contained 91, Likert-type questions with five-point scales, which measured levels of the students' motivation, preferred classroom activities, and learning strategies used. Basic demographic data were used as predictors of the three key research areas. Correlations between motivational, preferred

classroom activities, and learning strategy components were also investigated. The focused group interview likewise used three interview guide questions that elicited responses about students' motivation, preferred classroom activities, and learning strategies.

Results . The majority of respondents showed high response scores of 70% and above in 15 of 22 variables in the survey. In general, the focused group interview yielded nine categories that supported the survey findings such as Instrumental Motivation, Cooperative Learning, and Use of Interlocutors. The survey yielded fifteen correlation coefficients with values of .50 to .75 among the key variable components such as Intrinsic Motivation-Task Value, Traditional Approach-Practical Proficiency Orientation, and Challenging Approaches-Practical Proficiency Orientation, The survey also identified a number of variables that predicted key components at p values of .05 or lower, such as such Semesters Studying Filipino, Place Born, and Years Lived in the Philippines.

Conclusions . The survey and the focused group results interview showed that respondents demonstrated high integrative, as well as, instrumental motivation. Notable were lower motivation value component scores among students in their third and fourth semesters of language study. The participants indicated preference for a wide range and combination of instructional activities ranging from traditional to challenging and innovative approaches. Results also showed general high use of cognitive and metacognitive learning strategies.

Gaelic heritage language education

A social psychological approach to preserving heritage languages: The survival of Gaelic in Nova Scotia

Baker, S. C.

University of Ottawa (Canada), 2005

Abstract

Language has been seen as a central pillar to ethnic identity. When languages are at risk, therefore, the relationship between language and ethnic identity can become particularly salient (Edwards, 1991). Heritage languages, in particular, often face what has been called a language shift, where the heritage language is replaced by the dominant language. When the heritage language is threatened, what happens to the heritage identity? In an attempt to answer this question, this study investigated the relationship between language and ethnic identity among 75 Gaelic learners living in eastern Nova Scotia. In order to identify the specific processes of heritage language use, the Gaelic learners were compared to non-learners of Gaelic and French learners living in the same milieu. Path analyses indicated that, among Gaelic learners, there is an initial separation of language and ethnic identity, but that, over time, ethnic identity is a direct outcome of language use. This finding was unique to the heritage language learners. Further, desired language vitality was a direct precursor to contact, language confidence, Gaelic and Anglophone identity and willingness to communicate among Gaelic learners. Actual language vitality played no role in the language use process among Gaelic learners, suggesting that vitality perceptions that are egocentric are better predictors of language use than those that are exocentric. The implications of these findings are discussed not only in relation to the future of Gaelic in Nova Scotia, but also to the survival of heritage languages in general.

Planting a tree: The role of formal and non-formal educational programs in the revival of Scottish Gaelic

McIntyre, W.

University of Southern California, 2006

Abstract

The borders of the Scots-Gaelic world have shrunk before the continually erosive power of the "killer language" English. The Gaelic language now faces the possibility of "language death." With a movement that has gathered force since the recent opening of the Scottish Parliament (for the first time in nearly 400 years), Scottish Gaels have begun to build an educational system to revive and maintain Scottish Gaelic. Several organizations contribute to the governance of Gaelic education, with the Bòrd na Gàidhlig seeming to be taking the lead as an advisory, if not a supervisory, body. As part of a worldwide trend in minority language education, the rationale for saving threatened languages from extinction stretches beyond the linguistic boundaries of Scottish Gaelic. Heritage language education is supported by five arguments: the world is

currently experiencing a great "die off" of languages which would result in a great loss to humankind because each language constitutes a storehouse of both objective knowledge, and coincident with the Whorfian hypothesis of language relativity, every language expresses a unique worldview, the loss of which would amount to an inestimable loss to world culture; language provides the holders of a particular language-culture with a source of ethnic and cultural identity; language groups, no less than racial or ethnic groups, possess the right of self-continuation; and each language constitutes a heritage to its particular language-culture that should be retained for future generations. The history of language revival efforts holds significant models for any contemporary effort. The Scottish-Gaelic efforts include formal child-centered Gaelic-medium immersion primary schools and high schools and nursery schools and non-formal play groups. Educational programs to educate adults encompass some formal educational venues such as that of the Gaelic college Sabhal Mòr Ostaig , and non-formal adult education forums which often take the form of immersion classes. As well, cultural activities often have a language-education counterpart, just as very often, language education venues often have cultural or artistic features. Additionally, as the Gaelic-language education movement strives to resuscitate a moribund community, using educational institutions as a primary tool, it takes on political implications for minority rights.

Garifuna heritage language education

Preservation strategies of the Garifuna language in the context of global economy in the village of Corozal in Honduras
Ruiz Alvarez, S.
University of Florida, 2008

Abstract

One of the major challenges of this century is the accelerated phenomenon of disappearance of indigenous and less spoken languages on the world. Many scholars have suggested that if the current trend of language endangerment continues, more than half of the 6,000 languages currently spoken in the world will have disappeared in the next two generations, and only 600 of these languages can be considered safe. Among the most important causes of this phenomenon, according to the specialists, are the 'war against diversity' and the disruption of the intergenerational transmission of the heritage language from parents to children.

The study in the village of Corozal has proven that language transmission, preservation, and endangerment within the context of an extended family social structure can take a different trend with regard to language transmission and endangerment in a nuclear family structure. Moreover, although parents have stopped passing on the heritage language to their children, by the ages of twelve to fifteen these children not only start to speak Garifuna as the primary language but to also advocate with great pride for the use and preservation of the heritage language.

Consequently, the theoretical framework of the dominant Western social science for the analysis of language endangerment and preservation needs to be re-examined, particularly for the study of the preservation and endangerment of languages in Garifuna and indigenous settings. Moreover, conceptual categories used in indigenous context could provide new and better analytical tools for the study of sociocultural phenomena such as language endangerment.

Although this dissertation addresses language endangerment, its primary aims are to contribute to understand how languages are preserved in the Garifuna and indigenous settings.

German heritage language education

Socio-economic influence on Low German in North-central Kansas: From immigrant language lost to heritage language revived
Seeger, G. S.
University of Kansas, 2007

Abstract

This dissertation investigates the language shift of Low German-speaking immigrants and their descendants in North-central Kansas between ca. 1920 and 1950. In light of the few studies of the German speech island in Washington and Marshall counties, it expands on the historical development provided by local histories and previous research by investigating the process of linguistic assimilation. Employing a sociolinguistic approach, formed primarily by thirty direct qualitative interviews, and through data comparison with historical, regional and census information, this study analyzes the interconnectedness between socio-economic change and the transition from Low German to English. The Low German speech island represents a remarkable case study for German-language communities in general. Over 5,000 German-born immigrants had settled the bi-county area between 1858 and 1895 and brought with them their native language of Low German and at least a reading proficiency of Literary German. However, as they came into contact with English, linguistic triglossia developed. By the early 1900s, the geographic isolation between the farming districts and nearby towns and cities was breaking down. As a result, younger generations, born primarily after 1920, were willingly integrated into the English-speaking community, while the economic viability of the farms became dependant on the financial services it provided. The process of language shift progressed from one generation to the next as each younger generation incorporated new technology, new social activities, and a new identity into their lives. This dissertation proposes a model that illustrates the language shift between individual members of the family, the basic social unit, and the social institutions that supported the rural family. The lines of communication between individuals and domains are essentially linguistic networks and can be filled by one or more languages. By 1950, the once triglossic community, had replaced both Low German and Literary German with English as the network language and had become essentially monolingual. The study of the last few speakers of Low German helps in understanding language shift in family networks in greater detail and offers insight into how German as a minority language reacted to socio-economic change in the rural U.S. Midwest.

Greek heritage language education

From Greek school to Greek's cool Heritage Language Education in Ontario and the Aristoteles Credit Program: Using weblogs for teaching the Greek language in Canada
Aravossitas, T.
University of Toronto (Canada), 2010

Abstract

Heritage Language Education is considered the cornerstone of Canada's multiculturalism policy. In Ontario, the mission to preserve the cultural capital of the various ethnic communities is carried out primarily by non-profit organizations and groups with limited official support.

My thesis is the autobiographical inquiry of an internationally educated teacher who is involved in a Greek language credit program in Toronto. My commitment to understanding the needs of the new generation of learners guided me through a series of professional development initiatives and the creation of an educational blog which is currently used by students, parents and teachers of the Aristoteles Credit School.

By presenting my experiences as I navigated the multidimensionality of HLE in Ontario, I hope to offer a case of a bottom-up reform attempt which is based on transformative pedagogy and brings heritage language education to the epicentre of community activity and educational change in the 21st century.

Hindi heritage language education

The relationship between heritage language fluency loss and the cultural value of filial duty: An Indo-Canadian Hindu perspective
Kumar, N.
Concordia University (Canada), 2005

Abstract

It is common belief that language and culture are inexorably linked (Edwards, 1997), yet the precise nature of this relationship remains elusive. This study investigated one hypothesis about this relationship, that a loss in language signals a loss in culture if language is considered a central value (Smolicz, 1985). This hypothesis was tested by examining whether Hindi represents a central value to the North-Indian culture in Canada and thus predicts its loss or maintenance in this context.

The relationship between language and culture was investigated by rating the Hindi (L1) and English (L2) proficiency of 30 first- and second-generation Indo-Canadian Hindi speakers (15 parent-child pairs) and correlating these to their reactions to culturally-charged scenarios in a matched-guise task (featuring English and Hindi versions of the same scenario recorded by the same speaker). The scenarios targeted one aspect of North-Indian culture---the value of filial duty---in two contexts (marriage, career). It was hypothesized that if language loss triggered culture loss, then speakers losing their L1 (second-generation speakers), but not those maintaining it (first-generation speakers), would react to scenarios differently according to language.

Findings revealed that a language shift has taken place in the North-Indian community and that the beginnings of a cultural shift in filial duty are underway, which may or may not be mediated by this language shift. Implications of these findings are discussed with respect to heritage language and culture maintenance, the language-culture relationship, the South Asian diaspora, Canada's multiculturalism policy, and other issues including group identity construction.

Hmong heritage language education

Hmong high school students' critical reflections on heritage language, academic success, and family communication
Lee, B. V.
University of San Francisco, 2002

Abstract

Hmong students experience numerous social and educational problems due to drastic changes in their academic, social, and economic lives without language and cultural assistance in both the home environment and the school setting. This study explored Hmong high school students' reflections on the role of their heritage in promoting academic success and family communication.

The methodology implemented for this study was participatory research, a dialogic process that focuses upon and addresses the empowerment of people through collaborative dialogues between the researcher and participants. Eight Hmong high school students who participated in this study critically reflected on the topics included in the five research questions: (a) the participant Hmong students' definition of academic success, (b) the participant Hmong students' reflections on their academic success, (c) their reflections on the role of their heritage language in promoting academic success, (d) their reflections on the role of their heritage language in promoting communication in the family, and (e) their thoughts on what their family and school can do to maintain their heritage language. Participants were individually engaged in two dialogue sessions with the researcher, which were recorded, transcribed verbatim, and analyzed to discover the generative themes that emerged.

The analysis of the dialogues revealed the following themes: (a) academic success and family communication, (b) heritage language shift/loss, (c) language mixing, (d) support for the heritage language at home and in school, and (e) heritage language as a foreign language. This study concludes with Hmong students' reflections that (a) proficiency in the heritage language provides indirect benefits for academic success and promotes family communication, (b) Hmong students no longer feel comfortable to carry on an ordinary and deep conversation with adults in the heritage language, (c) mixing Hmong and English is a common practice, (d) the role of parents and schools in heritage language learning is important and needs to be improved, and (e) schools can offer Hmong as a foreign language to help Hmong students learn the language, achieve academic success, and establish and maintain connection with their grandparents and elders in the Hmong community.

Hmong parents' critical reflections on their children's heritage language maintenance
Yang, T.
University of San Francisco, 2005

Abstract

This study utilizes a qualitative method to explore the critical reflections of Hmong parents helping their children maintain their native language. Specifically, it examines parents' thoughts, feelings and experiences related to Hmong language maintenance. Findings reveal that Hmong parents worry about their children losing their ability to speak their native language. They believe that maintaining the Hmong language provides advantages in achieving academic success, attaining careers, and continuing to serve as role models in the community. Parents stressed the need to use Hmong at home in order to help their children develop and maintain the language. They reported some successes in doing so, while acknowledging several challenges.

Inuttitut heritage language education

Comprehension of Labrador Inuttitut functional morphology by receptive bilinguals
Sherkina-Lieber, M.
University of Toronto (Canada), 2011

Abstract

This study examines knowledge of grammar by receptive bilinguals (RBs) - heritage speakers who describe themselves as capable of fluent comprehension in Labrador Inuttitut (an endangered dialect of Inuktitut), but of little or no speech production in it. Despite the growing research on incomplete acquisition, RBs have yet to be studied as a specific population.

Participants (8 fluent bilinguals, 17 RBs, 3 low-proficiency RBs) performed a morpheme comprehension task and a grammaticality judgment task. General measures of their comprehension and production abilities included a story retelling task as an overall assessment of comprehension, a vocabulary test, an elicited imitation task, and a production task. This data was complemented by language behaviour interviews.

The results showed that RBs have good, though not perfect, comprehension and basic vocabulary, but speech production is very difficult for them. They have grammatical knowledge, but it is incomplete: Knowledge of some structures is robust, and their comprehension is fluent (past vs. future contrast, aspectual morphemes); others are missing (temporal remoteness degrees); and yet for others (case and agreement), RBs have the category and know its position in the word structure, but have difficulty connecting the features with the morphemes expressing them. These findings explain the significant asymmetry between comprehension and production in RBs: In comprehension, incomplete knowledge may result in loss of some aspects of meaning, but in many cases it can be compensated for by pragmatic knowledge and extralinguistic context, while in production, it can result in the selection of an incorrect morpheme or inability to select a morpheme.

Low-proficiency RBs have partial comprehension, small vocabulary, and almost no production. They do not understand most functional morphemes; however, they show knowledge of the basic properties such as the position of the obligatory agreement marker on the verb.

This study provides data on an understudied language and an understudied population at the extreme end of unbalanced bilingualism. The findings have implications both for the psycholinguistics of bilingualism and for language revitalization, especially in the context of a language shift in indigenous language communities, where RBs are often the last generation to have competence in the indigenous language.

Italian heritage language education

Ci arrangiamo: Negotiating linguistic shift-maintenance in an Italian-Canadian community
Del Torto, L.
University of Michigan, 2008

Abstract

This dissertation investigates the complexities of language shift and maintenance among four generations of Italian Canadians by examining what participants say about language and what they do with language in family interactions. Analyses of multigenerational family conversations, informal interviews, and ethnographic observation focus on the sociolinguistic means through which participants create and negotiate simultaneous pressures to shift to English monolingualism and to maintain the Italian language and notions of Italianness. Italianness is an important aspect-of-self for participants, and they (re)create it through linguistic means that do not fall under traditional notions of maintenance.

An examination of what participants say about language shows that they feel that younger generations are losing the Italian language. Third-generation participants claim that they have full receptive knowledge of Italian and more productive knowledge than they often use, but that social norms for the use of Italian and English in family conversations dictate that they use only English, with the exception of occasional Italian emblematic expressions. At the same time that participants feel pressure to use only English, they want to maintain Italianness and Italian language. The examination of what participants do with language focuses on three linguistic phenomena recurrent in family interaction: interpreting, Stylized Italian English, and insertion of Italian lexical items into otherwise English utterances. These phenomena are explored as (socio)linguistic practices and resources that respond to and (re)create simultaneous pressures for language shift and maintenance and reinforce notions of Italianness.

Little work has been done in sociolinguistics and language contact studies to explore the ways in which shift and maintenance are intertwined and co-occurring processes within a dynamic shift-maintenance system. Sociolinguistics has largely ignored the ways in which participants create and negotiate simultaneous pressures for shift to monolingualism in the majority language and maintenance of the heritage language. This dissertation troubles definitions of maintenance by examining some of the realities that multiple generations of an immigrant community are experiencing from an on-the-ground ethnographic perspective. Studying these participants at this time provides a real-time model of a language shift-maintenance system and the practical realities of a North American language contact situation.

Language maintenance and shift in Sardinia: A case study of Sardinian and Italian in Cagliari

Marongiu, M.
University of Illinois at Urbana-Champaign, 2007

Abstract

This sociolinguistic research deals with language maintenance, shift, and potential revitalization in a case of contact between two genetically related languages, Sardinian, a heritage language, and Italian, the dominant language of recent tradition, in Sardinia, Italy. The study offers evidence to gauge the stage that the Sardinian-Italian contact case has reached, and what characterizes it in the most urbanized area of the island. The research focused on the language contact dynamics spontaneously occurring, and on the patterns of language use adopted by the adolescent male students attending a high school that serves the rural area, the largest urban center and its suburban area. It aimed to ascertain in part if the school represented a feasible context for heritage language shift or revitalization by investigating how, if at all, the different degree of urbanization affects speakers' language use. In order to do so, the study focused on the use of intra- and inter-sentential code-switching and on the interactional motivations for CS.

The conclusions of this research interrogate the accuracy and generalizability of the accepted timing of inter-generational language shift. The analysis of the data on language use in the family domain and outside the family shows, among the other things, that, although the LCs and their parents seem to use mainly Italian, the context examined is an example of contact contexts where latent resources favoring minority language maintenance and heritage language revitalization are spontaneously activated by the social dynamics at play among the interlocutors. Besides, some degree of meaningful variability in the patterns of language use depends on different degrees of familiarity or formality with the interlocutors; their bilingual competence depends on whether they belong to the rural or to the urban communities; and they all tend to use both languages together more often with same-age interlocutors, especially from the hometown, although in different degree, and with different interactional strategies, depending on their urban or rural origin. These conclusions demonstrate that the use of Sardinian is sensitive to socio-demographic variables such as degree of urbanization, age, gender, and social distance, and to interactional variables such as the degree of familiarity with the interlocutor. As a result, CS and CM are regularly used apparently to encode different messages involving these parameters.

Japanese heritage language education

Education, identity, and the new Asian Americans: The case of Japanese immigrant families in the Midwest
Endo, R.
University of Illinois at Urbana-Champaign, 2009

Abstract

The purpose of this ethnographic case study is to situate how Japanese immigrant families have negotiated their shifting identities in multiple spaces including the co-ethnic community, home, and the K-12 schools as new Americans and both/neither Asian Americans and Japanese Americans. Since Asian Americans are generally constructed by the dominant culture as both anti-normative foreigners (culturally visible) and model minorities (racially invisible), of particular interest is locating how Japanese Americans have defined their identities through their own experiential frameworks and perspectives. The narrative experiences of Japanese immigrants and second-generation Japanese Americans provide a spectrum of firsthand insights about struggles encountered including home-school transitions, identity formation, responding to racial discrimination, and social integration. An emerging theory in the subfield of the sociology of ethnicity/race known as segmented assimilation (S. J. Lee, 2005; Portes & Zhou, 1993; Zhou, 1997; Zhou & Xiong, 2005) is used as the major conceptual lens to explicate the complex ways in which Japanese immigrant families have negotiated the historical, political, and social meanings of unequal citizenship through selectively adapting to some dominant expectations while simultaneously maintaining their ethno-national identities through cultural practices and traditions.

While mindful of the institutional and structural conditions leading to their subordination, this study also locates how the process of self-definition has shaped how the participants have co-created a distinctive image of their cultural and ethno-national identities. Therefore, this research further assesses how the co-ethnic community, through cultural, language, and literacy education, has partially compensated for the potentially subtractive impact that assimilationist practices at the K-12 schools have had on Japanese American children's bicultural identity development. Thus, this study further explicates the dialectics of cultural continuity as a complex process by which compatriots have recreated representations of Japanese culture out of a collective desire to reconstruct the lost motherland, reinforce ethnonational pride, and ultimately resist societal pressures to assimilate to Euro-American expectations. The formation and maintenance of dynamic co-ethnic networks suggest that these new immigrants have contested societal messages that assimilation is in their children's best interest. Instead, like many other Asian American communities, they have used capital, kinships, and social networks to encourage their children to learn about their bicultural identities and heritage language that have otherwise not been affirmed at their respective K-12 schools. This study ends by detailing implications for practice and theory. The major recommendations pertain to what K-12 schools and teacher-preparation programs may do to better serve the needs of Asian American families and students.

Being "chuzai" in southern Illinois: The attitude of Japanese parents toward the maintenance of language and culture

Hamamoto, M.

Southern Illinois University at Carbondale, 2011

Abstract

This study is a qualitative research of Japanese "chuzai" families (short-term residents) concerning parental perspectives toward children's education in Southern Illinois. The primary data was collected by questionnaires, individual and group interviews, and school observations. The main participants of this study were five mothers of the "chuzai" group in Southern Illinois, in which questionnaires, individual and group interviews were conducted. Furthermore, in order to gain an in-depth understanding of the children's education, school visits were made to the Japanese Saturday School and the ELL (English Language Learner) program of the local school which the children attended, including classroom observations. Additionally, interviews with the principal of the Japanese school and the ELL teacher were conducted, and questionnaires were also distributed to all the parents whose children attended the Japanese Saturday School. The notion of *imagined communities* (Anderson, 1991; Norton, 2001) was employed as the theoretical framework in order to examine "chuzai" people's current lives in Southern Illinois and their attitudes toward their children's education.

The study reveals that "chuzai" families are different in various ways from both "eiju" (permanent residents) and Japanese communities in larger cities. Even though the Japanese community in Southern Illinois is small and features limited access to Japanese products, they maintain their Japanese lifestyle and strong connection with Japanese people in their community remarkably well. Interestingly, they show positive attitudes toward living in Southern Illinois, but they also have concerns due to their transiency as "chuzai." In relation to perspectives on children's education, this study suggests that parents have positive perspectives toward maintaining their Japanese culture, as well as learning the English language and experiencing American culture. Their heritage as Japanese strongly affects their daily practices even on a subconscious level; furthermore, their status of "chuzai" emphasizes the importance of keeping up their children's academic skills with the Japanese standard. At the same time, they also consider this short-term stay in the U.S. as an advantage in terms of providing new experiences and an opportunity for their children to learn English.

The findings indicate that parents' imagined communities for their children's future have a great impact on their current *investment* (Norton Peirce, 2000). "Chuzai" families envision their future lives in Japan because they plan to return eventually, thus affecting their hopes for their children to be successful while readapting to schools in their home country. In this regard, Japanese Saturday school plays a crucial role as support for preparing children for their return to Japan regarding academic and social skills. In addition to the importance of becoming successful in Japan, parents also believe that the experience in the U.S. and English skills broaden their children's future in a global economy. The ELL program at the local school helps children in terms of learning English in order for them to be able to manage school life in the U.S. This study suggests that parental perspectives influence their children's education, and it is important for educators to understand the students' backgrounds and needs in order to provide appropriate education.

Motivational differences between Japanese heritage students and non-Japanese heritage students in learning the Japanese language

Nunn, M. M.

University of Southern California, 2005

Abstract

Subject . This study explored differences in motivational beliefs of 277 U.S. high school students learning the Japanese language and posed the question "How do those beliefs differ in Japanese heritage students ($n = 135$) from those of non-Japanese heritage students ($n = 142$)?" The sample consisted of 154 (55.6%) females and 123 (44%) males.

Methodology . The research explored nine motivational variables: (a) heritage-related motivation, (b) integrative motivation, (c) travel-related motivation, (d) instrumental motivation, (e) intrinsic motivation, (f) self-efficacy, (g) effort, (h) goal specificity, and (i) goal strategy. The data were collected through a questionnaire. Factor analyses, *t* tests, MANOVA, one-way ANOVAs, regression procedures, and correlation coefficients addressed the research question.

Hypotheses . This study tested the following hypotheses: (H1) With parental influence, Japanese heritage (JH) students are more motivated learning Japanese than non-JH students. (H2) High-efficacy non-JH students exert effort and strive for academic success, whereas--even with lower efficacy--JH students exert effort and strive for academic success. (H3) JH students set higher goals for themselves, even with lower self-efficacy, than Euro-American students. (H4) JH students expend more effort to reach their higher goals than do Euro-American students.

Selected findings . Results showed that Japanese language learners of the three groups (Japanese heritage [$n = 135$], non-JH Asian students [$n = 69$], and non-Asian [$n = 73$]) differed in heritage-related motivation, intrinsic motivation, self-efficacy, and goal specificity.

For the hypotheses, findings revealed the following: (H1) With parental influence, JH students were definitely motivated in learning the Japanese language. (H2) For JH students, effort correlated positively with self-efficacy, whereas effort correlated negatively with self-efficacy for non-Japanese heritage Asians and non-Asians. Even though this result did not support Hypothesis 2, data revealed that socio-cultural differences existed in correlations between self-efficacy and effort. (H3) Goal specificity correlated significantly with self-efficacy in the three ethnic groups. (H4) This study did not support the fourth hypothesis.

Implications . Teachers and administrators may use the motivational findings to develop Japanese language programs specifically designed to help students of different ethnic backgrounds.

Materials and lesson plans for teaching Japanese particles to young heritage learners of Japanese

Schibli, H.
University of Colorado at Boulder, 2010

Abstract

The current project introduces useful materials and lesson plans for teaching the Japanese particles *de, ni, e, o, wa* and *ga* to early elementary students learning Japanese as a heritage language (JHL). The materials and lesson plans provide JHL children with opportunities to revise and reshape their hypotheses regarding the usage of the particles *de, ni, e, o, wa* and *ga.* Unlike the textbooks for teaching/learning Japanese as a mother tongue or those for teaching/learning as a foreign language, which either lack sufficient materials or include exercises which JHL children may not need, these materials and lesson plans are designed to provide students with extensive exercises focused on acquisition of the particles. They also promote students' inductive learning.

The development of writing in Japanese and English of JHL speakers and the dynamics of bilingual learning

Takayama, M.
California State University, Long Beach, 2010

Abstract

This study was designed to examine the development of writing proficiency in Japanese and English of JHL (Japanese as a Heritage Language) speakers, and investigate the relationship between acquiring writing skills in the two languages from the viewpoint of bilingualism. Twenty-one adults participated. Data were collected via questionnaires to obtain the participants' language background and writing samples in Japanese and English using one essay topic. The essays were analyzed quantitatively. The results confirmed Cummins' *interdependence hypothesis* for writing in both languages if the writers were in the *additive* state. Although a variety of significant correlation coefficients were observed between the categories of WE (Writing Expertise; content and organization) in Japanese and those of LP (Language Proficiency; vocabulary, grammar, and mechanics) in English, no notable relationships were seen between the same categories. The *interdependence hypothesis* in non-cognate languages such as Japanese and English does not work solely on the basis of surface individual linguistic knowledge.

Heritage language development: A reflexive ethnography of second-generation Japanese-Canadian students

Tonami, M.
University of Toronto, 2005

Abstract

This research attempts to narrate the stories relating to the heritage language (HL) development of five second-generation Japanese-Canadian students in the Greater Toronto Area (GTA). The study focuses on the salient factors that contributed to enhancement of their HL ability.

A qualitative approach, based on reflexive ethnography methodology was employed in this study, to allow the researcher to be reflective on the research process, and to make the relationships between the researcher and the researched visible.

The salient factors found to have affected their HL skills included parental role, promotion of HL through attendance of Japanese school, involvement in Japanese language-related pastimes, visits to Japan, interaction with friends, as well as their maintaining a positive outlook. The participants' current proficiency in HL was observed to be the result of multifaceted efforts that both the students and their parents had made over many years.

Karenni heritage language education

A study of accumulated literacies and multilingual repertoires: Three Karenni families living in Arizona
Suwannamai, C.
Arizona State University, in process

Abstract

This empirical study aims to identify and analyze what I call the *accumulated literacies* (constantly evolving skills, knowledge, and practices) and multilingual repertoires of three Karenni refugee families originally from the highlands of Burma who lived in refugee camps in Thailand before arriving in Phoenix, Arizona. Building on a long tradition of ethnographic work that examines language learning and literacy in relation to educational access and opportunity, this research documents the everyday literacy practices of these families, examines how these literacies are used to foster new *social networks* while maintaining *transnational connections*, and compares literacy practices, language choice, and mode of individuals within and across three families. The findings will shed light on complicated issues impacting not only refugees' education but also the education of other groups that have been historically minoritized and marginalized. This research is relevant to educational researchers, policy makers, and teachers who are committed to rethinking what counts as literacy, for whom, in what contexts, and with what kinds of consequences. In a time of increased movement of people across borders, this investigation has important implications for teacher preparation, theories of language learning and literacy development, and educational research broadly conceived.

Khmer heritage language education

Heritage language and culture preservation: Khmer youth's critical reflections on the Khmer Emerging Education Program (KEEP)

Dungy, P. L.
University of San Francisco, 2005

Abstract

Communities across the world are faced with large numbers of immigrant youth adjusting to a new culture. Many of them have difficulties with academic achievement, family relationships, heritage cultural identity, loss of heritage language, and self identity in the midst of another culture. Oftentimes, these immigrant students know little about their cultural history and the context in which their families immigrated to the United States.

This research studied the critical reflections of Khmer youth in Fresno, California, regarding language and culture preservation in relation to academic success with school work, positive relationships with family members, participation in the Khmer community, deterring youth violence and gang involvement, and why some Khmer youth do not engage in KEEP and how KEEP could reach out to them. Photovoice, a participatory research strategy, was used in this study. The participants were named student community researchers, given digital cameras, and asked to answer the 5 research questions by taking photographs. They shared their photographs and rationale individually with the researcher, then with the other student community researchers. Collectively, they selected 40 photographs and wrote rationales that are presented as collective quotes that explain how each photograph answers the research question.

Ten generative themes emerged: (a) respect, (b) cultural awareness and preservation, (c) strong family and community relationships, (d) positive solutions to current reality, (e) future purpose, (f) education, (g) Khmer history, (h) Khmer language and communication, (i) high self esteem, and (j) gang prevention.

This research could be of interest not only to the academic community, but to a broad spectrum of the general public as well. It could be a catalyst to promote awareness and social change, and provide insights to educators, students, parents, policy makers, counselors, spiritual leaders, law enforcement officials, judicial leaders, government officials, health care workers, and other groups working with marginalized communities.

The selected photographs and collective responses are displayed in a traveling exhibit of 13 retractable 5 feet by 7 feet banners, that is being shown locally, statewide, nationally, and internationally. A website about this Photovoice research developed by the students can be viewed at http://www.fresno.k12.ca.us/divdept/keepstudents/home.html.

Korean heritage language education

Learning to be Korean: The process of identity negotiation and representation for Korean-American elementary school children at heritage language school and home
Bae, G.
The Pennsylvania State University, Pennsylvania, 2003

Abstract

This two-year qualitative ethnographic study describes and analyzes the process of intercultural adjustment and identity formation of three Korean graduate student families living in a small university town in the Northeastern United States. In particular, the study focuses on the links among investment in Korean language/culture, socialization through language, and representation of cultural/ethnic identity in contexts where Korean is dominantly spoken.

The theoretical frameworks undergirding the study are the discursive approach to identity formation (Hall, 1990, 1996, 2000), cultural studies (Grossberg, 1996), and ethnography of communication (Saville-Troike, 1996). To help understand the discursive formation of identities within specific cultural contexts, Wegner's (1998) notion of "reification" and "participation" and Gee's (2001) identity categories--institutional, discourse, and affinity--are used as the conceptual framework.

The main participants of the study were three Korean-American elementary school children and their family members, including myself. The children attended the local heritage language school for more than three years and spoke both Korean and English.

The research design involved auto-ethnographic narrative inquiry (Connelly & Clandinin, 1990, 2000; Ellis & Boschner, 2000; Personal Narrative Groups, 1989; Reed-Dunahay, 1997; Riessman, 1993; Rosaldo, 1989; Sleeter, 2001), a rubric for qualitative research. The data included personal narratives by the parents and the children, semi-structured interviews with the children and the parents, and classroom/home observations.

The findings of the study revealed that each child developed unique "Korean-American" identities by acquiring and using discourse appropriate to different cultural/linguistic contexts, by acquiring competence in both Korean and English, and by negotiating linguistic/cultural difference between Korean and English. Each child followed his own unique path of identity formation depending on their Korean language proficiency, family situation, and parents' influence This process was complex and unpredictable, which was accompanied by conflicts and contradictions.

By unraveling the multiple, complex, and dynamic process of identity formation and representation of Korean children and their family members within specific cultural contexts, which included the heritage language school and the home, the study re examines the issue of identity from both cultural/ethnic perspectives. The study provided implications regarding the role of heritage language learning in relation to bilingual education/bilingualism and suggests ways of developing bilingual abilities as a resource for living in this diverse and complex society.

Korean immigrants' social practice of heritage language acquisition and maintenance through technology

Cho, S. P.
University of British Columbia (Canada), 2008

Abstract

Studying issues of heritage language (HL) maintenance is gaining more significance than ever as our lives become significantly more complex and dynamic because of frequent migration and the transnational diasporas that such migration creates in its wake. HL maintenance is important in multicultural environments because familial relationships depend heavily on successful communication among family members. Viewing HL maintenance as a social practice, this exploratory qualitative study attempts to understand how participants are involved in their children's HL maintenance by investigating, comparing, and contrasting the participants' attitudes and practices. This study recruited eight Korean immigrant families with different lengths of residence in Greater Vancouver, an area that has seen a steady growth in the numbers of Korean immigrants. Combining social practice theory and qualitative research, this study uses discourse analysis to explore the participants' language ideologies and beliefs about HL maintenance. This study also explored actual parental involvement in their children's HL acquisition and maintenance. Furthermore, this study examined participants' technology use as a means of HL acquisition and maintenance. In particular, the participants' online conversations were examined to explore language use. This study supports the view that the parental role is important, even paramount, in children's HL maintenance, but goes beyond this to show how technology can play a positive role in HL acquisition and maintenance. There are three central findings. First, a match between parental attitudes and behaviours concerning HL acquisition and maintenance and contributes to their children's HL maintenance. Second, a mismatch or inconsistency between parental attitudes and behaviours correlates with children's HL attrition or loss. Third, language revitalization can occur through HL and cultural practices in various online activities such as synchronous and asynchronous online communication, including access to Korean websites and playing games in Korean. To conclude, examining HL maintenance as a social practice offers new insights into the complexity and dynamics of the social practices of HL maintenance in the lives of Korean immigrants in Canada.

Korean mothers' understanding of home-school relations in the United States
Chung, H.
The University of Wisconsin – Madison, 2011

Abstract

The purpose of this study was to gain insight into how Korean mothers conceptualized the nature of home-school relations in the U.S. Participants were temporary immigrant Korean mothers who were educated in Korea, migrated to the U.S. for educational purposes, and sent their children to both American kindergartens and Korean language schools. Using the perspective of figured worlds (Holland, et al., 1995), I asked: "How do temporary-immigrant Korean mothers who are interested in the maintenance of their culture and language enact the figured world of home-school relations?" Year-long qualitative case studies were conducted with six Korean mothers in the city of Maxwell in a Midwestern state. The data included individual interviews, a focus interview, observations, and document collection.

The findings of this study showed that the Korean mothers engaged in a process of "figuring out" what it meant to be parents as they interacted with schools. They used personal resources and social networks as they orchestrated and interpreted local discourses in home-school relations, and created understandings of their roles and responsibilities as parents. In this process, the Korean mothers negotiated and challenged their social positions as low-income, temporary residents and linguistic and racial minorities, in order to find the best ways in which to improve their children's educational outcomes. They were authors of their worlds, and their engagement was a story of improvisations.

The Korean mothers also enacted agency in their children's Korean language and cultural maintenance. In the Korean mothers' figured worlds, they valued both Korean and English, but the local schools and society favored English as the hegemonic language. Although the mothers improvised to develop their children's Korean proficiency, their improvisations were mostly located outside of schools, such as in homes, local churches, or Korean language schools. As a result, their children were losing their opportunity to develop Korean language proficiency. The implications for these findings suggest that multiple stakeholders would benefit from the reconceptualization of the definitions of parent engagement, the limits of agency, and the needs for collaborative efforts among homes, schools and communities toward heritage language maintenance.

A teacher action research: Motivation of the participants for learning Korean as a heritage language using sheltered instruction in the United States context
Chung, M.
Texas A&M University, 2008

This research described the progress of the participants in their motivation for learning Korean as the heritage language with Sheltered Instruction in the United States context from a descriptive and narrative perspective. By accessing the reality of the participants, this research contributed to the existing literature with its applicability for heritage language learners and heritage language education in the U.S. context.

This research detected the need of attention to which identified the participants as second language learners, learning a language other than English in the U.S. context. Historical and theoretical bases of second language learning, therefore, served as the specific criteria for the review of related literature. The research design had centered in qualitative characteristics, interpretive paradigm, qualitative data collection methods, and procedures. Action research, specifically Teacher Action Research (TAR) was the method of the research. Disciplines of the method differed from other research in which the researcher was an active participant instead of being a third person observer. Being a class teacher in the Korean Saturday Heritage School provided an excellent advantage in which the researcher was able to reflect upon her own teaching and learning, using Sheltered Instruction with a process of teacher action research: an ongoing process of evaluation, recommendation, practice, reflection, and reevaluation. Qualitative data were collected from various data sources and illustrated with a coding system in the research. The list of topical sequence and various codes in analyses of research questions narrated the qualitative data collection.

Research questions were: (1) How does using the dominant language (English) and culture (mainstream U.S.) of the participants, through Sheltered Instruction, impact their motivation towards learning the heritage language (Korean)? (2) How does providing the academic content knowledge through Sheltered Instruction improve motivation of the participants towards learning the heritage language? (3) How does bringing in supplementary materials and meaningful activities through Sheltered Instruction promote motivation of the participants towards learning the heritage language?

Finally, Chapter V concluded that there was a close relationship between motivation of the participants and learning outcomes. The findings of the research demonstrated the importance of contextual factors of the participants in the U.S. context. It also extended to recommendations for heritage language teachers and future research regarding heritage language learners in the U.S. context.

This research did not attempt to challenge any theoretical bases or hypotheses. Instead, this research asked readers to access and understand the reality of the participants in the U.S. context by reading the content.

"Am I Korean American?" Beliefs and practices of parents and children living in two languages and two cultures
Han, H.
University of Illinois at Urbana-Champaign, 2011

Abstract

The purpose of this study is to explore attitudes and practices regarding their heritage language and the dominant English language among Korean American immigrant families. Using the framework of *Language Ideology* (Silverstein, 1979), I had three research questions: (a) why do parents send their children to a Korean language school, (b) what attitudes do immigrant parents and their children show toward Korean and English, and (c) how are the parents and children involved in the practices of these two languages? I conducted a survey of parents whose children attended a Korean language school in Urbana- Champaign, Illinois, where the number of Korean sojourners (temporary residents) exceeds that of Korean immigrants. Forty participant parents provided demographic information. They described their children's language-use patterns depending on interlocutors as well as their language proficiency in both Korean and English. The reasons for sending their children to the Korean language school were significantly different depending on the respondents' residential status. In comparison to the sojourners, immigrants tended to give more priority to their children's oral language development and Korean identity construction. I also conducted case studies of three Korean immigrant families with 3- to 5-year-old children, using interviews, observations, and photographs of children's work. The collected data were analyzed according to themes such as daily life, parental beliefs about two languages, practices in two languages, children's attitudes toward two languages, and challenges and needs. Despite individual families' different immigration histories, the three families faced some common challenges. Because of their busy daily routines and different lifestyles, the immigrant families had limited interactions with other Koreans. The parents wanted their children to benefit from two communities and build a combined ethnic identity as Korean Americans. I argue that a Korean language school should expand its role as a comfort zone for all Koreans and Korean Americans. This study explores the heterogeneity among Korean sojourner and immigrant families and their language use and identity construction.

The role of culture as a social construct in learning Korean as a heritage language
Hong, Y. W.
University of Southern California, 2005

Abstract

Subject. This study explored the perception of the role of culture from 7 teachers and from 141 U.S. college students who were teaching/learning the Korean language as their heritage language (KHL). To each group, the following questions were posed: (1) How do Korean instructors/students perceive the role of culture as it relates to motivation? (2) How do Korean instructors/students perceive students' cultural motivation/interests as they relate to their KHL proficiency? (3) What types of cultural activities or media are effective to motivate students to learn Korean and to enhance their KHL proficiency? Methodology. The research was done in two parts: (1) Qualitative research examined the teachers' conceptualization of the role of culture in their language instruction. A standardized and open-ended interview was conducted with all participants. (2) Quantitative research along with a questionnaire was administered to obtain the students' perception of culture or culture learning. The data were analyzed through descriptive statistics, factor analysis, and correlation coefficients to address this second research question. Selected findings. Results showed that both teachers and students regard culture as very important while students believed positively that culture learning in the classroom contributed to motivate their Korean learning. Results also found that there is no consensus or curriculum among teachers who integrate Korean culture into KHL instruction and that students positively believe that culture learning in the classroom helps them attain Korean language proficiency. Data indicated that the major media and activities for cultural incorporation into language instruction are epitomized as music, movies, culture projects, and Web activities and that the textbook should be reconsidered as the main resource where students learn culture with a thematic approach. Findings revealed that the role of teachers in teaching culture is very important and influential when they are correlated with cultural media/activities: Students felt more effective and satisfied with culture learning under the teachers' guidance. Implications. Teachers and administrators may use the findings of the study to develop curricula or instructional designs to motivate HL learners and to enhance their HL proficiency.

Language ideology, ethnicity, and biliteracy development: A Korean-American perspective
Jeon, M.
University of Pennsylvania, 2005

Abstract

This dissertation is an ethnographic study that closely examines how language ideology, ethnicity, and Korean language maintenance through developing biliteracy are interrelated. Drawing on an interdisciplinary foundation that combines sociology of language, linguistic anthropology, sociolinguistics, Asian American studies, and educational linguistics, the study explores the ways in which language ideologies and ethnicity are appropriated and enacted, and their relationship to the educational processes of becoming biliterate in English and Korean. The data in this study were collected from the following research sites--a college-level Korean language program, a community-based adult ESL program, and the homes of Korean immigrant families and their school-aged children. The data collection methods included participant observation in formal and informal educational settings; informal conversations; in-depth interviews with students and teachers; and site document review. By focusing on the case of Korean Americans, this dissertation study draws our attention to language maintenance of voluntary immigrant minorities in relation to their language ideologies and ethnicity. This study demonstrates how different language ideologies, such as assimilationist vs. pluralist language ideologies, and three difference stances toward ethnicity, namely Korean ethnicity as transitional, enduring, and separate but shareable, are appropriated and enacted by the participants in their every-day language use; it also shows how these ideologies and stances toward ethnicity influence the processes through which the participants try to develop biliteracy in Korean and English. This study demonstrates that pluralist language ideologies and the stance toward Korean ethnicity as separate but sharable contribute to Korean language maintenance in the United States through facilitating biliteracy development of Korean Americans. I argue that these findings can help us to better understand the experiences and perspectives of other ethnolinguistic immigrant minorities in the United States who undergo the process of language shift from their heritage language to the dominant language or who struggle to maintain their heritage language through developing biliteracy in both languages.

Trans "forming" identity: Korean American students' educational experiences in transition from high school to college in the United States South
Jo, J. O.
The University of North Carolina at Chapel Hill, 2004

Abstract

This dissertation is about identity (trans)formation of U.S. Korean students. The participants in this study are 1.5 and second-generation U.S. Korean high school seniors who spent at least three years of their high school years in a southern education system and are undergoing the transition to college education. Through in-depth interviews with 14 participants during their high school senior year and follow-up interviews with ten of them again during their first semester of college, I explored the following question: "How do U.S. Korean students in the South (re)negotiate their identities, racially, culturally, and linguistically, and how are their identity negotiations influenced by their educational and social contexts, especially during the transition from high school to college?"

The participants' narratives based on their life histories were presented in the areas of meaning of school, peer relations, language related issues, meaning of heritage languages and culture, racial identity, and ethnic and social networks in two different contexts of their schooling, high school and college. The participants' narratives were analyzed through the theoretical lenses of identity (trans)formation in the global era, racialization process based on critical race theory, and notions of citizenship based on Bourdieu's social and cultural capital theory. Although the participants told many different life stories, certain common themes emerged.

The emergent themes are: (1) Promises and challenges of heritage language maintenance, (2) Boundaries and bonds among friends, (3) Process of identity (re)articulation, (4) Unspoken race, hidden inequality, (5) Bamboo ceiling: Made for U.S. Asian? and (6) Expanding social and ethnic networks in college. The study provides counter narratives to the grand narratives of often homogenized U.S. Asian success stories.

The findings of this study will enrich and deepen the understandings of the discursive process of identity (trans)formation of 1.5 and second-generation U.S. Korean students in southern educational systems and eventually inform school administrators, educators, and policymakers about the design and implementation of equitable and effective programs and practices for students who grew up in the United States, but have multiple frameworks of experience such as language, (transnational) immigration, race, and social class.

Biliteracy development: A multiple case study of Korean bilingual adolescents
Joo, H.
Ohio State University, 2005

Abstract

The number of students speaking a language other than English at home has grown significantly over the past several decades in U.S. schools. Educators' concerns about the language and literacy development of language minority students have increased accordingly. However, little is known about the linguistic and sociocultural resources that these students bring with them to their second language literacy and academic learning. This study has three major purposes: first, to identify certain sociocultural aspects contributing to the biliteracy development of Korean bilingual adolescents; second, to investigate the literacy strategies and skills that they employ when reading and writing in Korean and English; and third, to examine whether or not and to what extent they transfer their literacy strategies and skills across languages. This study relied on a multiple-case study approach with four Korean bilingual adolescents participating over one academic year. Data were collected from participatory observation, interviews, think-aloud tasks and recall protocols, and document analysis. This study demonstrated that certain social and cultural characteristics represented by several contextual variables contributed to the adolescents' biliteracy development. These variables were patterns of daily language use, the role of heritage language, home literacy environments, and attitudes toward both languages and literacy embedded in views of bilingualism and perceptions of literacy, and literacy activities at home. This study also revealed that the participants transferred their literacy strategies and skills across languages, in particular schematic resources and generalizable literacy strategies and skills, rather than linguistic resources focusing on using language structures. The degree of the transfer varied depending on the participants' language proficiency level in the two languages and their language use in actual reading and writing. This study supports the theoretical principle that effective development of the first language provides a significant foundation for the second language literacy development of language minority students. It further suggests that the understanding of language minority students' literacy development needs to begin with the understanding of the contexts in which they are utilizing two languages.

White supremacy, racialization, and cultural politics of Korean heritage language schools
Kang, H.
The University of Wisconsin - Madison, 2010

Abstract

The Korean heritage schools, serving more than 50,000 Korean American students per year, are the sites of both hegemony and anti-hegemony. Drawing on the theories of cultural politics of race and the responses of Korean American community to the racializing forces of the society, this study discusses the cultural meaning of this schooling within the racialized social context of the United States.

To answer the central question of this study, I examined (1) historical data, which show the racial development of US society, especially in relation to English language policies, (2) ethnographic and sociological features of the Korean community, including basic demographic information and socio-economic details, and (3) empirical data from the KHLS and the Korean American community, which makes clear the various responses of various actors involved in KILLS to the hegemonic pressure of racialization.

The findings reveal that the Hankook school is not simply a means of counter hegemony against the racializing forces. Rather, it is a nexus at which multiple layered cultural politics meet; first, the Hankook school is the product of compromise between the two different responses of the first generation to the racializing forces of the society. Second, the Hankook school represents the compromises between the two different responses of the second generation to the pressure from the Korean American community. Third, the Hankook school can be understood as the product of the compromises between the two generations.

The effects of heritage language use and free voluntary reading in English upon the acquisition of academic English by Korean-American students

Kang, P. Y.
University of Southern California, 2003

Abstract

This study examines the effect of parental use of heritage language (Korean) on their children's English development. It also investigates how the development of heritage language (Korean) skills at home facilitates academic English achievement in school. In addition, this study examines the relationship between children's reading in English for pleasure and the effect of such reading on their academic English achievement.

The results of this study support the conclusion that home use of the heritage language can actually accelerate the development of Academic English Proficiency (AEP) and that Free Voluntary Reading (FVR) contributes significantly to the acquisition of academic English. The rich interactions in Korean that Korean parents provide to their American-born children strengthens their relationship and helps the children to develop more meaningful interactions with other people in their community without retarding the children's academic English development.

This study concludes with recommendations to Korean immigrant parents as to how they can implement its findings and thereby accelerate their children's AEP development. It is also recommended that further research be undertaken to determine how the factors examined in this study affect other age groups and other heritage languages spoken by recent immigrants to the U.S. It would also be very valuable to further explore the impact that FVR in English has on learning English as a foreign language.

Processing strategies and transfer of heritage and non-heritage learners of Korean
Kim, H. S. H.
University of Hawai'i at Manoe, 2005

Abstract

What makes Heritage Language (HL) learners different from non-HL learners is the fact that HL learners possess both linguistic characteristics of an L2 learner as well as a native speaker. Like most HL learners, Korean HL learners have been known for their high command of listening comprehension, grammar, vocabulary and cultural knowledge. Yet, studies in the field of Korean language studies have pointed out that HL learners also exhibit various and significant weaknesses in other areas, such as productive skills and grammar competency, which tend to persist despite years of formal (college-level) instruction. As a result, identifying linguistic differences between HL and non-HL learners has been an ongoing and critical issue. This dissertation thus employs a design that empirically investigates the differences in language transfer and strategy when processing Korean relative clauses by using a picture-selection task. With varying degrees of language exposure and use, learners who participated in this experiment (N = 128) were categorized into five sub-groups based on their first language (L1): HL learners who reported (i) Korean as L1; (ii) Both Korean & English as L1; (iii) English as L1; and non-HL learners who reported (iv) English as L1; (v) Japanese L1. The results revealed that the L1 variable was crucial in determining the variability of both HL and non-HL learners. Furthermore, findings showed each sub-group of HL and non-HL learners to be employing different processing transfer and strategies, which in turn shed light on pedagogical and theoretical issues on language acquisition as well as on domains of psycholinguistics.

Binding interpretations in adult bilingualism: A study of language transfer in L2 learners and heritage speakers of Korean
Kim, J.
University of Illinois at Urbana-Champaign, 2007

Abstract

This dissertation investigates the acquisition and maintenance of the binding properties of Korean anaphors in two groups of adult bilinguals: post-puberty L2 learners and adult simultaneous bilinguals who speak Korean as a minority (heritage) language. The aim is to tease apart UG-based and language-specific properties in L2 acquisition and bilingualism, in examining understanding of core/grammatical vs. exempt/logophoric binding (Pollard and Sag 1994) that is increasingly gaining prominence in theoretical studies of binding. Specifically, I investigate the role of language transfer by examining Korean grammar in bilingual speakers of different contact languages (i.e. English and Chinese).

In this study, I hypothesized the following: (i) UG-based binding properties are acquired easier than language-specific binding properties in L2/bilingual acquisition, (ii) knowledge of the stronger/contact language in bilinguals will affect the binding interpretations of Korean as a weaker language, (iii) the effect of transfer will be stronger in post-puberty L2 learners than in simultaneous bilinguals.

Two anaphors (caki and caki-casin) were investigated to test core vs. exempt binding of Korean. Two experiments were conducted -- one with Truth Value Judgment with stories, which tests core binding properties such as size of Governing Category (Manzini and Wexler 1987) and Sub-command (Tang 1989), and the other with Grammaticality Judgment Task coupled with Preferential Sentence Interpretation, which tests exempt binding properties such as logophoricity conditions (Sells 1987) and strict vs. sloppy reading in VP ellipsis (Huang and Liu 2001). Overall results show that the subjects performed better with UG-based properties than language-specific properties. The results also reveal the effects of transfer from different languages in interpretations of Korean core binding by bilingual groups; however, bilinguals did not show expected transfer with language-specific interface properties in Korean exempt binding. Overall responses show that the early bilinguals are more similar to Korean monolinguals compared to the late bilinguals.

Negotiating multiple investments in languages and identities: The language socialization of generation 1.5 Korean-Canadian university students
Kim, J.
The University of British Columbia (Canada), 2009

Abstract

The increasing number of immigrants in North America has made Generation 1.5 students-- foreign-born children who immigrated to their host country with their first- generation immigrant parents (Rumbaut & Ima, 1988)--a significant population in Canadian and American schools (Fix & Passel, 2003; Gunderson, 2007). Of these students, many enter universities while still in the process of learning English as a second language (ESL). This often presents them with unique educational needs and challenges, which sometimes results in a "deficiency-oriented" view of Generation 1.5 university students (Harklau, 2000). However, much of the immigrant education research has thus far been limited to K-12 students, and the applied linguistics literature on Generation 1.5 university students has mostly examined their experiences within college and university ESL, writing, or composition program settings in the U.S. Therefore, this study addresses the gap in the literature through a qualitative multiple case study exploring the language socialization of seven Generation 1.5 Korean-Canadian university students. Triangulated data were collected over ten months through individual and group interviews with students and three English course instructors, questionnaires, students' personal writings, and field notes. Drawing on the perspectives of language socialization (Duff & Hornberger, 2008) and language and identity (Norton, 2000), this study examined the contextual factors involved in the students' language socialization processes and further investigated how these factors affected the students' investments in languages and identities, as manifested in their everyday practices. The findings suggest that 1) in an ever-changing globalized world, the characteristics, including the educational goals and needs, of today's Generation 1.5 Korean-Canadian students were considerably different from those of their predecessors; 2) through the complex interplay between their past, present, and future "imagined" experiences, the students were socialized into various beliefs and ideologies about language learning and use, often necessitating negotiations of investments in their identities and in their first, second, and sometimes third languages; and 3) given the diverse backgrounds and linguistic goals of these students, Generation 1.5 language

learners should be seen from a "bi/multilingual and bicultural abilities" perspective rather than from a "deficiency-oriented" perspective. The study concludes with implications for policy, research, and pedagogy.

Realizations of two speech acts of heritage learners of Korean: Request and apology strategies
Koo, D.
The Ohio State University, 2001

Abstract

The purpose of this study was to describe and analyze realizations of two speech acts, request and apology, of heritage learners of Korean in comparison with those of Korean native speakers. Twenty native speakers of Korean and twenty Korean-Americans who speak Korean as a second language participated in the study. They we undergraduate and graduate students enrolled in a university in the Midwest. Data we collected using oral Discourse Completion Tests (DCT) that consisted of ten items for request and apology, respectively. In addition to performing on DCT, the participants responded to the interview questions regarding the thinking processes that they experienced while performing on the DCT. Participants' performances on DCT and interview were audiotaped and transcribed for analysis. The request and apology data were analyzed using a coding scheme adapted from the Cross Cultural Speech Act Research Project (CCSARP) and Suh (1999a) by deleting some categories and adding new categories. Frequency of occurrence of the strategies in each situation were calculated. Additionally, the linguistic characteristics of the two groups' productions were described and compared for each situation. Interview data were analyzed in terms of recurring themes and patterns. The data analysis revealed differences between NS and NNS participants' request and apology realizations. The main findings were: (1) NS subjects used a greater number and wider range of supportive moves than NNS subjects did, (2) NNS subjects made a request when NS subjects tended to avoid making a request, (3) NS participants' use of IFID and intensifying adverbials varied depending on the degree of offense/mistake, age, and power relationship while NNS subjects' use of those features was more evenly spread out across the situations, (4) the participants considered many factors such as age, power relationship, social distance, situation, and setting in performing DCT, (5) the sources of difficulty in NNS participants' performance on DCT were grammar, vocabulary, speech style, and unfamiliarity with the setting, and (6) half of the NNS participants formulated their responses in English and translated them into Korean.

Based on the findings, implications for teaching Korean as a second/foreign language are presented for teachers and program designers.

Intergenerational and international transactions among three generations of Korean American women
Miyatake, A.
Hofstra University, 2011

Abstract

This study traces the journey of three generations of Korean American women, grandmothers, mothers, and daughters, as they navigate different aspects of their lives. Within the complex network of their daily lives, these Korean American women interact with literacies and languages across various contexts: home, work, school, and church. Using the ethnographic approaches of the New Literacy Studies that examine language and literacy as aspects of and embedded within social practices, this research looks both at the day-to-day practices of the women, and the social, cultural, and ideological contexts in which these practices are embedded. I reveal first how the literacy and language practices of the women are intertwined with each other as family members, second that there are also intergenerational language and literacy differences, and third how their language and literacy practices are connected to differences in expression of identities.

The data analyzed in this study provides evidence of how the three generations of women communicate and express ideas through a range of language and literacy practices, including a range of semiotic modes. Within these expressive practices the data shows distinct differences between the three generations based on level of fluency or comfort in each language, life experiences, and histories, as well as current interaction with other Koreans and/or American born youth. For example, the grandmothers generation experienced World War II and the Korean War, and they are able to use Japanese, the mothers generation experienced immigrant hardship as a first generation in the United States and have difficulties with the English language, and the daughters generation challenges their bilingual and bicultural identities and has experienced a loss of their Korean heritage language. In light of these findings, I suggest that their literacy and language practices are dynamic, international, and intergenerational. I recommend educators to learn more about the wider generational families of our students and recognize how these generational interactions can reflect upon the youths' language and literacy practices.

Language socialization in two languages, schoolings, and cultures: A descriptive qualitative case study of Korean immigrant children
No, S. H.
The University of Iowa, 2011

Abstract

This is a descriptive qualitative study that explored Korean and English learning for Korean transnational immigrant children living in the United States. The study design included qualitative methods. Observations of five children in a Korean language school offered information about how they were taught Korean to retain their heritage language and culture. Additional observations of two of the children in their respective local public schools offered descriptions of their experiences learning English and U.S. public school culture. Interviews with the three teachers in these classrooms, as well as with three of the children's mothers, added background information and extended the observations. A thematic analysis process led to further understanding about the differences in the three classroom learning environments and described the ways instruction was delivered, the ways the individual children demonstrated their language learning, and the cultural context in each setting. The study found that the Korean language school and English speaking elementary schools were essential for the Korean immigrant children to improve their language proficiency in two languages as well as to learn different cultural and educational expectations.

Language planning for biliteracy at a Korean American church school
Pak, H.
University of Pennsylvania, 2005

Abstract

This study draws on literature and frameworks from language planning, heritage language learning, biliteracy, and language and identity to explore how languages are used at a Korean American church and Saturday language school, what the parents' goals and the children's perceptions toward language use and Korean identity are, and what the role of the Korean Church and School (KCS) in planning for language maintenance and biliteracy in English and Korean is. Through use of ethnographic methods and discourse analysis this study looks at the context of the church school from the perspective of the participants rather than from the majority non-Korean perspective, and conceptualizes the children as targets of language planning as well as meaning manipulators. Social pressures and interaction at the face-to-face level are explored in relation to ethnicity and identity, and the Continua of Biliteracy lens is used to zoom in and out and back and forth in the setting of the Korean church and school. The analysis of classroom discourse reveals that through the choice of activity, the teacher controlled to large extent whether the students' utterances were in Korean and/or English, the content of their utterances, and the length and complexity of their utterances in Korean and/or English. Yet the students were using their languages to contribute to the negotiation of meaning, and in so doing they were negotiating their identity as Korean and/or English speakers. Analysis of the themes within the interview and observational data showed that the KCS is a context that reverses the

power relation between English and Korean from the norm outside of the Korean church in US mainstream society. In this context, the Korean adults desired their children to identify with being Korean, and for both the children and adults, Korean language expertise was a means as well as an end in that goal.

Maintaining Korean as a heritage language
Park, C.
Arizona State University, 2007

Abstract

This study explores the language practices of Korean immigrant families in the metropolitan Phoenix area. It identifies the languages used in various contexts among the family members and in the community, literacy and media practices, and the factors that affect their heritage language competence. In addition, this study also inquires into what it means to maintain a heritage language (HL) and how it is maintained.

The results of this study support the conclusion that the language use pattern within the family shows the language shift among Korean heritage language adolescents. Home serves as the number one domain for HL use. However, it is not the place, but the parents that make home a heritage language domain. The pattern shows that Korean is used more with the parents' generation and English is predominantly used among peers in the younger generations. In addition, adolescents significantly use Korean more for listening rather than speaking purposes. Although most of the teen participants are actively involved in various types of literacy practices in English including books, internet and e-mails, Korean is not identified as a language of literacy. As for factors affecting heritage language maintenance, the results in this study support that speaking with parents and watching Korean television programs are useful predictors for Korean proficiency.

This study identified three types of family language policies: using Korean at home, using English at home, and the laissez-faire policy. Children of the parents who adopted Korean as a home language as a matter of policy showed not only high proficiency in Korean but also high confidence in their Korean.

This study also identifies the social implications of maintaining a HL for the Korean families in the U.S. context as well as the identity formation of HL speakers.

This study concludes with recommendations to Korean families, especially to parents, in how to implement the findings of this study to raise their children as fluent bilinguals through heritage language maintenance. It also calls attention to the needed societal awareness of multilingualism as an asset and the acceptance of diversity in addition to family and community efforts toward HL maintenance.

Language socialization in a Korean-American community
Park, E.
New York University, 2007

Abstract

This study attempts to shed light on the relationship between language ideologies and the linguistic practices that construct and reproduce them. It draws upon the concept of language socialization in its examination of ways in which Korean speakers express politeness through culture-specific patterns of family interactions.

Ethnographic and qualitative methods were employed to investigate how three-generational Korean-American families transmit their beliefs and values related to the concepts of hierarchy, modesty, and conformity. All six of the participating families had at least one 2- to 4-year-old child, spoke Korean as the mother tongue, and had at least one grandparent who regularly interacted with the child. Eighty hours of family interactions were recorded over a 15-month period. Analysis focused on the selected families' usage patterns of a honorific verb-suffix (*-yo*) and four evidential verb-suffixes (*-ji, -ta, -ney* , and *-tay*), including the contexts in which these suffixes were used and the function of each verb-suffix within family interactions.

Analysis revealed ways in which Korean speakers consciously and subconsciously chose among honorific and evidential verb-suffixes to express their stances toward others' status and knowledge, expressing face---the public side of self. The face, or the positive social and cultural values that the Korean-American families of this study attempted to communicate, is reflected in the practice of expressing deference to the authority and knowledge of higher-status persons and also conforming to social rules.

The findings of this study contribute to the knowledge about language socialization research among linguistically and culturally immigrant minority families. This research also expands our understanding about the ideas and practices of politeness in societies where relational sociocultural status is important. It provides important information for Korean-American communities who are concerned about maintaining Korean linguistic and cultural heritage as valuable resources for their communities, as well as for the US. It provides crucial information for educators who want to understand their students' diverse linguistic and cultural backgrounds and improve communication with them.

Linguistic minority children's heritage language learning and identity struggle
Park, H.
The University of Wisconsin - Madison, 2008

Abstract

This study examines the issues of the unequal power relationship between languages and the consequent heritage language loss and identity struggle, especially of Korean linguistic minority children (LMC) in the United States. To examine this issue, this study targeted six Korean LMC attending a weekend Korean school, where they not only learn their heritage language but also maintain their heritage culture and identity. Seven mothers of the Korean LMC, including two "newly arrived" mothers, were recruited as participants.

The data has been gathered from: (i) participant observation of the students' heritage language classroom, (ii) focus-group interviews with the students, and (iii) semi-structured interviews with their mothers. As qualitative research, this study analyzed the data in terms of the theoretical and methodological framework of critical discourse analysis. This study found that the Korean LMC's endeavors in bilingual learning and their identity struggles represent the unequal power relationships between cultures and languages; i.e., their (ethnolinguistic) identity is affected by the issues of English domination, social inclusion/exclusion in the heritage or host culture, and parents' ambitions for bilingual learning and bicultural adaptation.

Here are the major findings of this study. First, the dominance of English in the era of globalization and an unequal appreciation of linguistic capital are two forces that drive the English-learning fever in Korea. Second, being normally the subjects of exclusion in U.S. public schools and unwillingly the subjects of inclusion in the weekend Korean School, the children experienced the double burden of being adapted to two different cultures/languages and of having ruptured identities. Third, the formation of the LMC's ethnolinguistic identity was affected by many factors, such as the degree or quality of family support, parental ambition, and cultural boundaries. Fourth, schools and classrooms are places in which social discourses are presented, ideologized, and reproduced in terms of pedagogic discourses. Based on these findings, this study highlights the unequal power relationship between languages and cultures and provides insights into how language pedagogy should adopt critical perspectives to help LMC's bilingual learning and to reconsider the language policy that secures the perspective of the ecology of language.

The linguistic and cultural influence of Korean ethnic churches on heritage language and identity maintenance among Korean Canadian students in Quebec
Park, S. M.
McGill University (Canada), 2010

Abstract

In this qualitative study, I explore the linguistic and cultural influence of Korean ethnic churches on Korean Canadian students' heritage language and cultural identity maintenance in Montreal. Despite the extensive involvement of Korean immigrants in ethnic churches, very little is known about the linguistic and cultural role of these churches for adult Korean immigrants, let alone for their younger generations who grow up in Canada. Therefore, my research questions focus on how Korean ethnic churches support heritage language and cultural identity maintenance for the younger generations of Korean immigrant families in the Montreal context. I employed an ethnographic and qualitative approach and elicited data from qualitative interviews, participant observation, and group discussions. Data collection took place over a four month period from January through April, 2008. The participants (n=37 in total) were Korean Canadian students who live in Montreal and attend a Korean ethnic church (n=15), their parents (n=10), heritage language and Bible study teachers (n=4), and pastors of the church and of other Korean ethnic churches in the city (n=4). Another group of Korean Canadian students who were not members of a Korean ethnic church was also included (n=4). The results of the study show that Korean ethnic churches in Montreal do indeed play important roles for the maintenance of the HL and cultural identity for the younger generations of Korean immigrant families as major ethnic community institutions. Thus, the Korean ethnic churches are found to have roles far beyond their original religious role. The findings of this study suggest that all the members of the Korean ethnic churches should be more aware of their responsibility for upholding the linguistic and cultural role of the Korean ethnic churches. In addition, all the members of the Korean ethnic churches should make better use of current institutional resources such as the use of heritage language within the institution, the Korean cultural environment, and interactions with other Koreans in the HL in Korean ethnic churches for Korean Canadian students. HL and cultural identity maintenance because this institutional infrastructure is already in place and would not need to be re-created.

The effects of cultural video resources on teaching and learning Korean language

Roh, J.
Boston University, 2011

Abstract

This dissertation sought to evaluate the potential of a customized, video-based instructional method, the Cultural Video Project (CVP), which was designed to meet the needs of both heritage and non-heritage students learning Korean as a second language in a university setting. The goal of this study was to design and create the CVP, document the implementation of the CVP, and then to assess the effects the CVP had on the area that speakers of English tend to have difficulty with, such as acquisition of honorific systems in Korean. The CVP was a series of short authentic Korean video clips and matching worksheets that the researcher created. The videos were adapted from contemporary Korean broadcasting programs and Korean films. The CVP videos were used during the face-to-face setting classroom meeting sessions as a lesson and after the classroom lesson was over, the videos were available on the school's Internet courseware for students to use for their individual practice and review. Each of the CVP video segments displayed linguistic structures, vocabulary, idiomatic expressions and cultural conventions that were partly addressed in the course's Elementary Korean course materials. The participating professor, Professor Q, helped in selecting the video segments and co-authored the matching worksheets in corporation with of the researcher throughout the preparation and implementation period. During the interviews, Professor Q reported changes in her teaching philosophy while creating and implementing the CVP method in her teaching. She reported that the video technology combined with the university's courseware uses created positive impacts on her students' Korean learning experiences such as heightened interest and intense attention that helped to make dynamic and interactive lessons during the classroom meetings. Students reported their responses to the CVP in various forms: Interviews, written self-reports, in-class observation reports, results of the exams and two-forms of standard school course evaluations. The findings reveal that through the CVP practice, students increased their cultural understanding, improved the listening skills, and improved their understanding of language use in a variety of culturally specific social situations.

Navigating a bilingual/biliterate childhood: A longitudinal study of three second-generation young learners in the U.S.

Ro, Y.

University of Illinois at Urbana-Champaign, 2010

Abstract

This qualitative ethnographic inquiry examines the longitudinal journey of three Asian-American young learners in becoming bilingual/biliterate. With a view of language and literacy acquisition and development as naturally interactive and culturally embedded processes of socialization, I longitudinally investigated three siblings' bilingual and biliteracy acquisition and development in their natural daily setting for six years. I also explored the focal children's situated and reformulated linguistic and cultural identities as second-generation Korean-Americans in the United States. This case study of three children growing up in one immigrant family attempts to capture the multi-layered and interwoven socio-cultural and educational experiences of early bilingual and biliteracy development.

Three research questions were examined: (1) What were the language and literacy practices of these three second-generation children in the United States? What kinds of language and literacy events occurred in this family? What factors influenced the literacy practices of these young children in their daily lives? (2) What were the goals and beliefs of the focal participants, parents, educators, and community members about early bilingual/biliteracy development? What processes did they implement to achieve their goals in daily practice? What were their difficulties and obstacles in achieving these goals? (3) How did the participants construct and negotiate their identities when learning the primary language of the society they lived in while maintaining their heritage language?

Vygotsky's (1978, 1986) social-constructivist theory explaining early learning and development as a socially collaborative procedure, and Wenger's (1998) theory of communities of practice were used as the basis on which to investigate bilingual and biliteracy practices within and across diverse communities, including the home, school, church, playground, heritage language school, and neighborhood. These socio-cultural theoretical frameworks fit the nature of my inquiry because of their focus on sociocultural influences and reflective discourses in early bilingual and biliteracy development as well as identity formation of early bilingual/biliterate learners within and across different social settings.

Based on these theoretical frameworks, extensive qualitative data from multiple sources was collected in the following forms: in-depth interviews, participant observation, document review, and informal/narrative assessment that measured focal students' bilingual and biliteracy development in two different socio-cultural contexts. In order to analyze various situational discourses; social and educational activities; and written artifacts and documents, I coded both oral and written data and looked for emerging themes. In each chapter, major characteristics and issues are explored, such as similarities and differences among all participants within one family context and across each individual characteristic in the course of acquiring and developing another language and literacy as second-generation immigrant children. The findings were generated from comparative, cross-case, and holistic analysis of multiple sources of descriptive and qualitative data (Yin, 1989).

This study makes the daily practices of young second-generation bilingual/biliterate/bicultural young learners visible as I look into their socio-cultural influences over the course of six years. Forming bicultural and bilingual/biliterate identities via daily heritage linguistic and cultural experiences, as well as maintaining linguistic and socio-cultural motivations, are vital. High quality dual immersion programs including heritage language/cultural schools should be available to every young diverse learner. Continuous longitudinal research on those programs along with family literacy research for specific language and ethnic groups should be systemized for early multi-lingual/literate and multi-cultural education in the United States.

"Gireogi Gajok": Transnationalism and language learning
Shin, H.
University of Toronto (Canada), 2010

Abstract

This dissertation examines effects of globalization on language, identity, and education through the case of four Korean *jogi yuhak* (early study abroad) students attending Toronto high schools. Resulting from a 2.4-year sociolinguistic ethnography on the language learning experiences of these students, the thesis explores how globalization-and the commodification of language and corporatization of education in the new economy, in particular-has transformed ideas of language, bilingualism, and language learning with respect to the transnational circulation of linguistic and symbolic resources in today's world.

This thesis incorporates insights from critical social theories, linguistic anthropology, globalization studies, and sociolinguistics, and aims to propose a "globalization sensitive" Second Language Acquisition (SLA) theory. To better grasp the ways in which language learning is socially and politically embedded in new conditions generated by globalization, this new SLA theory conceives of language as a set of resources and bilingualism as a social construct, and examines language learning as an economic activity, shaped through encounters with the transnational language education industry.

The analysis examines new transnational subjectivities of *yuhaksaeng* (visa students), which index hybrid identities that are simultaneously global and Korean. In their construction of themselves as "Cools" who are wealthy and cosmopolitan, *yuhaksaeng* deployed newly-valued varieties of Korean language and culture as resources in the globalized new economy. This practice, however, resulted in limits to their acquisition of forms of English capital valued in the Canadian market. As a Korean middle class strategy for acquiring valuable forms of English capital, *jogi yuhak* is caught in tension: while the ideology of language as a skill and capital to help an individual's social mobility drives the *jogi yuhak* movement, the essentialist ideology of "authentic" English makes it impossible for Koreans to work it to their advantage.

The thesis argues that in multilingual societies, ethnic/racial/linguistic minorities' limited access to the acquisition of linguistic competence is *produced* by existing inequality, rather than their limited linguistic proficiency contributing to their marginal position. To counter *naturalized* social inequality seemingly linguistic in nature, language education in globalization should move

away from essentialism toward process- and practice-oriented approaches to language, community, and identity.

Language ideologies and identity: Korean children's language socialization in a bilingual setting
Song, J. Y.
Ohio State University, 2007

Abstract

This one-year ethnographic study explores three Korean children and their families' language socialization practices in a Midwestern US city, with a focus on their negotiation of language ideologies and identities. The language socialization practices of these families who sojourn in the U.S. are examined in the discussion of transnational migration and globalization, and bilingualism.

Three levels of data analyses were used in the study, global (transnational), familial, and interactional. The global-level analyses show how two groups of Koreans, *Korean immigrants* and *Korean early-study-abroad sojourners*, enact different language ideologies in their children's language education. The study also provides in-depth ethnographic analyses of the three Korean families' language socialization practices in the realm of family. With the prospect of returning to Korea, these families' current language practices align and match to a great degree with the expectations and practices of their future "imagined communities" (Anderson, 1991; Kanno & Norton, 2003). The examination of diverse practices and the strategic intent of these families show how an individual family's past and present experiences influence their future vision of participation and membership in Korea.

The micro-analyses of children's linguistic practices, such as code-switching and addressing practices, show (1) how children acknowledge, highlight, or avoid particular language ideologies in their interactions with their parents or peers and (2) how their understanding of these ideologies is constructed in their language socialization practices.

The data also show children's improvised "bilingual" practices in their negotiation of ideologies, highlighting children's agency in their language socialization practices while at the same time manifesting their presentation and construction of multiple and shiftable identities across contexts. Based on these results, the study illuminates the location of language ideologies as one aspect of the interplay between language learning and identity.

By linking the families' local practices to their future and transnational communities, this study broadens the perspective of L2 learning beyond the local context of time and space. Through broad and in-depth analyses of language socialization practices of Korean sojourners, this study highlights the variations in immigrant populations in the U.S. and yields understandings of diverse social and educational practices and identities among them.

Immigrant students' out-of-school literacy practices: A qualitative study of Korean students' experiences
Yi, Y.
Ohio State University, 2005

Abstract

Academic literacy has attracted the interest of many researchers: The emphasis on academic literacy, while understandable, has led second language (L2) literacy researchers and teachers to overlook other types of literacy practices that L2 students engage in beyond the classroom. Given the potential significance of out-of-school literacy, this study examines the nature of the out-of-school literacy practices of adolescent immigrant students, also known as 1.5 generation students. Within a social view of literacy, I conducted ethnographic multiple case studies of five Korean high school students in a midwestern city in the United States. Over a six-month period, I collected multiple sources of data including interviews, out-of-school literacy activity checklists, observations, fieldnotes, formal/informal conversations (online, offline), writing samples, and reading materials. I also served as a tutor for them so as to provide reciprocity. I employed inductive analysis of the data by focusing on participants' engagement with literacy activities in terms of (1) amount, frequency, and purposes of their literacy engagement, (2) uses/choice of language (Korean, English), (3) uses/choice of literacy medium (print, computer), (4) role of online literacy practice, and (5) possible relationships between academic and out-of-school literacy practices.

Findings revealed that when the participants were out of school, they constructed their own ecology of literacy by making unique investments in a variety of literacy activities for diverse purposes in different languages (Korean, English) across different literacy contexts (print, online). One of the major findings is that the participants engaged extensively in online literacy activities. Through online literacy practices, they sought for and/or created their own shelter as well as ways of expressing themselves, at the same time forming a sense of solidarity with other students who shared a similar situation.

Given the changing nature of literacy in online (interactive online and public reading and writing, blurred reading/writing), we may need to reconceptualize the notion of out-of-school literacy so that it can portray the nature of daily literacy activities Generation 1.5 students engage. This research has expanded the continuum of literacy research by highlighting an important but unexamined area, out-of-school literacy, and by emphasizing an unexplored population, Generation 1.5 students.

Kumeyaay heritage language education

Indigenous language loss and revitalization in Tecate, Baja California
Meyer, P. L.
The Claremont Graduate University and San Diego State University, 2006

Abstract

As indigenous people prepare themselves for the 21 st century, many face the problem of language loss as one of their greatest challenges. As is the case with indigenous languages and cultures around the globe, the Kumeyaay language of northern Baja California is in danger of disappearing altogether in the next few years. Almost all the speakers are elderly, and many are in poor health.

There are two major questions that guided this study: (1) How do conditions in the lives of bearers of endangered indigenous languages (and other community members) affect the decline of heritage languages? What is the impact of these factors on a selected indigenous community? (2) How will language revitalization and dialogue give indigenous people back their voice and raise their social consciousness in order to overcome the oppression under which they live? How will this occur in a selected community?

During a six-year process of creating trust through dialogue and interaction with a Kumeyaay family, the researcher helped facilitate the family's creation of a project to learn their heritage language. During this time, narratives were collected which show the raising of the members' consciousness vis-à-vis the historicity of their situation and their transformation from shame and separation to pride in their heritage and a reuniting of the family.

Through the voice and testimonio of the participating language bearer/teacher, this study documents his life and his transformation from rejection of his heritage and language to promotion of the language and its accompanying heritage to both his family and the community at large. Through narratives of family members, it also documents the fact that the family, with the leadership and tutelage of this family patriarch, has begun to bring the language and its accompanying culture back from the brink of extinction.

Looking to the future, it is hoped that, using this study as a model, others may formulate similar projects which will change the culture of loss into a culture of promise.

Lao heritage language education

The Lao language---"Our own world to fall back on": Lao American students' critical reflections on heritage language maintenance and loss
Liemthongsamout, K.
University of San Francisco, 2010

Abstract

Prior to this study, no research on heritage language maintenance and loss has been conducted in the Lao American community. To fill the gap in the research literature, this study explored second generation Lao American high school and college students' critical perspectives on the role of their heritage language in relation to their self-concept, academic performance and communication in the home, school, and community.

This participatory research study utilized photovoice data collection strategy along with engaging the participants, called co-researchers, in group dialogues. The dialogic and collective nature of participatory research process allowed the co-researchers to take ownership of the research project and worked diligently to capture in photographs and reflective group dialogues the role of their heritage language. They also identified ways that their families, schools, and communities could help them maintain their heritage language.

The findings included the co-researchers' perceived benefits of heritage language maintenance and consequences of heritage language loss. They identified the following as benefits for Lao American students to maintain their heritage language: (a) having a positive self-concept; (b) succeeding in learning a foreign language; (c) receiving socio-emotional support from parents and elders; (d) communicating with limited English proficient and non-English speaking individuals; (e) learning the Lao language, culture, and history from parents, elders, and community leaders; (f) staying connected and feeling a sense of belonging with people of the same ethnicity; and (g) serving as language and cultural brokers for their family as well as ethnic and mainstream communities. The consequences of heritage language loss they observed and experienced on a daily basis included: (a) negative self-concept; (b) language barrier; (c) identity crisis and gang involvement; (d) communication breakdowns; (e) generational gap; and (f) linguistic isolation.

In conclusion, the researcher and co-researchers identified several strategies that they felt their families, schools, and communities could implement in order to help them maintain their heritage language. A common thread among identified strategies was the need to increase the frequency and relevancy of the Lao language usage in multiple contexts among second generation Lao American students.

Latvian heritage language education

Changing profile of parents and students in a Latvian heritage language school: A twenty-five year follow-up
Abens, A.
York University, Canada, 2003

Abstract

Research on heritage language maintenance and retention has focused on first and second-generation immigrant populations, whereas little research has been conducted on heritage language acquisition or maintenance for third and following immigrant generations. This study is a continuation of studies conducted about the Latvian heritage language school, Valodina, located in Toronto. This study investigates the profile of second-generation Latvian parents, specifically education levels, patterns of oral heritage language use, and expectations of Valodina as a heritage language school. Second-generations parents who send their children to the school completed questionnaire surveys and participated in on-line interviews. The survey data were analyzed quantitatively. The interview data were analyzed qualitatively focusing on themes that repeated during the interviews and how they related to motivational factors for attendance at Valodina. The results indicate that parents' high education levels and professed good Latvian language fluency do not always facilitate consistent use of Latvian in the home. Many factors influence heritage language use in the home. Among the most important are the introduction of children to public school and exogamous or endogamous family status. The language third generation children learned first appears to significantly influence their heritage language use.

Macedonian heritage language education

Accommodating dialect speakers in the classroom: Sociolinguistic aspects of textbook writing : Theory and practice of teaching Slavic languages and cultures
Kramer, C.
The University of Toronto (Canada), 2004

Abstract

This paper discusses the special problems of developing teaching materials for less commonly taught language - Macedonian, in particular. I consider materials designed for mixed groups of students with varying degrees of linguistic knowledge and with differing goals for language acquisition, which range from a desire for greater oral fluency in the home environment to rapid acquisition of reading knowledge for scholarly research. I discuss both the choice of pedagogical method and linguistic code. Through the description of course materials I show how to provide access to the standard language, while erecting a bridge from dialect to standard language. I maintain that, while focusing on standard forms, it is particularly helpful to (a) provide cultural support and recognition of dialect variation, and (b) to rely on mixed pedagogic techniques and strategies. Because many heritage speakers come from families of rural background, which left Europe in the early- to mid-twentieth century, many students cannot envision Macedonia as a modern state. Thus, teaching materials need to fill in the cultural gaps, building on students' home knowledge, while providing a contemporary picture of Macedonia as a modern, multi-ethnic, multi-lingual state. The teaching of history also needs to be integrated in the texts, drills, and supplementary readings. In areas where pronunciation, morphology, and syntactic patterns are in transition, I discuss variation and sociolinguistic factors, but do insist on an understanding of the standard. If we as teachers do not require knowledge of the standard, we perpetuate illiteracy and the use of home language in limited domains.

Multiple heritage language populations

Immigrant high school students' in-depth understandings of the value of heritage language and bilingualism
Arrieta, E. D.
Florida International University, 2010

Abstract

The purpose of this research was to explore perceptions among 9th through 12th grade students from Brazil, Haiti and Jamaica, with respect to their heritage languages: Portuguese, Haitian Creole, and Jamaican Patois. An additional purpose was to understand in greater detail possible variations of perception with respect to heritage language maintenance (or loss) in relation to one's gender, first language, and place of birth. The research implemented semi-structured interviews with male and female adolescents with these heritage language backgrounds. Participants' responses were recorded and transcribed. The transcriptions were analyzed via a categorizing of themes emerging from the data.

Data were analyzed using inductive analysis. Three categories emerged from the inductive analysis of the data: (a) heritage language, (b) bilingualism, and (c) English as a second language. The analysis reveals that as participants learn English, they continue to value their heritage language and feel positively toward bilingualism, but differ in their preference regarding use of native language and English in a variety of contexts. There seems to be a mismatch between a positive attitude and an interest in learning their heritage language. Families and teachers, as agents, may not be helping students fully understand the advantages of bilingualism. Students seem to have a lack of understanding of bilingualism's cognitive and bi-literacy benefits. Instead, employment seems to be perceived as the number one reason for becoming bilingual. Also, the students have a desire to add culture to the heritage language curriculum.

The study was conducted at one of the most diverse and largest high schools in Palm Beach, in Palm Beach County, Florida. The results of this study imply that given the positive attitude toward heritage language and bilingualism, students need to be guided in exploring their understanding of heritage language and bilingualism. Implications for teaching and learning, as well as recommendations for further research, are included.

Beyond high hopes: Educational attainment among children of immigrants
Feeney, S. L.
Oregon State University, 2011

Abstract

In light of broadening racial/ethnic educational attainment gaps, growing diversity within young populations, and the increasingly critical relationship between higher education and outcomes in adulthood, understanding the factors that shape educational attainment is an especially important task for research. With this goal in mind, the current study examined how national origin moderated the effects of gender, heritage language ability, and perceptions of discrimination in society on the odds of achieving substantial progress toward a four-year degree in early adulthood among Filipino, Mexican, and Vietnamese children of immigrants. Guided by an integration of segmented assimilation and critical network-analytic perspectives, each national origin group's mode of incorporation was theorized to shape educational attainment outcomes through its impact on coethnic networks' capacity to provide youth with institutional resources necessary for college attainment. Gender, heritage language ability, and perceptions of discrimination in society served as indicators of coethnic network embeddedness and reliance. Utilizing data from the Children of Immigrants Longitudinal Study, findings revealed that female gender more than doubled the odds of substantial progress toward a four-year degree among Vietnamese youth, had no effect on Filipino youth's odds of educational attainment, and reduced the odds of educational attainment among Mexican origin youth by half. Heritage language ability was not found to have statistically significant effects on the odds of educational attainment within any of the three groups. Perceptions of discrimination in society demonstrated a negative effect on the odds of educational attainment among Mexican origin youth but did not significantly impact the odds of attainment among Filipino or Vietnamese origin youth. Given that all effects were observed despite controls for educational expectations and aspirations and other relevant covariates, findings suggest that future studies and interventions should consider the ways in which national origin may shape youth's chances of attaining a college degree through access to institutional resources.

Canadian school-aged heritage language learners' patterns of language use, proficiency and beliefs about learning their two languages
Jean, M. W. L.
University of Toronto (Canada), 2011

Abstract

The present dissertation examined the language use, proficiency and beliefs of child heritage language learners (HLLs) from Spanish and Chinese heritage language (HL) backgrounds exposed to English as a second language (L2) upon school entry (N=63). Data were collected via HL and L2 proficiency measures and a semi-structured interview and pictorial measure, during the primary years, a period noted for HL loss (Wong Fillmore, 1991). Study 1 focused on patterns of language input and use in children's lives. Children mostly used L2 in their activities and in their interactions with siblings, cousins and peers. With parents, grandparents and older relatives, children mostly used HL. Study 2 investigated children's proficiency and changes in proficiency across HL and L2 language and literacy domains. Children appraised their HL oral language skills at low to moderate levels, and viewed their HL literacy skills as very low. Contrarily, their appraisals of L2 skills were uniformly high across all domains. Children demonstrated limited HL proficiency, whereas they demonstrated moderate L2 skills in all domains. Concordance between perceived and demonstrated proficiency was low, with only one in three children accurate in their self-evaluations. While children indicated loss, stability and growth in their HL skills equally, most children indicated growth in L2 skills since beginning school. Children demonstrated growth in HL oral language and reading and in all L2 domains. Qualitative analysis indicated that children overwhelmingly referenced markers of language and literacy skill in explanations of their appraisals. Other attributions for proficiency and changes in proficiency included assistance from others, different learning approaches, the influence of language environments, and feedback received from others. Study 3 investigated children's affects and beliefs in relation to HL and L2 situations. Positive affect was associated with listening and speaking HL in the home context, and with L2 across all domains and contexts. Skill in the domain or language was a common rationale for children's affective responses to language and literacy situations. Children also associated their affect with interest in the target domain/language, availability of assistance, membership in language groups and the influence of language environments. Considerations for further research with this population and recommendations for relevant parties are discussed.

The study abroad experiences of heritage language learners: Discourses of identity
Moreno, K.
The University of Texas at Austin, 2009

Abstract

This study highlights the complexities associated with learning a heritage language (HL) abroad, specifically with regard to identity, expectations, and beliefs about language and language learning, by examining the ways that HL learners talk about themselves. These are important topics to study because perceptions of language learning have been shown to influence language acquisition in the study abroad context (Wilkinson, 1998). In addition, study abroad programs are becoming more popular and so are attempts to design language courses to meet the unique needs of HL learners.

The study explores the experiences of 17 HL learners who chose to study abroad in 2007 or 2008 to improve their HL proficiency. These HL learners had at least a basic ability to comprehend and communicate in the language that their parents or grandparents speak natively, and were themselves dominant in English. The participants included 5 males and 12 females who went abroad to 14 different countries to study Spanish (7), Hebrew (1), Tigrinya (1), French (1), German (1), Korean (1), Cantonese (1), or Mandarin (4). Data collected include 17 hours of interviews both before and after the sojourns, 34 email reflections written while abroad, blog entries, and a focus group. Data were analyzed using discursive psychology, which views discourse as being variable, co-constructed, purposeful, and context-dependent. By analyzing the data to find the interpretive repertoires, ideological dilemmas, and subject positions used (Reynolds & Wetherell, 2003; Edley, 2001), a deeper understanding of studying abroad as a HL learner was attained.

Findings include that the participants lack interpretive repertoires to discuss their HL and being a HL learner, used their HL as a resource to access other learning opportunities while abroad, encountered difficulties fully immersing themselves in the HL while abroad, received insufficient pre-departure support from the study abroad offices, and had backgrounds and HL learning experiences that varied considerably. The study's findings have implications for what topics to cover in classes and study abroad advising sessions that may help HL learners make decisions about where to study abroad, as well as help students process the experiences they have learning their HL and studying abroad.

Factors contributing to the successful operation of heritage language schools from the perspectives of the stakeholders
Neguse, H.
Azusa Pacific University, 2010

Abstract

Heritage language (HL) schools are helping ethnic groups pass to their children their cherished heritage languages (HLs), values, traditions, and a sense of cultural belonging. The number of successfully operated HL schools is growing across the United States. However, the factors that are paramount to the successful operation of these schools have been overlooked and received little scholarly attention for empirical research. The purpose of this study was to explore the factors vital for the successful operation of HL schools from the perspectives of the stakeholders of those schools. The study used a sequential explanatory mixed-method design in which quantitative data in the form of a survey was collected first, and qualitative data from interviews was amassed to help explain the quantitative results. The quantitative data were collected from several groups selected from 3 HL schools representing 3 different ethnic groups. These groups included principals (N = 3), teachers (N = 24), parents (N = 107), and students over 12 years of age (N = 84). Four sets of parallel survey questionnaires were used to collect data from each of these groups, and the data were analyzed using descriptive statistics.

The qualitative data were obtained through follow-up interviews with principals (N = 3), a school board member (N = 1), and students ages 6 to 12 years (N = 18). Three sets of open-ended interview questions were employed to collect data from the respective groups of interviewees. This study found that strong parent involvement, high quality of teaching, stable financial sources, and effective extra-curricular activities were the central pillars of the HL schools' operational successes. The quantitative part of the study showed that participating groups across the HL schools had mixed preferences when prioritizing the 4 factors. However, the themes that emerged from the analysis of the qualitative data emphasized that successful HL schools are built upon integrally connected factors.

Experiences of learning English as a second language in the United States: Five people's language stories
Opstad, S.
New York University, 2009

Abstract

This qualitative study explored experiences of native or heritage language loss by people who learned English as a second language in childhood in the United States - the situational context in which the loss occurs and the meaning of that loss for the individual. From three to six in-depth, qualitative interviews were conducted with five participants who identified themselves as having experienced this type of loss. The process of documenting and analyzing their stories revealed themes pertaining to three main areas:

The complexity of language loss and language proficiency is explored through the themes related to "Feelings about Language Proficiency, What it Means to Know a Language and the Struggle to Develop and Maintain Languages in the United States." Descriptions of language proficiency varied depending on the situation, the time period under discussion, the type of language required and how the participants felt they compared to others. A balance of formal education and the need to use the language was described as necessary for language development and maintenance, a balance which was a struggle to achieve in the United States.

The "Relationship between Language and Self and Issues about English as a Replacement Language" describes the participants' feelings about the heritage language as part of who they are. Loss in the heritage language was viewed as a loss of part of oneself. The lack of acceptance they experienced as Americans intensified these feelings of loss, emphasizing that the replacement of the heritage language with English did not offer an even exchange.

"Obstacles and Hopes" examines the role of time, exposure and effort in developing, maintaining, and regaining the heritage language for themselves and their children. Time demands related to work, school, and the communities in which the participants lived interfered with their efforts to provide the exposure necessary to develop and maintain their heritage languages. The obstacles were acknowledged, but there was still hope that those obstacles could be overcome, and comfort in having made the effort.

Teachers' current views and accommodations about heritage language maintenance
Ribiero, M. A.
Ball State University, 2011

Abstract

The percentage of language and cultural minority students is increasing (Okagaki, 2006; U.S. Department of Education, 2010). This reality emphasizes the need for elementary school general education teachers to become knowledgeable about students' backgrounds so that they can mold instruction to meet all students' needs (Bennett, 2007; Spring, 2007; Whitcomb, 2003). There is, however, little research about elementary school general education teachers' views and accommodations about heritage language maintenance (a.k.a. multicultural and multilingual inclusion) (Goldstein, 2003). The purpose of this study was to examine how teachers view heritage language learning and how teachers accommodate to students who have a heritage language background.

A mixed methods study (n = 30) consisting of thirty surveys and ninety observations from general education teachers who taught in the 2010-2011 school year was used to examine elementary school general education teachers' beliefs and accommodations about heritage language maintenance (HLM). Overall, the majority of teachers reported positive beliefs about HLM while exercising few accommodations in the classroom. Only teachers' subject area of specialization, school corporation, teachers' indication of HL strategies, and six accommodations were associated significantly with the positive beliefs and negative beliefs about HLM. The results from this study provide support for teachers' input about accommodations and institutional support. The significant associations between area of specialization, six accommodations, and beliefs about HLM suggest mixed evidence and require further exploration for other intervening variables. Further investigation of findings indicates teachers' actual practices and multicultural experiences cannot be predicted based on teachers' expressed beliefs. Design issues like the instruments used, the sample size obtained, and the observation schedule implemented may affect the results. Longitudinal research is needed to explore other contextual factors that could impact the multi-conceptual relationship between beliefs and actual practice for further research.

Maintaining an immigrant heritage language other than Spanish or English in the bilingual culture of the Rio Grande Valley of South Texas
Shepherd, S.
The University of Texas-Pan American, 2006

Abstract

A 2005 study in the bilingual Spanish/English Rio Grande Valley of South Texas investigates the language strategies used by immigrant families from China, Greece, Hungary, Japan, the Philippines, Russia, Taiwan, and the Ukraine to preserve their heritage languages and pass them on to their children. Personal interviews determine that all the parents are well-educated and from an above average socio-economic level. This investigation categorizes the various strategies used by the parents. All the immigrant parents emphasize that the main reason they want to preserve the heritage language with their children is to insure that the children can continue to communicate with their extended family in the home country. The social use of language appears to be the strongest motivation for success in preserving these immigrant languages not supported in the bilingual environment.

Parental perceptions on maintaining heritage languages of CLD students
Yan, R. L.
University of Northern Iowa, 2002

Abstract

The purpose of this study was to find out what the parents of culturally and linguistically diverse (CLD) students thought about heritage language use in bilingual education and what they perceived quality schools to be. A qualitative approach was used with a survey as the research instrument. Data were gathered from four language schools at five sites: Arabic-, Chinese-, Hebrew-, and Spanish-language schools in three Midwestern cities. The survey data showed the following results: (1) The oral heritage language was used by the majority of CLD students' parents at home except by the parents from the Hebrew language group, (b) the CLD students' held positive attitudes toward heritage language learning, and (c) the CLD students' parents believed that ideal quality schools for their children were bilingual schools or those that provided instruction with extra heritage language teaching. The interview data showed that the main reasons for CLD students' parents to maintain their children's heritage language learning were as follows: (1) to maintain cultural and religious heritage; (2) to strengthen family ties and moral values; (3) to keep connections to their own cultural and language communities; and (4) to promote bilingual skills for better job opportunities. This qualitative inquiry into the perceptions of CLD students' parents provides important resources for schools to develop an improved school educational model to meet the diverse needs of CLD students.

Stakeholder Views of Korean and Chinese heritage language-community language (HL-CL) schools and education in Phoenix: A comparative study

You, B. K.
Arizona State University, 2009

Abstract

This study examines stakeholder perspectives of Korean and Chinese heritage language and community language (HL-CL) schools and education in Phoenix, Arizona. This study compares the similarities and differences between Korean and Chinese HL-CL schools in terms of their histories/origins, resources, and types of populations served. It also investigates and compares the benefits of learning HL-CL, the roles of the schools, the schools' current status in fulfilling these roles, the success factors, the major challenges, and future prospects as viewed by stakeholders (principals, teachers, and parents) in Korean and Chinese HL-CL schools.

To explore these topics, this study builds on Conklin and Lourie's framework of language maintenance and language shift. To conduct the comparative study, surveys were administered among Korean and Chinese teachers and parents from five Korean and five Chinese HL-CL schools in Phoenix. The schools that were founded within two years were excluded in order to make the survey data more reliable. In addition, in an effort to triangulate the survey data and strengthen the study's validity, two Korean and two Chinese community schools were chosen in which in-depth interviews were conducted with Korean and Chinese school administrators, teachers, and parents.

The findings of this study show that both Korean and Chinese stakeholders viewed the HL-CL schools and their education as very important in terms of not only maintaining HL-CL, but also building a positive ethnic identity. The findings also demonstrate that high teacher turnover, teacher shortage, and inadequate facilities were major challenges that the schools face. They also indicate that both ethic groups' stakeholders expressed extremely optimistic views concerning the future prospects of their HL-CL schools. Nevertheless, the findings also reveal differences in each ethnic group's viewpoints concerning the schools and offer explanations of these distinctions as well.

This study is unique and significant because no previous study compares HL-CL schools in the two ethnic groups' community schools. In addition, it deepens the understanding of HL-CL schools and their education in the two communities from the perspective of stakeholders.

Paiute heritage language education

On the wind, on the edge: Towards orthographic and ideological clarification of San Juan Southern Paiute
Gratreaks, R. R., Jr.
California State University, Long Beach, 2011

Abstract

Ute-Southern Paiute is a moribund language in the U.S. Great Basin culture area. In an applied linguistic anthropology workshop promoting heritage language literacy, Paiute-speaking San Juan Southern Paiute elders began learning their alphabet and assisted in the creation of an illustrated Paiute-language "ABC" book. Throughout this project, issues of authenticity, authority and identity were documented to better understand the relationship of the Paiute elders' language revitalization efforts to their views of their children who are abandoning the Paiute language. Extant and emergent language ideologies arose explaining modifications to their orthography to facilitate Paiute-language literacy and precise acoustic language documentation as a form of cultural resource management, while simultaneously defining their English-speaking offspring as catalysts to heritage language morbidity.

Persian heritage language education

Emotions in the classroom: Teachers' and students' affective practices in a Persian heritage language classroom in Los Angeles
Atoofi, S.
University of California, Los Angeles, 2011

Abstract

Grounded in linguistic anthropological, educational, and discourse analytic paradigms, the dissertation examined affective communication in a Persian heritage language classroom in Los Angeles. In particular, by means of microanalysis of naturally-occurring classroom interaction and interviews with the heritage language students and teachers, this dissertation analyzed teachers' and students' utterances for markers of affect at the morphological, phonological, syntactical, and discursive levels to discern how teachers used these linguistic resources to motivate students in their learning process, socialize them into respect and classroom etiquette, and elicit alignment.

This dissertation had four interrelated objectives. One was to analyze all the linguistic markers of affect as used by the participants of this study. In this part, all the morphological, phonological, and discursive structure markers of affect were dissected from the data and examined for their function. A second objective was to show how the teachers used many forms of linguistic repetition in their ordinary speech as a poetic device to influence their students. It was, furthermore, discussed that the heritage language teachers attempted to coach their students to use linguistic repetition in their own speech for its affective bearing on audience. The third goal was to show that frequently the teachers used affective communication for class management and discipline. It was argued that affect was frequently used to create hierarchical differences between the teachers and students. Finally, the study demonstrated that the participants used affective display to align their classroom interaction. In this part, it was shown that the participants adjusted their actions based on the moment to moment affective output they received from their interlocutor.

The findings of this study can offer many contributions to the field of applied linguistics and related disciplines. First, it demonstrates how Persian speakers exploit linguistic features to display affect. Second, it broadens our view about the role of affect in a teaching-learning environment such as a heritage language classroom. Third, it expands our view about the role of affect in socialization of the heritage language learners

Language maintenance and shift among Iranians residing in the United States
Najafi, H.
Arizona State University, 2009

Abstract

This study examines the state of the maintenance of Persian language among Iranians in the United States. The importance of this study lies in two facts. First, this study is the first in its kind to examine the data from secondary sources such as U.S. Census data, Homeland Security, and American Community Survey to shed some light on the state of language maintenance or shift among the members of the Iranian community residing in the U.S. Second, considering the number of Persian speakers in the U.S. and the lack of considerable amount of research on this community, this study is of importance and of high contribution to the field.

Unveiling the veiled and veiling the unveiled: Revealing the underlying linguistic ideologies and their impact on Persian language loss and maintenance among second-generation Iranian-American college students
Ramezanzadeh, F.
The University of Utah, 2010

Abstract

This study adopted an interpretive/qualitative methodology to explore the issues and challenges of developing and maintaining Persian/Farsi as a heritage language in homes and neighborhoods for second-generation Iranian-American youth living in a major US metropolitan area with a sizable concentration of Iranian immigrants. The purpose of the research was to analyze the interplay of various socio-psychological and socio-institutional/political factors, which affected the relationship between a majority/minority language and culture in a geographically multilingual/multicultural setting, by relating them to learners' linguistic experiences.

The findings were based on data collected through three semistructured interviews with 22 second-generation Iranian-American college students residing in the states of New York and New Jersey.

The research showed that the choice to maintain Persian was not necessarily easy, nor was it straightforward; it was further complicated given the underlying linguistic ideologies and the status and power relations between majority/minority languages in the US, specifically when an ethnic group, language, and/or culture was vilified and negatively represented.

The research showed that for Iranian-American second-generation, the process of identification with Iran was especially complex when their country of origin was so very Othered . Politically, religiously and ethnically, these young people were up against powerful forces from both worlds that made identification with Iran and Persian language a special challenge. For these reasons, they found it necessary to strategically align themselves with different aspects of their identity at different times and spaces, depending on their audience and the effect they hoped to achieve. I looked at the process of Othering through the lens of world-as-real constructed by contemporary

Orientalism and demonstrated how negative representations of Iranians affect Iranian-American students' decisions on which aspects of their identities to perform, including whether to speak Farsi at home or in public.

While the research showed that second-generation heritage language loss is a grim reality complicated by major obstacles for the Farsi-speaking population in America, this researcher hopes that by unveiling some firsthand stories of the people whom this phenomenon affects, she has sowed some fresh ideas in the minds of researchers and policy makers who can take action to stanch the bleeding.

Punjabi heritage language education

English, Punjabi, or both? Bilingual identity negotiations and language practices in Canada
Piech, C.
Royal Roads University (Canada), 2011

Abstract

What are the bilingual identity negotiations and language practices of adult Punjabi Canadians living in a mid-sized town in British Columbia (B.C.)? Even though Punjabis constitute a significant portion of the ethnic minorities in Canada, few studies on biculturalism or bilingualism have focused on this group. Guided by ethnolinguistic identity theory, this study draws on open-ended narrative interviews with seven English- and Punjabi-speaking adults to examine the research question. The participants' discourses brought up seven main themes in relation to their language practices: fluctuating bilingual identity negotiations, regret over language shift, children's indifference towards heritage language maintenance, differing communication styles in each language, bilingualism as a workplace advantage, affinity towards Punjabi media, and the development of a bicultural identity. These major themes affirm the complex relationship between language and ethnicity and suggest the need to examine ethnolinguistic identity theory through a more complex lens.

Russian heritage language education

Preserving heritage languages as a viable resource in the United States: An assessment of the Russian language environment in Philadelphia
Bain, S.
Bryn Mawr College, 2004

Abstract

This study describes a Russian heritage language community in Philadelphia and examines its effort to maintain the Russian language within an English-dominant environment. Borrowing principles from the fields of ecology and managerial cybernetics and using Beer's Viable System Model as an assessment tool, this study evaluates and analyzes the viability of a Russian-English dual-language program being established in a local elementary and middle school.

Survey data revealed a supportive environment for the dual-language program, for which 60% of all parents surveyed expressed enthusiasm. Of these parents, 95% of Russian speakers, 82% of speakers of languages other than English or Russian, and 37% of monolingual English speakers expressed support, indicating that speakers of more than one language perceive multilingualism as a valuable or useful quality. Other data revealed evidence of language shift among Russian-speaking children, who speak Russian more often with grandparents and parents but less often or rarely with siblings and friends. The dual-language program aims to slow the shift toward monolingualism and to promote a positive attitude towards the Russian language and culture among school students. At the time of this writing, the program was viable in the first and second grades but could not expand further due to lack of human resources.

Recent changes in the national educational policy environment, brought about by the passing of No Child Left Behind in January 2002, threatens the dual-language program's ability to maintain long-term viability. Because NCLB requires schools to concentrate their financial and human resources on promoting academic achievement in English only, emerging dual-language programs, like the one in Philadelphia, must use innovative strategies and stretch limited resources in order to adapt and survive in the current English-dominant context.

Aspects of teaching literacy to heritage learners of Russian

Geisherik, A.
State University of New York, Stony Brook, 2005

Abstract

This dissertation focuses on linguistic and methodological aspects of accommodating heritage speakers in Russian language courses at the university level. First, it describes the current situation regarding heritage learner enrollment in Russian courses in some universities across the United States. There is a discussion of Russian heritage learner enrollments in Russian language classes, the availability of special sections for heritage learners at Russian programs, instructional materials used, and the placement strategies employed. Motivations of Russian heritage learners are identified in the context of an 'integrative orientation' and an 'instrumental orientation', and they are compared to motivations of non-heritage learners of Russian. As heritage learners indicate a preference for developing written skills, Chapter 2 focuses on syntactic errors demonstrated in the written work of heritage learners of Russian enrolled in intermediate and advanced Russian language classes. A distinction is drawn between systematic syntactic errors that are unambiguously mistakes and some cases of what are contextually inappropriate constructions. It is then suggested that areas of errors such as Theme-Rheme structure, genitive constructions, placement of adverbials, and some others have to be directly addressed in the teaching of Russian heritage learners. In order to assess resources for addressing these needs, some of the most commonly used textbooks for advanced Russian courses and for specialized heritage courses are evaluated from the perspective of their suitability for use in a classroom with heritage learners or with a mix of heritage and non-heritage learners of Russian. Chapter 4 categorizes different types of heritage learner written errors according to their source and offers teaching strategies for dealing with these errors. The findings of the previous chapters are brought together to create two sample instructional units: one for the intermediate and one for the advanced level, both suitable for classrooms with mixed levels of proficiency. The conclusion reiterates the necessity to actively accommodate heritage speakers in Russian language courses and suggests ways to create a curriculum that would be suitable for use in a heritage learner classroom with students of various proficiency levels, combining teaching reading and writing literacy with individualized tasks that specifically address students' motivational goals.

Analyzing language choice among Russian-speaking immigrants to the United States
Kasatkina, N.
The University of Arizona, 2010

Abstract

The resolution of the language question--whether to maintain the mother tongue, shift to the mainstream language, or try to maintain two or more languages in the family--creates a lot of psychological complications and linguistic reflections. The present study explores how external variables and internal controversies affect the choice of language by an individual family member as well as the family as a whole unit, and how this choice, in its turn, impacts the relationships within the family.

This study draws on the several theoretical domains of immigration, psychology, and language acquisition. Relying on these theoretical frameworks, the major findings are synthesized, and a paradigm of language choice at the family level is formulated.

A mixed-method research design allows a broad outlook on the Russian-speaking immigrants, comparison of immigrants from the former Soviet Union with immigrants of other nationalities, and restricted and concentrated analysis at the family level. The Integrated Public Use Microdata Series (IPUMS) data set helps to address the quantitative part of this dissertation, while the qualitative part is based on in-depth case studies of four immigrant families. Building on the fundamental position that development happens as the result of the resolution of controversies, I suggest that there are four levels of controversy located in the language choice model: societal, family, personal, and eventual outcomes of these three levels. Four "language choice" profiles, designated as "Amotivational," "Instrumental," "Intrinsic," and "Intrinsic +," have emerged out of the theoretical and research findings.

The findings show that the crucial characteristics of the families who chose to maintain the mother tongue and foster bi-literacy in their children are the following: (1) a stress on knowing the country of origin and its culture; (2) a declared desire within the family that the children be different from the parents' perception of American children; (3) an emphasis by the parents on the children's "Russianness" and on the formation of that ethnic identity; and (4) an emphasis on a consistently realized, strong language policy at home.

"What's preached" vs. "what's practiced": Language views and family language practices in Russian-English bilingual families

Kradinova, L.
The University of Arizona, 2007

Abstract

Although numerous studies have been done on language ideologies, bilingualism and effects of second language socialization on bilinguals' conceptualization in both languages, these three areas of research are almost never brought together in one study. This study is an attempt to investigate language views of adult Russian-English bilinguals and whether there are patterned differences in conceptualization of these views depending on the language chosen for discussion. The study also inspects whether the articulated language views are accurate predictors of actual literacy practices in Russian-English bilingual families and parental choices of maintaining/not-maintaining Russian in their children. Since the frames of reference are so different in Russia/Ukraine (where the participants came from) and the United States, the language views articulated by bilingual participants are compared to those expressed by Russian/Ukrainians and Americans to see how the participants' views are influenced by the process of second language socialization.

The syntax-pragmatics interface in language loss: Covert restructuring of aspect in heritage Russian

Laleko, O.
University of Minnesota, 2010

Abstract

Heritage grammars, linguistic varieties emerging in the context of intergenerational language loss, are known to diverge from the corresponding full-fledged baseline varieties in principled and systematic ways, as typically illustrated by errors made by heritage speakers in production. This dissertation examines covert restructuring of aspect in heritage Russian, a grammatical reorganization of the perfective-imperfective opposition not manifested in overt errors. The aspectual system instantiated in acrolectal varieties of heritage Russian is shown to exhibit signs of covert divergence from the baseline system at the interface between syntax and discourse-pragmatics, manifested in a reduction of pragmatically-conditioned functions of the imperfective aspect with total single events. This emerging restriction leads to a gradual shift from a privative aspectual opposition in baseline Russian, where imperfective is the unmarked member, to an opposition of the equipollent type.

Experimental evidence presented suggests that heritage speakers differ from baseline Russian speakers in their use, acceptability ratings, and accuracy of interpretation of the imperfective aspect. In Russian, both aspects are compatible with completed events; however, aspectual competition is resolved in favor of the imperfective in the presence of discourse-pragmatic triggers that condition the general-factual functions of the imperfective: statement of fact, annulled result, thematicity and backgrounding. Assuming a multi-level approach to aspect, I maintain that the two aspectual systems converge on the level of the verbal predicate, where

aspectual values of activities and accomplishments reflect compositional telicity, but diverge on the level of sentential aspect, where the contribution of telicity may be overridden by grammatical aspectual operators and discourse-pragmatic aspectual triggers. The restructuring of aspect in advanced heritage grammars affects the highest level of sentential structure, a domain in which syntactic information is mapped onto discourse-pragmatic information (the C-domain).

In addressing the role of linguistic input in heritage language acquisition, the dissertation examines additional data from bilingual Russian-English speakers, including parents of heritage speakers. While bilingual speakers pattern with monolingual controls on comprehension tests, they differ from monolinguals in production of the imperfective with total single events, suggesting that competence divergence in advanced heritage grammars may be linked, across generations, to impoverished performance on C-domain properties.

Russian language schools: Exploring heritage literacy beliefs and practices in families, instruction, and communities
Lyutykh, E.
Northern Illinois University, 2011

Abstract

This study described support that immigrant children receive in heritage language literacy development and explored ways in which this support was provided by two Russian weekend schools and parents in a large metropolitan area. In this study, heritage learners of Russian were children of the Russian-speaking immigrants who were bilingual to various degrees, and who came from families affiliated with two Russian weekend schools. Framed in sociocultural theory, the goal of this work was to explore families, communities, and instructional practices in two weekend schools and to describe specific beliefs and practices that supported the literacy development in the heritage language of the elementary-age (5-11 year old) children. Lev Vygotsky's insights about the importance of formal instruction for the development of scientific concepts of literacy and interdependence of languages in learning as well as prior research on heritage language learners were used as a backdrop for a contextual interpretation of the diverse findings in this study.

Parent surveys, interviews and observations in two Russian weekend schools provided data in this mixed method study. Descriptive statistics and constant comparison were used to analyze quantitative and qualitative data. Results revealed that the parents valued aural competence of their children more highly than literacy competence in the Russian language, and this preference was motivated by familial and communicative functions of language. Those parents who valued literacy were motivated by an opportunity to enrich their children's education and improve their chances for success in a global world. Aural competence (i.e. speaking and comprehension) in Russian was better supported at home. However, parents of the children who attended the weekend schools valued literacy more highly than the parents of non-attendees and spent twice a much time supporting reading and writing. The weekend schools served as a focal point in the two communities and offered high quality instruction. Each observed teacher was unique in her philosophy and instructional choices for support of Russian literacy development. Literacy in English was highly correlated with literacy in Russian, although parents and teachers appeared

wary of the idea of using English to support Russian literacy and held generally negative views about bilingual behaviors of the children.

Developing four-skill literacy among adult heritage learners: Effects of linguistic and non-linguistic variables on the attainment of low-proficiency heritage students of Russian within a dedicated college-level bridge course
Smyslova, A.
Bryn Mawr College, 2009

Abstract

The present study seeks to expand current research on heritage learners by introducing new data on language production and measured rates of language comprehension and production of Russian heritage speakers of the low-proficiency level, i.e., those who were born in the U.S. or arrived at a pre-school age.

Performance-based data were collected in a university classroom environment by means of a special diagnostic test developed by the researcher, and by the use of a standardized testing instrument--the Prototype AP© Russian Examination produced by the American Council of Teachers of Russian. The data present findings that are based on measured pre- and postprogram standardized testing using the ACTR/ILR proficiency scale.

The diagnostic test establishes baseline language levels and language characteristics of the subject group at the intake level and assesses existing measurable levels of first language retention. The standardized tests measure changes in proficiency of heritage learners and the progressive effects of a two-semester instructional intervention (bridge course).

This study describes and examines the patterns of heritage learner interlanguage production as evidence of internalized grammatical systems, focusing mainly on heritage learners' levels of control of the nominal system and sentence-level syntax as reflected in the data. It looks into different factors that affect the language competency of low-level proficiency heritage learners, confirming earlier findings (Isurin 2008) that the relationship between age of arrival and heritage language competence is not linear, and that other extralinguistic factors--the amount of daily exposure to L1, the language spoken in the family, and levels of L1 literacy in the family itself, among others--must also be considered.

Furthermore, this study offers a comparison of the language skills between mid- and post-course low-proficiency heritage learners and traditional non-heritage learners of Russian, confirming the claim that heritage learners build (or rebuild) language skills faster than foreign language learners acquire these skills and can attain a higher proficiency level with fewer contact hours (Kagan and Bauckus 2008).

The findings of the study offer insights into the nature of adult language acquisition and the revival of a mother-tongue, focusing on Russian heritage learners with a low proficiency level and assessing how their strengths can be utilized for more effective instructed programs.

Sheng heritage language education

Talking Sheng: The role of a hybrid language in the construction of identity and youth culture in Nairobi, Kenya
Samper, D. A.
University of Pennsylvania, 2002

Abstract

Young people in Nairobi use Sheng , an urban, youth sociolect that mixes English, Kiswahili, and ethnic languages and shares many features with slang, to forge a new, hybrid identity. Sheng signifies the negotiations and struggles of youth's identity project. The institutions of family, church, school, and popular media present Kenyan youth with different possible identities. The voice of the family comes to them in ethnic languages that embody tradition and heritage. The voice of education asks them to place Kiswahili at the center of a multicultural ideology, but does so in English. The church calls to them in Kiswahili and English. The voice of the media comes to them in videos, movies, music, radio, and television and is heard mostly in English. Each of these languages represents a particular ideology of living in the world and young people respond through language. Sheng gives young people the wherewithal to question and challenge the ideologies and identities that attempt to define them. Sheng also signifies the construction of a linguistic third space between the global, represented by a transnational African diasporic culture, and the local, represented by tradition. This dissertation also focuses on two groups of culture brokers that are helping to shape Sheng and, as a consequence, shape identity--rap musicians and Manambas. Manambas are young men who work on Kenya's privately owned public service vehicles popularly known as Matatus . Many of Kenya's rappers feel a sense of responsibility toward the youth; and as the voices of their generation they feel an obligation to promote the importance of African heritage in young people's definition of self. Manambas are the master innovators of Sheng, however, they do not share rappers' sense of responsibility nor do they have a coherent social agenda for young people. While rappers negotiate between tradition and modernity, Manambas stand in between the global and the local. Through their consumption of commodities, including fashion and music, transnational culture is given currency and symbolic power in the expression of identity. The discourse on hybridity and globalization constitute the theoretical ground on which the empirical data is explored and analyzed.

Spanish heritage language education

Spanish heritage language learners in Canadian high school Spanish classes: Negotiating ethnolinguistic identities and ideologies
Abdi, Klara
The University of British Columbia (Canada), 2009

Abstract

Many young people today are growing up with two or more languages. The development of their heritage language (HL) plays a role in the learners' intellectual development, cultural identification, and family and HL community relations. Growing numbers of students are thus choosing to enroll in high school or post-secondary language classes for their HL development, posing challenges for teachers who generally have to teach them alongside other (non-HL) "foreign language" (FL) students. Although this area of research, particularly in relation to the teaching of Spanish in the United States, is growing, few studies have looked at the interactions of HL and FL students in mixed classes at the high school level in Canada or elsewhere.
 This ethnographic case study investigated the interactions and positionings of Spanish HL (SHL) students in intermediate high school Spanish FL (SFL) classes. Three classes were observed over a six-month period and interviews were conducted with all participating students and teachers. One class was then chosen for in-depth analysis for this thesis. The goal of the study was to analyse the nature of the interactions of SHL and SFL students in order to provide insights into how best to accommodate various types of students in one language course.
The study found that the SHL students were positioned in various ways depending on the instructional (whole class or group) setting and the nature of the students' relationships to those they were working with. Their various types and levels of language expertise was one factor in how they were perceived, with greater oral expertise at times making their cultural heritage more salient to their teacher and classmates. The SHL students' ages and social group affiliations were also important factors affecting their status in class. In fact, their ages or particular groups of friends were sometimes found to be greater factors in how their classmates and teacher perceived them than their language expertise. The study offers new insights into the complex nature of teaching SHL and SFL students in one class at the high school level and offers implications for pedagogy, theory and future research.

Spanish heritage language development: A causal-comparative study exploring the differential effects of heritage versus foreign language curriculum
Beaudrie, S. M.
The University of Arizona, 2006

Abstract

Dual tracks---for Foreign (FL) and Heritage languages (HL)---in Spanish language programs are becoming increasingly common in U.S. higher education institutions, although most only offer HL courses for intermediate and/or advanced learners. Few universities have incorporated specialized courses for receptive bilinguals into their programs. Contradictory arguments can be found in the HL education literature regarding the type of curriculum (FL or HL) that would best serve the pedagogical needs of these students (Carreira, 2004; Lipski, 1996; Potowski, 2005).

This study attempts to offer insights into this discussion by examining the effects of these two types of curricula on the written and oral language development of three groups of learners: two groups of HL learners enrolled in HL and FL courses, and a group of FL learners taking the same FL courses. The purpose of this study is four-fold: (1) delineate a profile of receptive bilinguals; (2) measure changes in oral and written production and other language-related variables after one semester of instruction; (3) examine the students' level of satisfaction with the language curriculum; and (4) uncover linguistic differences between FL and HL learners. The data collection consisted of series of written and oral-elicitation tasks and online questionnaires at the beginning and end of the semester.

The results showed that all groups made significant gains in writing fluency and complexity but only the HL group in the HL course significantly improved their writing accuracy. Both HL groups made greater gains in oral fluency and complexity than the FL group but the HL group in the HL course outperformed both groups in syntactic complexity gains. The HL group in the HL course showed the highest level of satisfaction and the greatest improvement in self-confidence and language attitudes but no differences in language use outside the classroom and self-evaluation of language abilities. The results offer implications for the inclusion of receptive bilinguals in HL programs, their language placement, and pedagogical and curricular practices most suitable for these students in the HL classroom.

Attitudes of teachers of Spanish as a foreign language toward teaching Spanish to Hispanic students in urban schools
Boyd, R. R.
Louisiana State University and Agricultural & Mechanical College, 2000

Abstract

Many Hispanic students do not have opportunities to develop their native language in efforts to adapt to an all English curriculum at the schools they attend. This is particularly evident among high school Hispanic students who usually possess oral fluency in Spanish but lack reading and writing skills in Spanish.

The purpose of this research was to explore the attitudes of teachers of Spanish as a foreign language toward teaching Spanish to Hispanic students. This research was guided by four questions, What are the attitudes of teachers of Spanish as a foreign language toward (1) the use of Spanish? (2) teaching Spanish as a heritage language to Hispanic students? (3) the role of English in the United States? and (4) the use of English at home and at school in the United States?

The research methodology was qualitative and quantitative in design. Quantitative data was gathered from 48 teachers of Spanish of 3 Louisiana school districts by using the Attitudes of Teachers of Spanish as a Foreign Language Survey and the *Language Attitudes of Teachers Scale* (LATS). Qualitative data was gathered by conducting one group interview and 9 individual interviews. Quantitative data was analyzed using percentages, means, and standard deviations and qualitative data was analyzed based on emerging issues to develop an understanding of the problem. Findings indicated that Spanish heritage courses should be taught separate from Spanish foreign language courses because of the linguistic and cultural needs of Hispanic students. Participants identified several obstacles to the implementation of heritage programs. They also felt that the barriers they fired can be overcome by a supportive school administration, motivating Hispanic students to enroll in the courses, training teachers, acquiring financial resources for materials, curriculum, and assessment, working with guidance counselors for proper identification and placement. They provided suggestions for accommodating Hispanic students in foreign language courses. Teachers felt that this would be possible if they are prepared to meet their needs.

Translation and interpretation as a means to improve bilingual high school students' English and Spanish academic language proficiency
Cervantes-Kelly, M.
The University of Arizona, 2010

Abstract

This mixed-method study investigated how and to what extent direct instruction in Spanish-English translation and interpretation affects the acquisition of academic language proficiency in both English and Spanish by Heritage Language Learners of Spanish's (HLLS). The subjects of the quantitative part of the study were 24 participants who were from six high schools with a large number of minority students. These high schools were located in Tucson and Nogales, Arizona. The participants in the qualitative part of the study were six case study students, chosen from the whole group. The participants were enrolled in the 2006 annual 3-week Professional Language Development Program (PLDP), held in July at the University of Arizona. The PLDP's additive teaching translation and interpretation model engaged the participants in learning by not only the novelty of practicing real-life, challenging exercises in class, using their unique cultural and linguistic skills, but also by the dynamic collaborative learning environment. The improvement in the participants' academic language proficiency was assessed through a battery of 9 tests. The participants' perceptions of their experience in the PLDP were explored through individual interviews of six case study participants, their high school teachers and the two PLDP instructors.

The use of translation and interpretation to improve the HLLS's academic English (and Spanish) stands in stark contrast to the subtractive teaching English-as-a-Second-Language model that promotes English proficiency at the expense of the heritage language. The study, therefore, expands research on minority HLL's cultural capital that is not utilized in American education, where limiting the use of bilingual education for English language learners is the norm. The success of the program was demonstrated by the students' newfound appreciation for their heritage language and culture, academic learning, motivation for higher education, and statistically significant gains in Cognitive Academic Language Proficiency (CALP; Cummins, 2000).

Heritage language as portrayed in literature written by Latino authors: A transformative critical literary approach

Dominguez-Deleon, E.
University of San Francisco, 2004

Abstract

The Latino population has grown extensively in the past twenty years and now represents a new majority in the school population. Representation in popular culture, the media and school has not always been reflective of the life experiences of Latinos, especially of those who are new immigrants. There is a need to hear the voices of Latinos as they identify themselves and portray their experiences. To find this voice, the researcher studied the discourse in literature of contemporary authors of the immigrant and adolescent experiences. The researcher previewed extensively the sociolinguistic heritage of Latino Americans in the United States, and highlighted distinctions between each of the four largest Latino groups in America. Using a hybrid methodology which draws from Igor Iser's Reader-Response Critical Theory (and others) and Alma Flor Ada's Creative Reading Methodology, the researcher conducted a reading analysis of several major literary works of the contemporary Latino literary boom from 1960 to 2000. The researcher looked at heritage language as a source of empowerment, heritage language as a unifying factor in the formation of individual identity and community building, and the role of heritage language as a vehicle of inspiration and imagination. The researcher's analysis was structured by the practice of question posing as a means to generate meaning that was emancipatory in scope. The findings of the study illustrated that heritage language remained an important part of identity as a bearer of cultural distinction and definition amongst Latinos. It also showed the play of nostalgia, as heritage language became a replacement of a geographical space lost to memory and time. The researcher concluded with recommendations for further study in the area of student-response to literature, inclusion of more Latino/a writers in school curricula, and further exploration of the link between storytelling, identity and pedagogy.

Spanish heritage language socialization practices of a family of Mexican origin
Delgado, M.
The University of Arizona, 2009

Abstract

This ethnographic case study describes the patterns of language socialization and literacy/biliteracy practices and the patterns of language choice and language use of a Spanish heritage bilingual family of Mexican origin from the participant perspective, the emic view, and the research perspective, an etic view. This analysis attempts to broaden the knowledge of how Mexican origin families use language at home by demonstrating how literacy/biliteracy practices (i.e., reading, writing and talk/conversation), language choice (i.e., Spanish, English, code-switching (CS)) and language use (i.e., domains) contribute to reinforce, develop or hinder the use of Spanish as a heritage language. Using ethnographic methodology, this study analyzes the participants' naturally occurring language interactions. Socialization and language learning are seen as intricately interwoven processes in which language learners participate actively.

The analysis and discussion is presented in two sections: (1) language socialization in conjunction with literacy practices, and (2) language socialization in conjunction with language choice and CS. Language choice and CS are analyzed by means of conversation analysis theory (CA): the analysis of language sequences of the participants' conversation. The description of the domains (i.e., what participants do with each language and the way they use language) constitutes the basis for the analysis.

The findings of this study show that language shift to English is imminent in an environment of reduced contact with parents, siblings, and the community of the heritage language group. Understanding which literacy practices are part of the everyday life of Hispanic households is relevant to the implementation of classroom literacy practices.

(Re)presentations of United States Latinos: A critical discourse analysis of Spanish heritage language textbooks

Ducar, C. M.
The University of Arizona, 2006

Abstract

Though the field of Spanish heritage language (SHL) studies has seen a boom in research, such research has not yet addressed the materials available for SHL classes. This dissertation fills a gap in previous research by addressing the representation of US Latinos and US varieties of Spanish in the SHL context. The current study involves a critical discourse analysis (CDA) of the presentation of both culture and language in intermediate level university SHL textbooks, in order to show how such texts present US Spanish-speaking people's culture and their language varieties.

Previous research on both history and Spanish as a foreign language textbooks show that US Latino populations in such texts are frequently reduced to numbers, faceless statistics or stereotypes (Arizpe & Aguirre, 1987; Cruz, 1994; Elissondo, 2001; Ramírez and Hall, 1990; Rodríguez and Ruiz, 2005; and van Dijk, 2004a; 2004b). Additionally, previous analyses of the presentation of Spanish in Spanish foreign language (SFL) textbooks show SFL texts provide "..varying or misleading intuitions about dialects of Spanish" (Wieczorek 1992, p.34; see also Fonseca-Greber & Waugh, 2003). This dissertation corroborates these findings in the SHL context and presents suggestions for improving the quality of materials used in the SHL context. The results of the current study clearly parallel those found by van Dijk (2004b); though the texts present "factual" information, it is the selective presentation of this information that culminates in an overall negative representation of immigrant and minority cultures, which is rooted in a metonymical understanding of what it means to be immigrant. Additionally, all the texts continue to promote a pseudo-Castilian variety of Spanish, while delegating student varieties of the language to appropriate home contexts. This bidialectal treatment of US varieties of Spanish excludes critical based dialect awareness altogether.

This dissertation addresses the need to both improve and develop "..pedagogically sound textbooks and new technology materials designed to meet the Hispanic bilingual student's linguistic needs" (Roca, 1997, pp.37-43). It is only through critical discourse analysis that we can assure that textbooks are indeed presenting a positive image of US Latinos and their language to students enrolled in university SHL classes.

High school heritage learners of Spanish: An investigation of language attitudes
Duisberg, S.
University of Arizona, 2001

Abstract

This study explored language attitudes of high-school-level heritage learners of Spanish. Five varieties of Spanish and English, namely, standard Mexican, non-native and local Southern Arizona Spanish, code-switching, and Chicano-accented English were presented to heritage learners using audio-recorded voice samples. Evaluations were recorded on semantic differential scales designed to reflect two distinct attitude dimensions, solidarity and socio-intellectual status/prestige. In addition to quantifying language attitudes, the study attempted to establish correlations with demographic factors. Demographic surveys and student interviews further yielded information to develop a current description of heritage learners in a formal, classroom setting. Teacher interviews provided insights into program structure and teacher preparation. The ultimate pedagogical goal of this investigation was to define implications for heritage language instruction and for the preparation of teachers for this relatively new, yet growing field. A total of 238 students from programs for Spanish heritage learners in ten schools encompassing four districts, public and private, took part in the study.

Structure and practices of heritage programs were found to differ widely, with teachers exercising considerable discretion over curriculum. Students were found to be 90% recently arrived or second-generation students of Mexican, mostly Sonoran, background. Students expressed largely instrumental motivation for their pursuit of Spanish in school and 85% planned to pursue higher education. Results indicate significant differences in students' attitudes between the normative and vernacular language varieties tested. In this academic setting, students' attitudes reflected a distinct preference for more standard varieties. The English test variety was ranked below these and above the vernaculars. Student-participants also showed sensitivity to fine distinctions in register and style. Gender of both speaker and listener were shown to affect language attitudes. Students' habits of language use, in particular the extent of outside reading and radio listening in Spanish, were significantly correlated with more positive language attitudes toward standard varieties. These habits also correlated with higher proficiency levels.

These results engendered three salient implications for teaching and teacher preparation: the need to enhance students' outside reading and listening habits, the need to extend students' familiarity with divergent speech styles, the necessary inclusion of sociolinguistic underpinnings in teacher preparation.

Spanish language of heritage: A study of the extent of its development at a Chicago public school
Falconi, C.
University of Illinois at Urbana-Champaign, 2008

Abstract

This dissertation presents a research study of Spanish Heritage Language students who studied Spanish Heritage Language in the Spanish Heritage Language Program at Benito Juarez Community Academy, a Chicago Public School. This study presents data that has been collected from 2002 to 2006 during the time these students studied Spanish Heritage Language.

This qualitative study investigated the extent to which students in the Spanish Heritage Language Program at Benito Juarez Community Academy have been successful in their continued development of the Spanish Heritage Language, learning the academic standard of the Spanish Language. It also investigated the extent to which students in the program have successfully developed literacy skills and a greater sense of the Spanish language and culture. Finally, this study also sought to determine the extent to which students in the program have been successful in developing skills to succeed in other high school academic endeavors.

The subjects of this study were 60 students from the Spanish Heritage Language Program who studied Spanish Heritage Language throughout their high school experience at Benito Juarez Community Academy. Fifty five of the students in this study successfully developed proficiency in the academic standard of the language, high literacy skills in Spanish and a greater understanding and respect of the Spanish Language and Culture of Heritage. The skills they learned in the Spanish Heritage Language contributed to their academic development in three key, core subjects: English, Math, and Science. Forty-seven of the 60 students in this study received college credit for their accomplishments in their final AP exam. The students who were accepted, and were able to attend college after graduation, made a smooth transition to college.

The researcher of this study also served as the teacher of the 60 subjects in this study. She demonstrates the development of the Spanish Heritage Language at Chicago Public Schools as she eye-witnessed it since its beginning in the 1960's when she was also a student in the Spanish Heritage Language Program and throughout her experience in the Spanish Heritage Language Program.

The Spanish Heritage Language Program has undergone drastic reduction of students and teachers by 60% of the class size and number of teachers in the program. The changes that Chicago Public Schools allowed at Benito Juarez Community Academy's Spanish Heritage Language Program will make it difficult for the program's success to be reproduced with students in the Spanish language program.

Ethnic identity and academic achievement: A study of 5th grade Spanish-English bilingual Latinos
Feinauer, E.
Harvard University, 2006

Abstract

In the United States, Latino students have the highest high school dropout rate of any minority group and rank lowest in academic achievement measures beginning as early as elementary school (August & Hakuta, 1997; Gandara, 1995; Garcia, 2001; Goldenberg, 1996; NAEP, 2000). Latinos also comprise the fastest growing group of students in the public school system (Rittenhouse, 1998; U.S. Department of Education, 2001). Many educational scholars report that identity formation, specifically ethnic identity formation, plays an important role in the educational achievement of minority and language minority youth. However, in this body of research the inquiry around ethnic identity has focused mainly on adolescents and young adults (Pegg & Plybon, 2005).

This study investigated how pre-adolescent bilingual Latino students in Boston and Chicago expressed aspects of their ethnic identity, namely ethnic identification, sense of belonging and attitudes toward their ethnic group. The role of context and heritage language use in the development of ethnic identity for these pre-adolescent bilinguals was examined. Finally, this study examined the relationship between ethnic identity and academic outcomes for these students.

When asked about aspects of their lives related to their ethnicity, student responses reflected the context of their everyday experiences. They spoke most often about their families. Similarly, Spanish language use functioned as an important ethnic symbol and as an activity that connected these students to their families. Findings from this study point to heritage language use as an internal psychological dimension of ethnicity---one that may be related to an internal affective aspect of ethnic identity.

The social and linguistic contexts in which students lived and went to school influenced expressions of ethnic identity. Students in the larger, more ethnically heterogeneous neighborhood in Boston expressed more awareness of their ethnicity than did students in the smaller, Mexican-enclave community in Chicago. Further, though studies with older students suggest a relationship between ethnic identity and academic achievement, there were no differences in the academic achievement measure related to expressions of ethnic identity for students in this study.

The adult heritage Spanish speaker in the foreign language classroom: A phenomenography

Felix, A. R.
Capella University, 2004

Abstract

For heritage speakers, the Spanish classroom is not the first point of contact with their native language. Though such learners would benefit from an educational philosophy that affirms the heritage language as a springboard for learning and increased self-awareness, there has been little support for non-dominant language research in the United States. This inattention breeds negative consequences not only for heritage speakers, but for national security and economic concerns. This study takes a phenomenographic approach to reveal the experiences of adult heritage Spanish speakers in programs designed for monolingual English speakers. Learners verbalize their own conceptions, thus providing entry to their life-worlds. The data gleaned from this research sheds light on the educational, social, and individual challenges faced by the adult heritage speaker in their quest to improve literacy skills in their native language.

Promoting positive ethnolinguistic identity in the Heritage Language classroom through dialect awareness

Gardner Flores, H. L.
Texas A&M University, 2011

Abstract

This study examined dialect awareness as an instructional practice when used to teach Spanish Heritage Language (HL) learners at a university located on the U.S.- Mexico border. The author employed bidialectalism as a theoretical perspective, recognizing the important role that U.S. Border Spanish plays in constructing ethnolinguistic identity. A mixed-methods research framework was used that included a pre-post survey instrument, focus group interviews, and classroom observations to examine HL student confidence toward learning a prestige language variety and attitudes toward speaking U.S. Border Spanish. Discourse analysis was employed to examine the discursive practices of the DA classroom. Quantitative survey results showed that students developed a number of significant attitudinal changes after taking a course infused with dialect awareness. Triangulated qualitative findings confirmed that student attitudes had changed after one semester. The author proposed an agenda for future application of dialect awareness in Spanish Heritage Language classrooms.

Semiosis of self: Meaning making in a high school Spanish for Native Speakers class
Frederick, T. G.
Georgia State University, 2010

Abstract

Located in social semiotics (Hodge & Kress, 1988), theories of identity (Goffman, 1959; Holland, Lachicotte, Skinner, & Cain, 1998), and third space (Gutierrez, Baquedano, & Turner, 1997; Rowe & Leander, 2005), this dissertation presents the findings from a year long, field-based qualitative study with a high school class of nine Spanish for Native Speakers (SNS) students and their teacher. The study used an arts-infused multimodal curriculum exploring Spanish language texts and cultures from around the world. The following questions guided this study: (a) What factors were considered as the teacher and the researcher co-planned this arts-infused multimodal curriculum, and how did the consideration of those factors shape the curriculum?, (b) How did students enrolled in this SNS class negotiate meaning and identity as they worked within this class?, and (c) What discourses around students' meaning making practices and identities emerged within their visual texts over time and across texts?

Data sources included interviews, observations, student-generated visual texts, photographs from class sessions, student journals, and audio and videotapes of portions of class discussions and activities. Visual texts were coded for elements of visual design and apparent discourses with which the text-maker identifies (Albers, 2007b; Kress & van Leeuwen, 2006). Five themes emerged from the data: (1) The teacher participant and researcher co-created the curriculum using critical-care pedagogy; (2) Actual participation in and creation of visual and multimodal texts shaped the classroom community; (3) Negotiation and meaning making occurred through the flexible use of sign systems; (4) Participants worked through understandings of self; and (5) Personally relevant discourses emerged within individual and group texts. The study suggested that heritage language courses like this one can teach more than language. Such courses deserve attention as havens where students' complex meaning making of themselves, their worlds, and their places in them are freely explored.

Heritage learners of Mexican descent in higher education: A qualitative study of past and present experiences
Gignoux, A.
University of Montana, 2009

Abstract

This is a qualitative interpretive study that explores the past and present experiences of heritage learners (HLs) of Mexican descent who were studying or had recently studied advanced Spanish in institutions of higher education. All of the participants had been exposed to Spanish in the home and began their studies in elementary or middle school in the United States. The population of HLs continues to grow and a need to understand this population exists. The statistics have shown that not all HLs of Mexican descent complete their studies in institutions of higher education and the reasons for this are not understood well.

The Seidman (1998) three-tier in-depth interview approach was used to gather information from the participants. The interviews were digitally recorded, transcribed by the researcher, and reviewed multiple times. Categories, topics and themes emerged from the data and relevant quotes were segregated into separate documents. The data was organized further as patterns were studied. Several categories and themes were chosen and the data was gradually reduced. The findings include a thematic presentation of the participants' quotes and interpretive summaries for each section. In addition, the participants' profiles, which are based on demographic and self-identification surveys, are presented in the findings.

The findings give some insight into what the experience has been like for these students as Spanish speakers educated in the United States. Categories, topics, and themes that addressed the research question and which were relevant to the study were chosen. Three categories emerged and include education, language, and identity. Within these categories several topics and themes emerged. These include advising, language perceptions, connections with other Spanish speakers and culture, defining identity, insecurity, desire, uncertainty, and unawareness.

The implications include recommendations for addressing retention and recruitment. Insight into topics such as advising, placement, and reasons why HLs study the heritage language were gained. A strong desire to learn the heritage language in order to connect to and maintain the culture stood out in the findings. The participants also provided insight into their experience and identity issues. In addition, a need to provide resources for professors, advisors, and HLs was found. In sum, the study has inspired the researcher to work to improve the HL educational environment.

Spanish heritage language maintenance: The relationship between language use, linguistic insecurity, and social networks

Gonzalez, G.
The University of Arizona, 2011

Abstract

The field of heritage language maintenance lacks an in-depth look at the social networks that make-up the linguistic interaction of heritage speakers of Spanish. Moreover, the social network studies that have focused on language maintenance have all investigated the maintenance of a first language spoken by immigrants or the use of a dialect. Undoubtedly, there is a lacuna of research with regard to heritage speakers of a language, which is the focus of the proposed study. There is an even greater deficit in the study of linguistic insecurity among heritage language speakers and the correlation that there may be with regard to social networks. The present research fills this gap by examining these issues within a population of heritage speakers of Spanish at the University of Arizona.

This study examines correlations between linguistic insecurity, social networks and language use in heritage speakers of Spanish. The population investigated are college aged students registered in the beginning and intermediate courses of the Heritage Language Program at the University of Arizona, Tucson (SPAN 103, 203, and 253). Linguistic insecurity is measured using an adapted version of the Foreign Language Classroom Anxiety Scale (Horwitz, Horwitz, and Cope, 1986) and language use is measured through an online questionnaire. The subjects' social networks are identified using an adapted on-line version of the Cochran, Larner, Riley, Gunnarson, & Henderson's (1990) social network questionnaire. This study details the social networks of heritage language speakers of Spanish and presents the correlation between these networks, the participants' use of Spanish and their linguistic insecurity in a discussion regarding the speakers' prospects of maintaining the heritage language. Secondly, it presents correlations between the linguistic insecurity of heritage language speakers of Spanish, Spanish language use, oral proficiency and social network structure. The information provided by this study will help in the understanding of the function of social networks in the maintenance of a heritage language. It will further assist in the understanding of linguistic insecurity and provide a foundation for further research into how to address linguistic insecurity in the heritage language classroom.

Conocimiento linguistic del preterito y del imperfect en los estudiantes de herencia hispana
Granja-Falconi, P.
Rutgers The State University of New Jersey – New Brunswick, 2010

Abstract

The knowledge of preterite/imperfect in Heritage bilingual students (Spanish/English) born in the USA is examined. Previously, their aspectual domain has been evaluated in terms of incomplete acquisition (Montrul, 2002 a and b) and reduction/simplification of simple past forms (Silva-Corvalán, 1994), but not in terms of optionality. In this study, existing POA, difference of the languages, semantic properties and optionality theories are revaluated. In their production, the aspectual differences of both languages are analyzed, particularly under a model of English origin, which favors [+perfective] aspectual characteristic in the correspondence of lexical class and morphology. In their comprehension, the languages functional characteristics differences are analyzed considering the relationship between morphology, abstract characteristics and syntactic structure in the recognition of the [+punctual]/[+continue] readings and the distinction of semantic interpretations. Then, optionality sceneries of preterite/imperfect are identified. Heritage bilinguals (n = 25) of New Jersey are compared with Spanish monolinguals (n = 25) through two production tests and two comprehension tasks. It is found that Heritage bilinguals: have knowledge of Spanish aspectual system, but differ from monolinguals; behave better in the comprehension; and show preference in the use of preterite with telic verbs and certain difficulties in the use of imperfect with atelic verbs. Also, in the Heritage bilinguals, the effect of the Spanish lexical value is not clear in the non-prototypical test, where the effect of the context destabilizes their performance. In addition, interference of the [+perfective] characteristic in the different lexical classes is noticed; however, it does not completely explain their behavior with stative verbs. As far as the syntactic-semantic interface they understand the [+punctual] reading with the preterite and the [+continue] reading with the imperfect of achievements, states and, although with indecision, accomplishments verbs. Additionally, they recognize [+/-perfective] semantic interpretations, except the specific one of the perfective. Finally, they access to optional syntactic-semantic operations with both eventive verbs and estative verbs with [+/- perfective] characteristics, particularly due to the preference for the aspectual [+perfective] characteristic or to the overgeneralization of the imperfect. It is noticed that in some cases they accentuate certain optional tendencies already present in monolinguals.

Language socialization in Canadian Hispanic communities: Ideologies and practices

Guardado, José Martín
University of British Columbia (Canada), 2008

Abstract

Recent scholarship has highlighted the importance of supporting home languages for linguistic-minority families in multilingual settings, as the family language is the means through which they can more successfully socialize their children into the beliefs, values, ideologies and practices surrounding their languages and cultures. Although there has been some research examining issues of Spanish acquisition, maintenance and loss in Canada, the language socialization ideologies and practices of Hispanic families have not yet been examined in this context. This ethnographic study investigated language socialization in immigrant families from ten Spanish-speaking countries residing in Greater Vancouver. Thirty-four families participated, three of which were selected for intensive case study in their homes and in three grassroots community groups. More specifically, the study examined the families' desires and goals with respect to Spanish maintenance, the meanings they assigned to Spanish, and the processes through which they attempted to valorize Spanish with their children. The study found that many families formed support groups in order to transmit language and culture to their children. A cross-case analysis revealed that the families further exerted their agency by strategically turning these spaces into "safe houses" to resist assimilation and into venues for the Spanish socialization of their children, which enabled them to also transmit cultural values, such as familism. The families conceptualized Spanish maintenance as an emotional connection to the parents' selves and as a bridge between the parents' past and the children's future. It was also constructed as a key that opened doors, as a bridge for learning other languages, and as a passport to a cosmopolitan worldview. Detailed discourse analyses revealed how the families utilized explicit and implicit directives, recasts, and lectures to socialize children into Spanish language ideologies. These analyses also showed how children at times resisted the parents' socialization practices, but other times displayed their nascent understanding of their parents' language ideologies in their own use of cross-code self-repair. The study offers unique insights into the complexity of L1 maintenance and the dynamics of language socialization in the lives of linguistic minorities and concludes with implications for policy, pedagogy and research.

Year one at "city" high school: An ethnographic study of heritage language learners at an innovative charter school
Helmer, K.
The University of Arizona, 2007

Abstract

Packer and Goicoechea (2000) and Wortham (2006) propose that academic learning is both personal and social transformation. This transformation is continuously negotiated through classroom interaction and curricular choices. The current ethnographic study of an urban southwestern charter high school investigates academic learning in two contexts: a Spanish heritage-language (SHL) class and a humanities class.

The study examines Mexican-origin students' resistance to studying their ancestral language. From the first day of their SHL class, students refused to speak Spanish (despite their proficiency), rejected published Spanish-language materials, and acted out. Student resistance was rooted in their perceived lack of relevant tasks and materials, teacher-respect for their home language and culture, and student belief that learning "proper Spanish" could threaten social and familial relationships (see also Fordham & Ogbu, 1986; Labov, 1972a; Mehan, Hubbard, & Villanueva, 1994).

The resistance of the heritage language learners contrasts sharply with the engagement of the same students in their Humanities course in which students connect enthusiastically with subject matter and instructor. Findings suggest that engagement was fostered through the teacher's strict adherence to the principles of place-based learning (Gruenewald, 2003a, 2003b), critical democratic pedagogy (Shor, 1992), and the instructor's teacher ethos .

Latinos have the greatest high school dropout rate in the United States while simultaneously being the largest growing demographic group (Carreira, 2003; "US Census Report," 2004; Waggoner, 2000). The pairing of these two statistics should draw alarm. Thus the study of Latino student engagement and resistance to academic learning is crucial for understanding this problem as well as exploring what pedagogies hold most promise. In terms of HL instruction, analyses reveal that a critical place-based approach to heritage-language instruction holds such promise.

Language attitudes and perceptions of New Mexican Hispanic students in a dual language immersion program

Hernandez-Zudell, E.
The University of New Mexico, 2007

Abstract

The focus of this dissertation was to explore the language attitudes and perceptions of New Mexican Hispanic students in a dual language immersion program. This includes: What they thought about English and Spanish? How and why they spoke as they did in the classroom, with peers, and with family members? What their actions said about them socially? How it did or did not reflect on the program they were enrolled in and the language they chose or refused to use?

Language is one tool we use that displays our social identities. The way we choose to use language and even the language we speak expresses a very meaningful and complex aspect of ourselves (Labov, 1982; Lippi-Green 1997; Ochs & Schieffelin, 1983; Schieffelin & Ochs, 1986; Trudgill, 1983).

The voice of minority language or heritage language students was not present in the review of the literature in dual language programs. We need to understand language minority students' reasons, issues, concerns, and actions as participants in these programs if we are to continue to work on the development of language proficiency of the minority or heritage language through the institution of the American education system.

Utilizing the students' own words helped analyze students' feelings and ideas about these two languages. Investigation through the use of students' interviews, classroom observations notes and transcriptions of audio recordings of classroom interaction helped reveal their language attitudes and language perceptions through the analysis of language use, message forms, setting, key, and speakers. These led to the students' norms of interaction which were reflected in the classroom and in their interactions with peers and others. These findings led to the issue of language and power that was present in the students' lives and which affected the language use of the students.

Identity and language ideology in the intermediate Spanish heritage language classroom
Lowther Pereira, K.
The University of Arizona, 2010

Abstract

This dissertation examines the negotiation of language ideologies and identity construction amongst university intermediate level Spanish Heritage Language (SHL) learners in the U.S. Southwest. Combining sociolinguistic and ethnographic methods with discourse analysis, this study seeks to provide deeper insight into the linguistic practices and the negotiation of language ideologies that takes place amongst SHL learners. Data from participant observation of interaction in the SHL classroom throughout the semester, questionnaires, interviews with students and instructor, and student focus group discussions were used to analyze discourses about language and the multiple values placed on English and Spanish in general, and on standard and local varieties of Spanish in particular. More specifically, this study analyzes, through the application of Bourdieu's (1991) notions of linguistic capital and symbolic power, how SHL learners negotiate these values and discourses as they study their heritage language. In addition, this study examines performances of identity observed during interactions within this group of SHL learners, recognizing the construction of multiple social identities, including bilingual, heritage learner and ethnic identities, as a dynamic and complex process that is recurrently shaped by interaction and the negotiation of competing language ideologies.

Hispanic parents: A sociocultural perspective on family, ideology, and identity
Malave, G.
The University of Arizona, 2006

Abstract

This dissertation presents a qualitative study that features in-depth interviews conducted in homes and the application of critical discourse analysis (CDA) to understand the discourses of Hispanic parents. Observing moments of dialogue between parents and children who participated in some interviews served to understand how parents attempted to influence their children's development of beliefs and values about language and identity. The study examined transcripts of narratives produced by Hispanic parents in 12 families in Arizona and Iowa, most of them immigrants from Mexico whose children were attending primary grades in two public schools. The purpose of the study was to understand the ideological dimensions of parental involvement in education and their socialization practices.

The theoretical framework can be described as a sociocultural approach to family, identity and ideology, combined with a critical perspective on language socialization. This sociocultural framework is influenced by Vygotsky's (1927/1997) cultural-historical theory, which provided the lens to look at the cognitive aspects involved in the reproduction of ideologies, and by diverse versions of CDA as formulated by other scholars, such as Fairclough (1995), Gee (2004), and van Dijk (1998). CDA was used to analyze conversational storytelling and argumentation about controversial topics such as bilingual education, the maintenance of Spanish as heritage language, identity, English-only instruction, and official English movements in US. This

approach (CDA) was particularly useful to examine texts with reported speech to understand the representation of other people's discourses and of the groups they represent.

The findings provide insights into experiences that would affect children's motivation to learn and use Spanish and English, paying attention to processes of ideological influence from diverse sources upon parents' and children's beliefs and attitudes toward those languages. This study has implications for language and educational policies because its findings inform educators about parents' experiences and perspectives on the education of language minority students. The study is useful to understand not only the parents' perspectives on the education of Hispanic children, but also the ideological dimension of parental involvement in education, especially when the latter includes language socialization of their children towards promoting the development of bilingualism and biliteracy.

Mood simplification: Adverbial clauses in heritage Spanish
Martinez Mira, M. I.
University of Illinois at Urbana-Champaign, 2006

Abstract

The use of the subjunctive in the Spanish of heritage speakers has been hypothesized as undergoing mood simplification, i.e. the progressive use of the indicative in contexts where monolingual Spanish speakers would use the subjunctive. Since purpose and concessive clauses have been found to favor the subjunctive in heritage speech (Silva Corvalán 2000[1995]), this dissertation investigates the factors which contribute to this higher retention of the subjunctive in these structures. Temporal clauses were also analyzed for being semantically related to purpose/concessive clauses. The variables of the study are the indicative/subjunctive alternation, the temporal sequencing between the clauses, the degree of interclausal dependency, and subordinate clause position. Due to similarities in subjunctive processing attested in Mexican and heritage Spanish speakers, it was hypothesized that heritage and monolingual speakers would show similar preferences regarding the choice of the subjunctive and subordinate clause position (postposed position in purpose clauses; preposed position in concessive clauses; preposed position in temporal clauses expressing prospective meaning). The same was tested with L2 learners of Spanish (L1 English) to determine whether heritage speakers resembled some processing strategies attested in Spanish L2 learning, mainly mood simplification. Three questionnaires (two linguistic tasks and one sociodemographic), plus a voluntary interview, were administered to college students: 98 monolingual speakers of Mexican Spanish in Mexico, 100 heritage speakers from New Mexico (different generational groups), and 202 advanced L2 learners. A written production task tested the participants' use of the subjunctive. A grammatical judgment task tested the participants' familiarity with the subjunctive in the adverbial contexts, whereas the oral interview tested their use of the subjunctive in oral communication. Results show that position does not play a big role in recognizing and using the subjunctive. There are similarities between the monolingual and heritage speakers regarding familiarity with and use of the grammatical subjunctive. Heritage speakers seem to be more tolerant towards the ungrammatical presence of indicative, like L2 learners; however, heritage speakers show differences with the learners in that heritage speakers use the subjunctive more. Early exposure to Spanish during childhood and sociodemographic factors seem to explain this difference.

Native institutions, foreign struggles? Knowledge of the subjunctive in volitional constructions among heritage and traditional FL learners of Spanish

Mikulski, A. M.
The University of Iowa, 2006

Abstract

The Spanish subjunctive has been the focus of much SLA research, largely because it poses difficulties for learners of Spanish whose L1 is English (e.g., Collentine, 1993; Stokes & Krashen, 1990; Terrell et al., 1987). Investigating the same feature in heritage learners of Spanish can provide more information about their linguistic development and also has the potential to inform our knowledge of the acquisition of the subjunctive in traditional FL learners. The present study investigates whether heritage learners recognize grammatical and ungrammatical modal choice in volitional constructions. These constructions have been selected because this use of the subjunctive does not vary by a speaker's dialect or by belief about the idea being expressed. Furthermore, given that theories of language attrition posit that the structures that are acquired earliest are the last to be lost (e.g., De Bot & Weltens, 1991) and that Spanish monolingual children acquire the subjunctive in volitional constructions first (Blake, 1980; 1983), heritage learners who have experienced some language attrition may still have knowledge of this feature. To investigate the effect that language attrition or incomplete acquisition may have on this knowledge, I also compared the SHL learners in the sample who were early bilinguals in English (those born in the United States or who immigrated before age 6) with those who were late bilingual (those who immigrated between ages 6 and 13). Students enrolled in Spanish for Heritage Learners (SHL) and Spanish as a Foreign Language (SFL) courses at three universities in the Northeast completed grammaticality judgment (GJ) and editing tasks, which contained examples of correct and incorrect mood choices, as well as distracter items. The GJ task also required participants to explain their judgments. The results indicate that SHL learners outperform their SFL peers on recognizing correct mood selection. No significant differences were found between early and late bilinguals. SHL and SFL learners tended to correct utterances that they had rejected of judged neutrally but gave different types of reasons for accepting utterances. There were several similarities between early and late bilinguals in terms of their reasons for their judgments of utterances.

Register and style variation in speakers of Spanish as a heritage and as a second language
Munoz, A. S.
University of Southern California, 2007

Abstract

One of the fundamental principles of sociolinguistics is that language is not homogeneous and that no single person speaks in the same way all the time. Numerous studies have provided evidence of linguistic variation across situations of use in English (e.g. Bell 1984; Biber 1988; Biber and Finegan 1994). However, under special conditions when a language is restricted to very familiar situations, speakers might not show register variation (Dressler 1982). For most heritage speakers of Spanish in the U.S., English is the dominant language while Spanish is largely restricted to home and family interactions. This dissertation explores the hypothesis of variation across registers in Spanish as a heritage language. Additionally, it examines speakers of Spanish as a second language since Spanish is also their non-dominant language.

For the purpose of studying register and style variation, this dissertation focuses on several linguistic features that are expected to vary in relation to the type of register: discourse particles, contractions, and various lexical choices. The data analyzed come from recorded spoken samples produced in Spanish by heritage and second language speakers and collected in three situations of use: conversations, interviews, and presentations, ranging on a scale from less to more formal.

The results indicate that both heritage and second language speakers show linguistic variation in their Spanish across registers. The results also reveal some quantitative as well as qualitative differences between the production of heritage and second language speakers across registers. These contrasts are the result of the different input to which the speakers have been exposed to during acquisition.

This dissertation contributes to further our understanding of bilingualism by examining Spanish as a heritage and as a second language across different registers, which has not been previously investigated. It provides evidence of variation in a relatively small range of registers in the speakers' non-dominant language. This is an important finding since it shows that even when the use of the language is largely restricted to a particular domain (home and family interactions for heritage speakers and classroom interactions for second language learners), we can still find register variation.

The Spanish heritage language learning experience in the rural Midwest: Voices from a newly diverse small town
Neuroth, C.
The University of Texas at Austin, 2005

Abstract

It has been shown repeatedly that Latino students often have a negative educational experience in U.S. schools (i.e. Cummins, 1984; Skutnabb-Kangas & Cummins, 1988; Olsen, 1997; Valenzuela, 1999). This negative schooling experience is often associated with instruction that is not relevant to the students' lives and even subtracts away their home languages and cultures (Ladson-Billings, 1994; Valenzuela, 1999). Recent steps toward the remediation of this injustice have included the recognition of the inappropriateness of Spanish foreign language classes for those students who come to school with a home background in Spanish and the subsequent establishment of heritage language courses for these Spanish-English bilinguals. The question remains whether the students' bilingual and bicultural competencies are being fostered as tools of student empowerment in such classes, figuring into the definition of what it means to be 'educated' (an empowering, 'additive' experience) or, in contrast, whether the SHL programs are further hurting the already weak academic status of the U.S. Hispanic students by alienating them from their home language and culture and subtractively assimilating them into the mainstream culture (a disabling, 'subtractive' experience). This qualitative, descriptive case study addressed this question via an investigation of a Spanish heritage language program in a newly culturally and linguistically diverse rural Midwestern U.S. town. Evidence of the students' additive and subtractive schooling experiences (Valenzuela, 1999) is detailed here, with a primary focus on the students' perspectives and voices, and suggestions are provided for future improvement of this and other heritage language programs. While much has been written by researchers and teachers about the impact of heritage language courses in U.S. locations with traditionally large Spanish-speaking communities, virtually nothing is known about the heritage language learning experiences of bilingual Spanish language learners in other communities. Hearing these students' voices and understanding their rural Midwestern Spanish heritage language learning experiences will contribute to the overall knowledge base that is being built in the literature on effective Spanish heritage language instruction in the United States.

Usage and experiential factors as predictors of Spanish morphosyntactic competence in US heritage speakers
Obregon, P.
The Ohio State University, 2010

Abstract

The present study investigates the degree to which social, experiential and usage-related factors correlate with Spanish linguistic competence among adult Hispanic Heritage Language (HL) speakers in the United States. Two online survey instruments were developed in furtherance of this research aim: a Likert-scale survey measuring five areas of Spanish usage and experience (time in Spanish-speaking countries (monolingual environment); formal education in Spanish; usage with family; usage with peers; and media usage) and a performance measure focusing on six areas of Spanish grammar that prior linguistic research has identified where the competence of Spanish HL bilinguals in the US may differ significantly from that of the monolingual standard.

The reliability and validity of surveys as indicators or predictors of heritage language proficiencies is of both theoretical and practical interest to researchers in the areas of bilingualism, language shift, language contact and loss, and language acquisition. This study incorporated a much larger sample size (N=453) than previous survey or questionnaire-based research in these areas, which in turn permitted the use of more sophisticated statistical and psychometric analytic methods than had previously been implemented. The results indicated that the basic psychometric functioning of the survey instrument was sound, particularly with respect to the three largest subscales. Multiple regression analyses showed that the set of survey subscale scores accounted for a significant portion (19%) of score variance on the morphosyntax measure. The factor most associated with grammatical competence (as determined by the performance measure) was the proportion of Spanish usage with family members not of the respondent's generation (i.e. parents and grandparents) and the single strongest individual predictor was proportion of use with one's mother or stepmother.

The role of Spanglish in the social and academic lives of second generation Latino students: Students' and parents' perspectives
Osorio, A.
University of San Francisco, 2010

Abstract

Minimal attention has been afforded to the motivations and perspectives regarding the use of Spanglish in social and academic settings. The purpose of this study is to explore the motivations and applications that encourage linguistic connections between English and Spanish among second generation Latino students and their parents. Furthermore, this study strives to promote awareness and understanding among Spanish educators, researchers, and the Latino community of the situational appropriateness of the use of Spanglish.

As an ethnographic research, data was collected through individual and focus-group interviews in Spanish, observations in social and academic settings, and a language choice questionnaire was administered to 32 students. All data was tape recorded, transcribed, and translated from Spanish into English. The main participants were six Latino high school students and their parents from a small community in Northern California. Research questions: (1) what are the experiences of second generation Latino students and their parents with regards to their use of Spanglish? (2) what are the students' reflections on how their use of Spanglish affects their success in both social and academic situations? (3) what role does the family play in the use of Spanglish?

The results of this study include that students perceive Spanglish as a natural and necessary medium of communication in their daily lives in the United States. Moreover, the use of Spanglish provides participants with a sense of social identity in their community. The loss of their heritage language was not due to Spanglish but to English immersion in their school and at home. These participants expressed the need to include all language variations in the classroom. Although the participants in this study recognized Spanglish as an informal form of communication, they acknowledged that people from all income and educational levels of society use Spanglish. Yet, participants were aware of distinguishing the situations in which the use of Spanglish was appropriate.

Organizational assimilation through heritage language programming: Reconciling justice and bilingualism
Pedroarias, R. J.
Loyola Marymount University, 2011

Abstract

The purpose of this mixed-methods study was to analyze the effectiveness of a heritage language Spanish program from the standpoint of organizational, curricular, and co-curricular practices. In this study, *heritage language study* was defined as having an emphasis on maintaining cultural awareness and language needs (Beaudrie, 2009) through cultural mediation, in which the experiences and identity of students are developed as areas of strength in the educational experience (Bennett, 2003; Gollnick & Chinn, 2004; Lovelace & Wheeler, 2006). The setting for this mixed-methodology study was an all-male Catholic secondary school. The participants in this study numbered 78 students in the heritage language courses and 10 faculty and administration members. The data collected pointed to significant areas for growth in the school's distinction between heritage language learners and native speakers.

The findings suggested the prevalence of the following themes: class and racial discrimination, student internalization of deficit thinking, and the power struggle between the power structure and Latino student population. The implications of this study were that the program would benefit from greater teacher preparation in terms of degree background, increased emphasis in activities that promote student verbal communication in the heritage language, and greater incorporation of varied classroom practices in order to empower students to achieve a proficient level of bilingualism and biculturalism.

Language use in a Spanish-English dual immersion classroom: A sociolinguistic perspective
Potowski, K.
University of Illinois at Urbana-Champaign, 2002

Abstract

Dual immersion classrooms combine students who speak a non-English language (in this case Spanish) with English speaking students learning the native language of the nonnative English speaking students. This case study recorded the output of Spanish first Language (L1) and second language (L2) fifth graders over 5 months of Spanish language classes. The 2,203 turns of speech were coded according to nine sociolinguistic variables. Overall, students used Spanish 56 percent and English 44 percent of the time. Four major trends included the following: (1) girls used Spanish more often than boys, regardless of L1; (2) students averaged 82 percent Spanish when talking with the teacher but only 32 percent when talking to peers; (3) Spanish was mostly used for on-task topics (off-task social turns were made just 16 percent of the time in Spanish); and (4) students' peer English covered a wider range of functions (playing, teasing, and other off-task activity) than peer Spanish. Findings suggest that a kind of diglossia exists in immersion classrooms, with Spanish fulfilling mostly academic functions and rarely being used for socializing, and English being overwhelmingly preferred for social talk. Students who

invested in the identities as Spanish speakers more frequently spoke Spanish in the classroom, as long as no conflicts existed with their other identity investments.

A supplementary language curriculum proposal for high school and college level Spanish heritage language instruction
Sadowski, C. F.
Purdue University, 2011

Abstract

This study examined the need of pedagogically-sound curriculum designs for heritage language learners (HLLs) in the area of Rensselaer, Indiana, which is experiencing a steady increase of the Hispanic population due to a demand for workers in the growing industry of dairy farms. Statistics show that in the United States the Hispanic community, especially of Mexican origin, is considerably increasing and the area of Rensselaer, Indiana is no exception. Based on interviews with current Spanish instructors in the local high-school and college and a careful examination of the existing syllabi, we were able to determine that at present there is a need for curriculum designs that fulfill the needs of HLLs. Thus, following the American Council on the Teaching of Foreign Languages (ACTFL) standards for foreign language instruction and the current literature in the field of heritage language instruction, the present study attempts to provide an example of the type of syllabus that might be more optimal for HLL instruction.

Estudio sociolinguistico de los marcadores como, entonces y tu sabes en el habla de bilingues estadounidenses
Said-Mohand, A.
University of Florida, 2006

Abstract

The main objective of this dissertation was to assess the impact of English in the Spanish spoken by young Spanish bilingual speakers with regard to the use of the Spanish discourse markers como (like), tú sabes (you know) and entonces (so). The sociolinguistic variables of gender, Spanish language competence, generational adscription, and socioeconomic status were taken into account. The data stem from 56 semi-formal interviews with Spanish heritage language students at the University of Florida. All occurrences of Spanish and English discourse markers were codified according to their pragmatic and discursive functions to later correlate those functions with the sociolinguistic variables mentioned above. I first argue that the use of Spanish discourse markers is constrained by the speaker's Spanish language competence. Second, I propose that transfer from English to Spanish occurs at the semantic-pragmatic level. And third, the social variables influence the occurrences of the Spanish and English discourse markers in bilingual speech. The results revealed that the impact of English does not occur only at the semantic-pragmatic level but also at the grammatical level. While English and Spanish discourse markers share some of pragmatic functions, the function of like as quotative and linking device is transferred to the Spanish discourse marker como. However, the most significant result is that the transfer of the function of like as linking device onto como breaches the Spanish syntactic norms,

by which bilingual speakers omit the complementizer que (that) when using como as exemplification. With respect to the social variables, the most significant one is participants' Spanish level of competence. The general results indicate that bilingual speakers tend to use more Spanish discourse markers and fewer English discourse markers, in contrast to those least proficient Spanish speakers. At the individual level, the results indicate that the use of discourse markers, both Spanish and English, is very idiosyncratic in bilingual speech.

Possible heritage language loss in Hispanic students enrolled in English as a second language programs or in transitional bilingual education programs
Sheffield, M. M.
Texas A&M University, 2007

Abstract

The present study investigated the possibility of heritage language loss in twenty students of Hispanic origin, selected from six second-grade classrooms in one elementary school of a large district in the Dallas-Fort Worth area. Ten students were enrolled in Transitional Bilingual Education (TBE) classes and ten students were enrolled in English as a Second Language (ESL) classes, during the academic year 2004-2005.

Oral Reading Fluency (ORF) in English and Spanish were measured over a short-term progress monitoring period (i.e. sixteen consecutive weeks), and over a long-term follow-up period (i.e. nine and twelve months later, respectively). To answer the first research question on the amount and type of growth in English and Spanish ORF demonstrated by the students over time, two main types of analyses were conducted: (a)?time series analysis of group improvement trends, and (b)?Analysis of Variance (ANOVA) on individual student slope coefficients.

Results from quantitative analyses revealed that both groups of students improved in English reading over time. However, when considering the long-term progress, the TBE group demonstrated a faster rate of improvement in English reading when compared to the ESL group and also to their own Spanish reading. As for the ESL group, the students reached a plateau of performance in Spanish, indicating, at best, minimal skills in the heritage language while continuing to progress in English.

To answer the second research question, regarding parents' beliefs on bilingualism and maintenance of the heritage language in their children, semistructured Parents' Interviews (PI) with open-ended questions were conducted.

Results from qualitative analyses revealed three major themes: Both sets of parents believed in the connection between the native language and increased life opportunities, the TBE parents affirmed the heritage language as symbol of their cultural identity, and the ESL parents acknowledged their children's native language loss.

Findings from this study suggest that students instructed in their native language in the early elementary years appear to have a better chance of maintaining their heritage language over time, when compared to students instructed solely in English.

Spanish heritage speakers' Spanish and English writings: Contrastive rhetorical and linguistic analyses
Spicer-Escalante, M.
U of Illinois, Urbana, 2002

Abstract

Learning to write in the 21st century is a difficult activity and an ongoing process that entails several specific activities. However, this activity is even more difficult when children learn to write in a language which is different from the one spoken at home and in their cultural milieu. In fact, this is the situation that is faced by many bilingual speakers in the United States in general, and by Heritage Speakers (SHS) in particular. These children find themselves in a distinctive linguistic situation: they learn both Spanish and English at home and in their community through contact with their peers and adults. However, very few of them receive a formal education in Spanish (i.e. reading and writing). As a consequence, their writing capacity in Spanish has been repeatedly identified as one of the weakest areas of their Spanish language ability. Therefore, in these situations, SHS' Spanish and English writing presents very unique rhetorical and linguistic characteristics that this research explores.

The present study examines both the rhetorical patterns and the linguistic features that SHS incorporate in their Spanish and English writing discourse. For the purpose of this research, university students wrote two argumentative-persuasive essays from four to ten pages in length. The Spanish texts of SHS were compared to the Spanish writing of both Spanish Second Language Learners (SSLL) who are English Native Speakers, and Spanish Native Speakers from Mexico (SNS). The English texts were compared only to the English production of SSLL. A total of 216 pages (yielding a final corpus of 49,428 words) were analyzed. The rhetorical and the linguistic analyses show that there are very important and interesting differences in the way in which the three groups of writers incorporate the diverse linguistic variables examined in this study when composing in either Spanish or English. Moreover, this study suggests that both the Spanish and the English writing of SHS has unique characteristics that demonstrate both a cultural and linguistic transculturation: they do not thoroughly follow the beaten paths of SSLL nor SNS, but find their own pathway to expression.

A study on intergenerational language loss
Suarez, B.
Texas A&M University - Kingsville, 2007

Abstract

The purpose of this study was to look at intergenerational language loss from a descriptive, narrative, retrospective, and personal point of view. This study attempted to answer the question "What does it mean, in individual terms, to lose a language?" The assumption was that first language loss is a negative experience; this study examined whether, and in what manner, language loss had negative repercussions on the subjects' lives. It also revealed, from an insider's perspective, how first language loss happens and why it occurs for some individuals and not for others. This study also discussed situations or factors that families chose when they abandoned the first language in order to gain psychological distance from the past or in order to embrace the future.

The subjects who participated in the study were selected from Texas A& M University-Kingsville in South Texas. The students were Hispanics and some spoke Spanish, some had minimal knowledge of the Spanish Language, and some did not know Spanish. The age of the participants ranged from 18 to 52 years old. The subjects were first, second, and third Hispanic generations enrolled during the fall 2006 semester. There were 1,500 surveys emailed and 150 surveys were returned. The researcher administered the survey by uploading the questionnaire (see Appendix C) on an online website called SurveyMonkey.com. The researcher emailed the subjects a letter (see Appendix A) informing them of the purpose of the study and provided them with the link (web page address) in order for them to conduct the survey and electronically submit the survey.

The initial data reflected intergenerational language loss among first, second and third generations. This maybe a result of upper generations clinging to more traditional values inherited from the past, whereas the young look at English as the key to career mobility and being accepted by and into society. The data reflected that the subjects learned their second language before going to school. The subject's parents spoke Spanish most of the time to each other. The subject's knowledge of Spanish was not proficient. The subjects stated that they used Spanish sometimes; this could be a reflection of minimal knowledge of Spanish language. Spanish was used sometimes where they lived and they indicated that English was only or mostly spoken where they lived. Growing up and currently the subjects stated that they only or mostly spoke English. They primarily spoke English to their parents, friends, siblings, aunts, uncles, nieces, nephews, their children and their spouses.

In this study's findings, it is apparent that English is the language used in this country, and by being citizens of United States, the subjects needed to learn the language. In doing this they acquired a language that is used more frequently in their environment. In order to survive and be successful in this country, they have deemphasized the heritage language and placed greater importance on English proficiency. If contact with Spanish speaking relatives is lost, and the workplace does not require a bilingual employee, Spanish is often abandoned. Despite varying degrees of Spanish fluency, subjects admitted to feeling frustration with their lack of Spanish fluency. These subjects have managed to keep some Spanish in their home after being in the

United States for generations. It is evident that some form of language maintenance was employed by the participants.

Coordination and contingency in mothers' behaviors during interactions with their 14-month olds: Relation to infants' language development in a sample of first generation Mexican heritage families
Tafuro, L. D.
New York University, 2011

Abstract

Past research has focused expressly on shared visual attention as a primary way mothers share attention with infants and guide early word learning in predominantly middle-income, European American families. Yet contemporary work highlights how parenting and in particular shared attention is culturally derived. The current study investigated other ways that mothers might share attention and signal referents to infants including language, gesture, and physical body orientation in a sample of 62 Mexican heritage mothers and their 14-month-old infants.

Mothers' expression of perceptually redundant cues is also thought to promote language and learning in young infants. To that end maternal coordination was examined including the frame-by-frame analysis of mothers' temporally paired behaviors (e.g., mothers' pointing coupled with talking) in relation to infants' language skills. Further, the positive long-term effects of maternal contingency on infant language are well documented. As mothers respond to their infants' signals (e.g., looking to an infant who vocalizes) they indicate a shared interest and provide meaningful context to infants' visual foci thereby promoting early language. The current study examined maternal contingency based upon mothers' expressions of the four behavior types (gaze, language, gesture, body orientation) in response to infants' visual attention and communication. Sequential analysis was used to test dependencies between pairs of mothers' behaviors (coordination) and mothers' responses to infants' behaviors (contingency).

Preliminary data suggest that mothers' forward body orientation is strongly related to infant language as it is a potentially salient way this group of mothers expressed communicative interest and intention. Mothers coordinated their behaviors in non-random ways as they coupled gesture with looks to infants and with language at higher relative proportions than all other coordinated pairs. Probability statistics revealed how mothers' verbal response to infants' visual attention to mothers predicted language measures. The dynamic and multimodal nature of mother-infant interactions as they unfold in real time and their impact on infant language development is discussed.

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Meaning making: Learning Spanish as a heritage language in a dual-language immersion program
Takahashi-Breines, H.
The University of New Mexico, 2006

Abstract

This study explores the understanding of how Nuevomexicano fifth grade students learn Spanish as their heritage language in their elementary school with a Dual Language Immersion Program (DLIP). In this program, there was a mix of two groups of student population in terms of linguistic backgrounds: native speakers of English, and native speakers of Spanish. Together, they studied in Spanish and English, the two languages used at separate designated times of instruction. This study focuses on three Nuevomexicano students who started elementary school as English speakers, and were learning the Spanish language as their heritage language while learning their grade level academic contents. The focal students' learning of Spanish as their heritage language is investigated using the framework of Vygotsky's Sociocultural Theory of child development. Learning is defined as the process of meaning making, which involves both internal and social activities. Language, a semiotic tool, plays a critical role of mediating meaning in the learning process. Conversation Analysis was implemented for the close analysis of conversations carried out by the focal students interacting with their classmates and teacher during Spanish instructional time. The analysis of classroom interactions revealed how the students were able to develop their development of meanings of certain words and concepts through meaningful interactions. This study tries to shed light on what it means for these Nuevomexicano students to learn their heritage language, which for these students, is more than an individual goal. It means connecting ties to their family members, opening opportunities to connect with people from Mexico---new members of their community---and breaking the cycle that leads to loss of heritage languages in this country.

Foreign language anxiety in heritage students of Spanish: To be (anxious) or not to be (anxious)? That is the question
Tallon, M.
The University of Texas at Austin, 2006

Abstract

The purpose of this study was to investigate if heritage students of Spanish experience foreign language anxiety and, if so, what levels of anxiety and what types of anxiety they experience. Furthermore, the study attempted to examine how this anxiety is correlated with the anxiety reported in the literature for other language students as well as with the heritage students' own self-assessed proficiency in Spanish. The data were collected through quantitative methods (anxiety scales) and qualitative methods (open-ended questions and telephone interviews). A total of 413 students (209 heritage students and 204 non-heritage students) participated in this study. In general, the mean anxiety scores for the heritage students were lower than the mean anxiety scores for the non-heritage students on all anxiety scales, although there were a few instances when the heritage students actually had higher anxiety scores. In addition, the heritage students in this study reported lower levels of anxiety than other college-level students whose

anxiety levels had also been measured by the Foreign Language Classroom Anxiety Scale. In most cases, there was a strong, negative correlation between the students' self-assessed language proficiency and their reported levels of anxiety, indicating that as the students' self-assessed proficiency increased their levels of anxiety decreased. The study also sought to examine how the various anxieties, as measured by four different anxiety scales, related to each other. Results showed a strong, positive correlation between all four anxiety scales, indicating that the anxiety scales are related in terms of measuring anxiety related to the language learning process, but that they do in fact measure different types of language-specific anxieties. The qualitative portion of the study sought to investigate how heritage students of Spanish described their feelings of anxiety about learning Spanish in the foreign language classroom. Analysis of the qualitative data revealed several sources of anxiety inside the classroom as well as outside the classroom. The heritage students also mentioned areas where they did not feel anxious inside the classroom, and they listed several goals for using Spanish in the future.

Latino culture and identity in Spanish textbooks for heritage language learners
Thomas, P.
Emory University, 2008

Abstract

The presence of a large Latino diasporic community in the United States has been well documented. Students who speak and learn Spanish as a heritage language form a growing segment of school language programs. Heritage Spanish students are of Hispanic or Latino background, have been raised primarily in the United States and educated in English-language schools, and have some amount of exposure to Latino culture and to the Spanish language through their families or communities but perhaps limited formal or sustained instruction in the language. These students bring a unique set of skills, needs, and interests to the classroom. Heritage Spanish education has become firmly established as a discipline just within the last 30 years and formally articulating programs within schools and universities is still an emergent initiative in many regions of the country. As such, instructional materials specially designed for heritage language learners have only recently begun to be published on a wide scale, and formal analyses of the content of heritage Spanish textbooks have been limited to date.

The focus of this study was the ways in which Spanish textbooks for heritage learners address culture and identity issues. I addressed the following questions through a qualitative content analysis of four high school and college texts: (1) How is the audience for these textbooks defined and described? (2) What do the authors articulate as cultural goals in the use of these texts? (3) What do the authors identify as characteristics and symbols of Latino identity? (4) Which Latino groups, themes, and cultural or historical events are emphasized in the textbook content and how are they depicted?

The analysis revealed that heritage students are defined in the textbooks in terms of cultural background, educational background, and Spanish competence. Instructors and parents are recognized as part of the audience in addition to students. The main cultural goals in the texts are identity development, exposure to arts and humanities, and development of a full bilingual, bicultural communicative range. Latino identity is characterized by choice of identity label,

Spanish usage, affiliation with a Latino/Spanish-speaking community, political engagement, ethnicity, and, to some extent, race. All textbooks provide an overview of the Latino presence in the United States; Mexican Americans, Puerto Ricans, and Cuban Americans are the ethnic groups covered in greatest detail. Although described in considerable historical context, their stories and communities are presented in isolation of each other.

Important themes receiving limited attention in the texts include bilingual education, Latino themed artistic movements, and the education of English monolingual Latino students and Latin American immigrant students with low Spanish literacy. Analyzing textbooks for heritage Spanish speakers offers Latino studies scholars new insights into the socialization of Latino youth and provides educators with guidance in designing appropriate curriculum and pedagogy. The findings also suggest how heritage Spanish education relates to larger issues of social and economic power and quality education for Latino students.

Heritage language learners' perceptions of taking Spanish language classes: Investigating perceptions of skill-specific anxieties, self-efficacies, and ethnic identity
Torres, K. M.
The Florida State University, 2011

Abstract

This mixed-methods study investigated heritage language and foreign language learning students' skill-specific (i.e., speaking listening, reading, and writing) language learning anxieties and self-efficacies associated with Spanish language learning. Additionally, this study investigated the extent to which heritage language learners perceive Spanish as part of their ethnic identity and how their perceptions of ethnic identity impact their skill-specific anxieties and self-efficacies toward learning the Spanish language. A total of 315 participants completed the quantitative portion of this study and 11 participants volunteered to take part in a semi-structured interview session. Findings from this study revealed significant differences between heritage language learners' and foreign language learners' ratings of listening anxiety and writing anxiety and for all skill-specific language learning self-efficacies. Significant differences were also found among groups of heritage language learners in relation to their ratings of Hispanic heritage ethnic identity, skill-specific anxieties (expect for writing anxiety), and all skill-specific self-efficacies. Furthermore, heritage language learners' Spanish language learning experiences were impacted by their backgrounds (e.g., family lineage, generation of heritage language learner), formal educational experiences, levels of motivation, and their low levels of Spanish language abilities.

Empowering the invisible child: A Narrative Case Study of the Northwestern Michigan Migrant Program
Torrez, J.
The University of New Mexico, 2008

Abstract

This Narrative Case Study examines the curriculum of the Northwestern Michigan Migrant Program (NMMP), specifically focusing on the program's guidelines, attitudes, and implications of language instruction. Furthermore, this research focuses on the implications of the NMMP's services and curriculum for the migrant community. Through interviews with students, administration (on both the local and federal levels), as well as migrant agricultural laborers, the findings reveal the need for simultaneous heritage language (HL) and English language instruction. Parents, students, and staff emphasized the significance of HL in community maintenance and an individual's relationship to the community, while underscoring the importance of English language development for the student's academic achievement. As such, the migrant community stressed the need to concurrently maintain and develop both languages. However they also suggested the NMMP enlist qualified Latina/o teachers who have a deep connection to the farmworker community and maintain a commitment to student academic success. All participants agreed that poor communication and an undeveloped purpose prohibited the NMMP from truly becoming a successful learning environment.

Who is the self that teaches? A perspective of faculty as they learn to teach Spanish as a heritage language
Zimmerman, N. S.
The Pennsylvania State University, 2011

Abstract

Having orally proficient Spanish speaking heritage learners in a class alongside monolingual English speakers who are learning Spanish as a second language is quite the challenge: the heritage learners' ability to converse can be intimidating to the non heritage learner, but at the same time, the non heritage learner's ability to grasp the grammar has the same effect on the native Spanish speaker. Knowing how to teach Spanish as a heritage language is quite different from teaching Spanish as a second language or foreign language, yet those of us in the field frequently find ourselves struggling to find approaches that truly meet the needs of the heritage learners. The purpose of this study was to explore the perspectives of university faculty who are in the process or have learned how to teach Spanish effectively to those students who wish to re/connect and maintain the language of their heritage. In order to hear their stories and understand how they have evolved into teachers of Spanish as a heritage language without formal training, I utilized narrative inquiry. Ten university faculty members who are or have been directly engaged in teaching Spanish to heritage learners were interviewed. Their stories remain intact, and I analyzed the data with three distinct lenses. To understand how their experiences in their community of practice impacted their teaching, I utilized experiential learning theory/situative cognition. To comprehend the manner with which university instructors learn to teach, specifically Spanish as heritage language, I considered the scholarship of teaching

and learning. To search for the pedagogies that appear to best meet the needs of these learners, I investigated culturally responsive teaching/whole person pedagogy.

Throughout these narratives, participants described their teaching that in part subscribed to culturally responsive teaching and whole person pedagogy with commonalities discovered in experience, wholeness, community and co-construction. Their experiences teaching within a community of Spanish speaking heritage learners contributed to their practice, and they in turn contribute to the practice by participating in the scholarship of teaching and learning. They learn through experiences within the community of practice that in effect teaches them. As these practitioners share and write about their practice, the scholarship of teaching and learning that addresses teaching Spanish as a heritage language grows, and the cycle of learning how to teach is maintained.

Taiwanese heritage language education

The contexts of heritage language learning: Immigrant Taiwanese mothers and social capital
Liao, S.
The University of Texas at Austin, 2009

Abstract

This study explored the contexts that immigrant Taiwanese mothers provided for their American born children concerning heritage language learning. Five immigrant Taiwanese mothers in central Texas participated in this study. To collect data, a qualitative approach was used including in-depth interviews, follow up interviews, supplemental interviews with other family members, and observations of the mothers and their children in different environments. The data was analyzed to answer two research questions: (1) What meanings do immigrant Taiwanese mothers attribute to their American-born children's heritage language? (2) What are the strategies that immigrant Taiwanese mothers describe themselves as using in relation to their American-born children's heritage language learning?

This study demonstrated that because of the relative lack of heritage language teaching resources independent of the family, the mothers played an important role in teaching their children a wide variety of languages including Mandarin Chinese, Taiwanese, Spanish, Japanese, and Cantonese. Furthermore, the meanings that the mothers placed on heritage language could be categorized into cultural relationships, family bonds, social status within the immigrant community, relationship with American and global societies, and academic achievement and social success. The strategies the Taiwanese immigrant mothers used to teach heritage and home languages were diverse but could be analyzed by the concept of social capital and the theories of Lev Vygotsky.

The mothers with more economic capital were able to use their social capital to allow one parent to stay at home teaching their children heritage language full-time. They were also able to purchase other people's time in the form of services and effectively use resources such as the Chinese school or travel to promote heritage language learning. Thus, they could actively pursue and establish goals for their children's heritage language learning. Mothers with less social capital were less able to provide an environment promoting early language learning and instead hoped for other resources in the future. The result was that mothers with more social capital were able to have their children excel in many languages including English, while mothers with less social capital not only had difficulty creating proficiency in heritage language but also in English.

Turkish heritage language education

Language maintenance and cultural identity construction in a Turkish Saturday school in New York City
Otcu, G.
Teachers College, Columbia University, 2009

Abstract

Public schools rarely teach the languages spoken in New York City. Thus, many ethnolinguistic communities have to rely on ethnic mother tongue schools. Research on these schools is limited despite their importance in shaping the identities of children from different ethnic backgrounds, and the large number of students attending. The purpose of this ethnographic case study was to research the maintenance and development of Turkish language and construction of Turkish identity in a Turkish Saturday school attended by Turkish children. The study explores the school administrators' and the teachers' beliefs and practices in the school, how students respond to this education, and the parents' role.

The data are analyzed following Gee's Discourse analysis framework. The findings show that the Turkish language is the primary means to construct a Turkish cultural identity in the U.S. And yet, there is a gap between the first-generation adults' and the second-generation students' language and cultural beliefs and practices, and also between educators and students. While the educators emphasize Turkish as the school language, and teach as they did in Turkey via teacher-oriented pedagogies, students contest and resist the exclusive use of Turkish and the authoritative teaching style. But educators and students also adapt to each other. Teachers sometimes code-switch to English for educational purposes, and students choose Turkish to speak to adults. At home, parents believe in the necessity to continue Turkish ways of being.

Five overarching goals of the Turkish school emerged: (1) connection building: the school as a bridge to Turkish heritage, (2) collectivity building: bringing together the Turkish speech community, (3) contentment building: the school as a venue for the adults to feel moral satisfaction, (4) identity building: building a Turkish-American identity in the U.S., and (5) diversity indicating: enabling the school clientele to see themselves as one of many other ethnolinguistic groups in the United States.

Turkish immigrant children's code-switching practices: Constructing language ideologies and identities in interaction
Tarim, S. D.
University of California, Santa Barbara, 2011

Abstract

Language ideologies "envision and enact ties of language to identity, to aesthetics, to morality, and to epistemology" (Woolard, 1998, p.3). They are socialized through everyday community language practices and social-interaction routines (Ochs, 1996; Schieffelin, 2003). This study follows the everyday interactions of a peer group of second generation Turkish and Meskhetian Turkish immigrant children in two Arizona settings; an elementary school, and a Turkish Saturday (heritage language) School, to examine how the children negotiate ideologies and identities in interaction with peers. "The role of children in socializing children is particularly critical for understanding how identities are negotiated in the increasingly multicultural and multilingual post-colonial and transnational societies where children grow up today" (Goodwin and Kyratzis, 2007, p. 281).

The study combines methods of ethnography with talk-in-interaction. Children were followed in naturally occurring peer interactions over one year, and were interviewed in groups about using Turkish and English.

The elementary school and Turkish Saturday School adhered to an English-only ideology and Turkish-only ideology, respectively. The Turkish-English bilingual/multilingual children of this study used mostly English in their peer group interactions at both sites. The children created domain-associations (Fader, 2001; Garrett, 2005; Paugh, 2005; Schieffelin, 2003) for Turkish and English through their language practices (e.g., Turkish for adult voicing and religious messages; English for peer talk). They also code-switched between Turkish and English to accomplish a variety of conversational purposes, including shifting to a new "frame" (Auer, 1998; Ervin-Tripp & Reyes, 2005; Goffman, 1974, 1981; Gumperz & Cook-Gumperz, 2005; Kyratzis, Tang & Koymen, 2009; Zentella, 1997) or kind of talk other than the on-going school task, where could ask questions of and help one another or make commentary.

By using fluid bilingual language practices, children affirmed a bilingual peer group identity (Bailey, 2007b; Jorgensen, 1998; Keim, 2008; Kyratzis, 2010; Kyratzis, Reynolds and Evaldsson, 2010; Shankar, 2008; Zentella, 1997). Children's language practices in ways reproduced, yet also challenged, monolingual language ideologies of the dominant US society and elementary school, as well as of the Turkish Saturday School.

Ukrainian heritage language education

Multilingual identity development and negotiation amongst heritage language learners: A study of Ukrainian-American schoolchildren in the United States
Seals, C.
Georgetown University, in process

Abstract

While there is great interest in maintaining heritage languages in the United States, researchers have also noted the continued reluctance in educational language policy to actually implement resources in primary schools that would promote the development of multilingual children (Valdés 2003, Tucker 2008, Wiley & Lee 2009). This thus becomes an area of ideological conflict. How can heritage language school children maintain and improve their proficiency in the heritage language when the resources needed to do so are often not accessible within schools?

The importance of identity in particular in studies of heritage language learning has been noted by researchers: "The notion that there are multiple selves/identities, which are situated and contextually negotiated, contested, shaped, and reshaped, becomes central in the learning of a HL [Heritage Language] and HC [Heritage Culture]," (Hornberger & Wang 2008: 7). Feeling valued as a heritage language learner by communities and schools increases the likelihood that heritage language learners will maintain their heritage identity (Wang & Garcia 2002: 4). The acknowledgment of identity is also crucial in the classroom: "When learner identities are discounted, resistance rather than learning is likely to result… Likewise, when language and literacy development become congruent with learner identities, learning is enhanced," (Menard-Warwick 2009: 26). This dissertation responds to these linguistic identity findings by investigating the shifting language ideologies present amongst students and teachers in a heritage language classroom and how these ideologies interact with the developing multilingual identities that the students are negotiating moment-to-moment.

The data for this dissertation were collected through ethnographic fieldwork at a partially immersive multilingual school in Oregon, which was ongoing for two years. Over 100 hours of video and audio data were collected from six Ukrainian students who are heritage language learners (HLLs) of either Ukrainian or Russian, from the English Language Learners (ELL) classroom and ELL school bus that the school provides. Triangulating this approach, interviews were also collected from the students' teachers and parents, and relevant community and school news collection was ongoing.

This dissertation contributes to the uncovering of innovative mixed methodological approaches to better understand the goings on of a heritage language learning environment. To accomplish this, this study draws primarily from the linguistic subfields of qualitative applied linguistics and both qualitative and quantitative sociolinguistics. In connecting with applied linguistics, this dissertation is concerned with examining current methods of teaching heritage languages and uncovering factors that affect successful heritage language acquisition. Regarding sociolinguistics, this dissertation looks at how identity is connected to language for the heritage language learners, including a qualitative examination of language ideologies for all working

languages through positioning and stance in discourse, pragmatics of language use, socialization of language use, and a quantitative investigation into if and when particular languages are used in various settings and with particular topics.

Vietnamese heritage language education

Raising children bilingually in mixed marriages: Stories of four Vietnamese-Caucasian families

Lam, H.
Arizona State University, 2011

Abstract

This study examines the experiences of parents in mixed marriages (Vietnamese married to non-Vietnamese) raising their children in the United States. Specifically, this study focused on what factors influence parents' development of family language policies and patterns of language use. While research has been done on language policy and planning at the macro-level and there are an increasing number of studies on family language policy at the microlevel, few studies have focused on couples in mixed marriages who are heritage language speakers of the language they are trying to teach their children. This study used both surveys and interviews to gather data about parents' beliefs and attitudes towards bilingualism and the heritage language (HL), strategies parents are using to teach their children the HL, and major challenges they face in doing so. There were three main findings. First, parents without full fluency in the HL nevertheless are able to pass the HL on to their children. Second, an important factor influencing parents' family language policies and patterns of language use were parents' attitudes towards the HL--specifically, if parents felt it was important for their children to learn the HL and if parents were willing to push their children to do so. Third, proximity to a large Vietnamese community and access to Vietnamese resources (e.g., Vietnamese language school, Vietnamese church/temple, etc.) did not assure families' involvement in the Vietnamese community or use of the available Vietnamese resources. The findings of this study reveal that though language shift is occurring in these families, parents are still trying to pass on the HL to their children despite the many challenges of raising them bilingually in the U.S.

To be or not to be Vietnamese: How Vietnamese language (re)learners negotiate language into their identities

Pham, L. T.
University of California, Berkeley, 2004

Abstract

Vietnamese American students were (re)learning Vietnamese in a foreign language classroom. Through in-depth interviews and classroom observations, this study examined how students negotiated language into their understandings of "being" Vietnamese while (re)learning a language that is associated with "being" Vietnamese. The students talked of not only linguistic "loss" but also a "potentiality" of what life could, would, or should have been like with Vietnamese. In turn, students portrayed Vietnamese as a "magic potion" to amend what they felt language could do for the parts of their lives that were absent of Vietnamese language. In (re)learning students were faced with authentic notions of being Vietnamese, such as the inability to speak Vietnamese to mean a lack of "Vietnamese pride" or being "white-washed." They then

negotiated with others in making sense of their own understandings of what it means to be Vietnamese while managing assumptions that knowing more Vietnamese means "being" more Vietnamese. In managing these assumptions, students actively (re)define new forms of Vietnamese identity that may or may not include the Vietnamese language.

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University

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www.cal.org/heritage