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Dissertations Sorted by Language

ALUTIIQ

Niugneliyukut (we are making new words): A community philosophy of language revitalization

Counseller, 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.
ATAYAL

The heritage language acquisition and education of an indigenous group in Taiwan: An ethnographic study of Atayals in an elementary school

Chen, H.

University of Illinois at Urbana-Champaign, 2012

Abstract

In this study, I used ethnographic methods to investigate the learning and education of the heritage language of a group of indigenous students in Taiwan. Traditionally, their heritage language, Atayal, was not written. Also, Atayal was taught at schools only recently. As one of Austronesian language families, Atayal language and culture could have been part of the origin of other Polynesians in the Pacific Islands. Furthermore, as an Atayal member I was interested in knowing the current status of Atayal language among the Atayal students in school. I also wanted to know the attitudes of Atayal learning of the participants as well as how they saw the future of Atayal language. Last, I investigated the relationship of Atayal language and Atayal cultures. I stayed in an Atayal village in the mid mountain area in Taiwan for six months to collect observation and interview data. The research site included the Bamboo Garden Elementary School and the Bamboo Garden Village. In the 27 Atayal students who participated in this study, 16 were girls and 11 were boys. They were between Grade 2 to Grade 6. Among the 18 adult participants, 13 were females and 5 were males. These adults usually had more than just one identity, such as a mother and a staff or a teacher and a villager.

In the findings, I present four themes. In Theme One the results shows that there is only a little improvement since the government of Taiwan began to encourage indigenous peoples in Taiwan to speak their heritage languages. In Theme Two I present the findings that reveal the situation that Atayal language is less competitive compared to other surrounded languages such as Chinese and South Min. In Theme Three I present the situation that English doesn't have a role in the multilingual society the participants live. Last, with my data related to Atayal cultural activities I present the observation that there is a gap between Atayal culture and the learning and education of Atayal language. In the chapter of Discussion I present two educational implications. First, I urge that the mechanism of the retrieval of the heritage languages in Taiwan to be through collaborative process. I suggest that such collaborative process shall honor the local culture and knowledge and the local activities. Second, I suggest that the curriculum for the heritage languages of the indigenous Taiwanese should be multicultural one, in which the heritage language and Chinese is taught from Kindergarten to G 2, and English is added in Grade 3. Again, I suggest that the multilingual education for languages should be through collaborative process in which the local fluent heritage-language speakers are invited. Their knowledge of local culture and language uses should be honored in this process. My conclusion in this dissertation is an inspiration to continue my studies and learning about the retrieval and development of the heritage languages among the indigenous people in Taiwan and around the world through promoting a collaborative process.
Enrolling Arabic heritage language learners in Texas community-based schools: Examining the attitudinal and motivational factors impacting parental choice

Aburumuh, H.
The University of Texas at San Antonio, 2012

Abstract

To date, there has been a dearth of research on areas that focus on Arabic heritage language (AHL) learning, AHL learners, and parents of AHL learners, as well as community based schooling. This dissertation contributes to fill the gap in these areas. The conceptual framework for the dissertation draws upon principles of socio-cultural theory (Vygotsky & Kozulin, 1986) and Gardner’s (1985) socio psychological theory. These theoretical frameworks were used as a lens through which to view and analyze the attitudinal and motivational factors that influence the choice parents of AHL learners make regarding the type of schooling in which their children receive Arabic language instruction. Given that the Texas Education Agency (TEA) has offered an initiative that authorizes the teaching of Arabic as a foreign language in public schools (TEA, 2007), this choice lies either in any public school in Texas that offers Arabic as a foreign language courses approved by the TEA or in community-based schooling. The unique contribution of my study is that it explored the significant impact of ethnicity in combination with other attitudinal and motivational factors on parental choice. I utilized a non-experimental, cross-sectional quantitative research design. Factor analysis and logistic regression analysis were conducted to indicate the ability and accuracy of a set of socio cultural and socio-psychological factors in predicting parental choice. Furthermore, a qualitative examination was incorporated to help in the interpretation of the quantitative findings. The data was collected using a newly-constructed survey: "Aburumuh Attitudes and Motives of Parental Choice" (AMPC) survey. Using a purposive sampling procedure, data was drawn from seven Islamic community-based schools in Texas. A total of three hundred eighty-seven (n = 387) parents of AHL learners who actually enrolled their children in seven community-based schools in Texas were surveyed. The research sample consisted predominantly of Muslim parents; the majority of them fell into the category of a non-Arab ethnic background with a high representation of Asian parents (e.g., Pakistani, Indian). Findings from the factor analysis identified eleven latent constructs among the items in the survey instrument. Values derived from the factor analysis supported the psychometric soundness of scales extracted from the AMPC Survey. The results of the logistic regression analysis indicated that ethnicity was the strongest predictor of parental choice. The following four attitudinal and motivational factors were also found to be statistically significant and represented a good fitting model in predicting parental choice; these included developing Arabic and literacy skills, followed by perception toward bilingualism, then utilitarian reasons, and finally, dissatisfaction with public schooling. Findings from regression analysis suggest re-conceptualizing Gardner's theory so that motivational and attitudinal constructs incorporate individual multiple identities and the surrounding socio cultural environment. This re-conceptualization demands a more holistic approach when examining HL learning and the various factors impacting parental choice. Moreover, implications from the analyses propose redefining the term 'heritage language' (HL) so that it will encompass a wider range of HL learners. Districts would be well-advised to consider the findings when deliberating on the development of Arabic language programs for public schools.
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.

A study of language use, language attitudes and identities in two arabic speaking communities in the uk

Bichani, S.
University of Sheffield, 2015

Abstract

This thesis investigates patterns of language use, language attitudes, identity and attitudes towards learning Arabic, within two Arabic speaking communities in the UK. An important motivation is to investigate a rarely researched group to explore language practices, language proficiency, language attitudes and identity within this group. It is also an opportunity to investigate the relationship between Islam and the Arabic language and the relationship between Islamic and Arabic identities within Arab migrant groups from various national backgrounds. The two communities were approached and accessed via two complementary schools, one in Ealing in London, the other in Leeds, West Yorkshire. The members of these communities were adults (teachers and parents), as well as children (pupils) in the two complementary schools. The data consists of interviews with children and adults at the two research sites, pupil participants’ questionnaires and informal tests of proficiency in Arabic, supplemented by field notes based on participant observation. The findings show that subjects’ attitudes to the heritage language, in both its varieties, namely standard (Fusha) and colloquial Arabic, were generally positive. The children studied were dominant in English and used English with their siblings and peers. However, they typically used a mixture of English and colloquial Arabic with adults. Informal Arabic proficiency tests in vocabulary and reading conducted in the complementary school classrooms suggest that the
pupils’ Arabic proficiency was rather low, and certainly lower than they reported. Differences were discovered between the Ealing and Leeds communities. For instance, Leeds children showed a higher level of Arabic proficiency and reported using Arabic more frequently at school and at home than the Ealing children. One possible reason for this difference is the greater proportion of children at the Leeds site who were born outside the UK; and the greater religiosity of the Leeds participants, which may have inclined them to more regular use and a higher valuation of Arabic than their Ealing counterparts. Moreover, there was variable language use in terms of intergenerational difference. Arab adults expressed support for the association between language and identity. However, children had diverse perspectives toward this relationship, expressing negative attitudes to learning standard Arabic outside the home, i.e. in complementary schools. Despite the differences between the communities, there was clear evidence of language shift being underway in both cohorts. This study contributes to the literature on language and identity within ethnic minorities in the UK, while at the same time showing that Arab minorities are internally different and far from homogenous.

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.

The relationship between language and reading in bilingual English-Arabic children

Farran, L. K.

Georgia State University, 2010

Abstract

This dissertation examined the relationship between language and reading in bilingual English-Arabic children. The dissertation followed a two chapter Review and Research Format. Chapter One presents a review of research that examined the relationship between oral language and
reading development in bilingual English-Arabic children. Chapter Two describes the study that examined this same relationship. Participants were 83 third-, fourth-, and fifth-grade children who attended a charter school in a large school district in the Southeastern portion of the US. The school taught Arabic as a second language daily in the primary and elementary grades. This cross-sectional quantitative study used norm-referenced assessments and experimental measures. Data were analyzed using simultaneous and hierarchical regression to identify language predictors of reading. Analysis of covariance was used to examine whether the language groups differed in their Arabic reading comprehension scores, while controlling for age. Results indicated that phonological awareness in Arabic was related to phonological awareness in English. However, morphological awareness in Arabic was not related to morphological awareness in English. Results also revealed that phonological skills predicted word reading, pseudoword decoding, and complex word reading fluency within Arabic and English; morphological awareness predicted complex word reading fluency in Arabic but not in English; and vocabulary predicted reading comprehension within Arabic and English. Further analyses indicated that children with high vocabulary differed from children with low vocabulary in their reading comprehension scores and that this difference was driven by children’s ability to read unwvolved words. Consistent with the extended version of the Triangle Model of Reading (Bishop & Snowling, 2004), the results suggest a division of labor among various language components (e.g., phonology, morphology, and semantics [vocabulary]) in the process of word reading and reading comprehension. Implications for research, instruction, and early intervention with bilingual English-Arabic children are discussed.

“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, Fleger (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.

**Constructing Arabic as heritage: Investment in language, literacy, and identity among young U.S. learners.**

Temple, A. L.

Georgia State University, 2014

**Abstract**

The numbers of learners studying Arabic in the U.S. have increased more than any other language over the last ten years. As a critical language, important for strategic political and economic reasons, Arabic has received considerable support from the Departments of State and Education (Jackson & Malone, 2009; Wiley, 2007). However, Arabic is also a prominent heritage language, important for cultural and interpersonal reasons to the families and communities who speak it and for whom it is a binding force (Fishman, 2001; Van Deussen-Scholl, 2003). Nevertheless, research on learners of Arabic and their learning processes is still very limited. Existing studies have compared Arabic heritage learners’ motivation and the structure of their language knowledge with that of non-HLLs (Husseinali, 2006; Benmamoun, Montrul, & Polinsky, 2010), but HLL research has hardly addressed the complex social and cultural influences on their learning processes (He, 2010; Montrul, 2010). Drawing on investment in language learning (Norton Peirce, 1995; Norton, 2000) as a theoretical lens, this study asks how learners and their families construct Arabic as heritage and its implications for their beliefs and practices. Focusing on students in a public charter middle school in the southeast U.S. who are studying Arabic as a foreign language, this study seeks to bring together language learning, identity construction, and the challenges and implications of biliteracy for Arabic learners from a range of backgrounds in an effort to understand the complexity of the Arabic learning process. To that end, it uses ethnographic methods including interviews with five focal families, class observations, and surveys and strives for grounded theory. In constructing heritage, each learner and family, from a range of national and cultural backgrounds, must balance priorities regarding the multiple varieties of Arabic, religious literacy, and the role of Arabic in local and global contexts. Results should shed light on the role of social context in language and literacy development for Arabic and comparable LCTLs, contribute to theory regarding the relationship between identity construction and language learning for heritage learners, and suggest approaches to supporting young learners of critical and heritage languages to promote a more multilingual society.
‘How Do I Teach My Kids My Broken Armenian’: A Study of Eastern Armenian Heritage Language Speakers in Los Angeles

Karapetian, S.
University of California, Los Angeles, 2014

Abstract

This dissertation introduces Armenian, specifically Eastern Armenian in the Los Angeles context, into the landscape of heritage languages in the United States. Given the lack of knowledge about Armenian as a heritage language, both in the fields of Heritage Language Research and Armenian Studies, this study offers the first comprehensive examination of Armenian heritage language speakers in a variety of capacities. Each chapter presents a dimension of its own, highlighting particular qualities of this group of speakers while expanding knowledge about heritage languages and speakers in general. The study begins by assessing the overall landscape of Armenian and Armenians in Los Angeles, including an evaluation of the linguistic presence and use of the language, as well as signs of loss. The research then examines the incomplete acquisition process among heritage speakers by delineating linguistic features in the categories of phonology, morphology, register, and borrowings from English. Additionally, patterns of language use are investigated with the proposal of multiple domains of linguistic compartmentalization. Moreover, this study explores the persistent anxiety connected with using the heritage language and identifies the damaging cycle it generates. Finally, this research considers inconsistent attitudes and beliefs concerning the heritage language with an analysis of the impact of competing majority and minority language ideologies.

The primary source of data for this dissertation stems from a series of in-depth audio-recorded interviews with college-age heritage language learners of Eastern Armenian, consisting of questions related to background, education, use of, and attitude to the heritage language. The entire corpus of interviews was transcribed and analyzed using qualitative research conventions and methods.
BANGLADESHI

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.
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.

Dual coding theory and Chinese: Recall of concrete and abstract sentences in Chinese-English bilinguals

Chen, T. F.
Texas A&M University, 2010

Abstract

Theories of reading have seldom been examined across orthographies. In the present study, Dual Coding Theory (DCT), a general theory of cognition applied to literacy, was applied to Chinese sentences to investigate the effects of language concreteness and abstractness on immediate recall. Forty Chinese-English bilinguals read and recalled five concrete sentences and five matched abstract sentences. Of the ten sentences, five were English, and five were Chinese. Due to the characteristics of Chinese orthography, Chinese script may have a direct and more efficient access to meaning; hence, it is possible that concrete sentences in Chinese would not have the typical advantage over abstract sentences in recall found in other languages. However, the results showed that concrete Chinese sentences were recalled better than abstract Chinese sentences. A 2 (languages: Chinese vs. English) x 2 (sentence concreteness: concrete vs. abstract) analysis of variance with proportion of recall as the dependent variable showed that significant main effects were found for languages, F (1, 76) =11.68, p = .001, η² = .13, and for concreteness, F (1, 76) = 38.12, p < .001, η² = 33. That is, Chinese was overall recalled significantly better than English, and concrete sentences were overall recalled significantly better than abstract sentences. There was no significant interaction. Concrete Chinese sentences were recalled 1.32 times as much as abstract Chinese sentences, thus confirming the concreteness effects in Chinese. The results of the study are consistent with those of previous
studies on DCT in alphabetic languages, and they also provide evidence of concreteness effects across orthographies.

Language Policy, Ideology, and Identity: A Qualitative Study of University-Level Chinese Heritage Language Learners

Chen, R.
Arizona State University, 2016

Abstract

This research investigates the experiences of Chinese heritage language learners (CHLLs) in a federally funded program of Teaching Chinese as a Foreign Language in the United States. Most pertinent studies on Chinese heritage language education focus on stakeholders such as teachers and parents. Instead, this study explores the agency of heritage language learners in their efforts toward heritage language maintenance. Adopting a three-pronged conceptual framework of language planning and policy as a sociocultural process, language ideology, and language identity, this study applies an ethnographically-informed qualitative approach to understanding how CHLLs develop and exercise implicit language policies—taken-for-granted norms about language that guide their language choices and practices—their language ideologies that undergird these policies and the relationship of these informal policies to these learners’ language identities.

This study suggests CHLLs participate in Chinese learning activities to reconnect to their family and culture. Their language maintenance efforts, however, do not necessarily change their language use dramatically. In CHLLs’ everyday social interactions, their language choices depend on the interlocutors, locations and topics of the conversation and are impacted by the dominant language ideologies toward Chinese and English. CHLLs’ Chinese language maintenance practices strengthen learners’ relationship with both the language and culture. But Chinese language can be absent from learners’ pursuit of their cultural heritage. Furthermore, the multilayered identities of CHLLs are constructed and negotiated in the heteroglossic and multicultural environments.

This is an endeavor in connecting the initiatives of increasing foreign language capacity at the national level with the efforts of maintaining heritage language at the individual level. This study can contribute to a holistic picture for teachers and parents to understand CHLLs’ language learning experience. It also offers strategies that can benefit heritage language education.

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.

Conceptions of teaching and learning held by teachers of mandarin and Cantonese in Chinese complementary schools in Scotland

Cheung, W. W.
University of Stirling, 2015

Abstract

The thesis explores Chinese teachers’ conceptions of teaching and learning Chinese at Chinese complementary schools in Scotland. The teachers taught either Cantonese or Mandarin, the two main Chinese languages spoken by Scotland’s Chinese communities; teaching took place on a voluntary basis at weekends; the teachers were drawn from a variety of occupations; most of the pupils were of Chinese ethnicity, with in addition some non-Chinese children. The research mainly draws on phenomenography, a research approach that investigates variation in conceptions of different phenomena as these appear to particular groups of people – in this case, teachers of Chinese in Scottish complementary schools. The variation refers to the different conceptions of teaching and learning that were identified in the group of teachers as a whole. Semi-structured interviews with each individual teacher were devised, conducted and analysed according to phenomenographic procedures. From the group as a whole six key conceptions of teaching were identified, and likewise six key conceptions of learning. In addition, the research focused on a smaller number of teachers in order to identify individual profiles in greater depth. The teacher interviews also elicited the metaphors that the teachers considered represented good teaching and learning. The interviews also served to identify the factors that the teachers considered had most influenced their conceptions, and they were complemented by qualitative classroom observations designed to identify factors that would allow the researcher to better understand the context in which the teachers had formed their conceptions. The findings showed that Mandarin and Cantonese teachers had much in common, but that also there were clear differences in particular areas that seemed to be explained both by differences in culture between Mandarin-speaking Mainland China and Cantonese-speaking Hong Kong, and also by emerging differences in power and status, with Mandarin assuming a dominant role and Cantonese showing some decline in numbers and in optimism, with some parents switching their children over from Cantonese to Mandarin. More generally, the findings suggested that the teachers were dedicated, adaptable, and different from the stereotypical perception of Chinese teachers of the sort that emphasises examinations, rote-learning and authoritarian teaching style. The teachers in the present study generally understood their pupils had multiple identities and they sought to teach in a child-centred way,
and to help their pupils preserve moral values and a Chinese component of their identity through learning Chinese language and experiencing Chinese culture.

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 tol 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

Abstract
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 ethnocultural 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' ethnocultural 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.

Heteroglossia, ideology and identity in a Birmingham Chinese complementary school: a linguistic ethnography

Huang, J.
University of Birmingham (United Kingdom), 2016

Abstract

This thesis presents a linguistic ethnographic case study on a large Chinese complementary school (CCS) in Birmingham, England. Guided by Bakhtin’s theory of heteroglossia, the study investigates multilingual practices of adult participants in and around the school, focusing on the changing constructions of language ideology, Chinese teachers’ professional identity and the ethnic identification of Chineseness. It documents the impact of globalisation on the shifting
relations among Chinese varieties and English in the Chinese diaspora. The 10-month fieldwork for the study was conducted in 2013/14 academic year, with observations and interviews as dominant methods for data collection. Main findings are: (1) an ideological ecology including ‘separate bilingualism’, ‘translanguaging’, ‘a hegemony of Putonghua’, and ‘a preferred school-wide monolingualism’ is dynamically constructed in the school. ‘Language as pride’ and ‘Language as profit’ are simultaneously in play leading to the dynamic ecology; (2) Chinese teachers’ professional identities are shaped by the changing structure of Chinese diaspora, the shifting power balance among different Chinese varieties and English, and teachers’ own biographical trajectories of settlement into English society; (3) practices in CCS context reflect an evolving ethnic identification of diasporic Chineseness which ‘de-freezes’ from a cultural heritage affiliated purely with the past and the national homeland.

Interactive patterns in paired discussions between Chinese heritage and Chinese foreign language learners

Huang, Y.T.
The University of Iowa, 2013

Abstract

Having acquired some degree of oral proficiency but low (or non-existent) literacy, the learning of Chinese heritage learners’ (CHLs) learning needs are different from those of Chinese foreign language learners (CFLs), who have learned Chinese only in the classroom setting. Although researchers have advocated for a separate curriculum for CHLs, creating a heritage track may not be an option for many Chinese programs due to insufficient enrollment and limited resources. Huge proficiency variations among CHLs also make it difficult to provide a language curriculum that fits the needs of all learners. Therefore, CHLs are assigned to classes with CFLs in most Chinese language programs. From a pedagogical point of view, uneven proficiency levels are a great concern for instructors who teach a language class with students of different language backgrounds and with varying abilities, especially when assigning students to work in pairs or small groups. Although CHL-CFL paired interaction has become a common phenomenon in Chinese language classes, it has not been fully explored.

Grounded in sociocultural theory, this research explores the nature of dyadic interaction between Chinese heritage learners (CHLs) and Chinese foreign language learners (CFLs) in a classroom setting. It investigates the roles that Chinese heritage learners and their foreign language peers play in paired discussions, how learners’ proficiency gaps influence the dynamics of paired interaction, and whether peer-peer collaboration affects learners’ individual oral performance.

In this study, data were collected in three intermediate-level Chinese classes. Participants first filled out a language background survey to lead to a better understanding of the environments in which they use Chinese. Next, they took two proficiency tests to assess their comprehensive Chinese skills. Over the course of a semester, ten CHL-CFL pairs engaged in paired discussions on six different occasions. Before and after each pair work session, each participant was required to give an individual verbal report assessing the influence of paired interaction on his or her oral performance. After data from the six sessions were collected, participants took an end-of-study survey, which provides their perceptions about paired discussion and their roles in paired interaction over the research period.
According to the findings, three interaction patterns (passive collaboration pattern, active collaboration pattern, and peer-tutoring pattern) were identified. The results of this study show that CHLs' language background and the amount of Chinese language exposure determined the CHL-CFL proficiency gaps in each pair, and further influenced the pattern of paired interaction. Learners generated more LREs (Language-related episodes) and were more likely to acquire knowledge from pair work when the degree of interaction mutuality was high. Even when the proficiency gaps were large, the less proficient learners still could transfer new knowledge to their independent work.

To conclude, this study may be of importance in presenting the dynamics of CHL-CFL paired interaction in a mixed Chinese language class, as well as in providing instructors with a better understanding of how different factors such as interlocutors' proficiency gaps, individual participants' beliefs and attitudes relate to their interaction behaviors and subsequent independent performance.

**Chinese heritage school's role in Chinese language maintenance and identity formation in the U.S**

Huang, Z.

Teachers College, Columbia University, 2012

**Abstract**

This dissertation is a case study that explores the function of a U.S.-based Chinese heritage school in the U.S. by investigating how administrators, teachers and parents describe their perspectives and actions in developing Chinese language and forming Chinese identity for their students or children.

Four research procedures were used to collect data in this case study. A survey of parents was conducted at the beginning of the research to help select parent participants and understand the demographics of the school research site. Interviews of administrators, teachers and parents were the primary data source; field notes of teachers' classroom practices and school documents were analyzed to understand adults' beliefs and actions in carrying out the Chinese school's role in language maintenance and identity. Methodology involved discourse analysis of transcribed interviews, observation notes and documents. The findings show what administrators say about fostering a bilingual bicultural identity for their students; what teachers say and do to create an authentic Chinese learning environment and allow multi-faceted identities to develop and change. According to parents, maintaining their children's interest in Chinese language and identity is the key. They state that their goal is to prepare their children for a more competitive globally interconnected world in the future.

This study of a single Chinese heritage language school provides a deeper understanding of adults' discourses around heritage language learning and identity formation; it suggests a need for further study of such schools, particularly students' discourses and actions in response to these efforts.

**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".

Hoisan-wa reclaimed: Chinese American language maintenance and language ideology in historical and contemporary sociolinguistic perspective

Leung, G. Y.
University of Pennsylvania, 2012

Abstract

This dissertation looks at the language and cultural maintenance efforts of a specific heritage of Chinese Americans: Hoisan-wa heritage people. Hoisan-wa is one of the languages linking nearly all early Chinese immigrants in the U.S., and its speakers have important histories to be brought forward, as their language backgrounds have not only been slowly erased by other Chinese's existence in the U.S. (e.g. Standard Cantonese and Mandarin) but they have also been perpetually omitted in research for the last 150 years. Informed by a language ideology framework, this interview-based qualitative study addresses the circulation and contextualization of language ideologies about Hoisan-wa across generations and the impact these evolving ideologies have on the prospects for the Chinese American family in maintaining Hoisan-wa.

Data come from sociolinguistic interviews with 93 Hoisan heritage people aged 8-97. Along with questions about use of different Chinese languages and English across domains, participants discussed issues of language maintenance, including ways Hoisan-wa is used in the family, intergenerational communication, and perceived challenges in using and keeping Hoisan-wa. I first present the statistical findings from the domain analysis. Then, I complicate these findings by presenting discourses about Hoisan-wa across the generations, providing specific discourses that deal squarely with language and the family. I also explore how humor and laughter that was manifested among many interviewees serve as a counter-hegemonic, positive affective stance towards Hoisan-wa and Hoisan heritage.

While domain analysis of self-reported language choice across three generations suggests language shift, despite ongoing changes in context of use and esteem, Hoisan-wa is still significant in ways that have diverged across generations, thus making it possible to find ideological and implementational spaces (cf. Hornberger, 2005) wherein Hoisan language and the unique Chinese American history associated with Hoisan heritage people can be shared and transmitted. Understanding these local-level processes has implications for how speakers of Hoisan-wa and other minoritized languages can bring their languages forward into modern and relevant contexts.

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.

**Contributory factors to language learning as perceived by university-level Chinese heritage language learners in the United States**

Li, M. burkeY.
The Pennsylvania State University, 2016

*Abstract*

Research has shown that heritage language learners (HLLs) have different characteristics and needs than foreign language learners (FLLs). Heritage language learners acquire or learn their heritage languages at home or at community-based schools whereas foreign language learners typically learn a language in the classroom setting. In recent years, U.S. colleges and universities have experienced a rapid rise in the number of learners who have studied their heritage language of Chinese in the classroom. However, there has been little empirical research from the perspectives of university-level Chinese heritage language learners about their learning experiences and needs.

Therefore, the aim of this study was to determine the factors that these learners perceive contributed to their heritage language learning, and how they influence that learning in both positive and negative ways. The research methods for this study included collecting data from six university-level Chinese heritage language learners’ written language autobiographies, conducting semi-structured interviews with each, member-checking the interviews, and holding focus-group interviews in order to investigate their perceptions of these factors.

The results from this study showed that these students’ family cultural/linguistic background, early exposure to their heritage language, parental involvement in promoting their use of their heritage language, personal motivation, and the agentive role of the learners themselves in decision-making effectively promoted their heritage language learning. While the results from this study showed the importance of these contributory factors to heritage language learners, it is equally important to understand the cultural identities they have constructed during their heritage language learning process. Finally, I offered the study’s implications for foreign language instructors and areas for future research.

**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.

A community of practice approach to improve teaching and learning for Chinese heritage schools

Lu, T. H.
University of Delaware, 2009

Abstract

This project is about using Community of Practice approach to improve teaching and learning for Chinese heritage schools by forming an online community. Chinese heritage schools only meet once a week, either on Saturdays or Sundays, and other than regularly scheduled meetings there are rarely opportunities for teachers to collaborate and share ideas, improve curriculum, and enhance school operations. The main concept comes from the book, "Cultivating Communities of Practice" (Wenger, 2002). Through the community of practice approach, a more aligned curriculum across the grades is achieved and the organizational behavior change is observed. The community participants are also using the online tools to make textbook selections, culture class scheduling, and discussing problems. A separate student community is using the online tool to actively collaborate and finish a presentation for the commencement program.

Chapter 1 presents Chinese heritage schools history, challenges, and curriculum issues. A standard curriculum across all grades (Pre-K to 10th grade) was proposed and later on implemented.

Chapter 2 describes the framework of the online community and how these tools are used for community of practice. The chapter outlines the steps on building the online community, potential risks associated with the approach, and how these risks can be reduced.

Chapter 3 reports the effectiveness of the community and some challenges for future improvements. The evidence includes both quantitative and qualitative reports and analysis. The quantitative analysis primarily comes from statistical data generated from the respective online community’s servers. The qualitative analysis comes from both teachers’ interviews and surveys. For students’ community, the statistical data will show how students used the community to enhance their learning and collaboration on their graduation projects.

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 subgroups: 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.

Use of verb-noun collocations by advanced learners of Chinese

Peng, X.
University of Pennsylvania, 2016

Abstract

The important role of collocations has been widely accepted in the current literature, but to date there are still relatively few studies on language learners’ collocation knowledge and development within different local contexts. The current study intends to contribute to the literature by investigating the oral production of Chinese verb-noun (V-N) collocations by a group of highly proficient learners comprised of both Chinese as a foreign language learners (CFL learners) and Chinese heritage language learners (CHL learners), as compared to Chinese native speakers (CNSs). The study brings together current literature on collocation and heritage language learners both from a Western perspective and from the Chinese linguistic and sociolinguistic perspective.

Samples of spoken language data discussing both academic and non-academic topics were collected through one-on-one interviews with 10 CFL learners, 10 CHL learners and 10 CNSs. The data are analyzed both quantitatively and qualitatively to yield the following three findings: (1) There is a significant difference in using Chinese verb-noun (V-N) collocations
among CFL learners, CHL learners, and CNSs. In general, CNSs produced significantly more V-N collocations in terms of both number (token) and range (type) than CFL learners and CHL learners, (2) The two different oral topics are also found to affect learners’ production of collocations. All three groups used more monosyllabic V-N collocations in discussing daily topics and more disyllabic V-N collocations in discussing academic topics. Moreover, CFL learners and CFL learners exhibited both similarities and differences in applying collocations under the two oral contexts, (3) There are different categories and characteristics of collocation usage in terms of the acceptability and communicativeness of non-conventional collocations produced by learners. The discussion further analyzes several factors that tend to influence CFL learners’ and CHL learners’ production of collocations.

The findings of this study expand our understanding about advanced learners’ knowledge and production of Chinese V-N collocations. Moreover, they also provide invaluable information for educators and practitioners who are involved in FL and HL instruction of Chinese.

**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 zuo 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).

**Classroom discourse and reading comprehension in bilingual settings: A case study of collaborative reasoning in a Chinese heritage language learners' classroom.**

Tsai, H. S.
Ohio State University, 2013

*Abstract*

This dissertation examines the participation of one Chinese teacher and five 13 to 15 year-old Chinese heritage students in a classroom in a Chinese community school during group discussions about narrative texts. In this study, the teacher used Collaborative Reasoning (CR) (Anderson, et al., 2001) to help the Chinese heritage students extend their discussion repertoires and achieve a deeper understanding of narrative text in the target language, Chinese. The purpose of this study was to explore whether and how CR helped students to use discourse features that index high-level thinking during their discussions about Chinese stories and to use multiple sources of information and kinds of reasoning while making arguments. This study also explored how the students incorporated what they learned from the discussions into their reading to attain a deeper understanding of the text. A combination of case study and single-subject experimental design was used in this investigation. The findings indicated that the participation structure and patterns of discourses in CR discussions were different from those in non-CR discussions. The participation structure and discursive patterns in CR discussions allowed more students’ voices to be heard, responded to, and extended. The change in participation structure and discursive patterns also changed whose knowledge was valued in the exchange of ideas. The teacher and students used more discourse features that indexed high-level thinking after CR was introduced; their discourse showed a higher incidence of exploratory talk, uptake, authentic questions, high-level-thinking questions, affective response questions, and elaborated explanations. The students’ discourse also evidenced multiple kinds of knowledge sources, such as self experience, general knowledge, and knowledge from previous reading/lecture/discussion to support their arguments, and multiple kinds of reasoning, such as evaluation and generalization. The discourse analysis also revealed that after CR was introduced, the teacher’s utterances were highly responsive to the students’ remarks. Results of analysis of students’ performance in the oral tasks indicated that there was little or no difference in students’ reading speed, accuracy, and retelling between non-CR and CR sessions. However, results showed that the students gradually reduced their dependence on Pinyin tools after the implementation of CR and increased in the usage of metacognitive reading strategies in the reading of Chinese stories. Results also indicated that, after CR was introduced, the students incorporated more counter arguments in their statements when they were asked to restate their positions and opinions after the discussions. The findings suggest that the adoption of CR in a Chinese heritage school setting may alter the participation structure of classroom
discussion and encourage students to engage in high-level thinking and to use multiple sources of knowledge and kinds of reasoning when discussing text.

Factors influencing Chinese immigrant children's heritage language maintenance: An application of social network analysis and multilevel modeling

Wang, J.

Michigan State University, 2012

Abstract

There has been a resurgence of scholarly interest in heritage language maintenance (HLM) in the U.S. in recent years. And there is the tendency of focusing more on the classroom instruction of heritage language (HL) learners, particularly addressing the growing population of such learners of HL in foreign language classrooms at universities. This study argues that pre-college HLM is still very important in providing a good base of further education in HL at college stage. Standing in such a position, this study investigated what factors may influence individuals' HLM with Chinese immigrant children and their parents as informants. In order to address the complexity in this picture of factors interacting and influencing HL proficiency and behavior, this study applied ego-centric social network analysis in combination with multilevel modeling. The models of this study confirmed that a social network of HL did exert positive influence on children's HL proficiency and behavior. This study supported some findings in the research literature but also pointed to interesting phenomena and therefore potential explanations to inconsistencies identified in the literature such as parent attitude, parent education, family income, and modern communication technology. Meanwhile this study testifies again the power of social network analysis and the quantitative method of multilevel modeling in capturing the dynamicity of the interacting factors influencing HLM. Based on these findings, this study argues for the importance of an impact belief on the side of the parents and other HL-competent people around the children so that social networks of higher quality can be established to improve the immediate environment of HLM.

Skit project in elementary Chinese classes with heritage students

Wang, J.

State University of New York at Binghamton, 2014

Abstract

The skit project, which has been part of the Elementary Chinese curriculum, has advantages and disadvantages. Observations of students' preparations and surveys of students' opinions were conducted in order to test the effectiveness of the skit project. The survey results verify that the skit project was successful at motivating students and improving integrated skills. The observations indicate a transition of students' working strategies and a transition of heritage students' typical role from Chinese 101 to Chinese 102. These changes indicate that a smaller language proficiency gap within a group can improve students' level of cooperation. The pedagogical implications of this research are that teachers should provide students with rich contexts, provide language chunks that go beyond the textbook, and create cooperative learning environments in order to maximize the benefits of skit projects for language learners.

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.

Literacy Instruction of Chinese as a Second language for Heritage Language Learners

Wang, Y.
George Mason University, 2014

Abstract

China's rapid economic development and growing political influence has resulted in increased emphasis on Chinese as a Second Language (CSL) and Chinese Foreign Language (CFL) teaching. Learning to read and write Chinese is a great challenge for most learners of Chinese; however, classroom-based research, including studies that explore literacy approaches when Chinese is the target or second language are rare. This study explored instructional approaches employed by Chinese language teachers and highlighted literacy challenges faced by students in college-level Chinese heritage language (CHL) classes. Both quantitative and qualitative methods were used to explore literacy instruction in Chinese as a second language classes for heritage language learners in Taiwan. A variety of data sources were utilized to explore the
complex nature of literacy instruction for three Chinese language teachers and six CHL learners. The results here indicate that literacy instruction included both traditional and non-traditional approaches. Instructors used approaches that often blended traditional with less-traditional practices. CHL learners articulated a positive attitude toward the literacy instruction and expressed that the majority of literacy activities were helpful. However, CHL learners stressed that other practices were less helpful. Noteworthy was that CHL learners faced specific challenges, regardless of the instructional approach undertaken at the character level as well as word and sentence levels. Recommendations are made for research and language education. Findings have implications for both CHL and CFL classrooms.

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.

Heritage language maintenance and biliteracy development of immigrants' children: A study of Chinese immigrants' family language policy and biliteracy practices

Xia, Q.

University of Maryland, College Park, 2016

Abstract

This study reports on research that examines the family language policy (FLP) and biliteracy practices of middle-class Chinese immigrant families in a metropolitan area in the southwest of the U.S. by exploring language practices pattern among family members, language and literacy environment at home, parents' language management, parents' language attitudes and ideologies, and biliteracy practices. In this study, I employed mixed methods, including survey and interviews, to investigate Chinese immigrant parents' FLP, biliteracy practices, their life stories, and their experience of raising and nurturing children in an English-dominant society. Survey questionnaires were distributed to 55 Chinese immigrant parents and interviews were conducted with five families, including mothers and children. One finding from this study is that the language practices pattern at home shows the trend of language shift among the
Chinese immigrants’ children. Children prefer speaking English with parents, siblings, and peers, and home literacy environment for children manifests an English-dominant trend. Chinese immigrant parents’ language attitudes and ideologies are largely influenced by English-only ideology. The priority for learning English surpasses the importance of Chinese learning, which is demonstrated by the English-dominant home literacy practices and an English-dominant language policy. Parents invest more in English literacy activities and materials for children, and very few parents implement Chinese-only policy for their children. A second finding from this study is that a multitude of factors from different sources shape and influence Chinese immigrants’ FLP and biliteracy practices. The factors consist of family-related factors, social factors, linguistic factors, and individual factors. A third finding from this study is that a wide variety of strategies are adopted by Chinese immigrant families, which have raised quite balanced bilingual children, to help children maintain Chinese heritage language (HL) and develop both English and Chinese literacy. The close examination and comparison of different families with English monolingual children, with children who have limited knowledge of HL, and with quite balanced bilingual children, this study discovers that immigrant parents, especially mothers, play a fundamental and irreplaceable role in their children’s HL maintenance and biliteracy development and it recommends to immigrant parents in how to implement the findings of this study to nurture their children to become bilingual and biliterate. Due to the limited number and restricted area and group of participant sampling, the results of this study may not be generalized to other groups in different contexts.

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.

Student Ethnic Identity and Language Behaviors in the Chinese Heritage Language Classroom

Yang, C.T.
Ohio State University, 2016

Abstract

Recent decades have seen growing importance placed on research in heritage languages in the United States as a result of the increasing number of immigrants whose mother tongue is not English. Despite the rapid increase of the number of people who speak the Chinese language in the United States, research on Chinese heritage language education has received little attention. This ethnographic study was thus carried out at a Chinese heritage language school in a Midwestern U.S. city. Two classes of twenty-one eighth and ninth graders participated in the study, involving two Taiwanese immigrant teachers and four focal students. Data collection took place about six months through semi-structured interviews with four focal students and two teachers, participant observation, and audio-recordings of classroom discourse.
The aim of this thesis is threefold. First, in Chapter 4, I examine what stage of ethnic identity development the four focal students may be at. Second, in Chapter 5, I explore how the four focal students perform their uncooperative language behaviors in the IRF pattern, how they other-correct their teachers English in the student-initiated IRFs, and how they express convergent (accommodative) and divergent language behaviors through code-switching. Third, I investigate the relationship between language ideology and ethnic identity as well as the link between their language behaviors and their self-identification and language ideologies.

In Chapter 4, the findings show that Arthur, Paul, and Jack seem to be at Stage 2 – Ethnic Ambivalence / Evasion (EAE), and Bill appears to be between Stage 2 and Stage 3 – Ethnic Emergence. In Chapter 5, the results indicate that the students expressed uncooperative language behaviors; it seems that they "miscommunicate" and try to be "bad" communicators (Ladegaard, 2009, p. 650). Their corrective actions can be regarded as a favor from the native speakers (Paul and Jack) to the nonnative speaker (the teacher Lily). Additionally, when arguing with their teacher, they used both strategies of convergence and divergence to show their resistance to learning and speaking Mandarin Chinese.

The findings support the conclusions that language ideology may be connected to ethnic identity. The students' language ideologies may reflect how they are aware of their heritage language and ethnic group. Their self-identification and language ideologies also appear to affect their language behaviors. For instance, in Chapter 4, Arthur expressed his ideological resistance to studying Mandarin Chinese, which may cause him to display uncooperative language behaviors in the classroom. As native English speakers, Paul and Jack other-corrected their teachers nonnative English in an attempt to offer a friendly help, and simultaneously, their American identity is embedded in the corrections, echoing their ideological affiliation with English. Through code-switching, Arthur and Bill used both strategies of convergence and divergence to show their resistance to learning and speaking Mandarin Chinese. They also converged toward the language preference of their teacher and accommodated toward her ingroup language—Mandarin Chinese and Taiwanese. As a result, their group identities are fluid and group memberships are negotiated during an interaction through the processes of convergence and divergence.

**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.

**Teaching, learning and maintenance of Chinese as a heritage language in American colleges: A classroom ethnographics study**

Yu, P.S.
Indiana University, 2015

**Abstract**

Heritage language (HL) maintenance is not only an individual but also a social process that involves connections with schools and teachers. This study used a classroom ethnographic method to investigate HL learning and teaching in the college setting from both teachers’ and heritage language learners’ (HLLs’) perspectives and identified discrepancies between instructors’ and students’ perceptions of HL teaching and learning heritage and non-heritage Chinese language drill sections. Eight HLLs were selected from the two types of drill section to participate in three-tier, in-depth individual interviews and focus group interviews for a deeper understanding of HLLs’ identity, learning motivation, and views of HL maintenance. Pre and post classroom observation interviews were conducted with the teachers to explore their teaching philosophies. The results demonstrated that HLLs associated the advantages and challenges they encountered in the different classroom settings with the pace of the class and the expectations and language input of peers. The majority of the HLLs asserted their dissatisfaction with differences in assessment methods applied to them and to non-HLLs. Most HLLs doubted the necessity of Chinese character-writing skills for HL maintenance. In contrast, teachers firmly stated the necessity of teaching character-writing because it can facilitate learners’ reading comprehension through recognition of the structures of the logographic characters. Teachers claimed that they didn’t realize the differences between second language and HL teaching until they faced challenges from HLLs in class. They expressed the need for more training relevant to teaching HLLs. This study provides some guidelines for educators to adjust their teaching methodologies to meet the needs of HLLs.

**The relationships among heritage language proficiency, ethnic identity, and self-esteem**

Yu, S.C.
DePaul University, 2013

**Abstract**

Language plays an important role in linking with the past, with national origins; it is an indispensable tool for communication. With the trend toward globalization and the continual change of the ethnic composition of the U.S. population, there is increasing awareness in the U.S. that not every child is raised in an English-only family. The purpose of this research was to explore the relationships among heritage language proficiency, ethnic identity, and self-esteem in the American-born Chinese (ABC) children who went to the Chinese language schools for
Chinese language learning on weekends. There were three research questions to be answered in this study: (1) What is the relationship between Chinese heritage language proficiency and ethnic identity, (2) Is there any connection between heritage language proficiency and self-esteem, and (3) How does ethnic identity associate with self-esteem? A total of 63 students and their 56 parents were surveyed with the Children’s Self-Perception of Chinese Language Learning Survey and the Parents’ Demographic Questionnaire, respectively. Results showed that there were positive relationships between Chinese heritage language proficiency and ethnic identity, language proficiency and self-esteem, and ethnic identity and self-esteem. There was a significant group difference on the ethnic identity by Chinese language proficiency across the two subgroups: at least one parent from Taiwan and at least one parent from Mandarin-speaking countries other than Taiwan. However, no group difference was found on the self-esteem by Chinese language proficiency. Limitations and implications were discussed.

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)

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 real-life 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

Language in Filipino America

Axel, J.

Arizona State University, 2011

Abstract

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.
Building Block of the World, Building Block of your Identity: Multilingual Literacy Socialization of Heritage Language Learners

Tigert, J. M.

University of Maryland, College Park, 2017

Abstract

This study investigates multilingual literacy socialization of Finnish heritage language learners (HLLs) in homes and a Finnish heritage language (HL) school in the United States. Participants included eighteen parents, fifteen students, and three Finnish HL teachers. Five HLLs aged 5 to 11 were chosen as focal cases. This study used ethnographic and microethnographic methods, with language socialization as the major theoretical lens and new literacies as a complementary theory. The study conceptualizes language and literacy socialization in an HL context as manifesting in three processes: family and classroom language policies, translanguaging practices, and language and literacy practices across languages and media. Additionally, the study considers HLLs’ construction of multilingual identities. Field notes and videos of language and literacy events in the two contexts, literacy-related artifacts, vocabulary and reading assessments in English and Finnish, and background survey and interview data were considered to understand participants’ language and literacy practices.

The study demonstrates that parents and teachers engaged in similar socialization strategies: setting strict Finnish-only policies, curbing students’ translanguaging, and engaging children in traditional, print-based literacies in Finnish. Contextual factors, such as students’ English-medium schoolwork and non-Finnish parents’ lack of Finnish proficiency restricted these efforts. HLLs influenced these socialization processes by renegotiating family and HL classroom language policies, translanguaging in their interactions, and engaging in literacy practices, especially digital literacies, that promoted English at the expense of the HL. Such influences often ran counter to the parents’ and teachers’ efforts. Findings also indicated that learners constructed fluid, multilingual identities within different contexts and situations.

The study contributes to socialization research and HL education research by examining a less commonly taught HL, Finnish in the United States. The study corroborates recent scholarship on language socialization, which has begun to uncover children’s strong influence and agency in socialization processes. The study also highlights the importance of digital literacies in young HLLs’ lives. The need for teacher education and P-12 educators to recognize HLLs as part of linguistic diversity in schools, and ways for parents and teachers of HLLs to support HL maintenance while recognizing HLLs’ multilingual, multinational identities are discussed.
Could you say that in "bon français", please?: How students experience oral corrective feedback in minority French language classrooms

Burke-Saulnier, A. J.
Capella University, 2015

Abstract

This study examines minority French language students’ experiences with oral corrective feedback that targets their spoken language by answering the question, “How do students describe their experiences with oral corrective feedback of their language usage in a minority language classroom setting?” It also examines how students describe the impacts of this oral corrective feedback on the development of their relationship with the French language and their sense of self-determination. The daily vernacular used by students in minority French language schools varies from one community to the next and does not correspond, in part or in its entirety, to the variant of the language targeted in curriculum outcomes and classroom instruction which is identified as Standard French. In minority French language schools in southwestern Nova Scotia, there is a significant presence or usage of English and non-normative French words and phrases in students’ daily vernacular. As with reading and writing, oral communication is an essential element in developing students’ skills in language and critical literacy. However, in minority French language communities, spoken language also plays a primordial role in the construction of a student’s identity. Because oral communication is a skill that is targeted in curriculum outcomes and classroom instruction, teachers may use different methods and strategies to provide oral corrective feedback of spoken language when students use words or phrases that do not correspond to the target language. In this study, the oral corrective feedback of spoken language provided by teachers is described from the students’ perspective. Researchers have stipulated that oral corrective feedback of spoken language can have an impact on the development of students’ relationship with the French language and their sense of self-determination. Following students’ descriptions of their experiences with oral corrective feedback is the elaboration of these impacts from the students’ perspectives. These elaborations indicate how the usage or, in certain cases, the absence of oral corrective feedback has made participants’ feel about the French language as well as how it impacts their senses of autonomy, belonging, and competency in regards to French language and culture.
GAELIC

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

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

Motivation and demotivation in Heritage Language Learners of German

Dressler, R.

University of Calgary, 2008

Abstract

Recent studies in the field of Heritage Language Learning investigate motivation of Heritage Language Learners (HLLs) (Beaudrie & Ducar 2005, Kondo-Brown 2001, Noels 2005). This study adds to our understanding of HLLs by examining both the motivation and demotivation (negative motivation) of 33 beginner, intermediate and advanced university students of German (24 HLLs, 9 non-HLLs) over the course of one semester. Two online questionnaires were administered (time 1 = beginning of semester, time 2 = end of semester). Results indicate that HLLs and non-HLLs differ significantly in their integrative orientation to motivation. Over time, the integrative orientation to motivation of non-HLLs decreases, while remaining constant for HLLs. A significant interaction exists between time and HLL for career instrumental motivation. As well, significant differences for HLL status are also found in two motivational intensity variables. Qualitative data from 12 post-semester interviews (9 HLLs, 3 non-HLLs) inform the findings from the questionnaires.

Simultaneous and Sequential Bilinguals in a German Bilingual Program

Dressler, R. A. H.

University of Calgary (Canada), 2012

Abstract

Bilingual Programs in western Canada provide children with instruction in a non-official language for up to 50% of the school day, and the corresponding curriculum documents are based on the assumption that the prototypical student speaks English at home and is learning the minority language as a second language at school. However, recent changes in immigration patterns in Canada have resulted in diverse linguistic profiles of students for which the Programs were not designed. In this study, nexus analysis (Scollon & Scollon, 2004) is used to examine one elementary German Bilingual Program in which the historical bodies (ways of being) of students are emerging bilinguals (Escamilla & Hopewell, 2009) in the process of developing their identity and proficiency as bilinguals. Based on the nature of their bilingualism, their linguistic profiles can be categorized as (a) simultaneous bilinguals of German and English; (b) sequential bilinguals dominant in English; (c) sequential bilinguals dominant in German; or (d) sequential bilinguals with another home language. The interaction order (ways of doing) of a typical day in the Program, as well as the progression from grade one to grade six, reflects how bilingualism is expressed, supported and integrated in the social context of the school. Numerous discourses in place (ways of thinking) are identified: dialect tolerance, contextual language choice, development of bilingual language proficiency, educational enrichment, identity negotiation, holistic bilingual perspective and a tension between additive and subtractive bilingualism. Historical body, interaction order and the discourses in place converge as a nexus of practice that reveals the relationships among languages, language users and social contexts of this Bilingual Program (Hornberger & Hult,
The results from this study challenge the assumptions of the curriculum, practices within the Program and discourses that do not integrate the diverse linguistic profiles of students. Although the curriculum documents are primarily written with students of one specific linguistic profile in mind, this study reveals that in the context of the German Bilingual Program educators recognize the diverse linguistic profiles of students, but tensions in policy and practice affect the development of bilingualism for all students.

The Impact of Societal Changes and Attitudes on the Maintenance and Shift of Pennsylvania German among the Old Order Amish in Lancaster County, Pennsylvania

Qvarnstrom, M. Y.

Pennsylvania State University, 2015

Abstract

Most literature on the maintenance and shift of Pennsylvania German among the Old Order Amish (hereafter often referred to as PG and OOA) suggests that PG among this conservative group of Amish will in the future still be maintained much as it has in the past. Some scholars, however, argue that a shift to English is possible in the future.

The researcher of this study proposes that too little attention has been paid to the societal changes that may influence the PG spoken by the OOA in Lancaster County and suggests that the linguistic situation is not so stable as has generally been assumed.

For that reason, this sociolinguistic study was aimed at exploring language use and attitudes among the OOA in Lancaster County, Pennsylvania. The purpose of the study was to analyze the language use in community and home, to gain insight and understanding about attitudes of the community members toward their heritage language and culture, and to attempt an assessment of the degree to which the language use and attitudes indicate heritage language maintenance or shift. It was also to propose possible positive actions to ensure the maintenance of the PG language.

Drawing from questionnaires, interviews, participant observation, and analyses of actual conversations, the researcher concludes that English is spoken much more frequently than before, especially among the young people working off-farm employment. As a result, an increased usage of English in the home can be detected although PG is still the preferred language.

A number of factors contribute to the maintenance of PG. PG is still used extensively in intracommunication between Amish in the community and also in the workplace with Amish workmates. The Amish find it important to speak both PG and English. PG is thus still passed on to younger generations. PG serves a significant ceremonial function with respect to community worship. Furthermore, community members, both young and old, express mostly positive attitudes and loyalty toward the heritage language and culture.

Despite strong maintenance, the seeds of language shift were observed as well. Elements likely to promote languages shift included increased off-farm work and more intense customer contacts, singings, youth-group meetings, and “rumspringa.” Some negative attitudes were also
expressed about PG constantly including an ever greater number of English words and expressions to an extent that in the end it will not be PG anymore. The question of identity then arose along with the issue of what will happen to the Amish as a separate people.

To secure language maintenance, different measures need to be taken, especially to protect the home domain from the encroaching English language and to ensure that the OOA, especially the young, continue to regard PG in a positive light and thus wish to speak it also in the future.

**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.

**Morphosyntactic Variation and Change in Wisconsin Heritage German**

Yager, L.

University of Wisconsin – Madison, 2016

*Abstract*
This dissertation provides a descriptive analysis of nominal case morphology in Wisconsin Heritage German (WHG) and documents the emergence of case marking strategies in line with patterns from Differential Object Marking (Bossong 1982, 1983). In languages with DOM, nominal objects are differentiated from subjects through overt case marking based on an implicational hierarchy of semantic features. While DOM is a common phenomenon, the case marking system in European Standard German is not structured around these patterns. These findings indicate that an innovative reanalysis of the case marking system has taken place in these heritage language grammars.

The current study draws on data from recorded interviews with 21 WHG-speaking consultants from east-central Wisconsin. While case syncretism and loss of the dative case is widely reported for many Heritage German varieties, it is not unique to these situations and can be traced throughout the history of Germanic. This study takes a comprehensive approach to investigating this phenomenon by documenting realized case forms and the variation this entails. It further explores relationships between morphosyntactic and semantic features rather than viewing a single morphological phenomenon in isolation.

The findings of this analysis cannot be easily explained in terms of ‘attrition’ and ‘incomplete acquisition’. More broadly, those notions can be problematic by framing the heritage language in terms of what it is lacking rather than viewing it as a full grammar. Putnam & Sánchez (2013) have called for a new model based on feature activation rather than input. Such a model could account for cross-speaker variation as well as the possibility of restructuring and reanalysis in the emergent heritage language grammar.

By taking a more comprehensive approach to analyzing the nominal case system in WHG, this study has uncovered case marking strategies that correspond with DOM patterns. These findings provide evidence for innovative reanalysis in the case system around semantic features. While this dissertation contributes to our understanding of nominal case morphology in Heritage German, it also demonstrates a need for a model of heritage language acquisition and maintenance that can account for the underlying processes leading to variation, reanalysis, and innovation.
GREEK

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.

The hidden schools: Mapping Greek heritage language education in Canada

Aravossitas, T.
University of Toronto (Canada), 2016

Abstract

Since the languages of immigrant communities in Canada are categorized as “non-official”, our government is under no obligation to contribute to the perpetuation of these languages. Furthermore, education, in general, is a provincial responsibility. Thus, no formal reporting and documentation of Heritage/International Language Programs takes place at the national level. Given this situation, the various ethnic community groups are left alone with the task of protecting their valuable linguistic and cultural heritages. Inevitably, without national information sharing or support from the Canadian government, HL policy and programming are in a precarious state.

My study involves my participation in a community-based research project that aims to locate, map, assess and develop the Greek HLE resources in Canada. Theoretically based on the concepts of Ethnolinguistic Vitality and Language Maintenance, my investigation (a) addresses the question of access to Greek language and culture education by exploring the programs and resources currently available to HL learners; (b) formulates an asset-based model to analyze the capacity of the Greek community’s HLE system and proposes changes for its upgrade; and (c) develops a database to allow community members, HLE stakeholders and researchers to search
for information about Greek language schools, community organizations and cultural events across Canada.

Overall, this investigation addresses the retention and development of Canada’s cultural and linguistic resources through HLE. My findings demonstrate that for Heritage Languages to be maintained in Canada beyond the third generation, communities need to assume responsibility and foster three necessary conditions for educational success in the 21st century: access, innovation and motivation. As a starting point, I suggest locating, sharing and developing HLE assets through collaborations with stakeholders, including universities, governments, interested professionals and funding agencies. This study not only brings into prominence Greek HLE in Canada, but also underscores the passion and determination of immigrant communities to fully participate in mainstream society without diminishing their cultural and linguistic capital.

**Teachers', Students', and Parents' Beliefs about Language Learning in Two Modern Greek Language Programs**

Katradis, M.

George Mason University, 2016

**Abstract**

This study explores teachers’, students’, and parents’ beliefs about language learning in two Modern Greek language programs at the elementary school level in the United States using a phenomenological embedded multiple case study approach. Participant beliefs were identified through a survey which included adapted teacher, student, and parent versions of the Beliefs about Language Learning Inventory (Horwitz, 1988) and adapted subscales related to children’s ability/expectancies, task value, and task perceptions (Eccles & Wigfield, 1995). Student and parent beliefs and lived experiences were further explored using in-depth individual interviews. Results indicate that the students’ beliefs about language learning and specifically about learning Greek were more positive than those of their respective teacher and parents, despite holding some counterproductive or contradictory beliefs about language learning. Their interviews illustrated their negotiations between classroom and home environments and support for learning Greek. The parent interviews brought to light that their beliefs were formed from their own experiences with language learning and prior experiences with learning Greek. Across these programs, two distinct conceptualizations for Modern Greek language learning are presented. Educational implications include: addressing goals and expectations; impact of beliefs on program models; students' contradictory beliefs; assessment of language learning; long-term expectations of Greek language learning; conceptualizations of the roles of identity, culture, and language; and diverging cultures and conceptualizations of Greek language learning.
GUJARATI

Factors affecting proficiency among Gujarati heritage language learners on three continents

Shah, S.
Georgetown University, 2013

Abstract

This dissertation examines the causes behind the differences in proficiency in the North Indian language Gujarati among heritage learners of Gujarati in three diaspora locations. In particular, I focus on whether there is a relationship between heritage language ability and ethnic and cultural identity. Previous studies have reported divergent findings. Some have found a positive relationship (e.g., Phinney, Romero, Nava, & Huang, 2001; Cho, 2000; Soto, 2002; Kang & Kim, 2011), whereas others found no correlation (e.g., Brown, 2009; Smolicz, 1992; Jo, 2001), or identified only a partial relationship (e.g., Mah, 2005). Only a few studies have addressed this question by studying one community in different transnational locations (see, for example, Canagarajah, 2008, 2012a, 2012b). The current study addresses this matter by examining data from members of the same ethnic group in similar educational settings in three multi-ethnic and multilingual cities.

The results of this study are based on a survey consisting of questionnaires, semi-structured interviews, and proficiency tests with 135 participants. Participants are Gujarati heritage language learners from the U.K., Singapore, and South Africa, who are either current students or recent graduates of a Gujarati school. Despite similar amounts of instruction in the Gujarati language, Gujarati proficiency varied drastically, with some participants performing at near native-like levels, and others at beginner levels. To understand these differences, I apply a mixed-methods approach by quantitatively examining the extent to which the differences in Gujarati proficiency can be explained by identity and demographic factors, as well as linguistic experiences/history, and by qualitatively analyzing participants' personal insights on these topics.

Findings show that strength of identification with Gujarati ethnicity and culture is partially significant in explaining variations in language proficiency. In addition, three factors were significantly associated with language proficiency among the participants: amount of language use, language input/exposure, and knowledge of other North Indian languages.

The current study has important implications for understanding heritage language learning as well as ethnic identity formation and maintenance. Furthermore, it provides an original contribution to the field by performing a multi-site study to investigate the varying proficiencies among heritage language learners.
Language Maintenance by Haitian Immigrants in the USA: A Case Study of the Chicago Community

Laforet, J. A.

University of Illinois at Urbana-Champaign, 2016

Abstract

This dissertation addresses fundamental questions regarding the factors that facilitate and/or impede multi-generational mother tongue (L1) maintenance, with an emphasis on immigrant contexts by case-studying the Haitian immigrant community in Chicago as a potential exemplar of bilingual immigrant communities that is embedded in an economically and culturally dominant language: English. The dissertation examines the question of inter-generational language maintenance and transmission in that community based on fieldwork conducted there for almost a year.

It addresses essentially three questions into which a few others are embedded: (1) Has the Haitian Immigrants living in Chicago been able to successfully maintain their linguistic repertoire inter-generationally without shifting to English? (2) If so, how have they managed to achieve this difficult task? And (3), if they have not been as successful, because they have experienced, for example, attrition some in one or both languages (i.e., French and Haitian Creole) or failed to transmit them to the 2nd and 3rd generations, why has this occurred and what specific factors might account for this outcome?

The dissertation answers these and the related questions unambiguously, and considers the theoretical implications of the findings. Specifically, the analysis of the data, that were collected via several instruments including a questionnaire and selected follow-up interviews, showed that the Haitian immigrants in Chicago have successfully maintained their two languages firmly through the second generation and to a limited extent the third generation. They have achieved these results through a combination of language and cultural maintenance strategies that include: the use of their two languages in the family domain; participation in the church for religious and community-wide interactional purposes; engaging themselves in social gatherings outside of the church to mark special events such as celebrations of Haitian historical dates (i.e., the independence date, Flag Day); and tuning into radio or TV programs that are broadcast in or support the usage of French and Haitian Creole. I argue, among other points, that these strategies account not only for the success of language maintenance documented in the study, but also provide an explanation for such a success in a non-enclaved immigrant community where it is commonly unexpected.

The study also considers other theoretical issues, including the achievement of language maintenance in a non-enclaved immigrant community; the Haitianness identity; the role of grandparents in fostering language maintenance in the family domain; and, to a limited but nonetheless important respect, language transmission to the 3rd generation. It is argued with respect to language maintenance and transmission by Haitians, for example, that their Haitianness identity and the use of Haitian Creole as an identity marker has played a pivotal role.
"Marie Manje la Pom Nan." Examining the Cognitive Process of Restructuring and Advantage Selection in the Definite Article System in Haitian Creole among U.S. Born Heritage Speakers of Haitian Creole

Monéreau-Merry, M.
City University of New York, 2017

Abstract

The distributional patterns of heritage speakers' reanalyzed first language are often grammatically divergent from native speakers. Irrespective of the heritage language, there is converging evidence that the cognitive process of reanalysis of heritage languages is often evident in less salient properties of the language, such as inflectional morphology (Polinsky & Kagan, 2007). Therefore, Haitian Creole (HC) is a candidate for restructuring. In this investigation we compared the morphophonological patterns of the definite article system at the production and perception level between two groups of early learners of Haitian Creole (i.e. native speakers vs. United States (US) born heritage speakers).

The study examined the extent to which heritage speakers showed variability versus systematicity when employing the various forms of the definite articles (a, â, nã, la, lã). Participants performed a translation production task, and two perception tasks administered through a forced-choice grammaticality judgment experiment using real noun phrases and non-word phrases. Dependent measures were (i) accuracy, and (ii) morphophonological patterns of reanalysis.

At the production level, the results of this investigation indicated significant divergence between heritage and native speakers in their translation production of the morphophonological form of the definite article system. Although variation was predominately noted among the experimental group, an emerging trend of systematicity at the production level was also observed. Omissions followed by the overgeneralized determiner “la”, had advantage in selection among the competing alternatives. Thus “la” served as the dominant default property within the determiner inventory. The highest degree of destabilization occurred when the target form was “ã” and stabilization was most visible with “a/ã”. Thus, it was evident that sizeable populations of heritage speakers in this production task were reinterpreting the morphophonological rules of the definite article system.

Sociological variables such as self-rated proficiency and literacy were also correlated with the translation production experiment. No significant correlation was found between the two sociolinguistic variables and the production of the morphophonological form of the definite articles. Conversely, a significant negative correlation between phonemic cuing and accuracy was reflected among this cohort. Higher phonemic cuing (to facilitate access, if a participant could not find a word) was observed with lower definite article production scores. This occurrence indicated that heritage speakers who had difficulties with lexical access exhibited less native-like definite article proficiency.

Overall, in the production task seven heritage speakers yielded scores of 30 and above (out of 40 items). Measures from the social-language questionnaire indicated more robust input in HC during their childhood for these higher performers. Specifically, these seven speakers resided with grandparents who had limited English proficiency during their childhood.
In the perceptual domain the native speakers outperformed the heritage speakers by a wide margin in grammaticality judgment. The perception experiments consisted of two grammaticality judgment tasks. One involved real noun phrases and the second reflected non-word phrases. Both tasks yielded significant group differences. In both the production task and perception tasks the definite article “ã” was the most unstable form. However, “la” and “a/ã” were also grammatically reinterpreted, but with slightly lesser frequency than “ã”.

A significant correlation was found between the self-rated proficiency and grammaticality judgments of the real noun phrases, and between self-reported literacy and grammaticality judgments of both real and non-word noun phrases. Heritage speakers who reported that they were literate as a result of attending liturgical services in the heritage languages (HC and French) yielded higher scores when compared to those who did not develop literacy skills in the heritage language. Thus, it appears that reading facilitates some level of native–like grammatical sensitivity among heritage speakers.

Among the U.S. born heritage speakers of HC, the variability in the data affirms the phenomenon of language evolution or the “indigenization” or adaptation process of the language operating in a new locality (Mufwene, 2008). Thus, the emerging trend of overgeneralization observed with the definite article “la” at the expressive level is arguably an indication of an unmarked property having advantage selection over marked features. It is plausible that high frequency features are less taxing on the working memory of heritage speakers and, thus, are easier to acquire (Anderson, 1977). According to our proposed theory, which we reference as the contact vernacular adaptation hypothesis, unmarked features in the heritage language are more adaptable to the process of language shift in a noveau habitat, and have advantage in selection. Moreover, the flexibility of unmarked properties creates an openness for the inheritance of new features in a language during the “indigenization” or adaptation process in a new locality.
Hindi

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

An analysis of the effectiveness of Hmong literacy programs at the secondary level in California

Cha, T.
California State University, Fresno, 2016

Abstract

Language loss seems to be an inevitable outcome confronted by the Hmong people since their arrival here in the U.S. over 40 years ago. Despite the first generation being able to retain the spoken, cultural, and written aspects of their language, the threat of language loss resides in the second and now very young third generation living in an English dominated society. Though organizations have worked to meet the needs of this targeted Hmong population, they have been unable to expand their scope to encompass the broader population which can only be reached within the public education system. California is one of three states in the U.S. with the highest concentration of K-12 Hmong population. This dissertation study conducted by a Hmong Native Speaker teacher in the secondary level analyzed Hmong World Language programs in California to determine elements within the teaching profession that define effective teaching practices in Hmong language courses. This study encompassed four California districts with Hmong World Language programs to analyze student and teacher perceptions, literacy skills, teaching pedagogy, and resources.

Findings showed that the Hmong World Language programs in California had a mean percentage score of 83% on the assessment instrument. Correlations were found between student assessment scores, student literacy skill perceptions, resources utilized, and use of teaching pedagogy. Correlations between student assessment scores and Hmong student literacy perception may help explain the relationship between students’ academic performance and their perception of their heritage language. Other correlations such as student assessment scores compared to teaching pedagogies and resources utilized in the classroom provided further insight on how resources and teaching practices may influence student learning outcomes. Personal interviews showed common themes regarding challenges faced by Hmong students. In the future, this research may be used as a guiding element to create instructional resources for Hmong World Language programs.

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.

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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 heritage language learners: A phenomenological approach.

Vang, May

University of Wisconsin – Milwaukee, 2013

Abstract

This study looks at the experiences of learning Hmong for adult Hmong heritage students. The development of the Hmong written script is couched within the history of its people. Its development is directly tied to sociopolitical relationships, history of colonization and war, and religious motivations. With the advent of the RPA (Romanized Popular Alphabet) and the circumstances of the Hmong Diaspora, Hmong literacy is now spreading across international boundaries. This study uses a phenomenological approach to arrive at understanding the essence of what it means to learn Hmong as an adult heritage language learner. Data were gathered through interviews which asked the participants to detail (1) their lived experiences, (2) the process of learning Hmong, and (3) reflect on and make meaning of the experience of learning Hmong and the Hmong identity. There were 7 participants who participated in three rounds of interviews per participant for a total of 21 interviews. By utilizing free imaginative variation, differing perspectives are taken into account to arrive at the essential components of the experience. Findings reveal that the core components of adult Hmong heritage language learning include the integrated narrative of the collective and individual emigration experience, evaluation of their own language in light of their definition of the Hmong identity, and their own agency in taking positions regarding their language and identity which run counter to internalized silencing of the Hmong language and identity. These results suggest a broader understanding of Hmong heritage language learning not only focused on specific
features of language, but inclusive of the struggles and ways in which adult Hmong Americans mediate the process of attaining the heritage language.

The effects of language practices of Hmong students on Hmong families

Xiong, K.
The University of Wisconsin - Madison, 2011

Abstract

This study examines how the language practices of Hmong students affect family relationships. To examine this issue, I studied five Hmong immigrant families in Central Wisconsin. The research project addresses the following issues: language practices of Hmong families, family relationships within immigrant Hmong families, role reversal, parental involvement, loss of heritage language and code-switching. There were four major findings of the study. First, parents have an influence on children’s heritage language maintenance. In homes where parents expected Hmong to be spoken and modeled the language usage at home, the children were more likely to maintain their heritage and heritage practices language. Second, role reversal, as indicated in the literature on Hmong immigrants, is still prevalent in some Hmong families. Third, parents and students agreed that maintaining their heritage was important, but disagreed on what constituted heritage maintenance. Fourth, language practices among peers were generated out of necessity for 2.0 generation students in this study who had limited Hmong language skills. Code-switching among these peer groups was influenced by their ability to speak English and Hmong. Based on these findings, this study highlights the importance of family and peer relationships when examining language practices. In addition, it provides recommendations for how school systems, social policies, and cultural associations can assist Hmong families with heritage language and heritage maintenance.

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

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.
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.

Non-standard Italian dialect heritage speakers' acquisition of clitic placement in standard Italian

Chan, L.
City University of New York, 2014

Abstract

This dissertation examines the acquisition of object clitic placement in Standard Italian by heritage speakers (HSs) of non-standard Italian dialects. It compares two different groups of Standard Italian learners--Northern Italian dialect HSs and Southern Italian dialect HSs--
whose heritage dialects contrast with each other in clitic word order. The syntactic constructions tested include restructuring contexts (i.e., constructions in which clitic climbing can take place), and negative first- and second-person informal imperatives. The overarching research question guiding this pilot study is to determine what influences non-standard Italian dialect HSs' clitic placement when learning these constructions in Standard Italian. Three possible sources that may motivate these speakers' clitic placement in Standard Italian are considered: heritage non-standard Italian dialects; universal principles and dominant language transfer (English). A secondary research question of this study investigates whether there is a universal preference for encliticization.

Participants completed two experimental tasks. The first was an Oral Elicited Imitation task that focused HSs' usage of clitics, whereas the second was a Grammaticality Judgment task that examined HSs' explicit knowledge of this property. The overall findings of this pilot study suggest that HSs parallel their heritage dialect clitic word order in their usage of Standard Italian, even though they are aware that another structure is possible in the standard dialect. The results also show only weak evidence to support a universal preference for encliticization, as suggested by the data gathered in previous studies (Bruhn-Garavito & Montrul 1996; Duffield & White 1999; Montrul 2010a; 2010b). A pedagogical implication based on this pilot study's findings is that when teaching standard dialect syntax, pedagogues should differentiate instruction based on learners' heritage non-standard dialectal background.
**JAPANESE**

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 "eiku" (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.
Translanguaging as a process and a pedagogical tool for Japanese students in an English writing course in New York

Kano, N.
Teachers College, Columbia University, 2012

Abstract

The use of bilingual pedagogy in developing K-12 academic literacy in a second language is contested in the literature. Some theorists and practitioners recommend depending solely on the target language; others contend that the use of learners' first language stimulates higher-order thinking skills that facilitate literacy learning in the target language. This descriptive case study postulates translanguaging as a cognitive mechanism commonly observed among bilingual/multilingual populations, and investigated its role both as an instructional tool and as a spontaneous medium in meaning-making among bilingual learners. Although the phenomenon of translanguaging has been discussed for many years, existing definitions generally lack clarity, seeing translanguaging simply as a process in which information input in one language is output in another, and understates or ignores thinking; this emphasis in pedagogy is the heart of this study.

For this study, I designed and presented a series of lessons to 10 Japanese students, aged 12 to 16, with the aim of focusing on their thinking in the process of translanguaging for English essay writing. I conducted stimulated recall interviews with the students immediately following selected lessons. The interview data were analyzed qualitatively to investigate the role of translanguaging as a learning tool.

The present study proposes a definition of translanguaging as a complex process that entails shifts in modes in addition to shifts in codes, and that involves code-switching, translation, and a combination of both, because the findings show that the act of translanguaging which the students practiced included the above. During the writing process, students frequently employed a variety of translanguaging techniques, including one-way and two-way translanguaging. While the majority of experienced bilinguals exercised independent use of translanguaging, an intentional and controlled act of translanguaging, emergent bilinguals practiced dependent use of translanguaging, an unintentional and uncontrolled act of translanguaging, and used their dominant language as a scaffolding device as well as the language of thought.

The study showed that the use of translanguaging as a bilingual pedagogy helps reduce learners' excessive use of one-way translanguaging with heavy dependence on the stronger language, and consequently promotes progress in the weaker language.

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.
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.
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

L2 pragmatic development through conversational interaction: Heritage language background and explicitness of feedback.

Ahn, S.
Michigan State University, 2014

Abstract

This dissertation investigates whether and how learners' heritage language (HL) background and explicitness of feedback influence second language (L2) pragmatic development of Korean referent honorifics through conversational interaction. Specifically, this study focuses on HL learners versus non-heritage language (NHL) learners and recasts versus metalinguistic correction. Although abundant empirical research has demonstrated that the provision of interactional feedback to learners' error facilitates their morphosyntactic and lexical development, the role of interactional feedback in learning L2 pragmatics has been hardly explored. In addition, while recent years have seen a fast growing interest in the study of HL learners in second language acquisition, and the differential effects of implicit and explicit feedback have been a prolific area of research, little is known whether these different populations of learners react to these two types of feedback differently. Thus, the study seeks answers to the following research questions: (a) does interactional feedback promote L2 pragmatic development?; (b) how does learners' HL background affect L2 pragmatic development?; (c) how does explicitness of feedback affect L2 pragmatic development?; and (d) how does explicitness of feedback affect L2 pragmatic development of learners with different HL background? A total of 78 intermediate-level English-speaking learners of Korean as a foreign language at two public universities in the United States participated. The learners were randomly assigned to the following four experimental groups and a control group: (a) HL/Implicit group (n=16); (b) HL/Explicit group (n=15); (c) NHL/Implicit group (n=16); (d) NHL/Explicit group (n=16); and (e) control group (n=15). The linguistic target was Korean referent honorifics in the area of pragmatics. Since pragmatics is highly context-sensitive, the photos of the researcher's own family and acquaintances in Korea were used to provide as natural and authentic contexts as possible. The photos of individuals of differing age and social status were used to elicit Korean honorifics. In this study, the researcher, who served as a Korean native speaker (NS) interlocutor, and the learners partook in two types of tasks: (a) one-way photo description task and (b) two-way story sequencing task. This study employed a traditional pretest and posttest design to measure treatment effects. In the first session, all the learners completed a background questionnaire, followed by the pretest and the first treatment. In the second session, after the second treatment was conducted, the immediate posttest followed. During the treatment sessions, the NS researcher provided the learner with implicit or explicit feedback on erroneous utterances in Korean. Two weeks after the immediate posttest, the delayed posttest was administered. The results showed that: (a) all the experimental groups showed a significant increase from the pretest to the posttests, contrary to the control group; (b) the NHL learners significantly outperformed the HL learners; (c) explicit feedback was significantly more effective than implicit feedback; and (d) explicit feedback was significantly more effective than implicit feedback for the HL learners, whereas no significant difference was found in the effects of two feedback types for the NHL learners. Also, the NHL/Explicit group showed the strongest development, whereas the HL/Implicit group demonstrated the weakest
among the experimental groups. There was no significant difference between the HL/Explicit and the NHL/Implicit groups. The findings are discussed in terms of relative efficacy of implicit and explicit feedback in relation to different nature and learning process between the HL and the NHL learners.

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 & Boschnier, 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.

The Syntax-Phonology Interface in Native and Near-Native Korean

Bae, S. H.

Harvard University, 2015

Abstract

In this thesis, two types of non-native speakers are examined to advance our understanding of the language faculty. Filling a gap in literature, a production study of heritage language speakers of Korean and a comprehension study of heritage and non-heritage language speakers of Korean and of English for phenomena at the syntax-phonology interface are conducted.

In the production study, narrative data collected from American heritage language speakers of Korean from the lower end to the higher end of the proficiency spectrum are examined for error analysis. Various tactics are used in dealing with unfamiliar vocabulary (extending their morphological knowledge of Korean and/or English, circumlocution, asking for the corresponding vocabulary in English, code-switching between Korean and English, and literal translations from English); sentence connections are less than fluent; sentence-level errors are observed with honorifics and with inanimate subjects, along with morpho-syntactic errors concerning misuse of particles (locatives and passives/causatives). Even at the lower-proficiency level, few difficulties in the realm of syntax-phonology interface, or prosody, are observed, motivating the next study.

The comprehension study investigates the issues in the context of prosody and information structure. Information structure in Korean is surveyed, with a proposal laying out the environment in which the otherwise optional case and information-structural particles are mandatory, based on recoverability. A series of listening experiments with seven-point acceptability rating scores as the dependent variable are conducted to answer the following questions about language spoken by non-native speakers: (i) Do non-heritage and heritage learners acquire prosodic information conveying information structure? (ans heritage: yes, non-heritage: no), (ii) Does Sorace & Filiaci’s (2006) Interface Hypothesis, which proposes that phenomena involving the interface of syntax and other areas (pragmatics) are less likely to be learned for very advanced learners, extend to the syntax-phonology interface? (ans no).

The current study demonstrates how heritage language study may contribute to our understanding of the language faculty that other types of acquisition studies cannot.

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.

**Intersecting literacy beliefs and practices with heritage and non-heritage learners' instruction: A case study of a novice Korean language instructor**

Choi, H. J.
The University of Iowa, 2016

**Abstract**

Based on the finding that teachers’ literacy beliefs affect their instructional practices, recent studies on literacy beliefs present an increasing interest in heritage language (HL) because of the rapid increase in heritage learners’ enrollment. However, less is known about Korean language teachers’ literacy beliefs and practices in college classrooms where heritage and non-heritage learners learn together. The present study aimed to first examine the literacy beliefs and practices of a novice Korean language instructor, who struggled with the challenges of teaching heritage learners during most of his teaching career. The second purpose was to investigate whether there were incongruences between his literacy beliefs and practices toward heritage or non-heritage learners. This research used a qualitative case study and collected data through a combination of a survey, interviews, and classroom observations.

The results indicated that the novice teacher demonstrated a constructivist literacy orientation, which is a whole-language approach and promotes transformative learning. His literacy beliefs appeared to be congruent with his practices toward heritage learners but were incongruent toward non-heritage learners. This incongruence was explained by university policy, his educational background, and the students’ low Korean language proficiency. Acknowledging heritage learners as mediators and community builders who potentially promote literacy skills,
the novice teacher promoted differentiated literacy instruction and presented a broader understanding of literacy, such as cultural and digital literacy, to connect literacy skills to everyday life. This study suggests that the embracing of comprehensive and constructivist approaches to literacy instruction and curriculum is only possible through a teachers’ inner awareness of their own premises about literacy beliefs and instructions.

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.

The relationship of heritage language/culture education with academic achievement: A study of the 1.5 and 2nd generation of Korean American high school students

Chung, J.
University of Oregon, 2012
Abstract

This study examines the relationship between heritage language/culture education and academic achievements of some 1.5 and 2nd generation Korean American high school students in Eugene, Springfield, Beaverton, and Portland, Oregon. Previous literature suggests that ethnic culture/heritage language acquisition and academic achievements are related. Through combining self-completion questionnaires, quantitative surveys and in-depth, qualitative case studies, this study seeks to answer the following main research question: Is there a relationship in the sample group between exposure to Korean language/cultural education and academic achievement for 1.5 and 2nd generation Korean American students? The findings of this study could inform on aspects of U.S. multilingual and cultural education policies for school systems, providing some suggestions for vitalizing foreign language and culture education and expanding language immersion programs.

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

Abstract

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.

**Exploring Parental Attitudes and Experiences in Korean-English Two-Way Immersion Programs**

Ee, J.

University of California, Los Angeles, 2015

*Abstract*

This dissertation study investigated parents of students in Korean-English two-way immersion (TWI) programs in the Los Angeles area. For this study, I collected surveys from seven elementary schools' Korean-English TWI programs, and a total of 454 parents of children in the programs participated in the study.

Using the survey data, I documented parents' demographic features and explored parents' perceptions regarding their child's language development in both English and Korean. I also examined parents' views on their child's experiences to relate to students of other races and cultures and parents' own experiences with fellow parents. I then explored parental participation in Korean-English TWI programs and in school. Finally, I investigated parents' overall evaluation of their child's Korean TWI programs. Survey data were analyzed by multiple regression analyses, where I investigated relationships between topics of interest and other parent-related variables. I also presented descriptive statistics for individual topics and performed rank sum tests to compare Korean parents in the survey to non-Korean parents to examine group differences.

The study's findings call upon researchers and educators to attend to Korean TWI programs and TWI programs in general to ensure quality dual language instruction for all students and foster integration in the program. Although Korean TWI programs have significant potential in offering inclusive environment where students as well as their families interact with diverse racial, cultural, and linguistic groups, this study also evokes the significance of conscious and purposeful efforts for integration, which should be attended to continuously.

“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.

Bilingualism, Biliteracy, and Academic Self-Efficacy Among Adolescent Korean Heritage Language Learners

Han, J.
New York University, 2017

Abstract

This study focused on Korean-American adolescents enrolled in heritage language schools and considered how their language practices relate to their academic self-efficacy. A mixed methods design was employed, utilizing 30 self-reports of speaking, reading, writing, listening, and vocabulary competence in both the English and Korean languages. Descriptive and inferential statistics of the gathered data were analyzed to capture an understanding of the sample under study. Among those that completed the surveys, eight volunteers participated in semi-structured interviews in order to capture a more in-depth perspective of their bilingual environments, heritage language development, and academic experiences. Following the student interviews, three teachers of the heritage language schools were interviewed in order to obtain additional views regarding the evolution of students' Korean proficiency and further insight into students' language development experience, as well as the challenges of supporting heritage language development for learners. Findings suggest that while attendance at heritage language schools may provide opportunities for students to experience positive interactions with co-ethnic peers and function as a support system, attendance itself is not
sufficient for extensive heritage language maintenance or development. Almost all of the students displayed higher self-ratings in English proficiency compared to Korean proficiency. While areas of English mastery, vocabulary in particular, were found to have a strong relationship with academic self-efficacy, this was not the case for Korean. Indeed, interviews with both the teacher and student participants revealed that the students did not have sufficient opportunities to foster their Korean language learning; Korean was utilized in compartmentalized areas of their lives. The weak Korean skills of the participants overall may explain why Korean proficiency did not appear to correlate with greater academic self-efficacy levels. These findings not only bring to light the current state of the language practices among the Korean-American diaspora and confirm the state of rapid language shift, but also raise important questions regarding the support of heritage language development and suggest future implications for schools, family, community, and research.

**Heritage and L2 learners' acquisition of Korean in terms of implicit and explicit knowledge**

Heo, Y.

Michigan State University, 2016

**Abstract**

Recent research has demonstrated that L2 learners and heritage speakers might have two different profiles in terms of their syntactic, morpho-syntactic, and lexical-semantic knowledge of a target language (Montrul, 2004, 2006, 2010; Montrul, Foote, & Perpinan, 2008). However, the most influential of the major studies have been limited to Spanish. To expand our understandings of the incompleteness of heritage and L2 language learning from implicit and explicit knowledge perspectives (Bowles, 2011), this study investigated the differences and/or similarities between two learner groups of Korean in their knowledge of 17 target structures. One hundred fourteen learners were recruited in three groups: 65 L2 learners, 38 heritage language (HL) learners, and 11 native speakers of Korean. This research utilized an elicited imitation test (EIT), a narrative test, and an untimed aural Grammaticality Judgment Test (GJT) to measure implicit knowledge, and a metalinguistic knowledge test, a written untimed GJT, and a C-test to gauge explicit knowledge of the 17 Korean target structures.

The results of a Confirmatory Factor Analysis (CFA) demonstrated that the EIT and the aural GJT significantly explained the participants’ implicit knowledge of the target structures, whereas the written GJT, metalinguistic test, and C-test accounted for their explicit knowledge of the grammar topics. Further analyses showed that HL learners outperformed L2 learners when the scores of the EIT and aural GJT were combined, highlighting HL learners’ superior implicit knowledge of the target structures. Regarding explicit knowledge of the target structures, L2 learners showed significantly better performances in the combined scores of the written GJT, metalinguistic knowledge test, and C-test. However, the L2 and HL groups did not demonstrate significant differences for the aural and written GJTs. Overall, the results of this study showed that 1) the HL and L2 learners’ linguistic knowledge of Korean have significantly different knowledge profiles in terms of the implicit-explicit dichotomy of knowledge, and 2) in addition to a time constraint and grammaticality, manipulating testing mode—aural or written—could be another valid factor to measure implicit and explicit knowledge relatively separately.
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.

**Co-construction in Korean Interaction**

Ju, H.
University of California, Los Angeles, 2011

**Abstract**

This dissertation explores co-construction of a situated activity in a current unit by mainly focusing on hearers' actions. The 'co-construction' involves a process of interaction in which
speakers and hearers jointly construct the form and the meaning of ongoing utterances even when they disagree with each other (Jacoby & Ochs, 1995). In particular, this study addresses (1) interactional resources that Korean speakers employ to project their talk and action during the progress of talk, (2) some ways in which hearers display their alignment to a situated activity emerging from the current interaction, and (3) possible consequences of recipients' action to the syntactic structure of ongoing talk.

The issue of this dissertation touches on controversies among previous studies, with respect to the relationship between interaction and linguistic typology. The majority of studies claim that the projection of talk and action in SOV languages is 'delayed' due to the predicate-final structures and agglutination in contrast to SOV languages (Fox et al., 1996, Tanaka, 1999, 2000; Hayashi, 2004 inter alia). That is, recipients in Korean and other SOV languages must 'wait and see' to recognize the trajectory of speakers' talk. However, recent studies suggest that recipients can collaboratively construct a speaker's emerging talk at an early stage, even in such SOV languages as Japanese (Hayashi, 2003; S. Iwasaki, 2008, 2009).

This study builds on previous literature by examining how Korean speakers and recipients closely monitor each other's talk and action to construct a current unit of talk collaboratively. While acknowledging the structural implication of delayed projectability, this study pays central attention to ways in which co-construction is afforded as early as possible in the process of emerging talk. In particular, this study examines the use of participants' nonverbal actions including gestures as interactional resources to achieve co-construction. Moreover, this study shows how participants use grammar as resources during ongoing interaction to construct talk and action. The results of this study suggest that co-construction of a unit and a situated activity is accomplished through early projection of talk (and action), which is made possible through multimodal resources including gestures and structural adaptation in Korean interaction.

By demonstrating how Korean participants take into account multiple kinds of resources to make sense of each other's talk and action even prior to the occurrences of a particle or a predicate, this study sheds light on the interface between language and interaction. In particular, the results of this study demonstrate that in even SOV languages, early projection of units may be possible when we consider multimodal resources (see S. Iwasaki, 2008, 2009).

Social Capital and Cultural Identity for U.S. Korean Immigrant Families: Mothers' and Children's Perceptions of Korean Language Retention

Jung, S.J. S.

Portland State University, 2016

Abstract

Through increasing immigration, the U.S. society is becoming more linguistically and culturally diverse. Yet, as many the U.S. language minority groups seek to assimilate, they face many challenges. One challenge is that their home language does not match the dominant language, English, that their children are learning at school. For Korean communities, maintaining Korean language presents a problem for families, especially for the mothers and children. The purpose of this study was to explore the U.S. Korean immigrant mothers’ and children’s perceptions of and experience with maintaining the Korean language and the effect that has on the development of social capital and cultural identity. I conducted two focus groups—one with
mothers, another with their children, using a semi-structured interview protocol. I used narrative inquiry as my qualitative approach and then used thematic analysis to summarize my findings. I identified four major themes: (a) use of Korean language: positive and negative experiences, (b) perspectives on Korean language maintenance: benefits and limitations, (c) effect of parental involvement: provision of social capital, and (d) value of cultural identity formation: acculturation and the reality of learning Korean. This study revealed that parental support for children’s heritage language retention seems to have an effect on language maintenance. Thus, because of this seemingly strong relationship, there seem to be significant benefits for children, families, and the overall society when the U.S. educators and other Korean immigrant parents strongly encourage American-born Korean youth to maintain their mother tongue in the U.S.

**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.

**Sensitivity to Islands in Korean-English Bilinguals**

Kim, B.

University of California, San Diego, 2015

**Abstract**

The focus of this dissertation is twofold: First, it examines whether Korean exhibits island effects, as the status of islands in Korean and typologically related wh-in-situ languages has been unclear. Second, it explores whether Korean-English bilinguals display native-like island effects in their two languages.

While most accounts of island effects claim that the input is not directly involved and that islands stem from basic properties of grammar/processing that are available to all humans, another line of accounts claims that islands actually can be learned from the input. These different approaches to the learnability issue on islands would then predict different outcomes for bilinguals. Under the accounts claiming that islands are not learned but available to all speakers regardless of one's learning environments, we might expect native-like island effects in bilinguals regardless of their learning environment. On the other hand, if input plays an important role in having island effects, as the second position argues, then bilinguals might be expected to show non-native-like and/or various types of island effects.

Four acceptability experiments on island effects in Korean (involving a whether-island and an adjunct island) in native and Korean-English bilinguals (i.e. heritage speakers of Korean) revealed the presence of a whether-island but the absence of an adjunct island in Korean in both native and heritage speakers of Korean. Another five acceptability experiments on island effects in English (a whether-island, a wh-island, and three types of adjunct islands) showed that Korean-English bilinguals, grouped according to their AoA (i.e. Heritage: AoA 0-5, Early: AoA 6-10, and Late: AoA 11-14), displayed adjunct island effects but either had weaker whether/wh-
island effects than native speakers or lacked these effects altogether. Their island effect sizes, measured by DD scores, indicated that islands get weaker with increasing AoA. There was also found a positive correlation between AoA and length effects in bilinguals, suggesting a difficulty with long-distance dependencies as AoA increases. These results are discussed in light of the cross-linguistic similarities and differences in islands, and the role of input in island effects.

**Biracial Identity Development: Narratives of Biracial Korean American University Students in Heritage Language Classes**

Kim, H. A.
University of Washington, 2016

*Abstract*

Despite the increasing biracial and multiracial population in the United States, there are few studies on the identity development of people with racially mixed backgrounds. This study examines eleven biracial Korean American university students using participant observation, semi-structured interviews, and document analysis. In particular, it focuses on how biracial Korean Americans construct and engage with their identities, the factors that influence this process, and how Korean heritage language on the higher education level play a role in identity development. The narratives of biracial Korean American university students illustrates the intersection where biracial and multiracial identities are situated, describe how individuals navigate two or more cultures in which race and language are viewed differently, challenge the existing categories of heritage language, and shed light on identity development in the higher education context.

**Processing strategies and transfer of heritage and non-heritage learners of Korean**

Kim, H. S. H.
University of Hawaii at Manoa, 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 Subcommand (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 abilitiesl perspective rather than from a —deficiency-oriented perspective. The study
concludes with implications for policy, research, and pedagogy.

Unveiling linguistic competence by facilitating performance

Kim, K.
University of Hawai’i at Manoa, 2014

Abstract

This dissertation looks at the question of whether the source of language learners' poor
performance is a deficit in knowledge or a performance problem. Two constructions are
examined, both being cases in which learners have been reported to show deficits in linguistic
competence: (1) Korean OSV (e.g., Elmo-lul Big Bird- ka anayo. 'Elmo, Big Bird is hugging.'),
where knowledge of both scrambling and case markers is necessary for target performance; (2)
the English tough construction (English TC; e.g., The doll is easy to see ei ), where knowledge of
tough movement is necessary for target performance (i.e., the object interpretation only). If poor
performance (operationalized as chance performance or below) is due to a failure to apply
knowledge rather than the absence of knowledge, good performance (i.e., significantly-above-
chance performance) should emerge with the effective manipulation of non-grammatical factors
to facilitate learners' application of knowledge. I experimentally tested this hypothesis in two
studies, employing both (a) sentence-internal manipulations and (b) sentence-external
manipulations. The Korean OSV study collected data from Korean Heritage children (KHC) ( n =
31) as well as two groups of native Korean-speaking children, a younger group (n = 21) and an
The English TC study collected data from native Korean-speaking adult L2ers of English (n = 49) and native Korean-speaking child L2ers of English (n = 30), along with adult native speaker controls (n = 10).

Study 1: Knowledge of scrambling and case in Korean was assessed, first, via picture-selection comprehension tasks that (a) manipulated the prosodic salience of case markers and (b) manipulated context to make the direct object a natural scrambled topic, and, second, via a production task eliciting case markers. The results suggested three possible sources of poor performance. Many participants showed good performance only in the manipulation conditions (vs. the baseline condition), suggesting that their poor performance in the baseline condition could be due to a performance problem (e.g., perception failure or a heavy processing load). Some participants showed absence or errors of case in the production task, which suggests that their poor performance could come from a deficit in knowledge of case or from a mapping problem between a Case feature and case morphology.

Study 2: Knowledge of the English TC was assessed via Truth-Value Judgment Tasks (TVJTs) that (a) manipulated verb transitivity to make the infinitival object gap more salient or less salient and (b) manipulated context to avoid or strengthen bias toward the (erroneous) subject interpretation. A Korean TVJT was also conducted to find the interpretation tendency for the Korean translation equivalents of the English TC. Comparisons between the Korean and the English TVJT results revealed a strong subject-interpretation bias in both languages for lower proficiency adult and child L2ers but only in Korean for higher proficiency adult L2ers, which suggests that L2ers do transfer their L1 subject interpretation but can subsequently unlearn it—despite an (ostensible) absence of negative evidence. However, (most of) the high proficiency adult L2ers still showed (below) chance performance in the error-inducing conditions, which suggests that non-grammatical factors can conceal knowledge of the English TC that some of them actually have.

The two studies show that poor performance on the part of language learners—here, Heritage learners and L2 learners—is not necessarily due to a deficit in knowledge, which in turn suggests that linguistic competence can be obscured due to performance reasons.

The syntax and acquisition of negative polarity items in heritage Korean

Kim, S. J.

University of Kansas, 2012

Abstract

This dissertation investigates the syntax and acquisition of Korean negative polarity items (NPIs) in two groups of adult heritage Korean speakers: simultaneous heritage speakers and early sequential heritage speakers who speak Korean as a minority/heritage language in the United States.

The present study examines how heritage Korean speakers acquire the syntactic properties of negative polarity items (NPIs) in Heritage Korean. Korean NPIs have properties that they share with English NPIs, but also properties that are distinct from English NPIs. More specifically, Korean and English allow local licensing of object NPIs. However, unlike English, Korean has matrix subject NPIs. In addition, Korean does not allow long-distance licensing of embedded object NPIs.
I investigate the syntax and acquisition of NPIs in Heritage Korean, exploring the following research questions: (i) to what extent heritage Korean speakers maintain the shared property of local licensing of object NPIs, (ii) to what extent heritage Korean speakers maintain the Korean language-specific properties of subject NPI licensing and scrambling of NPIs, (iii) to what degree heritage Korean speakers show potential transfer effects from English in long-distance licensing of the embedded object NPIs, (iv) whether and how age of acquisition of English plays a role in the degree of acquisition of NPIs in Korean.

The properties of the Korean NPI, amwuto 'anyone' were investigated in two experiments. One is with a Grammaticality Judgment Task which tests object and subject NPI licensing. The other is with an Acceptability Judgment Task with contexts, which tests NPI scrambling. The heritage speakers were at intermediate or advanced proficiency. Overall results showed that heritage speakers fully acquired the shared properties of NPI local licensing. Acceptability of heritage speakers was as high as that of native speakers. In addition, heritage speakers acquired the Korean-specific properties of subject NPI licensing and NPI scrambling. However, regardless of a mostly advanced level of proficiency, both heritage speaker groups demonstrated potential transfer in the English-specific property of long-distance licensing of embedded object NPIs. In comparison between both heritage speaker groups, age effects were not detected in object and subject NPI licensing and NPI scrambling.

Errors in inflectional morphemes as an index of linguistic competence of korean heritage language learners and american learners of korean.

Kim, S. Y.
University of Kansas, 2014

Abstract

This study examined the linguistic competence in Korean of Korean heritage language learners (HLLs), compared to English-speaking non-heritage language learners (NHLLs) of Korean. It is unclear and controversial as to whether heritage languages learners are exposed to early but are interrupted manifest as L1 competence or share more characteristics with development in L2/FL competence. However, a common misconception is that HLLs outperform NHLLs in overall language skills even though Korean HLLs in Korean as a Foreign Language (KFL) classes do not make better progress than NHLLs despite their comparatively stronger aural interpretive abilities. This study was designed to investigate whether HLLs have an advantage over NHLLs in learning distinctive parametric values in Korean language, through comparing occurrences and sources of grammatical errors exhibited by two groups taking university-level KFL classes. This study addresses Korean inflectional morphemes, with a focus on case and postposition markers and affixal connectives. Data was collected from error analysis (EA) of inflectional morpheme errors and its source on semi-guided and self-generated writing samples, and grammaticality judgment in a word completion (GJWC) test using the same inflectional morphemes used for the EA. Schlyter's Weak language (WL) as L2, Montrul's WL as L1, and the Missing Surface Inflection Hypothesis (MSIH) provided theoretical frameworks. The EA data was coded using the Systematic Analysis of Language Transcript program. The EA and GJWC data were analyzed using a 2-way ANOVA and, when there was a significant interaction effect between heritage status and language proficiency level, a 1-way ANOVA. This study's results confirmed Schlyter's hypothesis, but did not support Montrul's hypothesis from either the EA or GJWC. MSIH failed in explaining underlying linguistic competence of HLLs. Significantly higher error rates caused by omitting necessary subject and object markers among HLLs imply
their Korean morphological data stays at the level of Korean child's morphology. Significantly higher error rates in instrument marker in the GJWC test by advanced level of HLLs imply impaired Korean morphology of HLLs. Linguistic variation is more prominent among HLL group. Findings are further discussed in relation to their theoretical, methodological, and pedagogical implications. Differentiated instructional and curricular approaches for HLL and NHLL groups are suggested.

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.

Speech Production and Perception of Heritage Speakers of Korean

Lee, E. H.
University of California, Los Angeles, 2014

Abstract
Childhood exposure to heritage language has been found to be beneficial when relearning the language as an adult. However, it is not known whether the exposure to heritage language affects the dominant language of the heritage speaker. This study investigates if there is any influence of heritage language (i.e., Korean) on the dominant language (i.e., English) of second-generation Korean-Americans based on their production data, and if there is, whether the Korean-American English "accent" is perceptible by native speakers of English. Two groups of Korean Americans and two groups of monolingual speakers were recruited: nine Korean Americans who were exposed to Korean in childhood (i.e., childhood speakers), three Korean-English bilinguals, ten monolingual English controls and six monolingual Korean controls. The results show that English and Korean vowels produced by the childhood speakers were different from that of the bilinguals and that of the two monolingual control groups, suggesting that incomplete exposure to heritage language in childhood affects one's dominant language. However, the analysis of voice quality measures did not suggest any systematic pattern among the speaker groups. For the perception study, fifty-eight listeners were recruited and were asked to judge the speakers' ethnicity after listening to ten English words produced by either Korean Americans or monolingual English controls. The results revealed that listeners were not able to reliably judge the childhood speakers as Asian Americans, indicating that the acoustic differences are subtle. However, the bilingual speakers were consistently rated as Asian Americans, suggesting that bilingual speech might be what native speakers perceive as "Korean-American English."

Looking into bilingualism through the heritage speaker's mind

Lee-Ellis, S.
University of Maryland, College Par, 2012

Abstract

Due to their unique profile as childhood bilinguals whose first language (L1) became weaker than their second language (L2), heritage speakers can shed light on three key issues in bilingualism - timing, input, and cross-linguistic interaction. The heritage speakers of focus in this dissertation are Korean second generation immigrants mainly exposed to their heritage language (HL) when young but who became more dominant in their L2 later in life. The ability of Korean heritage speakers in both their HL (Korean) and L2 (English), including speech perception, translation priming, and grammatical intuition were examined. Six psycholinguistic tasks, a bilingual experience questionnaire, and Korean and English proficiency tests were administered. Data were collected from 48 Korean heritage speakers, 36 English speakers learning Korean as adults and 36 Korean speakers learning English as adults. The two L2-learner comparison groups also served as native speaker controls for their respective native languages.

The Korean heritage speakers raised in an English-speaking country, despite having been exposed to Korean first and throughout their lives, exhibited significant weaknesses in their Korean competence while exhibiting (near-)native-like competence in English. It is thus argued that the input-dominance switch that occurred before the critical period ended caused a dramatic reorganization of early/first established linguistic representation, which challenges some previous views on the implasticity of human language representation (e.g., Pallier et al, 1997).
When compared to adult L2 learners of Korean, heritage speakers exhibited a slight advantage in speech perception and translation priming while showing no advantage in the grammaticality judgment of locative alternation. It is therefore suggested here that heritage speakers may have an advantage over adult L2 learners with early-acquired linguistic features and with implicit processing capacity.

Another notable finding is that Korean heritage speakers showed less-than-nativelike performance in locative alternation in both Korean and English, a finding that highlights cross-linguistic interaction in bilingualism. The standard practice of comparing bilinguals to monolingual competence in SLA studies is thus called into question.

Finally, although individual differences among the heritage participants in the current study were best predicted by language aptitude and amount of instruction, no conclusive claim regarding the role of language aptitude or instruction in early bilingualism is proposed here because it is unclear whether such effects influenced the childhood bilingual development or re-learning during adulthood of the current heritage participants.

In short, timing, input, and cross-linguistic interaction all seem to contribute significantly to the development of bilingual competence. The heritage speakers examined in this dissertation turned out to be an excellent testing ground for all three of these ingredients of language acquisition.

**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 acquisition of wh-questions and auxiliary movement by Korean-English bilingual children

Park, S. K.
Purdue University, 2011

Abstract

In this dissertation, I will propose the Person Feature Auxiliary Movement (PFAM) Hypothesis, which states that the combination of certain features in the head of C yield certain Spell Out results. More specifically, the PFAM Hypothesis states that when \([Q]\) and a valued \([TNS]\) feature are present in C, the resulting Spell Out is a phonologically null element \(\emptyset\), while the combination of \([Q]\), valued \([TNS]\), and a person specification result in the Spell Out of do . The PFAM proposes this analysis in order to account for the pattern of T-to-C movement that is found in the development of wh-questions by Korean-English bilingual children. In order to further investigate these patterns, a longitudinal study and elicitation experiment were conducted, the latter specifically targeting the effect of \([PRS]\) in auxiliary movement.

The data from the two studies revealed four stages of acquisition for do and be , where auxiliary inversion is acquired person-by-person in the following order: second, first, and third person. The PFAM Hypothesis explains this data such that when T contains a person specification, the feature forms a complex matrix with \([TNS]\). When the uninterpretable \([u\ TNS]\) targets \([TNS]\) for movement, the complex matrix that contains \([PRS]\) must also be pied-piped to maintain integrity of the matrix. Thus, the features \([Q]\), valued \([TNS]\), and \([PRS]\) are present in C and are Spelled Out as do. If a phonological element, such as be is moved to C, that element gets Spelled Out in C position. However, if no \([PRS]\) feature is present in T, the \([TNS]\) feature can be singly targeted by \([u\ TNS]\) in C. Thus, the combination of features \([Q]\) and \([TNS]\) Spell Out as a phonologically null element in C, or \(\emptyset\). The PFAM Hypothesis accounts for the acquisition data found in this study and its predictions are borne out in the finding.

Examining the role of prior knowledge in reading comprehension and vocabulary development of Korean heritage language learners.

Roberson, D. K.
Texas A&M University – Kingsville, 2013

Abstract

Gabb (2000) points out that a second-language learner's (SLL's) major reading comprehension problems involve a limited vocabulary and a lack of cultural background knowledge. Unlike most SLLs who study English to assimilate into the mainstream culture, Korean heritage language learners (KHLLs) learn Korean to preserve their language and culture. This study was conducted to determine 1) how prior knowledge impacts reading comprehension among KHLLs and 2) how the use of prior knowledge impacts overall vocabulary development among KHLLs. This study employed the exploratory single case study. Participants included a teacher and
The researcher utilized a variety of data collection procedures: background questionnaires, focus-group interviews, classroom observation, and a post-observation interview with the teacher. The themes of dominant language, culturally relevant teaching materials, and cultural identity were identified for research question one. The themes of supplementary materials and pre-teaching vocabulary were identified for research question two. The study found that accessing prior knowledge greatly increases reading comprehension of SLLs in general and KHLLs in this specific study. One implication of this study is the beneficial use of culturally relevant materials such as folktales to relate to students' background knowledge. Another implication is the use of multi-media to demonstrate the cultural background and illustrate the vocabulary in the story. Recommendations for administrators and teachers of Korean heritage language programs include training teachers in effective second language teaching methods and strategies, including the use of folktales and multi-media technology; developing culturally relevant teaching materials for KHLLs; and designing curricula with explicit links between new concepts and the KHLLs' previous experiences. Finally, further research is needed to study the impact of culturally relevant teaching materials, especially multi-media and other new technologies on heritage language learners.

**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

"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.
Korean heritage school teachers' professional identity
Shin, H. Y.
George Mason University, 2015.

Abstract

In the multicultural and multilingual society of the United States, heritage language learners can be considered as potential alternative fluent bilinguals if they maintain their heritage language capabilities, due to the difficulty of attaining an advanced proficiency level for foreign/second language learners. Heritage learners mainly end up becoming monolingual and maintaining literacy in only one language since they lose the opportunity to receive instruction in their heritage language during their school years. There are approximately 1,200 community-based Korean schools in the United States, attended by 60,000 students with the intent of maintaining ties to linguistic and cultural heritage. Korean heritage schools nationwide serve as a great resource for heritage learners in the development of early literacy skills in order to reach a high proficiency level in Korean. In addition, Korean heritage schools help students develop a strong sense of belonging in their community by fostering familial and cultural connections.

The role of the teacher is very important in Korean heritage schools, as there is a lack of a structured curriculum and institutional guidance. However, the prominent issue for teachers is that there are limited opportunities for them to improve their qualifications. The current professional development opportunities offered by national and regional Korean heritage school associations do not satisfy the emerging needs of the teachers. As a result, there are often conflicts over educational goals and learning methods between the first generation of immigrant teachers educated in Korea and the U.S. born learners.

A principal goal of this inquiry was to explore the professional identity of the Korean heritage school teachers, including how their identities are shaped, reproduced, and constructed through practices in place at heritage language schools. The data were collected from participatory observation, focus group interviews, and one-on-one interviews. This study demonstrated that the Korean heritage school teachers perceive themselves as traditional Korean teachers, foreign/second language teachers, members of Korean immigrant communities, volunteers, and mothers. The identity of the teachers was formed through former education and experience, familial and cultural values, raising 1.5 or 2nd generation Korean children, professional development opportunities, and time spent volunteering in U.S. public schools. The findings further reveal that their beliefs as teachers were reproduced and constructed in heritage schools by maintaining traditional teaching methods, developing an understanding of heritage learners, feeling isolated from mainstream education, and having low autonomy and self-efficacy. The study presented an opportunity to reflect on the current heritage teacher education model, which is designed as top-down with no space for the voice of heritage language teachers. Teacher identity and experience can contribute positively to teacher education. Exploration of Korean teachers' identity may help to motivate the heritage education community to redesign future teacher education programs.

Weaving their identities: A narrative inquiry into Korean heritage language learners
Shin, Y. S.
University of Illinois at Urbana-Champaign, 2015.
Abstract

The focus for my research project was language learning practices and how people negotiate and transform their identities throughout their heritage language learning (HLL) experiences. Many scholars have explored language usages, identity formation, and influence of social class on language learning (Bucholtz 2011; Gee, 2002; Hill, 2001; Mendoza-Denton, 2008; Norton, 1990; Rampton, 1995). However, while heritage language courses at universities are increasingly popular (Kondo-Brown, 2003), not many studies have focused on heritage language learners. Moreover, very few studies include Korean adoptee students’ identity formation within a heritage language-learning context.

This research studied how Korean heritage language learners’ cultural and language learning backgrounds shaped who they were, how they (re)constructed and negotiated their identities as Korean Americans, and the challenges they faced while taking a heritage language learning course. I used a sociocultural framework for this study and methods of narrative inquiry. I chose narrative inquiry because it raises the voices of research participants, particularly the voices of minorities whose stories have not been told (Clandinin & Connelly, 2004).

The participants for this study were 7 Korean American students who were taking/had taken Korean language classes at a university level. The students were from three groups: (a) Korean Americans whose parents were both Koreans, (b) Korean Americans with at least one parent of Korean ethnicity, and (c) Korean Americans who were adopted to the United States. Data sources included narrative meetings with case study participants and their parents, background surveys, course observation field notes, multimedia language uses, and written artifacts produced by the participants in their language classes.

Looking across the narrative accounts from the 7 Korean heritage learners, I found similar and different experiences influenced the learners’ identity development and how their identities shifted influenced by multiple sociocultural contexts. Their heritage language learning provided meaningful experiences to (re)construct and negotiate their identities. The implications of the study provide information for parents, educators, and policy-makers who want to better understand the process of identity development among different types of Korean heritage learners.

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.

**Incomplete Acquisition in the Nominal Domain of Korean by Heritage Language Speakers**

Suh, E.

University of Toronto, 2014.

**Abstract**

In this study, I examined heritage language speakers’ acquisition of the nominal domain of Korean to see how these speakers’ age of onset of exposure to English, their frequency of exposure to Korean, and their usage of Korean could help account for their performance. Fifteen adult simultaneous bilinguals and eighteen adult sequential bilinguals participated in the study. Their responses were compared to that of eight Korean-dominant bilinguals comprised of a subset of the mothers of the participants (and other similar speakers), who formed the control group, to represent the baseline (i.e., the input that heritage language speakers actually receive). The participants completed language history questionnaires, which were used to create composite usage and exposure scores for Korean. General measures of the speakers’ ability in Korean were compiled based on self-rated ability scores and an analysis of their accuracy and productivity on two of the tasks in this study. In order to examine the heritage language speakers’ grammars with respect to the nominal domain of Korean, the participants completed three tasks: 1) a preference task designed to test their sensitivity to various combinations of Case drop and their preferences for structures with or without plural marking and comitative Case markers; 2) an elicited imitation task designed to test their ability to recognize and produce Case markers; and 3) an elicited narration task designed to elicit
production of Case markers, the plural marker, and quantificational structures. The results of mixed effects logistic regression models suggest that, with respect to aspects of the Korean nominal domain that are sensitive to differing levels of acceptability, the heritage language speakers showed awareness of these levels overall; different aspects of their language experiences were useful in accounting for differences between speakers. The results from the control group also suggest that the input that heritage language speakers receive is not “faulty”.

**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.

**Motivational factors in heritage language learning in the context of Korean community**
Abstract

Motivation is a very important psychological factor in "determining success in learning another language in the classroom setting" (Gardner, 2001: 2). This study investigated heritage language learners' personal reasons for remaining in a heritage language-learning program. This study also identified and analyzed crucial factors that influence second language learning, namely: instructors' teaching methods, living with Korean speaking grandparents or relatives, Korean mass media, parents' expectation or desire, and taking a SAT II preparatory class.

Research was conducted at Bethel Korean church's language program in the city of Irvine, California. The program had 456 students, 42 teachers, and 10 non-teaching staff members. The sample for this study was 27 students in regular classes and 46 students in SAT II preparatory classes. The researcher collected data using questionnaires, semi-structured interviews, participant observations, and archival study. The researcher observed classes, teachers' meetings and conferences.

The researcher discovered following: (a) school atmosphere, especially instructors' teaching methods, appeared to have a marginal effect on language learners' persistence in the heritage language program, (b) living with heritage language speakers positively affected language learners' motivation, (c) using heritage mass media positively affected Korean language learning, (d) parents' strong encouragement was a dominant motivational factor for elementary school students remaining in the heritage language program, and (e) SAT II preparation was a dominant motivational factor of junior high and high school students for remaining in the heritage language program.
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 21st 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.
KURDISH

Language and Literacy Practices of Kurdish Children Across Their Home and School Spaces in Turkey: An Ethnography of Language Policy

Gokalp, A.

Arizona State University, 2015

Abstract

This study examines the language and literacy experiences of Kurdish minority children during their first year of mainstream schooling in a southeastern village in Turkey. I employed ethnographic research methods (participant observation, multi-modal data collection, interviewing, and focus groups) to investigate the language practices of the children in relation to language ideologies circulating in the wider context. I focused on the perspectives and practices of one 1st grade classroom (14 students) but also talked with seven parents, three teachers, and two administrators.

A careful analysis of the data collected shows that there is a hierarchy among languages used in the community—Turkish, English, and Kurdish. The children, their parents, and their teachers all valued Turkish and English more than Kurdish. While explaining some of their reasons for this view, they discussed the status and functions of each language in society with an emphasis on their functions. My analysis also shows that, although participants devalue the Kurdish language, they still value Kurdish as a tie to their ethnic roots. Another key finding of this study is that policies that appear in teachers’ practices and the school environment seemed to be robust mediators of the language beliefs and practices of the Kurds who participated in my study. School is believed to provide opportunities for learning languages in ways that facilitate greater participation in society and increased access to prestigious jobs for Kurdish children who do not want to live in the village long-term. Related to that, one finding demonstrates that current circumstances make language choice like a life choice for Kurdish children. While Kurds who choose Turkish are often successful in school (and therefore have access to better jobs), the ones who maintain their Kurdish usually have only animal breeding or farming as employment options. I also found that although the Kurdish children that I observed subscribed to ideologies that valued Turkish and English over their native language, they did not entirely abandon their Kurdish language. Instead, they were involved in Turkish-Kurdish bilingual practices such as language broking, language sharing, and language crossing.
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

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.
LAZURI

Tales of language loss and language maintenance: Elicited ancestral language use in Lazuri-Turkish and Turkish-German caregiver-child dyads during structured play

Yuksel-Sokmen, P. O.

City University of New York, 2015

Abstract

In language contact situations parents who grew up acquiring their ancestral language (AL) often have to make choices about the fate of AL transmission by negotiating resources and beliefs about what is best for their children's future. Their language practices contribute to AL loss or maintenance, affecting developmental pathways for bilingualism. The situation faced by speakers of Lazuri—a Grade 2, severely endangered South Caucasian language that is no longer used in child-directed speech illustrates a global phenomenon of rapid language loss within indigenous communities due to linguistic assimilation to a dominant language (DL). AL loss is associated with parental language socialization goals (e.g., to prepare children for formal education in the DL), as well as socio-economic and historical factors. Study 1 examined AL production in Lazuri-Turkish caregiver-child dyads (N=62, M child age=30.0 months, SD=9.4, range 12-48 months) as a function of caregiver generation (i.e., comparing 30 grandparent-child vs. 32 parent-child dyads). Dyads were recruited from Lazona communities in F?nd?kl? and Arda?en, Turkey. Study 2 compared a subset of the parent-child dyads from Study 1 with age-matched Turkish-German parent-child dyads (N=12, M child age=29 mo, range 16-46) recruited from the Kreuzberg community of Berlin. The Berlin families tend to maintain usage of AL (i.e., Turkish) in child-directed speech, and served as a base of comparison with the Lazuri communities where the DL has replaced the AL in communication with children. All parents completed a short demographic and language use questionnaire. Across studies, dyads were instructed to converse in their AL (i.e., Lazuri in Lazona, Turkish in Berlin) while engaging with animal farm and tea-party toy sets (10 min each). The elicitation task thus provided an assessment of caregiver language fluency in the AL as well as a semi-structured context for examining cultural variation in caregiver-child communication.

Utterances were transcribed and coded for language use (i.e., AL, DL, Mixed) and type (i.e., labeling, questioning, commanding, deictic expression, comment, invitation). Deictic gestures (i.e., pointing, showing, offering, requesting) were also coded. In Study 1, the elicitation task indicated AL loss with grandparents and parents interacting similarly with children: Caregivers spoke Lazuri in only 58.5%, while the remainder of the child-directed speech was in Turkish (26.0%) or mixed languages (15.4%). In contrast, children lacked Lazuri fluency and predominantly spoke Turkish (82.8%) with fewer Lazuri (14.8%) or mixed utterances (2.4%): 79.8% of children's Lazuri utterances were imitative, as opposed to spontaneous speech (21.2%). Caregivers combined Lazuri utterances with deictic gestures more often than Turkish utterances to establish a common ground for effective communication. Reflecting parental language practices in AL usage in Study 2, Berlin dyads conversed fluently in AL. Functional coding of utterances showed cultural variation in child-directed speech: Lazuri parents produced more commands whereas Berlin parents used more questions to engage their
children. Despite variation in parental speech, children’s communication was remarkably alike, yet mediated by the activity context. The findings extend the bilingual literature by including understudied language enclaves and corroborate how practices and beliefs about what to teach and how to talk to children contribute to AL loss or maintenance. Benefits and ways of maintaining AL in socioeconomically disadvantaged contexts are discussed. Lazuri child stories are included as supplemental materials.
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.
The Malayalee diaspora in North America: A retrospective study of heritage language use and ethnic identity affiliation

Varghese, B.
New York University, 2017

Abstract

This dissertation investigates the effects of attendance at Malayalam heritage language programs on the ethnic identity, linguistic proficiency, and patterns of use of adult, second-generation Malayalee-Americans living in the United States. The study employs a mixed-methods, retrospective approach with the quantitative portion of the study using adapted versions of the AMAS-ZABB and MEIM surveys. Survey data was collected from 31 adults with previous attendance at either church-based or community-organized heritage language programs. Semi-structured interviews were conducted with 10 volunteer participants who provided additional data in regards to the extent that heritage language programming affected their language proficiency, language preference, language usage, and cultural competence, years after the point of instructions.

The data revealed that heritage language development was related to ethnic identity development for the participants and that heritage language development additionally fostered biculturalism and mitigated marginalization of these heritage language learners. Findings also suggest that there may be overlap between smaller ethnolinguistic cultures that exist within a larger ethnolinguistic culture. Furthermore, results indicate a relationship between participants’ self-assessment, imagined selves, and perceived ownership of the language. Finally, the impact of other factors in heritage language learners’ environment are identified, including religious affiliations, curriculum and pedagogy of heritage language programs, and parental and community support of heritage language development. Implications for heritage language pedagogy and future research are explored.
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.
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.

Language Input and Outcomes in Bilingual Persian-English Children Attending an Immersion Preschool

Payesteh, B.
University of Minnesota, 2015

Abstract

Background: Despite the growing number of Persian-speaking people in the U.S., little is known regarding the language development of children learning Persian and English. Researchers studying Persian or Persian-English speakers typically only investigate one or two very specific areas of speech or language. However, there is no research examining how the amount of exposure to Persian and English and the amount of Persian and English spoken by children influences their language skills (e.g., vocabulary, morphosyntax).

Method: Participants were two groups of preschool children, Persian-English bilingual (BI) children (n = 15) and English-only speaking (EO) children (n = 17); all children were 2 through 5 years of age. BI children attended a Persian immersion preschool in the San Francisco area and EO children attended English-only preschools in the Minneapolis area. BI participants completed a series of vocabulary and morphosyntax tasks in Persian and English; EO participants completed the same English series.

Results: Results indicate a) no significant differences between the English scores of the BI and EO groups, b) significant differences in the BI group’s English and Persian scores, c) significant cross-domain relationships within Persian and within English for the BI group, d) significant cross-linguistic relationships for Persian and English vocabulary and Persian and English morphosyntax, and e) notable trends that highlight the impact of the amount of parental language input and child language production on language skills.

Conclusion: Across all the analyses, study results consistently suggest that greater heritage language support is beneficial for bilingual children and not detrimental to language development of the majority language, English.
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

Ramezanladeh, 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.
Curriculum development in a heritage language community-based school: A Qualitative inquiry regarding a Brazilian-Portuguese program in South Florida

Boruchowski, Ivian L. Destro

Florida International University, 2014

Abstract

This research aimed to describe, understand, and discuss the curriculum development process of a Brazilian-Portuguese heritage language community-based school in South Florida.

This study was guided by the following research questions: (a) What roles does this HL community-based school aim to play for its students? This investigation was also related to the subsidiary question: (b) How does this HL community-based school organize its curriculum development process? In order to explore these research questions, I observed and interviewed teachers and coordinators based on a qualitative research approach.

I analyzed the interviews’ transcripts, and the program’s website with a central focus of describing and understanding their curriculum development process. Hopefully, the findings will help Brazilian and other HL community schools toward discussing and elaborating their own curriculum development, as well as to look for specific teacher training courses.
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.
Consequences of language hierarchization: Language ideologies among Purepecha (heritage) speakers in the US. Implications for language maintenance and learning

Valencia, V.
University of California, Los Angeles, 2015

Abstract

In my dissertation, I examine some of the language ideologies towards Purepecha and indigenous speech in seven Purepecha speakers and seven Purepecha heritage speakers in the U.S. I analyze the way language hierarchization has been established in Mexico and the ways in which Purepecha speakers and Purepecha heritage speakers alike deal with this hierarchization. I also analyze how standardizing language policies have impacted Purepecha language maintenance, as well as how language ideologies about Purepecha and other indigenous languages in Mexico are present in the interviewees' discourse. I examine the possible role that language ideologies have in speakers' decisions to shift from Purepecha to Spanish and to English.

Among the language ideological features I study is Purepecha's status as a language in contrast to Spanish and English, and the iconization and racialization of Mexican indigenous speech, resulting in the creation of a stereotyped Indio ethnicity. Finally, I examine interviewees' language learning investments when learning a language other than their own, as well as resistance and appropriation processes that result from the imposition of learning dominant languages.
RUSSIAN

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.

Language and Social Identity Construction: A Study of a Russian Heritage Language Orthodox Christian School

Moore, E. L.
University of California, Los Angeles, 2012

Abstract

Grounded in discourse analytic and language socialization paradigms, this dissertation examines issues of language and social identity construction in children attending a Russian Heritage Language Orthodox Christian Saturday School in California. By conducting micro-analysis of naturally-occurring talk-in-interaction combined with longitudinal ethnographic observations and interviews the study examines how young heritage language learners are positioned as Russian Orthodox Christian children in relation to others: their teachers, peers
and parents. The study also explores how the children's affiliation with Orthodox Christian values and practices is socialized in their daily classroom interactions.

The dissertation concentrates on discourse analysis of specific language practices: directives in attempts to correct transgressions, accounts given in attempts to correct transgressions, hypothetical direct reported speech modeling ways of talking to parents, stories where children are presented as knowledgeable about Orthodox Christian values and practices, and assessments of church-related practices. Through the use of language and other semiotic resources children are positioned (and position themselves) as knowledgeable about and emotionally connected to Orthodoxy, respectful and obedient toward, but sometimes more knowledgeable than the parents, part of a collective of peers, where an individual's behavior affects the group, and as pupils who need to learn not only the Russian language, but also concepts of morality from their teachers. Such positioning of children takes place not only through the use of lexical items (what is said to and around them), but also through the structure of the linguistic practices employed.

The analysis shows that these structures take into consideration the multi-party arrangement of a classroom and other individuals who may be present or absent during the interactions. Hypothetical scenarios where a child is presented as a moral character are often used in the HL classroom setting. In these scenarios contrast is often employed to demonstrate to children complex moral concepts in concrete ways. Students learn "normative" ways of being Russian Orthodox Christian children who relate to others around them in ways that are acceptable for the Russian HL school setting and who understand and affiliate with Russian Orthodox Christian values and practices.

The phenomenon of international adoption with a focus on second language acquisition: A case study of internationally adopted children and adolescents from Russia

DiGregorio, D.

Indiana University of Pennsylvania, 2009

Abstract

The phenomenon of international adoption with a focus on second language (L2) acquisition of international adoptees (IA) was examined through the personal experiences of a small number of ethnically Russian children and adolescents who were in the process of adapting to a new language, culture and society in the United States. The aim of this qualitative study was to get inside the minds of six IA children and tell their stories by providing thick descriptions of their holistic experiences. The focus of this study was on answering these questions: (1) How do these IA children experience and perceive their L2 acquisition? (2) How do these IA children maintain their native language?

Data collection included interviews, school observations and analysis of students' official records (standardized tests, report cards, evaluations) as well as unofficial documents (photographs, essays, drawings). This qualitative study employed the ethnographic approach to provide detailed descriptions of six participants (ages 8-21) and the thematic approach with focus on L2 acquisition, first language (L1) maintenance and identity construction.
The analysis of interviews, observations and artifacts resulted in the following findings. The IA students acquired English as a second language in the same stages as typical immigrant children but the process of their L2 acquisition was considerably faster. The IA children adopted at the age of 11 or earlier had a native-like American accent while the older IA students had traces of a Russian accent in their L2. All of the participants struggled with reading comprehension on their standardized tests due to unfamiliar vocabulary.

Five out of 6 participants experienced subtractive bilingualism during which their L1 deteriorated and L2 became dominant. The oldest participant experienced additive bilingualism and was able to preserve her L1 while acquiring L2.

(In)complete acquisition of aspect in second language and heritage Russian

Mikhaylova, A.

University of South Carolina, 2012

This dissertation compares the knowledge of Russian Verbal Aspect in two types of learners enrolled in college level Russian courses: foreign language learners of Russian whose native language is English and heritage language speakers of Russian whose dominant language at the time of study is English. Russian Aspect is known to be problematic both for monolingual and bilingual children acquiring Russian and adults acquiring Russian as second/foreign language (Kazanina & Philips 2007, Anstatt 2008, Gupol 2009, Slabakova 2005b, Nossalik 2009). Recent studies have also shown that aspect may not be completely acquired by Russian heritage speakers of low and even near-native proficiency (Polinsky 2008, Laleko 2010). In my study, advanced proficiency English dominant heritage and foreign language speakers of Russian show an asymmetry in their comprehension of lexical and grammatical aspect. I show that the semantics and syntax of aspect are acquired; however aspectual morphology plays both a facilitative and a hindering role in the comprehension of aspectual distinctions.

Two experimental tasks manipulated pairs of sentences differing in aspectual interpretation based on presence/absence of a telicizing prefix or presence/absence of an imperfectivizing suffix. Based on the results, I argue the difficulties that advanced proficiency foreign language learners and heritage speakers have with Russian Verbal Aspect are not the result of a diverging grammar (rules of aspect formation) but can be attributed to reduced lexical and morphological knowledge as well as processing limitations. I find that English processing strategies may interfere with the processing of Russian aspect by both potentially incomplete acquirers, but at advanced proficiency level, heritage speakers have advantage over foreign learner learners in interpretation and processing tasks.

The findings are consistent with Bottleneck Hypothesis (Slabakova 2008), which assumes functional morphology to be a tight spot in second language acquisition and acquisition of syntax and semantics to be unproblematic. I propose, following Polinsky 2011, that functional morphology can be seen as an acquisitional bottleneck for heritage language speakers as well. In addition, as Montrul 2009, I have found that heritage speakers have advantage over foreign language learners in the acquisition of grammatical aspect, but not necessarily of lexical aspect.
Heritage language (HL) is a linguistic system that arises in the context of early childhood bilingualism, both sequential and simultaneous, when one of the languages is not fully acquired. The performance of speech acts in HLs is yet to be understood, and this dissertation is a first step in this direction. The study investigates the pragmatic competence of adult Heritage Russian (HR) speakers dominant in American English by focusing on their ability to comprehend and produce requests for favor that appeal primarily to the addressee's good will.

The data were collected through a questionnaire and role-play enactments in native-speaker (NS) and HR populations. A comparison with the established NS baseline indicates that HR speakers lack full knowledge of Russian-specific linguistic conventions and sensitivity to finer aspects of illocutionary meanings. Nevertheless, they can perform speech acts because they efficiently combine pragmatic and structural linguistic knowledge from their two languages. This combination of linguistic material is unique to HR speakers and involves internal restructuring of Russian pragmatic norms and linguistic convergence conditioned by language contact. Specifically, HR speakers re-analyze the Russian impersonal modal mozno (which normally marks permission requests) as a generalized marker of any request. The influence of English leads HR speakers to overuse politeness marker pozalujsta in indirect requests, contrary to NS preference. Also unlike NS, HR speakers tend to avoid the negative particle ne in indirect requests with a finite modal (due to incomplete acquisition and transfer) and to orient their requests to the speaker (transfer effect). Combination of linguistic material leads to the emergence of new pragmatic conventions, specific to HR, which involve mozno + pozalujsta for requests addressed to peers and embedding under performative + pozalujsta for formal situations.

The resulting composite pragmatic matrix of HR requests proposed in this study is based on an abstract linguistic structure that combines Russian and English pragmatic conventions. Requests produced by HR speakers do not involve overt code-switching at the surface, but exhibit cross-linguistic influence at the abstract level. The abstract convergence of two languages within HL pragmatics indicates that languages in contact interact within all levels of an utterance.

**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,
instructions 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.

**Investigating Syntactic and Lexical Complexity, Accuracy, and Fluency in the Writing of Heritage Speakers of Russian**

Dengub, E.
Bryn Mawr College, 2012.

*Abstract*

Heritage speakers (HSs) of Russian in the United States form a very complex and diverse group of learners. Research in heritage linguistics has examined key parameters of the HSs' oral production. Important work has been done in heritage language (HL) pragmatics, morphology, and lexicon. However, very few studies have been conducted to investigate HL writing. The present study expands current research on heritage learners by introducing new data on their written language production.

The present study investigated syntactic and lexical complexity, accuracy, and fluency in the academic writing of heritage students of Russian enrolled in language courses in American universities. Using a variety of measurements, this study analyzed global parameters of heritage speakers' writing and compared them with the writing of Russian native speakers. The research data came from the essay contest administered by American Councils for International Education (ACTR) and from essays written by native speakers, collected separately. The combination of HSs and native speakers' essays resulted in a corpus of 118 texts and approximately 34,000 words.

The results indicate that, in general, noticeable differences exist between heritage students of the lowest-proficiency group and other groups, including NSs. Heritage speakers in the more proficient groups often did not differ from native speakers (with the exception of accuracy measures) and sometimes even outperformed them in lexical sophistication. It is apparent that students who attended school in a Russian-speaking country for five years or more have considerably different linguistic profiles from those who attended school for less than five years or did not have any formal schooling at all. The analysis of errors shows that the interlanguage of heritage students in all groups exhibits relatively strong syntax but incomplete acquisition of morphological structures, spelling, and punctuation. The acquisition of syntax is fairly uniform, as revealed by the similar syntactic scores for all three groups, and the low error rate in syntax.

**Negative Language Transfer: A Study of Essays by Heritage and L2 students of Russian at the Intermediate Mid Level of Proficiency**

Karkafi, L. A.
University of California, Los Angeles, 2014

*Abstract*

This study was conducted to identify, quantify, and compare the types and number of negative transfer errors in the written essays of HL and L2 learners of Russian, particularly to categorize all instances of negative transfer. It was also focused on determining which linguistic subsystem
is most influenced by negative transfer from English to Russian. This study added a new
dimension to the current linguistic knowledge concerning negative transfer and the literature
available in the area of Russian language pedagogy. Sixty HL and 60 L2 learners of Russian of
the intermediate mid level of proficiency enrolled in Russian language classes at UCLA
participated in the study. Written essays submitted for the ACTR National Post-Secondary
Russian Essay Contest on four topics were used as the primary data source.

The most important finding from this research was that HL learners produced twice as many
negative transfer errors as did L2 learners of Russian. Other important findings of the study
reinforced the idea that writing in Russian showed the influence of English linguistic structures
in four subsystems: lexical, semantic, syntactic, and orthographic. The research returned
empirical evidence that, for both groups of learners, lexical and semantic subsystems were more
vulnerable to the English-based linguistic structures than syntax and orthography.

Conclusions from this study hold pedagogical implications for Russian language instruction. For
example, comprehensible meaning-focused input at the vocabulary level should be a part of the
curriculum and material design. Guidelines were offered for creating comprehensive
instructional intervention and productive activities that can strengthen vocabulary development
and assist learners in minimizing and overcoming negative language transfer.
SHENG

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

Spanish heritage language learners in Canadian high school Spanish classes: Negotiating ethnonlinguistic identities and ideologies

Abdi, Klara
University of British Columbia, 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.

She Really Only Speaks English’: Positioning, Language Ideology, and Heritage Language Learners

Abdi, Klara
University of British Columbia, 2011.

Abstract

This article draws on data from an ethnographic multiple-case study on the identity, positioning, and interactions of Spanish as a heritage language (SHL) students in regular Canadian high school Spanish classes. Interview and classroom observational data are discursively analyzed to reveal the presence of a form of language ideology that equates displayed Spanish speaking ability with language proficiency and heritage. This type of language ideology particularly impacted how one SHL student, who was reluctant to speak Spanish, was positioned and treated in class in ways that not only did not acknowledge her Hispanic heritage or encourage the development of her oral skills, but also did not recognize the usefulness of her literacy skills. This article problematizes the assumptions that HL students are typically able (and willing) to speak their HL and that this ability is viewed as their most important asset in class. The article concludes with pedagogical implications and directions for future research.

Written discourse production of bilingual learners of Spanish: A comparison between heritage and non-heritage speakers as a look to the future of heritage language teaching

Abdul Bagi, S.
Temple University, 2012

Abstract

With the purpose of understanding plausible reasons as to why Hispanics learners of Spanish, or heritage language learners (HLL), tend to obtain lower grades than their non-Hispanic counterparts (L2) in the same courses, forty-four students of Spanish (17 HLLs and 27 L2s) provided written production once a week for a period of six weeks. The data collected was analyzed in terms of error frequency in two main areas: orthography and morphology. The hypothesis proposed was that HLLs would have poorer orthographic performance than L2s given the informal aural input they have received at home before learning the language formally in an academic setting. Conversely, given the more complex nature of language morphology, which is believed to be acquired through long periods of time, HLLs, regardless of the informal context in their Spanish learning should show a more mature set of morphological constructions.

Within the HL group, I looked at the correspondence between the orthographic and morphological performance of HLLs to the generation to which they belong. Although, the correspondence was not in the direction expected, there seems to be a correspondence in the opposite direction. The further away from the first generation the better orthographic and written performance HLs showed. One third generation HLL had fewer errors than first
generation speakers. This tendency suggests that the term "heritage" has a referential value that goes beyond the linguistic realm.

When comparing the written performance of the two groups, results did not show radical differences: orthographically L2s had fewer errors by 7% and morphologically HLLs had fewer errors by 14%. These results, however, to suggest that there is a difference in the Spanish competence of the two populations of learners that imply their learning of Spanish involve different needs, which should be considered for Spanish course design and curricula. The goals of this research is to point out that the teaching of Spanish as an HL should not be viewed as the teaching of Spanish as an L2.

The ideology of U.S. Spanish in foreign and heritage language curricula: Insights from textbooks and instructor focus groups

Al Masaeed, K. B.
The University of Arizona, 2014

Abstract

According to data from the U.S. Census Bureau (2012), the United States is the world's fifth most populous Spanish-speaking country, with over 35 million Spanish-speakers. In addition, Spanish is the most widely taught foreign language in the United States, with more students enrolled in Spanish at the higher-education level than in all other modern languages combined, as detailed in a 2010 report from the Modern Language Association (MLA). How are these two realities connected? Is the United States' status as a top Spanish-speaking country reflected in Spanish as a Foreign Language (SFL) and Spanish as a Heritage Language (SHL) curricula at the university level? This case study of a large, Southwestern university, which is home to SFL and SHL programs among the largest in the country, explores that question using a two-tiered approach. First, Critical Discourse Analysis (CDA) is employed to examine the ideological underpinnings of how spoken varieties of Spanish, with particular emphasis on U.S. Spanish, are presented in first-year and second-year university-level SFL and SHL textbooks used at the university. Second, focus groups of SFL and SHL instructors are conducted to gain insight into their beliefs and practices regarding language variety in the classroom. The study finds a systematic reinforcement of the ideology of a monolithic `standard' Spanish in the SFL and SHL textbooks and curricula, with only cursory attention paid to regional varieties of Spanish and an oftentimes explicit de-legitimization of U.S. Spanish in particular.

Staying in the middle: Latinos/as as negotiators of their social, cultural, and linguistic capital

Alvarado, N. V.
University of Wisconsin – Milwaukee, 2013

Abstract
This study examines the educational and societal experiences that lead students to maintain or lose their heritage language to see how these experiences affect the language choices that young Latino/a adults are making after high school. Examining the experiences that lead language learners to lose or maintain their native language is important because as time passes, language learners may find themselves facing divisions and lack of communication with family members, a lack of positive ethnic identity through language, and they will further discriminatory attitudes towards their own language and culture. More alarmingly, the numbers of students losing their native language is increasing and it is becoming inevitable for minority groups to use the majority language as a part of their acculturation (Lutz, 2006). Therefore, if students do have a native language loss, it suggests that after high school young adults may be losing their culture by choosing to assimilate to the "dominant" language. Studying these issues is necessary to fashion and maintain a space where language learners can have bilingual, bicultural and bi-literate identities.

This study includes four participants who have completed high school to shed light on how Latino/a who were once part of urban bilingual programs can reflect on their experiences from the past. The study addresses how participants felt about their current position in society as they look back on their bilingual schooling experiences. The participants were previous urban high school students who graduated high school and were in my bilingual English Language Arts class for more than one academic calendar year from a large urban public school with a bilingual education program. The Latino/a individuals were composed of young adults struggling to preserve their heritage language and culture while still trying to become proficient in English. The participants selected were individuals who had opportunities to visit their country of origin and return to the United States.

As a way to theorize the implications of language oppression that Latino/a students confront, Latino critical theory is the theoretical lens implemented in this research. LatCrit is a tool that educators can embrace to address the hegemonic influences of language oppression, thus aid Latino/a English language learners to maintain their language and identity in this country. LatCrit facilitates a discourse where identities can be explored in relation to language and culture from the unique experiences of Latinos/as who are learning a new language and culture. Additionally, it allows one to address the institutional use of language and its manifestation in Eurocentric curricula to be used as a marker of superiority. Studies suggest that this dominance encourages Latinos/as to view themselves as less than or as wanting to mimic White ideals (Michael-Luna, 2008) to conform to Eurocentric standards, thus creating new identities that will become dangerous to their realities.

Spanish-speaking Immigrants in a U.S. Midwestern Community: An Exploration of Attitudes towards Spanish, Spanish in the U.S., Language Maintenance, and Bilingualism

Barbosa, M. R.
Purdue University, 2015

Abstract

This study investigated Spanish-speaking immigrants’ attitudes towards Spanish, which includes the evaluative reactions that people have towards the language. One hundred participants living in three different cities in Indiana completed a background questionnaire, a language attitudes questionnaire, and a one-on-one interview about their attitudes towards Spanish. It is imperative to know about Spanish-speaking populations’ attitudes in states with lower numbers of Spanish-speaking immigrants like Indiana, because this knowledge helps to influence and make predictions about that language’s maintenance and shift in the community (Luo & Wiseman, 2000; Rivera-Mills, 2000); it guides language policy and planning and promotes language awareness (Pennycook, 2001) by demystifying the idea that some languages are superior to others (Bugel, 2009). In addition to quantitative analysis of the language attitudes questionnaire, leading to results related to four attitudes components (attitudes towards Spanish in general, Spanish in the U.S., Spanish language maintenance, and Spanish/English bilingualism), ten of the interviews were analyzed using Discourse Analysis (DA) (Martin, 2002; Gee, 2014) and Critical Discourse Analysis (CDA) (Wodak & Meyers, 2002; Van Dijk, 1991, 2005). This research fills major gaps in the field of language attitudes, and more broadly in the field of sociolinguistics, such as the lack of studies investigating Spanish language attitudes in the rural Midwest where the percentage of Spanish-speaking immigrants is lower than in states sharing a border with Mexico, the use of quantitative and qualitative methods as complementary approaches to the study of language attitudes, and the study of a group of language attitude components that have not been studied together before. The analysis of the quantitative data revealed positive attitudes towards the language in general as well as towards Spanish in the U.S., but not as positive of attitudes towards Spanish language maintenance and Spanish/English bilingualism. Data also indicated that education, English-proficiency, and age affect this population’s language attitudes. The qualitative analysis of the interviews confirmed positive attitudes towards the language in general as well as towards Spanish in the U.S. Attitudes towards language maintenance and attitudes towards Spanish/English bilingualism were seemingly more positive in the interviews than in the questionnaire. Attitudes towards Spanish in general in the interviews indicated to be related to the fact that participants perceived the Spanish language to be closely related to their identities, cultures and families. Most of the participants declared to believe that using the language in the U.S. is the speakers’ right, and should not offend anyone. The need to communicate and the maintenance of identity and culture were the two most cited reasons for the participants’ desire to maintain the language. Regarding bilingualism, although all analyzed interviews indicated that it is possible to be completely bilingual, participants still frequently expressed that there is no need for bilingual education in the U.S. and that bilingualism is not the school’s responsibility. Overall, this study revealed that despite showing some concerns with the suitability of the Spanish language in the U.S., as well
negative ideas about keeping the language alive in the country. Spanish-speaking immigrants in Indiana hold positive attitudes towards Spanish in the four components addressed in the present study.

**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.

_Language dominance and the language, literacy, and early math of Spanish-English bilingual preschoolers_
Abstract

There is a growing need for more information regarding the early academic development of preschool-age children who are learning to speak Spanish and English. To achieve this, studies are needed that acknowledge the heterogeneity of language abilities within bilingual preschool children, and that these variations in language abilities may impact children’s early academic skills. This two-study dissertation investigated how four foundational skills: narrative production, phonological awareness, letter-word identification, and early math, differed depending on the language dominance Spanish-English bilingual children possessed at preschool entry. The studies used data from a larger language, literacy, and self-regulation project entitled Tools of the Mind: Promoting ELLs’ Language, Self-Regulation & School-Readiness. Participants were typically-developing children of Latino heritage recruited from early childhood centers with primarily English instruction. Performance on a standardized language battery given in English and Spanish was used to assign children to one of three language-dominance groups (i.e., stronger-English, balanced abilities, stronger-Spanish). Both studies yielded several findings that make unique contributions to research on bilingual preschoolers. The first study underscored the important relations of both lexical diversity and grammatical production abilities to bilingual preschoolers’ narrative macrostructure. The second study identified specific areas of school readiness strengths for each language dominance group and identified areas that may need additional support. Implications of interest to speech-language pathologists and other early childhood professionals are discussed, including implications for assessment and differential instruction.

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.

Language and identity among adolescent heritage Spanish students

Bryant, J.

Temple University, 2013

Abstract

This dissertation describes the language and identity trajectories of twelve purposefully selected heritage Spanish adolescents who were currently studying in a heritage language program within an urban high school in Bethlehem, Pennsylvania. These twelve students represented six sibling groups and five different nationalities, specifically Dominican, Ecuadorian, Puerto Rican, Salvadorian, and Venezuelan.

The research questions were: 1) How do Hispanic heritage students negotiate their bicultural/bilingual identities?; 2) What is the role of the heritage language in those negotiated identities?; 3) Do these negotiated identities influence their investment to maintain the heritage language?; 4) What are the linguistic manifestations of the Spanish spoken by these bilingual students?

Findings of the study revealed that 1) the study participants negotiate their bicultural/bilingual identities in a variety of ways, 2) for some of these students, the heritage language is part of their 'out of school' identities, 3) the dominant language ideologies of the school system have had a significant impact on the heritage students' investment in HL practice, and 4) although each participant's
identity and linguistic trajectories are distinct, they each have maintained, to a greater or lesser degree, the aspectual preterit/imperfect contrast, and, at the same time have displayed some level of incomplete acquisition of the subjunctive mood. The implications of these findings as they relate to the fields of bilingualism, languages in contact and the developing theory of Heritage Language Acquisition are addressed in the concluding remarks.

Faculty Attitudes Towards Heritage Language and Heritage Language Teaching Policy in Washington State Community College Spanish Departments

Burgess, M. N.

University of Washington, 2015

Abstract

Felix (2009) and Potowski (2002) have shown that negative attitudes about Heritage language can impact Heritage speakers in the classroom. This paper describes research carried out to assess the attitudes toward Heritage Spanish held by instructors in a higher education setting. Spanish faculty members in Washington State community colleges were surveyed using a verbal guise (e.g. Lambert, Gardner, Hodgson & Fillenbaum 1960; Zahn & Hopper 1985) to assess their reactions to what they were told were two different varieties of Spanish. Respondents were also asked questions about Heritage language teaching policy. The results suggest that the Heritage guises are viewed as less correct with respect to grammar and pronunciation; however the responses varied with regard to social attributes. Respondents agreed that Heritage Language Teaching Policy is important but their responses varied on implementation of such policies.

Using borderlands literature to increase interest in literacy in the heritage language: Teacher research with Latino/a teenage students

Cabrero, M. A.

University of Maryland, College Park, 2011

Abstract

This ethnographic action research documents my reflective practices as a teacher of Spanish for Heritage Speakers as I worked to engage my Latino/a students in literacy. In pursuit of this goal, I used borderlands literary topics, which deal with the dual experience of the immigrant or child of immigrants who lives a bicultural and bilingual existence, to guide students to explore their linguistic and cultural identities. I used several strategies to engage students, including independent reading, discussions of class readings, projects, movies and writing assignments. Throughout the process, I sought to acknowledge students' agency and draw on their perspectives, seeking their input and making use of
reading topics that addressed the issues of socio-economic marginalization with which many students identified. As I lacked previous experience teaching Spanish for Heritage Speakers classes, I also sought the professional advice of five teachers who were veterans of the course. My experience suggests a connection between identity exploration and interest in reading in the Latino/a teenager, a finding with implication for how to engage the Latino/a student in literacy. My experience also sheds light on the roles played by the teacher of Latino students and the curriculum, as well as on the use of ethnographic action research as a way to become culturally responsive. This research adds to the body of knowledge about the experiences of 1.5 and 2nd generation students, including students of dual Latin American heritage, and emphasizes the heterogeneity within the Latino/a culture.

**Plural Formation by Heritage Bilinguals of Spanish: A Phonological Analysis of a Morphological Variable**

Campbell, T. M.

University of Arizona, 2017

*Abstract*

This dissertation explores Spanish nominal plural formation from a morphophonological perspective. The primary objective is to better understand heritage bilinguals’ (HBs’) phonological categorization of the morphological element of number in their heritage language. This is done by way of picture-naming elicitation tasks of consonant-final nouns and through comparison with first language, Spanish-dominant speakers and second language learners. In addition to the sociolinguistic factors of linguistic experience and quantity of explicit input, lexical frequency and morphological word class are also assessed. The recorded responses from the 148 participants are coded and submitted to a series of binary logistic regression analyses in IBM SPSS Statistics. It is shown that HBs distinguish between different morphological classes and that this has a prominent role in the pluralization of consonant-final nouns in Spanish. Moreover, the present research details the use of not two but three productive plural markers for HBs in Spanish: -es, -s, Ø. The interface approach adopted in this dissertation is proven to more definitively explain plural formation as it examines the connectedness between phonology, morphology, and the lexicon, thus overcoming previous accounts which focused on the influences of these disciplines in isolation.

**La Lengua del Oyente: Some Effects of Listener Language on Spanish-Speaking Preschoolers' Verbal Behavior**

Castillo, G.

University of South Florida, 2015

*Abstract*
Bilingual children represent a large population of preschool and school-aged children in the United States. Challenges may arise when the verbal community in which a child spends most of his or her time does not reinforce his or her primary language. Previous research has shown that children adjust their language to match the language of their listener (Genesee, Boivin, & Nicoladis, 1996). It is possible that having a native-language communication partner at school would improve child engagement, as measured by child mean length of utterance and quantity of child initiations. The purpose of this study is to examine whether listener language has an effect on number of child initiations and mean length of utterance. A secondary purpose is to replicate and extend previous research on children matching their language to that of their listener in Spanish-speaking preschoolers. Four preschoolers who were exposed to Spanish at home and English in their instructional setting were recruited. Their language proficiency was assessed with the preLAS and they were exposed to Spanish-speaking communication partners and English-speaking communication partners in a multielement design. Results suggest that the language of the listener had implications for amount of child initiations and mean length of utterance. This was not always predicted by the language proficiency assessment. Also, children were more likely to use their dominant language in the non-dominant language context than use the non-dominant language in the dominant language context. These results may have implications for best practices in educational settings for Spanish-speaking preschoolers.

An investigation of the efficacy of a vocabulary intervention using vocabulary enhanced systematic and explicit teaching routines (VA SETR) on first grade Spanish readers' vocabulary development and reading comprehension

Cena, J. E.
University of Oregon, 2009

Abstract

In this dissertation study, the efficacy of Vocabulary Enhanced Systematic and Explicit Teaching Routines (VE SETR) as a vocabulary intervention was examined for first grade Spanish-speaking English Language Learners (ELLs). The quasi-experimental study included two groups of elementary students in two schools that had an "early exit" Spanish language arts programs, meaning students are instructed in their native languages for the purposes of early reading instruction for 2-3 years before they are transitioned to reading in English. The study examined the efficacy of a 15 minute daily vocabulary intervention using VE SETRs to enhance the vocabulary instruction in a first grade Spanish reading program. The VE SETR treatment cohort of students received 75 minutes of core reading instruction using the Macmillan McGraw-Hill reading curriculum, Tesoros, in conjunction with systematic and explicit teaching routines (SETR) that addressed all areas of reading instruction (e.g., phonics, phonemic awareness, fluency, vocabulary and comprehension) plus 15 minutes of small group VE SETR instruction. The SETR comparison group received 90 minutes of the general core-reading curriculum using Tesoros and the SETRs only,
without the 15 minutes of vocabulary enhanced instruction. The study examined whether the VE SETR intervention improved vocabulary development for students in the VE SETR treatment cohort. Assessment measures included the Bilingual Verbal Ability Test (BVAT), the Test de Vocabulario en Imagenes Peabody PVT-III (TVIP), Indicadores Dinámicos del Éxito en la Lectura (IDEL) oral reading fluency measure and the Depth of Knowledge (DOK) measure.

Research findings indicated a statistically significant difference in favor of VE SETR treatment on students' ability to define and use target vocabulary words as measured by the Depth of Knowledge assessment. However, the VE SETR treatment had no statistically significant effect on the treatment students' oral reading fluency and on their receptive vocabulary as measured by the TVIP, or their bilingual verbal ability as measured by the BVAT. Overall, the VE SETR treatment had a positive effect for the VE SETR treatment group on one of the four measures.

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).

**El léxico español de los estudiantes de herencia de secundaria en Houston**

Chavez, Y.

University of Houston, 2017

*Abstract*

Algunos investigadores proponen que el conocimiento de vocabulario está relacionado con el conocimiento del español global del estudiante y con la comprensión lectora (Velásquez, 2015; Rodrigo, 2009). Otros proponen que hay que usar más tiempo enseñando y practicando el vocabulario en la clase (Fairclough y Mrack, 2003) y que su enseñanza debería ser explícita dependiendo del nivel del estudiante (Waldvogel, 2016; Fairclough y Belpoliti, 2015).

En la presente investigación se analiza el conocimiento léxico global de los estudiantes de español como lengua de herencia (EELH) a nivel secundaria/preparatoria o bachillerato con dos evaluaciones. La primera es a principio de semestre y la segunda es a final del semestre. Se basa en la teoría del umbral léxico para medir el nivel léxico de los EELH. Los instrumentos usados son: un cuestionario sociolingüístico, un examen léxico con preguntas de opción múltiple, una actividad cloze test y una encuesta de prácticas de enseñanza por parte del profesorado. Se siguen los modelos adaptados de Fairclough y Ramírez (2009) y Rodrigo (2009) para la metodología.

En general, los resultados muestran un alto conocimiento de nivel léxico y variado de los EELH como ya lo encontraron otros investigadores (Velásquez, 2015; Fairclough, 2013; Fairclough y Ramírez, 2009). También se encontró una correlación positiva entre el nivel léxico y la comprensión lectora como lo señala Velásquez (2015). Además, se analiza la correlación entre los resultados y otras variables sociales como el género, las prácticas de enseñanza etc. Finalmente se hacen recomendaciones pedagógicas personalizadas basadas en los niveles de conocimiento de la guía tentativa de Fairclough *et al.*, (2010) y los resultados obtenidos.

**Language choice and code-switching among sequential and simultaneous bilingual children: An analysis of grammatical, functional and identity-related patterns**

Christoffersen, K. O.

University of Arizona, 2015
Abstract

Over the years, scholars have gained much insight into language choice and code-switching patterns; however, the research in this area on children and second language (L2) learners has been limited with few exceptions (Fuller, 2009; Potowski, 2004, 2009; Reyes, 2001, 2004; Zentella, 1997). In particular, little research has compared simultaneous (2L1) bilingual children, those who acquired both languages before age three, and sequential (L2) bilingual children, those who learned an additional language after age three. In order to draw these comparisons, the present dissertation investigates the language choice and code-switching patterns of 2L1 and L2 bilingual children from kindergarten, 1st and 2nd grade classrooms of a Spanish immersion program. The data include over 150 hours of participant observation as well as interviews with students, parents, and teachers and a core dataset of 12 hours of fully transcribed spontaneous classroom audio-recordings. The analysis of language choice patterns yields a Dynamic Model of Social Structures which offers a unique venue from which to consider how various social structures impact language choice as well as how individuals enact social identities through linguistic behaviors. The study of the communicative functions reveals that L2 and 2L1 bilingual children alike use Spanish and English for a wide variety of communicative functions. Finally, a study on the grammatical patterns and strategic discourse functions of code-switching reveals that grammatical switch-points of 2L1 and L2 bilingual code-switching are very similar and that L2 bilinguals code-switch for a variety of strategic purposes, not only to compensate for a gap in knowledge.

Heritage language learners in linguistics courses: At a major (but fixable) disadvantage.

Correa, M.
Colorado State University, 2014

Abstract

Most heritage language learners (HLLs) of Spanish cannot produce grammatical terminology, simple grammatical analysis, and/or simple grammatical items on demand. Possible causes are: the naturalistic manner in which language was acquired, lack of opportunities to learn basic concepts in beginning courses (because they were skipped), or the belief by some instructors that over-emphasising the mastering of grammatical rules may be negative for this population. This study examines and compares the level of verbalisable metalinguistic knowledge (understood as the ability to identify grammar terminology and provide grammatical rules) among HLLs (n = 9) and foreign language learners (FLLs) (n = 43) present at the beginning and at the end of an introductory Hispanic linguistics course (third year of college). Results show that although HLLs start with a considerable disadvantage over FLLs – which is not overcome in the short period of time of the course – they still improve at the same pace as FLLs, which has important implications for curriculum development.
Spanish heritage speakers' experiences and perceptions in an introductory-level Spanish foreign language classroom

Defeo, Dayna Jean. New Mexico State University, 2011

Abstract

This qualitative case study explores the experiences and perceptions of heritage speakers of Spanish enrolled in introductory level Spanish foreign language classes. Drawing from critical race and postcolonial theories, it analyzes observations, documents, and interviews with seven participants, examining how they identify and position themselves as language users. The data revealed that participants entered the foreign language classroom intrinsically and extrinsically motivated, but their interest was replaced by boredom and frustration over the course of the semester. Students' existing and negative linguistic self-perception was reinforced by a curricular deficit paradigm, and they found their relationship to Spanish challenged and marginalized by the curriculum. Yet despite their frustration in the class, they named tangible personal benefits including a developed confidence and increased use of Spanish at home and in the community. Though they generally regarded their learning experiences as negative, they redefined their relationship to Spanish and developed a critical consciousness in their own personal reflections. The study makes recommendations for instruction, curricular modifications, and future research to better address the needs of heritage speakers in Spanish foreign language classrooms.

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.

Creating a Third Space for Developing Language and Cultural Practices: Exploring Translanguaging in a Third Grade Dual Language Classroom

Demm, L. M.
Hofstra University, 2016

Abstract

This dissertation explored the language and literacy practices, specifically translanguaging, of 29 Spanish-English emergent bilingual students on the Spanish side of a third grade dual language classroom through a Family Stories Project. The research investigated how a Third Space was created for developing dynamic language and cultural practices. Through the data collection of writing samples, audio recordings and teacher journal reflections, this qualitative study, conducted by a teacher action researcher adopting an ethnographic perspective, analyzed third grade students’ writing and explored biliteracy development that investigated translanguaging strategies as her students composed texts in Spanish. This study contributes to the ongoing understanding of how emergent bilinguals make strategic use of their languages for academic learning and how they strengthen their biliteracy through a translanguaging Third Space. This research has important implications for considering how negotiating flexible language allocation policies for establishing translanguaging pedagogies within dual language programs would shift the focus of instruction in order to harness the power of dynamic bilingualism (Garcia & Kleifgen, 2010). Findings from this research contribute to the discussion that further research in translanguaging Third Spaces within dual language settings is needed in framing pedagogy in dual language programs. This includes the importance of interacting with the whole child, and understanding dynamic bilingualism in a dual language setting.

Examining the literacy performance of native English- and native Spanish-speaking students receiving bilingual instruction

Dickson, A. B.
Northern Illinois University, 2013

Abstract

The number of Spanish-speaking English language learners (ELLs) in U.S. schools is increasing. Many Spanish-speaking ELLs receive bilingual instruction for part or all of their elementary years, some of whom attend dual-language programs alongside native English-speaking peers. To meet the literacy instruction needs of these students, educators need access to the most relevant assessment tools and information possible, including normative information on expected levels and growth rates in literacy skills across time. Two such relevant factors are level of English proficiency and language of instruction. The current study examines the literacy skills of Spanish-speaking ELLs in grades one through five by accounting for level of oral English proficiency in 1st grade and the ratio of English-to-Spanish literacy instruction received in 2nd grade. Additional exploratory analysis is conducted on the literacy skills of native English-speaking students in English-Spanish dual-language classrooms. Considerations for future work and implications for practitioners are provided.

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

Domínguez-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.

Heritage vs. Non-heritage Language Learner Attitudes in a Beginning-Level Mixed Spanish Language Class

Dones-Herrera, V.
Arizona State University, 2015

Abstract

This qualitative study used a survey to investigate the attitudes and experiences of 44 Heritage learners (HLL) and non-Heritage learners (NHLL) in beginning-level Spanish courses with a mixed population (HLLs and NHLLs) in the same classroom. Specifically, the survey elicited data on their attitudes and experiences towards their own language skills in Spanish and English, their mixed beginning-level Spanish course, their personal reactions to mixed classes, and their attitudes toward classmates that belong to the other group (e.g., HLLs view of NHLLs). The findings of this study indicated that HLLs perceived their listening and speaking skills to be better than their literacy (reading and writing) skills, while NHLLs self-assessed their receptive skills (reading and listening) to be higher than their productive skills (speaking and writing). In addition, both groups expressed a positive attitude toward mixed beginning-level Spanish classes and noted specific advantages to learning in such an environment (e.g., the opportunity to learn about each other’s cultures, the fact that each group felt appreciated and valued by the other group) with very few disadvantages (e.g., HLLs had mixed opinions on the effect that a mixed class might have on a teacher’s expectation for how much material is covered and how thoroughly, while NHLLs mostly agreed that a teacher’s expectations would affect the breadth and depth of material covered; NHLLs thought the presence of HLLs in their class might negatively affect their grades). However, both groups indicated they would prefer to be in Spanish classes with members of their own group instead of in mixed classes (NHLLs affirmed this more than HLLs). This study concludes with a discussion of pedagogical implications, limitations of the study, and ideas for future research on this topic.

(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.

**Teacher perspectives on professional development needs for better serving Nebraska's Spanish heritage language learners**

Eckerson, J. M.

University of Nebraska – Lincoln, 2015

**Abstract**

In Nebraska and across the United States a growing number of heritage language speakers of Spanish are enrolling in Spanish language courses during secondary school. Current scholarship has suggested that these heritage language learners (HLLs) have very different instructional needs than learners of second or foreign languages. Because Spanish language instruction in Nebraska secondary schools has been traditionally conceptualized only as foreign language instruction, classroom teachers and the World Language departments may not be adequately prepared to meet the needs of HLLs.
This dissertation examined the experiences of Nebraska secondary Spanish teachers who worked with HLLs in order to inform the creation of relevant professional learning experiences for pre- and in-service teachers. Specifically, data were collected from a statewide survey of Nebraska Spanish teachers (n=92) and follow-up semi-structured interviews of nine of the survey participants representing three sub-groups.

Findings from this design study indicated that while most teachers recognized significant differences between HLLs and L2 learners enrolled in their courses and had very positive attitudes towards HL maintenance, few were engaged in significant instructional differentiation practices in mixed-enrollment courses. There were few reported instances of HLL specific courses offerings such as Spanish for Spanish speakers (SSS), though interviews revealed a growing interest in developing such courses across the state. Respondents reported, on average, receiving very little pre- or in-service professional development related to HLLs but indicated strong interest in learning more about serving HLLs. These data informed the design and delivery of a practitioner-led professional development workshop focused on one of the most significant practitioner-articulated learning needs: instructional differentiation for HLLs in mixed courses. Additional professional development areas identified by study included sociolinguistic characteristics of HLL affect and motivation, models of curriculum design and development for SSS courses, models of course articulation sequences and placement procedures for HLLs in World Language departments, and frank collegial discourse on the subject of teacher qualifications for HL instruction. This dissertation illuminated the importance of practitioner-led inquiry into “problems of practice”, and suggested several foci for future efforts in better preparing Spanish teachers to work with HLLs.

Perceptions of bilingualism and home language maintenance and loss: A study of Latino parents at a San Francisco Bay Area elementary charter school

Enstice, E.
University of San Francisco, 2012

Abstract

There is limited research that investigates parent perceptions with respect to their early elementary school children's home language use. To fill the gap in research, this study explores the relationship between first generation Latino parent perspectives of bilingualism, home language maintenance and loss, and the intersection of culture and identity in an elementary school community. It also investigates how parents create an additive bilingual environment in the home.

This participatory action research (PAR) study involved group dialogue sessions and individual interviews in order to engage co-researchers and participants. PAR provided this study with the structure and tools to change and improve upon the current problems that
some of the participants were experiencing, while capitalizing on ways in which other participants were successfully maintaining the home language.

The findings included dialogue transcriptions and summaries organized within generative themes. The participants perceived home language maintenance as an important goal regarding family communication and relationship building, cultural preservation, and a better future in the professional world. Their perceptions of bilingualism and attitudes did influence their children's Spanish maintenance or loss. In addition, the participants' ethnic and social identities had an impact on their own language choice, but not necessarily on that of their children. Finally, the group shared home language maintenance strategies that contributed to an additive bilingual environment in the home, highlighting the "Spanish Only" rule within the home space, which was perceived to be the most effective method.

This study illustrated the complexity of language maintenance and its relationship to the following components: perceptions and attitudes; personal histories, or counterstories; personal paradigms; and social, cultural, and economic factors. The research concluded with an action plan to share findings with school staff and other Latino parents interested in home language maintenance.

Phonological transfer during word learning: Evidence from bilingual school-age Spanish-English-speaking children

Erikson, J.

University of Arizona, 2016

Abstract

Purpose: This study examines potential cross-linguistic effects on accuracy of codas in newly learned English-like nonwords produced by bilingual Spanish-English-speaking children. Methods: Forty-two bilingual Spanish-English-speaking second-graders (age 7-9) were matched individually with monolingual peers on age (+/- 6 months), sex, and percentile score on the Goldman-Fristoe Test of Articulation (GFTA-2; Goldman & Fristoe, 2000), and matched for group on mother’s level of education. Participants named various sea monsters as part of computerized word-learning games. Sixteen syllable-final coda consonants were analyzed for accuracy. These were drawn from thirteen nonwords distributed across five word-learning tasks. Results: Bilingual children were less accurate than monolingual children in production of both shared and unshared codas, though the gap was greater for unshared codas. Both bilingual and monolingual children were more accurate in production of shared codas than unshared codas. Conclusion: The results suggest that native language phonotactics influence accuracy of coda production in bilingual Spanish-English-speaking school-age children during word learning. Influences
of native phonology on word learning could potentially impact academic achievement through vocabulary learning in the classroom.

**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.

Variation in /ɾ/ Outcomes in the Speech of U.S.-Born Puerto Rican and Dominican Heritage Spanish Speakers

Figueroa, N. J.
State University of New York at Albany, 2017

Abstract

This dissertation investigated the speech productions of the implosive -r consonant by U.S.-born Puerto Rican and Dominican Heritage Language Spanish speakers in New York. The following main research questions were addressed:

1) Do heritage language Caribbean Spanish speakers evidence the same variation with the /ɾ/ consonant in the implosive positions as native Caribbean Spanish speakers? If so, how frequent does this variation occur, to what other environments may it extend, and what are some extralinguistic factors that correlate with that variation?

2) Do Puerto Rican heritage Spanish speakers realize the [alveolar tap] /ɾ/ consonants in their speech productions more frequently or less than Dominican heritage Spanish speakers?
3) Does formal collegiate Spanish instruction alter the phonetic outcomes of the [alveolar tap] /r/ in the implosive positions and spontaneous speech productions by Heritage Caribbean Spanish Speakers?

Thirty-Two university students were tested, of whom half were of Puerto Rican descent and the remaining, Dominican. In addition, half of the informants were male and the remaining half, female, and half were enrolled in an academic Spanish degree program in their university while the other half were not.

Informants completed three tasks: a Word task of both real and nonsense words, a Reading task of several sentences and a short narrative paragraph, and an Oral Interview of questions and answers. These tasks tested the production of the [alveolar tap] /r/ consonants in the following implosive environments: Word-Internal before a consonant (e.g. puer ta), absolute final (utterance final) position (before a pause or at the end of the sentence), and word final position before a consonant (e.g. comer manzanas). Other non-implosive positions that were tested for the extension of this phenomenon were the following: Word-Internal before a vowel (e.g. pa ra) (where the [alveolar tap] /r/ does not appear as part of a consonant cluster), word final position before a vowel (e.g. trabajar en la manaña) and the second part of a consonant cluster (e.g. g racias, fáb rica etc.) A total of 5,500 the [alveolar tap] /r/ tokens were collected, coded and analyzed by use of PRAAT and SPSS.

It was found that Heritage Caribbean Spanish speakers produce the same degree of variation when the [alveolar tap] /r/ is in implosive position, as do native Caribbean Spanish speakers. Lateralization is the most frequent non-rhotic outcome and the word-internal implosive position is the context which displays the highest rates of variation. Puerto Rican heritage speakers produced a more frequent rate of lenition of their the [alveolar tap] /r/ consonants than did Dominican heritage speakers. Heritage Caribbean Spanish students enrolled in a program of formal college-level Spanish instruction produced more lenited –r tokens than those not enrolled in the program, while those who were not enrolled produced a higher lenition percentage of their total produced –r tokens. This investigation ended with its limitations and suggestions for further research.

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.

Concept-based teaching and Spanish modality in Heritage language learners: A Vygotskyan approach

Garcia Frazier, E.
University of Massachusetts Amherst, 2013

Abstract

This study analyzed how six Heritage language learners at the university level gained conscious awareness and control of the concept of modality as revealed in student verbalizations (Vygotsky, 1998) throughout five different written communicative events. This work took place in the only course designed for Heritage language learners at a large public suburban university in the Northeast part of the United States.

Grammatical simplification in bilingual speakers is due to incomplete acquisition of Spanish, attrition or loss of an underused linguistic system (Lynch, 1999; Martínez Mira, 2009a, 2009b; Mikulski, 2010b; Montrul, 2007; Ocampo, 1990; Silva-Corvalán, 1990, 1994a, 1994b, 2003; Studerus, 1995). The result of the process of simplification is reduction or loss of forms and/or meanings.
In this work, I investigated in which ways Gal'perin's (1989) systemic-theoretical organized instruction promoted awareness, control and internalization of the concept of modality in three sets of data: definition, discourse and verbalization (Negueruela, 2003). In addition, I examined how the concept of modality emerged and proceeded.

By focusing students' attention in Negueruela's (2003) Concept of Mood in Spanish orienting chart in a top down fashion, students were able to strengthen their theoretical understanding in practical activity while still accessing empirical knowledge, and eventually generalizing its use in new contexts across nominal, adjectival and adverbial clauses.

At the definition level, Gal'perin's Systemic-theoretical instruction promoted emergence and progress of their conceptual understanding from perceptual to semantic. At the discourse level, students' theoretically based semantic understanding had a positive impact as revealed in student's discourse progress throughout tasks. At the verbalization level, semantic, abstract and systematic verbalizations showed students' emergence of awareness of the interrelated categories of modality. The conceptual category of anticipation was appropriately verbalized and contextualized 68% of the time. The absence of quality verbalizations referring to a specific conceptual category in some students lead me to conclude that students did not fully understand the meaning of some conceptual categories. On the contrary, their presence in any of the tasks showed emergence of conceptual meaning(s) in appropriate contexts, further appropriate recontextualization may provide full awareness and control.

**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
The effects of transitional bilingual and dual language education programs on the college readiness of English language learners in a South Texas school district

Garza-Reyna, G. L.
Texas A&M University- Kingsville, 2012

Abstract

The purpose of this quantitative study was to track, compare, and analyze the college readiness of two cohorts of Hispanic English Language Learners (ELLs) by examining scores on state exit-level and national college entrance exams. One cohort was enrolled in the early-exit Transitional Bilingual Education (TBE) program, while the other cohort was enrolled in the two-way Dual Language Education (DLE) program. The college readiness of the participants was measured by analyzing their academic performance on the (1) Texas Assessment of Knowledge and Skills (TAKS) Mathematics exit-level examination, (2) TAKS Reading exit-level examination, and (3) the American College Test (ACT).

Descriptive and inferential statistics were run on the collected data. The results of the inferential statistics showed a statistically significant difference between the two comparison groups in the TAKS exit-level Mathematics and Reading examinations. The descriptive statistics support the inferential statistics. Based on the recommended scores of the Texas Higher Education Coordinating Board (THECB), the results revealed that the DLE participants had a 27.38% higher probability of sustaining themselves in college level reading/English classes and a 30.52% higher probability of sustaining themselves academically in college mathematics courses than the TBE group.

The results of the inferential statistics on the ACT examination also found a statistically significant difference between the two comparison groups for all components of the exam. The descriptive statistics complement the inferential statistics. The results show that the DLE participants had a higher probability to be academically successful in mathematics (15.2%), science, (29.6%), reading (41%), and English (50.3%) college level courses by using the recommended ACT scores outlined in the Texas Uniform Admission Policy (TUAP) (Texas Education Code § 51.803, 2011) to gauge the ELLs’ college readiness.

Over all, the results of this study support the conclusion that the DLE program participants in this study are better prepared academically than those that were educated through the TBE program. The findings of this study provide insightful information to administrators who make decisions on bilingual program implementation, classroom teachers who deliver instruction to ELLs, college administrators and recruiters seeking to recruit students who
already possess the academic skills to be successful in college, and the faculty who work with ELLs in institutions of higher education.

The impact of perceived exposure and motivation on oral language proficiency in a traditional Spanish classroom

Gerhart, L.
Lamar University – Beaumont, 2010

Abstract

The purpose of this exploratory study was to identify factors impacting second language oral proficiency of native English speaking secondary students in public schools in Texas that had chosen to complete at least two years of traditional classroom Spanish instruction. Further, the study sought to determine the effectiveness of the traditional public school classroom approach in preparing students to become orally proficient in Spanish as a second language. Students enrolled in Spanish III Pre-AP from a school district in southeast Texas participated by answering an eight statement survey and completing the oral proficiency portions of the Woodcock-Munoz Language Survey in Spanish. A purposeful sample of 37 students' results met the predetermined qualifications and was included in the study. A survey total along with a motivation score and an exposure score were compared to the score on the Woodcock-Munoz Language Survey using Pearson product-moment correlation coefficients. Results of the study demonstrated a small negative correlation between the scores. Based on the Woodcock-Munoz scores, findings also supported a move away from the traditional native speaker approach in the traditional Spanish classroom setting.

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 online 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.

Complexifying notions of heritage language learning: Investigating learners' social identities and opportunities for academic learning in a heterogeneous Spanish class at a bilingual school

Goulette, E.
State University of New York at Buffalo, 2014

Abstract

The research reported here about a Spanish classroom in a bilingual school lends support for the overarching claim that classroom discourse can reveal important information about how students' self-identification evolves over time and how self-identification shapes opportunities for learning, mostly because such analysis shines light on ideologies and assumptions about language and language users in play. Classroom discourse therefore has the potential to disrupt prevalent ideologies about language learners and users and the activity of language learning. In practice, the focal school's attempts to categorize their diverse student body using the labels "Spanish-dominant" and "English-dominant" created a rigid hierarchical structure that students were unable to traverse. These labels engendered serious tensions in the classroom as students negotiated social identities through discourse and interaction. The study also examines the influence of the school's labeling practices on students' social identities (Wortham, 2006) as they evolved over time. In the unpacking of the classroom discourse, various ideologies and assumptions embedded in the school categorization system are examined in detail. Finally, the impact of students'
social identities on their learning identities (Wortham, 2006) in the Spanish classroom as well their opportunities for learning is analyzed.

This dissertation argues that school labels applied to students constrained the social identities available to them in class. Adopting Wortham’s (2006) core notion that social identification and academic learning are deeply interdependent, the findings suggest that the curriculum and instruction in Ms. Flores’ class were mostly geared toward the so-called "English-dominant" beginners and therefore, the path for the so-called "advanced Spanish-dominant" group was fraught with difficulty. In essence, the "advanced Spanish-dominant" group fell through the cracks educationally, which is not a new story as it is widely recognized that it is precisely these students whom the educational system has underserved for decades.

The overall argument emerging from analysis is that institutions and educators must work collaboratively to reflect upon the impact that their classification systems and labeling practices have on social identities and learning identities available to students and to consider what implications this might have for student learning and students' overall experiences in schools. Furthermore, instead of blindly implementing the curriculum, educators ought to consider the actual consequences of the enacted curriculum for a diverse student population. Lastly, a (re)conceptualization of all learners as "emergent bilinguals" (García, 2009) is provided as an alternative to current approaches in classifying language learners in U.S. schools. This study argues for extending the term "emergent bilinguals" beyond referring to just heritage language learners (HLLs) learning English to include foreign language learners (FLLs) learning a language other than English. This (re)conceptualization is unique in that it challenges the longstanding notion that FLLs are simply monolingual learners acquiring a new and separate linguistic system. It also more adequately recognizes the great variation in the population usually referred to as HLLs. In sum, the move to employ the term "emergent bilingual" and the concept of emergent bilingualism to language education situations in U.S. schools offers an alternative perspective on heterogeneous groupings of language learners and users and has the potential to restore educational equity and harness bilingualism as a resource for all.

Conocimiento linguistíco 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 aspctual 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 aspctual [+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.

The Perception and Production of Prominence in Spanish by Heritage Speakers and L2 Learners

Kim, J. Y.

University of Illinois at Urbana-Champaign, 2016

Abstract

Heritage speakers (i.e., descendants of immigrants that speak an ethnic minority language in a society where a different language is spoken as the majority language) are linguistically a unique population, because, while their early and immersed exposure to the heritage language puts them in an advantageous position with regard to their linguistic knowledge of the language, compared to those who learned it as adults, lack of intergenerational transmission is evident in this population, as demonstrated in the shift to the majority language of the society. Recently, the attempt to examine heritage speakers' linguistic knowledge from an acquisitional point of view has increased significantly, which has led to the creation of "heritage language acquisition" as an independent field of study. However, compared to other linguistic subfields, such as syntax and morphology, phonology has been an understudied area in heritage language research. Although phonology is the field in which heritage speakers have the most noticeable advantage over second language (L2) learners, their speech is nonetheless often perceived as accented by monolingual native speakers, which makes their speech unique in its own right. Thus, research on heritage language phonology is needed to gain a comprehensive understanding of heritage speakers' linguistic system.

This study examines U.S. Spanish heritage speakers' perception and production of two types of prosodic prominence in Spanish: word-level prominence (i.e., lexical stress), marking paradigmatic contrast (e.g., Canto. 'I sing.' vs. Cantó. 'He/She/You (formal) sang.'), and sentence-level prominence (i.e., nuclear stress), marking information status and focus (e.g., ¿Qué hizo Mariana? - Mariana cantó. 'What did Mariana do? - Mariana sang.' vs. ¿Quién cantó? - Cantó Mariana. 'Who sang? - Mariana sang.'). Although lexical stress and nuclear stress exist in both Spanish and English, due to cross-linguistic differences between the two languages, English L2 learners are found to have great difficulties acquiring them in Spanish. The overarching goal of this study is to examine whether transfer from English (i.e., the majority language) is also observed in heritage speakers.

Spanish monolingual native speakers, Spanish heritage speakers, and English L2 learners of Spanish participated in four experimental studies: two forced-choice identification tasks
for the perception of lexical stress and nuclear stress, a reading aloud task for the
production of lexical stress, and a simulated interactive elicitation task for the production of
nuclear stress. Results showed that, while the heritage speakers performed similarly to the
monolingual speakers in the perception of lexical stress and nuclear stress, they showed a
deviant pattern in their production, such as early alignment of f0 peak and elongation of
unstressed final vowels in the production of paroxytones (lexical stress), and early
alignment of f0 peak in the production of focused constituents (nuclear stress). Heritage
speakers' discrepancy between perception and production is likely to be due to asymmetry
in their use of Spanish. That is, heritage speakers speak Spanish much less frequently than
they hear it. The L2 learners, on the other hand, showed divergent patterns from the
monolingual speakers in both the perception and the perception. This suggests that, thanks
to early exposure to the heritage language, heritage speakers have an advantage over L2
learners in their perception of heritage language speech sounds, but such an advantage is
not guaranteed in their production. As nuclear stress is higher in the stress hierarchy and
acquired later in life than lexical stress, the present study predicted that heritage speakers'
use of nuclear stress would be affected to transfer from English to a larger degree than
lexical stress. However, the nuclear stress results bore unexpected results that are not
necessarily phonological in nature (e.g., bias toward focus on subject, use of cleft
constructions to mark focus), making it difficult to make direct comparisons between the
two linguistic features. Possible explanations to the unexpected results and suggestions for
future research are presented.

Language attitudes, ideologies, maintenance, and Spanish Heritage Learners
in the South Texas border

Lee, H.
The University of Texas – Pan American, 2014

Abstract

Unlike the situations in Europe or Canada, the power of language exercised by the speakers
in the U.S.A is centered on English, which is the dominant language of this country.
Considering the general perception of a language as an index of an individual's identity,
this circumstance clearly reflects a linguistic inequality in this multiethnic society. The
primary objective of this study is to examine the language ideologies that the Spanish
Heritage Learners adapt and exercise deliberately or unconsciously in their daily activities.
This investigation also attempts to analyze the correlation between the language ideology
and the intergenerational transmission of Spanish, and how the language ideology in turn
impacts the maintenance of Spanish in a given speech community.

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.

Language, Latinos, and Healthcare: Discourse Analysis of the Spanish Psychiatric Interview

Magaña, D.

University of California, Merced, 2013

Abstract

Minority groups in the U.S. are at a health disadvantage compared to non-minorities. The U.S. Department of Health and Human Services (2001) reports that one of the predominant factors altering the health of Latinos are language and cultural barriers. Linguists have begun to address the language and cultural barrier in health care, however the research has strongly focused on studies involving interpreters (Angelelli, 2004; Davidson, 2001) and has neglected the Spanish language interactions of doctor and patient. Further, there is a major research gap on discourse analysis studies of doctor-patient Spanish interactions in the U.S. that reveals what doctor-patient communication looks like explicitly at the language level. With this research gap in mind, the present study aims to investigate the linguistic components of effective communication with Latino patients. For this dissertation I collected psychiatric interviews conducted with Latino patients and a Latino physician in Spanish. From a discourse analysis perspective, I explore the transcultural communication between doctor (a middle-class doctor from Mexico city) and rural Mexican patients living in the Central Valley. The data for the study consists of 23 taped videos of medical interviews conducted in Spanish. These consultations took place via telemedicine and were
stored in video for asynchronous consultation with a specialist. In order to analyze the data I draw upon Systemic Functional Linguistics (henceforth, SFL), a social theory of language that considers context at distinct stratified levels: context of culture and context of the situation. On the one hand, context of culture deals with genre as social processes; and on the other hand, context of situation deals with registers composed of the following variables: field (i.e. topic), tenor (i.e. participants), and mode (i.e. from oral to written). Out of all variables possible in an interaction, Halliday proposes that the variables of the register, field, tenor, and mode, are the specific variables that influence the language choices directly. This theoretical framework permits me to analyze the discourse at different levels: from more abstract analysis of genre to register to a detailed analysis of the lexico-grammatical choices made within this register. The two main goals of the dissertation are to provide a description of the language of psychiatric interviews for Spanish in the U.S. and to reveal transcultural strategies that the doctor uses to accommodate to the language and culture of the patients. Specifically, this study probes into: 1) the genres and subgenres that are present in the Spanish psychiatric interview, 2) the types of discursive strategies the doctor employs that are culturally appropriate within this genre, 3) the idiosyncrasies that characterize the register of Spanish psychiatric interviews, 4) how the relationship between the interlocutors in terms of power and solidarity is revealed at the language level, and 5) the culturally embedded lexico-grammatical choices that the doctor makes for demanding information from patients. Overall, this study offers concrete examples of transcultural communication drawn from authentic medical interactions. Revealing explicitly the discourse strategies that the doctor uses in communicating with Latino patients is a first step towards understanding and ameliorating the language and culture problem in health care. These findings aim at providing more information at the level of the language and culture for linguists, practitioners, educators, and interpreters.

STUDY ON SPANISH FOR NATIVE SPEAKERS CURRICULUM AND ACADEMIC ACHIEVEMENT IN FLORIDA

Maino, P. A.

University of Central Florida, 2013

Abstract

Using data on all Hispanic high school students in Central and Southern Florida, this study examines Cummins’ Linguistic Interdependence concept by studying how the availability and English Language Learners (ELL) student participation in Spanish for Native Speakers (SNS) programs in Florida high schools is associated with Hispanic academic achievement. The availability of SNS programs was studied using data provided by the Florida Department of Education (FLDOE) on all high schools in Florida for 2009-2010. The study used individual level data on all Hispanic ELL students in Central and Southeast counties who attended 12th grade during each year from 2006/2007 through 2009/2010, and
then tracked the students’ entire high school experience from 9th to 12th grade. Student Florida Comprehensive Assessment Test (FCAT) scores were used as the dependent variable. Testing for differences in means and linear and logistic regression analysis were used to examine these questions. The results showed that SNS tend to be offered in larger high schools, with a large Hispanic student and teacher population, which have lower average FCAT scores, and are located in counties that tend to vote Democratic. The results found indicate that student participation in SNS program does not affect students’ overall FCAT scores. However, students who participate in SNS courses tend to perform better in Math FCAT, but not in Reading FCAT, when compared to their peers of similar Hispanic background that did not participate in SNS courses. The results supported Cummins’ Linguistic Interdependence concept, as First Language (L1) maintenance may promote academic achievement, depending on the academic subject. The most important attribute of these results was the association found between L1 maintenance and academic skills in Math. The study argues for the possibility of cognitive development occurring at deeper levels due to L1 maintenance, and expressed through abstract and logical thought such as Mathematical iv proficiency. Future studies may benefit by approaching this subject in a longitudinal manner and examine how student participation in SNS is associated with educational attainment, including high school graduation, college enrollment and graduation, job prospects and social mobility. The results also suggest that there is a higher probability that SNS curriculum is offered in high schools located in counties that tend to vote Democratic, indicating that location is intrinsically dependent on stakeholders’ political views on the education of minority students. Therefore, future studies may examine stakeholders’ involvement in the decision making process of curriculum at the county, school, and classroom level, in order to find out what are the driving forces making possible or not the availability of SNS curriculum in the state of Florida.

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 (1927/1977) 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.

Perfect Timing: Acquisition of the Spanish Present Perfect in a Francophone Context

Markle LaMontagne, J.
University of Toronto, 2016

Abstract

This thesis explores the possible role of cognate (similar) morphological forms and semantics in a model of cross-linguistic influence in bilingual language acquisition. Much of the previous research on the question of what counts as similarity and overlap in different languages, as a condition on language influence, has focused on syntactic structures (e.g., Hulk & Müller, 2000; Strik & Pérez-Leroux, 2011; Unsworth, 2003; Yip & Matthews, 2000, 2007, 2009). Verbal morphemes and their corresponding semantics, however, have not been investigated before as conditions on language influence. Some of the work on this area has examined the role of shared semantic features related to Tense in bilingual children growing up in a language contact situation in Quechua and Spanish (e.g., Sánchez, 2004). Morphological similarity, however, has not been explicitly tested as to whether it determines language influence. This dissertation investigates whether cognate morphological forms and semantics (i.e., semantic features) are determinants of language
influence, and whether quantitative and/or qualitative differences between monolingual and bilingual children occur.

I present an experimental study that tests the grammatical knowledge of Spanish tense-aspect-mood and copula selection in Spanish heritage children growing up in a Canadian Francophone context. Four semantic contrasts are tested (e.g., Preterite/Present Perfect, Preterite/Imperfect, Subjunctive/Indicative, and ser/estar), all of which have shown sensitivity to bilingual effects such as language transfer, incomplete acquisition, and attrition. Such effects have been attested in studies on child and adult Spanish heritage language acquisition (e.g., Cuza, 2008, 2010; Cuza & Miller, 2015; Miller & Cuza, 2013; Montrul, 2002b; Montrul & Slabakova, 2002, 2003; Silva-Corvalán, 1994, 2003). In order to examine the subtle, yet important, differences between the Spanish and French tense-aspect-mood systems, a contrastive analysis as in Cowper’s (2005) feature geometry analysis for features of Inflection is adopted.

Results from a receptive vocabulary and a sentence imitation task show that while monolingual children outperform heritage children, the latter also show growth and development despite prolonged contact with French. This trend is also confirmed in the contextualized preference-based elicitation task, the main task chosen for this study. Language influence from French to Spanish occurs in heritage children, specifically overextension of certain verbal forms and feature reassembly, but no effect of form similarity (i.e., a cognate boost) is found.

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.

**Traversing the Wall: A Study of Language Contact among Heritage and Immigrant Speakers of Spanish in the Tijuana-San Diego Border Area**

Mata, R.

University of California, San Diego, 2016

**Abstract**

In the study of emerging varieties of Spanish in the United States, the Tijuana-San Diego border area presents a unique opportunity for the study of language contact in that English and two varieties of Spanish (U.S. and Mexico) are in constant contact with one another. In the San Diego area we find two types of Spanish native speakers, corresponding to two generations: a heritage group that is English-dominant and an immigrant group that is Spanish-dominant. Tijuana speakers represent monolingual controls that are the closest point of reference, linguistically and demographically, to immigrant and heritage speakers in San Diego. In a fieldwork study of 22 families (11 on each side of the border) that consists of naturalistic spoken data in a conversational setting, I focus on two linguistic features of Border Spanish: the use of the subjunctive and the use of fillers. With respect to the subjunctive, heritage speakers exhibit an attenuation of the imperfect subjunctive in optional contexts and an increase of the imperfect subjunctive outside of subjunctive contexts. I propose that this difference is due to a unique mode of heritage acquisition of Spanish wherein heritage speakers begin their acquisition of English through formal schooling at the same time that nuances of the subjunctive are still being acquired. The onset of English education and gradual shift to English dominance may result in reduced input in Spanish that prevents heritage speakers from fine-tuning their use of the subjunctive in certain contexts, leading to the observed effects.
With respect to fillers, heritage speakers complement their system of Spanish fillers with English fillers. In spite of not being English dominant, some immigrant speakers begin to use English fillers with limited functions when compared to heritage speakers. These indirect transfer effects in the use of fillers may be due to San Diego speakers’ highly-variable exposure and interactions in both Spanish and English. Whereas heritage speakers may transfer the filler ‘so’ directly from English, immigrant speakers’ transfer may be the result of interaction both with heritage speakers and exposure to English. This dissertation explores the role that acquisition and transfer effects play in contact-induced language change in the Spanish spoken in San Diego.

Grammatical Gender in Child Bilinguals: Language Acquisition across Sociolinguistic & Pedagogical Spheres

McManmon, Z. C.

University of Illinois at Chicago, 2016

Abstract

In this thesis, I study use of grammatical gender agreement, a problematic feature of both L2 and heritage language studies. Here I work with a group of Mexican bilingual children in order to assess their performance with this linguistic object at a local school. Though grammatical gender agreement has been previously studied in bilingual children, this project affords a new view with respect to the following contributions. First, I aim to investigate a diverse group of heritage language users who participate in multiple domains, some accessing Spanish in their social network and school classrooms, while others fail to access input in either class or home network. Secondly, here I address the topic of grammatical gender from a multiple methods approach, using a concord task in Chapter four; a story retelling task commonly used in the acquisition literature in Chapter five; sociolinguistic interviews, a modern day Spanish version of Labov’s sociolinguistic projects with African American Youth (Chapter Six); and finally incorporate a qualitative ethnographic focus to studying local language use (Chapter seven). Throughout this multi-methods project, one surprising result was that children living in this ethnic enclave area were found to be highly proficient in their use of gender agreement in Spanish, with all groups averaging from 98% to 100% during the sociolinguistic interview. Children also performed well in the story retelling segment, though by comparison the sociolinguistic interview relayed even more proficient data. This project underscores the role of input in language acquisition. Some surprising results including finding the overwhelming mastery of gender concord in this group of bilinguals, and the high levels of performance on a sociolinguistic interview compared to an acquisition task. These differences prompt the reader to consider the role of methodology in heritage language studies. Between group differences suggest assets of an additive bilingual program, such as dual language education. During the project, I focused on gender agreement, however, as I developed my data set I discovered that gender was only one possible linguistic object to
consider, and data collection with bilingual children provides a wealth of information about their knowledge of language structure.

A qualitative case study on first language loss and language maintenance of two Hispanic immigrant children

Mears, R. S.
Tennessee State University, 2013

Abstract

The purpose of this qualitative case study was to explore the factors that influence the maintenance and loss of the first language of two children of Hispanic immigrants. The maintenance of the first language among immigrant children is a warranted concern in the field of education. Some immigrant children retain their first language but others do not maintain the native language. The complexities of native language maintenance and native language loss are difficult to capture through quantitative methods. To obtain a more precise idea of the language learning experiences of an immigrant child, who arrived to the United States where the child was immediately immersed into the English language, a case study of the two immigrant children located in a middle Tennessee county in the United States was conducted. It was concluded thru the use of triangulation of data from interviews, observations and artifacts that both the home and school environment play an important role in the development of both the first and second language. By using the constant comparative method, data was used to form categories that allowed the researcher to code and compare the data in order to find the emergence of common themes and form a strong understanding of the phenomenon. Two major findings of this study were that positive school environments are important in helping a child maintain self-confidence and self-esteem which are important in the maintenance of the first language as well as the development of the second language. Also encouragement from family to use the first language at home contributes to the maintenance of the first language and promotes the learning of the second language. The theory that emerged was that language maintenance is transactional between the school and home. Maintenance of the first and second language is successful when both the home and school environments provide positive support for both languages. Further research on this topic was recommended by the researcher. More qualitative research would benefit teachers and parents in helping them have a better understanding of how to support the maintenance of the first language.

Re-positioning Latino heritage language learners: The case of one adolescent's experiences in two different pedagogical spaces

Merrills, K.
University of Maryland, College Park, 2015

Abstract
To improve the education of heritage language learners, more research is necessary to understand alternative educational practices and learning contexts that tap into and further develop heritage language learners' bilingual competence. This inquiry investigates how one Latino heritage language learner (HLL), Yolanda, experienced distinct opportunities to use and develop her heritage language as she participated in a bilingual extra-curricular program and in a world language classroom. Drawing upon Positioning Theory (Davies & Harré, 1999; Harré & Moghaddam, 2003; Harré & van Langenhove, 1999), this study explored how her positioning promoted languaging and language use. Drawing from sociocultural theory, this study applied the concept of languaging to understand language learning (Swain, 2002, 2005, 2006; Swain et al, 2009). I use the term *languaging* to describe metalinguistic discourse in which students explain or discuss a linguistic problem to others or the moments when learners talk aloud to themselves to mediate understanding of language (Swain, 2006). This study provides an analysis of how the HLL’s different positionings influenced the amount of languaging and the type of language (Spanish, English or both) she decided to use. This single-case study incorporated both qualitative and quantitative methodologies with exploratory purposes. Methods of data collection included observations, field notes, audio-recording, video-recording, and student interviews. Data analysis was guided by interactional ethnography, conversation analysis and grounded theory. I also used Dedoose software to code transcripts and identify the co-occurrence of languaging and positioning. This study found that a bilingual extra-curricular program afforded Yolanda positionings that promoted a higher quality and quantity of opportunities for languaging and use of linguistic multicompetence due to collaborative opportunities with linguistically diverse students. This study contributes to research on HLLs by focusing on classroom practices that promote languaging and use of linguistic multicompetence. This study has implications for teachers and teacher education by providing a rich description of an academic space that re-positions a heritage language learner as a multilingual expert and learner.

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.

The acquisition of bare nominals by three populations of Spanish-English bilingual adults

Miller, L. E.

Purdue University, 2016

Abstract

The present study contributes to our understanding of cross-linguistic influence by studying three different groups of Spanish-English speakers’ knowledge of the distribution of definite articles in both of their languages using a battery of tests that require them to draw on different linguistic abilities. These three groups include native English speakers who learned Spanish after adolescence, native Spanish speakers who learned English after adolescence and simultaneous bilinguals who grew up in the United States speaking both English and Spanish from birth. Specifically, this study explores interpretation, production and intuition regarding the acceptability of definite articles in different contexts. Since the three bilingual groups differ in terms of dominant language and the age at which they learned each language, this study aimed to explore how these differences affect both the type and extent of cross-linguistic influence present and how this relates to the type of task.

Results show that, while acquisition of a new assembly of syntax to semantic features in a second language and maintenance of minority language feature assembly is possible, the extent to which bilingual speakers inhibit the features of their first language varies
depending on task type. Specifically, second language learners (L2) show less transfer from their dominant language on the most metalinguistic task, which is also a written task. In contrast, heritage speakers have the most trouble inhibiting English features on these metalinguistic tasks, often accepting ungrammatical or infelicitous sentences in their heritage language due to transfer from English.

While the most common type of strategy applied by all three groups of bilinguals involves dominant-language transfer, overextension was found among participants in both L2 learner groups but was absent among the heritage speakers, suggesting that this may be an artifact of an older age of onset of acquisition or classroom experience in the second language. Finally, an analysis of the dominant language of these bilingual speakers in comparison to monolinguals also yielded interesting findings. In line with some previous research, this study has shown that those speakers who have acquired a second language as adults (both L2 groups in this study) behave more categorically in their dominant language even in comparison to monolingual speakers. This suggests that multilinguals become more aware of the relationship between syntax and semantics and are more conscious of their effects on acceptability as the result of language study. It does not seem that this result holds for all bilinguals, since this advantage was not found for the heritage speakers in their dominant language, English. Therefore, this advantage most likely results from conscious study and manipulation of language through classroom second language study. These results all suggest that bilingual proficiency is dynamic, shifting as a result of language experience, not only with regard to the non-dominant language but also the dominant language.

**Lexical insertion in second language learners and Spanish heritage speakers: The role of vocabulary threshold**

Montoya, A.

Rutgers State University of New Jersey – New Brunswick, 2014

**Abstract**

The phenomenon of lexical access along with the different lexical selection mechanisms called upon for bilingual speech production have been investigated within the fields of bilingualism, second language acquisition (SLA), and language contact among different types of bilinguals (Costa and Santesteban, 2004; De Bot, 1992; Green, 1986, 1998; Levelt, 1989, 2001; Myers-Scotton and Jake, 1995; Poulisse and Bongaerts, 1994; Roelofs, 1998; among others). However, a gap exists in relation to how two languages compete in the bilingual mind of a select group of bilinguals considered to have reached a certain threshold of vocabulary knowledge and how the competition for language selection evidences lexical retrieval and timing costs.

This dissertation focuses on the lexical insertion of English lexical items in oral narratives of second language (L2) learners of Spanish and Spanish heritage speakers who have
reached a certain threshold of vocabulary knowledge; the main objective lies in the assessment of lexical retrieval and timing costs involved in the completion of a picture naming task. This study shows that both groups insert more English lexical items when trying to access low frequency words in Spanish, regardless of having reached a certain threshold of vocabulary knowledge. The study employs a quantitative approach to analyze the data. Fifty participants (16 Intermediate learners, 11 Advanced learners and 23 Spanish heritage speakers) took part in the study, which employed several protocols: a vocabulary test, two story retelling tasks, and a picture naming task.

The results show that L2 learners and Spanish heritage speakers tend to insert more English lexical items when trying to access low frequency vocabulary regardless of having prior knowledge of the vocabulary. This suggests that once bilingual speakers have reached a certain threshold of vocabulary knowledge, their lexical insertion practices are similar. A one-way between subjects ANOVA reveals no significant difference for the lexical insertion of a noun, $F(2, 47) = .525, p = .595$. The study also indicates the insertion of English nouns as the most frequent type of lexical insertion. Furthermore, in terms of timing the study finds that lexical retrieval is more costly for L2 learners in comparison to the Spanish heritage speakers.

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.

Home literacy environment of Latino preschoolers and bilingual oral language
development

Olitzky S.
Abstract

The present study sought to explore the home literacy environments (HLEs) of low-income Latino preschoolers and examined the relationship between HLE and bilingual oral language development. Specifically, two facets of the HLE were examined: literacy opportunity and socioemotional quality. Participants included 79 mother-child dyads enrolled in New York City Head Start programs. Mothers all self-identified as Dominican or Mexican. A multi-informant, multi-method approach to data collection was employed. Within the context of a larger assessment battery, mother-child dyads were administered a demographic form, Home Literacy Environment Questionnaire (HLEQ), and measures of child IQ and bilingual receptive language development. In addition, mothers and children were observed during a series of behavioral observations which included a shared reading interaction. Video tapes were coded for socioemotional quality of exchanges.

A series of descriptive statistics were performed to describe the following literacy opportunity variables: Frequency with which mothers read to their children, frequency of children's television program watching, number of books in the home, age at which shared reading began and whether or not the child had visited a library or bookstore within the past month. The relationship between HLE and bilingual oral language development was examined through a hierarchical regression model with two predictor variables: literacy opportunity and socioemotional quality. Child IQ was controlled for as a covariate.

Results of the hierarchical regression found no significant predictive relationship between HLE and bilingual oral language development. This differs from previous studies conducted with non minority populations. While further research is necessary, results suggest that the traditional HLE model may not apply to culturally diverse populations and may not account for unique characteristics of the bilingual language learner. Future research should seek to develop culturally specific HLE models in an effort to inform family literacy interventions.

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.

**Lexical Availability in Diaspora Spanish: A Cross-generational Analysis of Chilean Swedes**

Parada, M. N.

University of Illinois at Chicago, 2016

**Abstract**

Previous work has identified lexical narrowing and contact-induced lexical change as characteristic of heritage and diaspora Spanish. In order to nuance such attributions, this study performs quantitative and qualitative comparative analyses of the lexical profiles of two generations of Spanish-Swedish-(English) adult bi-/trilinguals residing in Stockholm, Sweden. The data are drawn from timed word association (i.e., lexical availability) tasks that, via prompts, elicited speakers' vocabulary relating to 20 specific semantic domains. The role of trilingualism in lexical knowledge and borrowing is examined, as well as additional socio-experiential factors, including dialect contact, gender, parental education, exile background, heritage language instruction, and global language proficiency.

The results suggest that diaspora Spanish speakers of the second generation have robust lexical knowledge across a wide range of semantic domains (spanning the domestic and extra-domestic). However, the organization of their mental lexicons (e.g., relationships
among words) appears to be less complex than that of first generation speakers. The presence of Swedish and English origin contact lexicon in the speakers' productions was minimal, although for both generations Swedish exerted greater influence than English on the heritage language. The data also suggest that early L3 acquisition of English by the second generation does not threaten heritage language maintenance; on the contrary, stronger L3 English was correlated with greater proficiency in the heritage language. With regard to dialect contact in the form of recurrent travel to Spain, effects of this were observed in the notable presence among the participant productions of certain high-frequency lexical items belonging exclusively to Peninsular dialects. Additional qualitative analyses of the speakers' mental lexicons revealed how first generation conceptualizations of certain semantic fields (e.g., professions; modes of transportation) differed in striking ways from those of the second generation, likely resulting from divergent socio-cultural upbringing.

This study advances the field's understanding of the lexical knowledge and use of Spanish heritage speakers, challenging its common depiction as "homebound" and "highly restricted", and further explores some of the community-specific factors conditioning language maintenance and change.

Agreement reflexes of emerging optionality in heritage speaker Spanish

Pascual Cabo, D.
University of Florida, 2013

This study contributes to current trends of heritage speaker (HS) acquisition research by examining the syntax of psych-predicates in HS Spanish. Broadly defined, psych-predicates communicate states of emotions (e.g., to love) and have traditionally been categorized as belonging to one of three classes: class I-- temere 'to fear', class II-- preoccupare 'to worry', and class III-- piacere 'to like'.

In addition to the notorious structural opacity of class III psych-verbs, a large body of literature has documented them as being problematic for Spanish HSs. Considering this, I propose a novel analysis that aims to explain the patterns observed; i.e. class III psych-verbs--those that only have an unaccusative syntax in monolingual grammars--have been reanalyzed as class II psych-verbs--which have available both an agentive and unaccusative syntax. In other words, there is a simplification of the Spanish system of psych-predicates (in the sense of reducing three classes to two). As a result of this adjustment, Spanish HSs should be able to project an optional agentive syntax for gustar -like verbs (a use deemed ungrammatical by monolingual speakers) which is akin to other verbs like asustar 'to scare' or molestar 'to bother' (typical class II psych-predicates).

To test this prediction, a total of 114 completed a battery of tests that examined the participants' knowledge and use of (un)grammatical items in relation to the syntactic and morphosyntactic reflexes that should obtain if the hypothesized analysis is on the right
track. For example, I predict that Spanish HSs will (variably) accept passive constructions with gustar -like.

The data presented reveal trends that are consistent with this prediction Furthermore, the results seem to indicate that a particular feature of change in 1st generation immigrant input providers, the loss of dative "a" marking, seems to be what gives rise to the change in syntax by the HS generation. The data, as well as the pairing of the groups which include child and adult aggregates, further contribute to the current debate in formal HS acquisition regarding the sources of variability.

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.

Spanish heritage language learners: Pedagogical approaches and recommendations

Perez, R.

Indiana University of Pennsylvania, 2014
Abstract

This study examines the existing literature dealing with Spanish heritage language learners in the United States to answer the following question: How are the needs of Spanish Heritage Language Learners reflected in the current research on pedagogical approaches and recommendations for heritage language instruction? In addition to presenting a profile of the heritage language learner and the academic challenges facing this group of learners, this study identifies curricular and pedagogical implications for more effectively serving the needs of Spanish Heritage Language Learners in the university setting. Specific ideas that are suggested include knowing the background of HLLs, creating a learning environment where the HLLs' variety of Spanish is respected and recognized, teaching HLLs strategies for acquiring a prestige variety of Spanish, and assessing the linguistic skills of these learners overtime to ensure that they are progressing.

Acquiring obligatory and variable mood selection: Spanish heritage speakers and L2 learners' performance in desideratives and reported speech contexts

Perez-Cortes, S.

Rutgers The State University of New Jersey – New Brunswick, 2016

Abstract

This dissertation examines Spanish heritage speakers (HS) and second language (L2) learners’ acquisition of obligatory and variable mood selection in two complement clauses: desideratives and reported speech contexts. Previous studies have reported this area of language to be particularly troublesome for early and late Spanish/English bilinguals, especially in variable contexts (Borgonovo, Bruhn de Garavito & Prévost, 2008; Collentine, 1993; Iverson, Kempchinsky & Rothman, 2008; Montrul, 2007, 2009, 2011; Pascual y Cabo, Lingwall and Rothman, 2012; Silva-Corvalán, 1994; Torres, 1989; inter alia). These investigations, however, have focused on structures that belonged to different modalities, comparing obligatory selection in deontic predicates with alternations in epistemic and epistemological contexts.

This study interviewed 137 participants (HS: N=69; L2ers: N=68) with different proficiency levels using four experimental tasks: a truth-value judgment, two production tasks (written and oral), and an acceptability judgment task. Results show that mastery of mood selection is dependent on the interplay between participants’ level of proficiency, age of onset and frequency of Spanish use. Highly proficient bilinguals tended to be more accurate in their performance, while those with lower command of the language displayed more variability. Differences in age of exposure and frequency of activation appeared at intermediate levels of proficiency, where HS outperformed their L2 peers in the interpretation and production of subjunctive in reported speech contexts. It is argued that earlier onset of acquisition and active use of Spanish favored the attainment of these structures. In general, the results
suggest that the potential effects of vulnerability expected to emerge in mood alternations, appear to be minimized when propositional modality is controlled for.

This dissertation contributes to the fields of L2 and heritage language acquisition in two ways. First, the comparison of these groups reveals contrasts at the interpretive and productive level, furthering our understanding on how differences in age of onset and exposure modulate bilinguals’ linguistic outcomes. Second, the analysis of mood within deontic predicates also suggest that the source of morphological variability in these constructions is not the obligatoriness of the selection (as argued by Montrul, 2007, 2009) but the type of modality expressed by the predicate under evaluation.

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.

Meeting the needs of adolescent heritage language learners in mixed Spanish language classrooms: A study on Spanish teachers' perceptions and pedagogical practices

Randolph, L. J., Jr..
The University of North Carolina at Chapel Hill, 2011

Abstract
In light of immigration patterns of the Latino (or Hispanic) population over the past two decades, the maintenance of Spanish as a heritage language in the southeastern United States has become a topic of interest for researchers, policy makers, and educators alike. This qualitative study investigated the perspectives and instructional practices of an entire Spanish language faculty (five teachers) at a suburban high school in a southeastern state that has emerged as a new gateway state for immigration. The study explored factors that may impact teachers' pedagogical practices in meeting the perceived needs of heritage language learners (HLLs) and traditional foreign language learners (TLLs) in mixed Spanish as foreign language (SFL) classes (i.e., classes comprised of both HLLs and TLLs).

Findings suggest that although the teachers had additive, pluralistic views of acculturation and language maintenance, those views were not always reflected in the planning and implementation of instruction. Instead, mixed SFL classes often catered to the needs of TLLs and imposed subtractive practices on HLLs. These outcomes were due to numerous factors at the societal, familial, institutional, and classroom level.

Based on the findings, the researcher makes several recommendations for supporting pre-service and in-service Spanish teachers with experiences relating to sociolinguistics, effective acculturation practices, and differentiated instruction for HLLs. This study has direct implications with regard to teacher education programs, curriculum design, and school practices and policies.

Cultural identity and heritage language learners

Reitz, L. S.
Illinois State University, 2014

Abstract

Heritage language learners (HLLs) in college are studied more than other groups of students with differences, and they are becoming more prevalent in the foreign language (FL) classroom. For the purpose of this study, HLL is defined as; an individual who has parents from a Spanish-speaking country, but was born in the United States and has an almost complete speaking proficiency and any range of grammatical dominance of Spanish (Valdés 2001). This definition eliminates those students who were born in Spanish-speaking countries and those who have little to no dominance of either speaking proficiency and grammatical dominance of the language. While this group has been studied within the context of a FL classroom, especially with cultural identity in mind, there are still more areas that need to be addressed. HLLs’ cultural identity and how it influences motivation in the classroom, as well as its influence on perceived challenges and successes of HLLs, are in need of investigation. With the rising number of immigrants from Spanish-speaking countries, the time is now to research this group of students and how they fit in the FL classroom. The cultural identity of HLLs enrolled in an FL course will be examined using a
survey and interview to better address their motivation and perceived challenges and successes that come with being part of this subgroup.

Assessing early literacy development in Spanish speakers when Spanish is the language of instruction

Rhoades, W. B.
University of Oregon, 2009.

Abstract

One of the fastest growing populations of students in American schools today is that of Spanish speaking English language learners. Many of these students are taught in classrooms in which Spanish is the language of instruction for the development of early literacy skills. There is a need for valid and reliable progress monitoring measures for Spanish speakers in these classrooms, as many of the current measures in use were designed for and normed on English speaking populations of students. Phonological awareness is one of the strongest predictors of success in learning to read. Therefore, the purpose of this replication study was to determine the efficacy of five independent variables: (a) Letter Sounds, (b) Syllable Sounds, (c) Phonemic Segmentation, (d) Syllable Segmentation, and (e) Grade Level to predict scores on Spanish Word Reading and Sentence Reading Fluency assessments for 41 first-grade and 41 second-grade native Spanish speaking students whose early literacy instruction was in Spanish.

Correlational and multiple regression analysis showed that, of these variables, performance on a test of Syllable Sounds was the best predictor of performance on both the Word Reading Fluency and Sentence Reading Fluency tests. Results show that, for students receiving early literacy instruction in Spanish, tests of syllable sounds demonstrated the most efficacy in accounting for the variance in predicting future reading success in Spanish.

Antecedents and outcomes of language choice in bilingual toddlers: A longitudinal study

Ribot, K. M.
Shenandoah University, 2015

Abstract

Bilingual children sometimes respond to their interlocutors using a different language than the one in which they were addressed. These language choices, their concurrent correlates, and relations to subsequent language growth were examined in 91 Spanish-English bilingual children (44 girls, 47 boys). Children’s language choices were assessed at 30 months, and their English and Spanish productive vocabularies and receptive language skills were examined at the ages of 30, 36, and 42 months. Children’s language choices were concurrently related to English and Spanish productive and receptive language scores and
to mothers’ English and Spanish proficiency levels. Longitudinal multi-level modeling analyses indicated that children’s language choices at 30 months were uniquely related to language growth on measures of English and Spanish productive vocabulary and Spanish receptive language, when controlling for language exposure. These findings suggest that language use plays a causal role in language development. The findings of this study have implications for the maintenance of heritage languages in the U.S. and for the development of children’s English language skills.

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 sociolinguístico 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
idosyncratic 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 language literacy and the Heritage speaker in rural Virginia**

Spangler, S.

Shenandoah University, 2015

**Abstract**

This research focused on the linguistic lives of Spanish/English bilingual middle school students living in an English dominant area of Virginia. The Hispanic community reflects a mixture of Spanish speaking origins encompassing many different Spanish speaking countries as well as Hispanics born in many different states of the U.S.A. First, second, third and subsequent generations of Spanish speaking immigrants populate this community, creating a complex mixture of traditions, languages and values. This blend of cultures presents questions as to how the people in the community support and protect their Latino identity and how they can preserve the native language.

Previous studies indicate that bilingual students have cognitive and linguistic advantages that monolingual students do not possess. Research also says that literacy skills in the native or primary language transfer to new language learning. This study employed narrative inquiry to investigate factors that impact Spanish language use for Heritage Spanish-speaking students. Urie Bronfenbrenner’s ecological systems theory (1994) and his PPCT theory (2005) frame the investigation into the environments in which the students use language. Bakhtin’s language socialization theory and Vygotsky’s sociocultural theory frame the social and linguistic connections of the students.

Audiotaped and transcribed interviews provided data for the analysis process. The analysis identified commonalities that became the basis for the themes and differences that brought new insight to the study. Findings compared with the selected literature and theoretical frameworks added clarity to the analysis.
Spanish heritage speakers' Spanish and English writings: Contrastive rhetorical and linguistic analyses

Spicer-Escalante, M.
University 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.

"Tal vez sueña de estas cosas/ Maybe he dreams of these things:" Envisioning possibilities for multilingual learners in the culturally responsive rural classroom

Stockdale, E. S.
University of South Carolina, 2015
Abstract

Meeting the needs of multilingual learners is a growing concern for many classroom teachers across the nation as school-age populations in the United States continue to become more ethnically, culturally, and linguistically diverse. Teachers often have little understanding of diverse learners and frequently express misconceptions about these students and their cultures. The purpose of this qualitative multiple case study was to explore the social, cultural, and linguistic resources multilingual learners draw upon and the literacy practices they enact during reading and writing workshop when culturally responsive pedagogy (CRP) is implemented. This study also examined how culturally relevant (CR) texts and materials influenced multilingual learners' understanding of the reading and writing process. The study focused on two third and fourth-grade multilingual learners over the course of twelve weeks—six weeks during a summer enrichment program, followed by six-weeks of tutoring in their homes. Several theories informed this study including sociocultural theory, critical social theory, and second language acquisition theory.

Results show that models of literacy were alive in these multilingual learners' homes and their families were co-learners along with the participants. The participants used a variety of resources from their homes and communities to successfully navigate various social settings such as school. As the participants moved between their home environments and the community, they traveled in and out of their native language of Spanish (L1) and English (L2), fluidly accessing both languages, as if surrounded by invisible, flexible bands of language. Pulling from their entire linguistic repertoire, the participants translanguaged between their L1 and L2 to accomplish many tasks. Frequently, the students assumed the roles of interpreters, translating for parents, teachers, and friends, allowing others access to their linguistic resources. Both participants also used their linguistic abilities to become gatekeepers, withholding information from others and situating themselves into a position of power. Using culturally relevant texts and materials enhanced the participants' learning in many ways. Utilizing CR texts and materials helped support the participants' identities as multilingual learners, increased their sense of agency and linguistic security, and enhanced their understanding of reading and writing process.

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.

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.

**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.

Heritage and second language learners of Spanish: The roles of task complexity and inhibitory control

Torres, J. R.
Georgetown University, 2013

Abstract

Scholars in language education have called for a research agenda that examines how heritage language (HL) learners re-learn their family language since their experience learning the heritage language differs from that of second language (L2) learners. This dissertation study explores how increasing cognitive demands on tasks, as predicted by the Cognition Hypothesis, may have an impact on the development of the Spanish present subjunctive in adjectival relative clauses in both HL and L2 learner populations, and how individual differences in inhibitory control may mediate learning outcomes. The study also examines how prior language experience across different contexts shapes inhibitory control abilities.

Participants in simple and complex conditions were engaged in a one-way computerized language-learning (CALL) task manipulated differentially by intentional reasoning demands in the complex task. A subset of the participants also completed a stimulated recall session. Following a split-block design, participants completed three versions of an oral and written production task (pretest, immediate and delayed posttests) as measures of learning outcomes. Also, results from an ANT or Attentional Network Task were analyzed to gauge inhibitory control ability.

Overall, and contrary to expected, participants in both experimental conditions performed similarly on the oral production task. However, the learners in the simple condition demonstrated larger net gains and superior performance on the delayed posttest for the written production task, possibly due to how learners allocated their overt attention during task completion as stimulated recall episodes suggest. HL learners in the simple condition benefitted most from the treatment task. In line with previous literature, HLS were significantly faster at suppressing distracting information during the first block event on the ANT; they also lacked explicit knowledge of the target form, whereas L2 learners verbalized being more aware of the target form as a result of task completion. These findings have implications for task-based approaches for HL development and how different bilingual experiences may lead to various learning and cognitive outcomes.

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 (except 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.

Hispanic families' attitudes towards their heritage language in Houston and its suburbs

Vargas Blanco, E. M.
University of Houston, 2015

Abstract

The following study explores the attitudes of 40 Hispanic families towards Spanish and their ethnic community in Houston and its suburbs. The research participants included 20 Colombian families and 20 Mexican families. A mixed methodology using quantitative and qualitative methods was used. Through family's observation, surveys, and interviews to the members of the family, the researcher examines from different angles how these attitudes towards the heritage language help to the maintenance of shift from the minority language to English.

The data collected showed that the majority of the families decided to transmit the heritage language at home using several strategies. Although the parents expressed various types of motivation to maintain Spanish, the majority of them believe that it was needed for professional purposes. When comparing and contrasting the parents' attitudes, in most of the cases, mothers' positive attitudes towards the transmission of
the language were more noticeable than the fathers because they have a more instructional and stricter role at home. In addition, the Mexican families have more relatives than the Colombian families to support and motivate the maintenance of Spanish. The participants who do not have any extended family tended to find other ways to mitigate the lack of connection to their relatives by using internet communication technology or relating with other Hispanic people in the area.

Reconocimiento léxico y comprensión lectora de los estudiantes de español como lengua de herencia

Velasquez, E. V.
University of Houston, 2015

Abstract

Con el fin de contribuir a la discusión sobre la alfabetización avanzada de los estudiantes de español como lengua de herencia (ELH), este estudio se propone examinar el desarrollo de la competencia léxica y la comprensión de lectura en tres niveles (básico, intermedio y avanzado) de estudiantes de ELH en la universidad de Houston. Además, se busca explorar la naturaleza de la relación entre estas dos variables. Paralelamente se pretende describir otros factores que afectan el desempeño de estos estudiantes como lectores al igual que algunas dificultades que se les presentan durante la lectura en su lengua de herencia.

Los resultados obtenidos sugieren que existe un aumento significativo en el reconocimiento léxico de los estudiantes de ELH de un nivel al otro. Sin embargo, el único aumento significativo de la comprensión de lectura se encontró entre los niveles básico y avanzado. Además, los hallazgos nos llevan a cuestionar la validez (para ELH) de la propuesta de Schmitt et al. (2011) sobre una relación de tipo lineal entre la cantidad de vocabulario conocido y la comprensión de lectura en inglés como segunda lengua (ISL).

El análisis cualitativo de los resúmenes realizados por los estudiantes para medir su comprensión de lectura reveló que, además del vocabulario, otros de los factores que afectan el desempeño en la comprensión de lectura de los estudiantes de ELH son la inseguridad y la incapacidad de transferir ciertas estrategias de lectura que usan en su lengua dominante (el inglés) a la lectura en su lengua de herencia (el español).

Self-perceived (non) nativeness and Colombian prospective English teachers in telecollaboration

Viafara Gonzalez, J. J.
The University of Arizona, 2015

Abstract
Previous studies on nonnative English speaker teachers (NNESTs) (Reyes & Medgyes, 1994; Samimy & Brutt-Griffler, 1999; Llurda, 2008; Rajagopalan, 2005) and publications in World Englishes (WEs), English as a Lingua Franca (ELF) and English as an international language (EIL), have analyzed and documented how prevailing ideologies rooted in "the myth of the native speaker" (Pennycook, 1994; Canagarajah, 1999; Kramsch, 2000), "the native speaker fallacy" (Phillipson, 1992) and associated ideologies generate discrimination and affect students and teachers' sense of self-worth.

By making use of telecollaboration to determine how L1 Spanish speaking Colombian EFL pre-service teachers' interactions with U.S. heritage Spanish speakers (HSSs) influence the Colombian future teachers' self-perceptions as (non) native speakers and future teachers, this study responds to scholars' concerns to diversify the scope of explorations on NNESTs. Examining the ideological side of the native vs. non-native speaker dichotomy in telecollaboration, this research seeks to reverse the tendency to study interactants' exchanges mainly as a language feedback process through which "native speakers" support those who are not native speakers.

Under an overarching qualitative phenomenological case study research design, the first article's pre-assessment of participants' self-perceptions of (non) nativeness found that the myth of the native speaker, the native speaker fallacy and associated ideologies permeated participants' self-images as language speakers and prospective teachers. Nevertheless, their ongoing education and the perceived benefits of becoming skillful language users contrasted with the harmful effects of these ideologies.

The second study determined that in adopting meaning making abilities as their center of interest in telecollaboration, most participants focused less on the achievement of idealized native speaker abilities. Their interaction with U.S. peers generated confidence in their use of English, self-criticism of their skills in Spanish and a tendency to embrace the idea that they could succeed as English teachers. The third article suggests that the cooperative relationships that participants established with U.S. peers provided them affective and knowledge-based resources to build more favorable views of themselves, attitudes to confront the detrimental effects of nativespeakership ideologies, and informed judgments to dismantle them.

Interactions Between and Among Heritage Language Learners and Second Language Learners during Collaborative Writing Activities: How Learners Attend to Language

Walls, L.
University of California, Los Angeles, 2013

This study investigates the dynamics in the Spanish classroom between heritage language learner (HLL) dyads, second language learner (L2L) dyads, and mixed HLL-L2L dyads. Specifically, it examines oral, written and embodied discourse that informs our
understanding of how learners attend to language. Analysis for this dissertation examined 15-minute video-recordings of 16 same-sex dyads (four HLL-HLL; four L2L-L2L; eight HLL-L2L; eight female dyads and eight male dyads) taken during collaborative writing assignments in Spanish I, Spanish II, and Spanish II honors classrooms at a community college in southern California. These interactions were transcribed and analyzed using conversation analytic methods (i.e. analysis of conversation in terms of turns of talk). They were further examined in light of second language acquisition research that focuses on an interactional approach to learning. This interactional approach emphasizes the need for negotiation, noticing, hypothesis testing, and engaging in the use of metalanguage. Findings reveal that HLL-HLL and L2L-L2L dyads were more cooperative and attended to language more frequently than HLL-L2L dyads. Results also demonstrated that all three dyad types often resolved language issues accurately. Though this study argues that HLLs and L2Ls would be better served in classes that separate the two groups, it does not argue for the abandonment of the HLL-L2L dyad entirely. On the contrary, if outlines several advantages to this mixed dyad type. From these findings, several pedagogical implications are pinpointed as possible ways in which dyads can function more effectively.

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.
Factors that affect biliteracy development and maintenance of Swahili in bilingual (Swahili-English) speaking children

Yambi, J.

University of Illinois at Urbana-Champaign, 2010

Abstract

This qualitative study investigates the bilingual and biliteracy (Swahili-English) development of two elementary and three middle school Kenyan children across home and school contexts in the United States. Guided by sociocognitive and sociocultural theories of language and literacy, the study explores the factors at home and school that supported the Swahili speaking children's bilingual and biliteracy development and how well the children comprehended and wrote narrative and expository texts in English and Swahili. The primary participants included the five children, all of whom received some instruction in all English classrooms, with two of them also receiving limited Swahili instruction, and three of them receiving part-time English-as-second-language (ESL) instruction. The data collected in the homes included observational field notes on language use, Swahili journals that students wrote in weekly, performance-based reading tasks in English and Swahili, and interview data from the parents and children on language use, and the children's literacy histories, literacy identities, language preferences and attitudes. The data collected at school included observational field notes on the language and literacy instruction that the children received, English writing samples, school assessment data, and interviews with the teachers and multilingual, multicultural district coordinator. Data were analyzed using the constant comparative method (Miles & Huberman, 1994).

The findings indicated that the extent of Swahili used in the children's homes differed considerably even though all of the families strongly maintained other aspects of their Kenyan cultural identities. Although the parents said that they wanted their children to become bilingual and biliterate in English and Swahili, they primarily supported English literacy because their children's homework was in English, and English was the school language. Only one parent consistently supported her child's Swahili literacy development. Data from the classroom observations showed that the literacy instruction in ESL and mainstream classrooms effectively supported the children's English literacy development. When three of the Kenyan parents volunteered to teach three days a week 45-minutes Swahili class, then the two younger students participated, but the school instruction they received was not sufficient to help them read and write grade level Swahili.

The data on student performance illustrated differences in the children's strengths and weaknesses in both English and Swahili literacy. Prior to entering school in the United States, all of the children had received some literacy instruction in Swahili and English in
Kenyan schools. Although the two elementary students' age of arrival to the Unites States fell within the category of 5-7 year olds, immigrant children often take longer to attain academic English than children who arrive between ages 8-11; one of the children performed well and exited ESL within three years. Also, one of the older students, all of whom arrived in the Unites States when they were 8-12 years old, demonstrated much higher literacy performance in English than the other students. The students' varied performance in English indicated that other factors besides age of arrival in relation to English academic achievement are important to consider. The findings revealed that English was the stronger language for four of the five children, and that the child who was the strongest English reader and writer also was becoming a balanced biliterate in English and Swahili.

Four of the five children were either losing or not increasing their oral and literate Swahili proficiency because the home and school contexts contributed to subtractive bilingualism and biliteracy. A major implication of the study is that immigrant parents need to be aware of the adverse effects of only emphasizing English literacy on their children's bilingual and biliterate development and identities. The language loss findings illustrate the strong hegemonic influence of English in both the United States and in Kenya.
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.
THAI

Language Teacher Identity Negotiation: A Case Study of a Heritage Thai Language Class in a Thai Buddhist School in the United States

Jarayapun, J.

University of Washington, 2015

Abstract

The purpose of this qualitative case study is to research power relations of Thai heritage language teaching (HLT) in a Thai community-based Buddhist school in the United States, called the Temple of Wisdom, or TOW. Participants were six Thai diaspora teachers—four secular teachers and two monks. Teacher identity negotiation was explored as a critical reflection of power relations in this school context. Foucault’s power theory and Gee’s discourse analysis were employed as a theoretical lens. This research demonstrated how power is visible through discourse and relational networks of interaction between teachers and other people. The four areas of discourse were: schooling, language, culture, and religion. This study found that TOW created a new mixture of Thai and American cultures for bilingual students to learn about culture, norms, and community values. Teachers combined Thai and American culture into their instruction. This harmonization was a strategy to anchor bilingual students in both cultures. However, English privilege and language hierarchies prevailed even within this context of Thai HLT. Teachers reinforced linguistic discrimination and legitimized native speakers over non-native speakers. Teachers perceived different languages as commercialized products based on their economic benefits. This perception discouraged Thai language users by situating Thai as inferior and less prioritized among other powerful languages. One of the significant findings was that teachers developed strong senses of professionalism by negotiating their own cultural and spiritual identity, despite losing a sense of teacher authority through students’ resistance in classroom. Teachers represented themselves as cultural experts who followed Buddhist principles. They applied Buddhist morality to guide them in their roles as good teachers. Additionally, teachers built up social capital as a way to help their community members bond together. There was no evidence that teachers employed Buddhism as a political tool; instead, they used it to teach morality and humanity. This study suggests including a socio-cultural-political perspective to HLT and raises critical awareness of that perspective within teacher training and instructional contexts. To empower teachers in HLT, language policy should include all voices and reflect the needs of communities. HLT should not be grounded only in linguistic development but also in the development of community cooperation, culture, humanity, and morality.

Maintaining the mother language: Perceptions of Thai parents in the United States

Utaravichien, A.
Teaching the heritage language to children is not an easy job when they are living in a foreign country. Problems arise when Thai children who attend American schools consider English as their first language. Many Thai children no longer communicate in their mother tongue since they believe that it is not the language they will use in everyday life. The purpose of this study was to examine the perceptions of Thai parents toward teaching Thai language to Thai-American children as a second language in the United States. This study looks at language practices in the home and in the Sunday school setting in Thai temples across the U.S.

Data from Thai parents across the United States were gathered using two data collection methods: a survey and an in-depth interview. One hundred and thirty one participants across the United States participated in the quantitative phase by completing a questionnaire. Six participants in the Houston area participated in the qualitative phase by participating in an in-depth interview. The constant comparative method was used for the qualitative data for single case and cross case analysis to find themes and subthemes. The frequency and descriptive statistic were used to analyze the quantitative data. This study demonstrates the perception of Thai parents about the importance of their children learning the Thai language, the ways Thai parents support their children in order to promote learning of the Thai language, and the perspectives that Thai parents hold about the Sunday school program at the Thai temples.

The findings revealed that nearly all of the Thai parents have the intention of maintaining Thai use among their children. However, they lack realization of the impact of language arts, especially reading and writing. Additionally, almost all of the participants trusted the Thai language program at the Thai temple.

The results also highlight the significance for parents of the maintenance of the mother language in their children. Recommendations for future research are provided to further explore the perceptions of Thai parents as well as Thai children in greater details to suggest effective practices for the maintenance of the Thai language.
**TURKISH**

**Vocabulary development trajectories of an emergent bilingual child: Linguistic, instructional, and socio-interactional perspectives in preschool**

Erdemir, E.

State University of New York at Buffalo, 2013

**Abstract**

This mixed-method exploratory study investigated vocabulary development trajectories of an emergent bilingual child who was an English language learner (ELL) in a Universal Pre-K classroom. The focal child was born to an immigrant family from Turkey. The dominant home language was Turkish (L1). Despite two years of environmental exposure, preschool classroom was the first instructionally-mediated context in which he was systematically exposed to the English language (L2). Investigation began when he started preschool at 4:5 years of age and ended when he finished at 5:1 years of age. Thus, the child's vocabulary development was examined longitudinally across 9 months of preschool year.

**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 ethnonlinguistic 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.
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

Negotiated identities of second-generation Vietnamese heritage speakers: Implications for the multilingual composition classroom

Do, T. H.

University of Arizona, 2015

Abstract

Grounded in interdisciplinary scholarship to include rhetoric and composition, applied linguistics, and heritage languages, my dissertation, Negotiated Identities of Second-Generation Vietnamese Heritage Speakers: Implications for the Multilingual Composition Classroom, is a qualitative study that explores how Vietnamese heritage speakers negotiate multiple identities in different social contexts. I define heritage speakers as asymmetrical bilinguals who were raised in a non-English speaking household but whose dominant language is now English. While findings from this study reveal that heritage speakers struggle to claim a linguistic identity because of discrimination from members of different Vietnamese communities, they nonetheless—through reflexive and interactive positioning—resist these communities’ discriminatory practices by constructing and negotiating multiple identities that enable them to reimagine themselves as legitimate members of an imagined Vietnamese community. By focusing on speakers’ negotiated identities, this dissertation departs from the traditional emphasis in heritage language and composition studies that equate language proficiency with cultural identity. Instead, it calls for a more nuanced understanding of identity formation that not only engages speakers’ multiple spheres of belonging but also informs current pedagogical practices that seek to incorporate speakers’ heritage languages as linguistic resources in the composition classroom.

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.

Bilingual voices on identities, languages, and being

Nguyen, M. T. T.
University of California, Davis, 2014

Abstract

This dissertation is an ethnographic study of Vietnamese-American youth engaged in the process of (re)learning their heritage language (HL) at a community-based school. This study spanned two years, however only data collected during the second year (2010-2011) with the Grade 6 students were analyzed in detail. The focus of the study was to document the experiences of HL learners as they understood and approached language maintenance within the context and practices of the community. The study was guided by the following research questions: What are the experiences of Vietnamese-American youth at a community-based language school? And, what opportunities are there for Vietnamese language and literacy development? Data analyzed included participant-observer field notes, audio recordings of the school day, photos, student produced artifacts (projects, journal writes, questionnaires, and reflections), parent and teacher surveys, and informal interviews. The analysis is organized into three areas: (a) how students understand their HL learning experience, (b) perceived and actual strategies students employed to facilitate Vietnamese learning, and (c) the community's approach to supporting students' Vietnamese maintenance. Findings illustrated the complex and dynamic nature of HL learning and the active measures students and communities took to preserve and transfer language and cultural knowledge. Students and the community recognized the importance of designated spaces, linguistic and logistic challenges, and personal and practical resources available through and with Vietnamese as they drew from their bilingual/bicultural knowledge to access and create an inclusive and immersive space for Vietnamese learning.

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.

2nd year Vietnamese heritage language learners in higher education: A case study

Potter, L.

University of Hawai‘i at Manoa, 2014

Abstract

Vietnamese heritage language learners (VHLLs) have rarely been researched even though they represent a growing percentage of language students in higher education in the United States. This research investigates some basic aspects of the VHLLs including their needs, wants, issues, and challenges. In addition, for the Vietnamese language in the U.S. there are pressures and preferences about dialect, which are also examined. To do so, a qualitative, 5 year crosssectional, case study approach was used to learn about the VHLLs in higher education, specifically the 2nd-year VHLLs in Hawaii. The qualitative methods include: surveys (n = 59), student interviews (n = 13), 2 interviews with the language teacher, and classroom observations while utilizing language socialization and language ideology theoretical frameworks to view the data. This information allows other researchers to expand on these foundational aspects and creates the opportunity for a cross comparison with other heritage language learners. Finally, language instructors can use this information to better tailor their curriculum to the needs and wants for their VHLLs. Some results for the Vietnamese language classes include: the language instructor was the most liked aspect; classes early in the morning were the least liked aspect; speaking skills was the issue of importance; and grammar was the most challenging aspect. The VHLLs dialect change had a range of consequences with their communities from unproblematic to highly problematic. Additional research on the VHLLs is needed, but this research provides foundational elements to understanding a growing group of language learners.
Heritage Welsh: a study of heritage language as the outcome of minority language acquisition and bilingualism

Boon, E. D.

Harvard University, 2014

Abstract

This dissertation analyzes the language used by 20 adult heritage Welsh speakers now living in London, i.e., bilinguals who shifted to English dominance in childhood, and whose Welsh proficiencies now show divergences from baseline norms as a result of incomplete acquisition and attrition. The grammars of these heavily imbalanced bilinguals are compared with baseline informants (20 Welsh-dominant controls) on a narrative elicitation task, in which the informants tell the story of a children's wordless picture book (Frog, Where Are You? by Mercer Mayer). The samples collected for this project (Appendix II.1) constitute the first corpus of heritage Welsh.

Particular attention is paid to indicators of fluency (mean length of utterance, frequency of embedded clauses, speech rate, vocabulary recall delay, retraces, and retraces with correction), simplification in the system of initial consonant mutation, reanalysis of tense and aspect in verb construction, any non-native agreement morphology, and the availability of a null subject in the heritage Welsh samples. The heritage Welsh samples are examined for evidence that divergence in the heritage grammar results more from a trend toward simplification and access to Universal Grammar than influence from the speaker's dominant language, English.

Part I investigates topics which are pertinent to the study of heritage language--its definition and connection to the Critical Period Hypothesis, the distinction between incomplete language acquisition and attrition, and theories of bilingual language systems. Part II details the analysis of the heritage Welsh samples in particular. The concluding remarks broaden the focus to the minority status of the baseline language in Wales, presenting the inevitability of heritage speakers there as well if childhood exposure to Welsh does not reach the critical level necessary for full native proficiency and if the language is not maintained in adulthood. This project introduces the terms "heritage Welsh" and "heritage speaker" into Welsh linguistics, and presents a framework with which to discuss this previously neglected category of bilinguals.
This dissertation develops a theoretical and empirical framework for the model of metalinguistic community, a community of positioned social actors engaged primarily in discourse about language and cultural symbols tied to language. Building upon the notions of speech community (Duranti, 1994; Gumperz, 1968; Morgan, 2004), linguistic community (Silverstein, 1998), local community (Grenoble & Whaley, 2006), and discourse community (Watts, 1999), metalinguistic community provides a novel practice-based (Bourdieu, 1991) framework for diverse participants who experience a strong connection to a language and its speakers but may lack familiarity with them due to historical, personal, and/or communal circumstances. This research identifies five dimensions of metalinguistic community: socialization into language ideologies is a priority over socialization into language competence and use, conflation of language and culture, age and corresponding knowledge as highly salient features, use and discussion of the code are primarily pedagogical, and use of code in specific interactional and textual contexts (e.g., greeting/closings, assessments, response cries, lexical items related to religion and culture, mock language).

As a case study of metalinguistic community, this dissertation provides an in-depth ethnographic analysis of contemporary secular engagement with Yiddish language and culture in the United States. The project is based upon nearly three years of fieldwork in Southern California, Northern California, and New York in over 170 language classes, programs, lectures, and cultural events, resulting in more than one hundred hours of video- and audio-recorded interactional and interview data. It has also investigated literature, print media, and online sources related to Yiddish in secular milieus. In order to capture the diversity of actors and contexts through time and space, the study examines meta-Yiddish literature in historical context, conflicted stance (DuBois, 2007; Goodwin, 2007; Jaffe, 2009) toward linguistic alternatives as socialization practice, Yiddish "endangerment" as interactional reality and discursive strategy, a person-centered ethnographic approach (Hollan, 2001) to Yiddish as a heritage language, and epistemic ecologies in intergenerational contexts. This project explores the multiple ways that metalinguistic community members engage in "nostalgia socialization" into an imagined nationhood (Anderson, 1983) of the Jewish diaspora, demonstrating the central role of language as identity maker and marker within multilingual contexts.
Dissertations with a Focus on Multiple Languages and Bilingualism

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.

The connection between language communities and language schools: The design of a language center for an emerging language community

Chitwood, S.
University of Hawai'i at Manoa, 2016
Abstract

An architectural sense of place is difficult to comprehend in a multifaceted, complex environment, stemming from the interconnection between cultural identity and architectural identity. Is there a new perspective in which we can examine the relationship between culture and architecture? Language is embedded in culture, and by understanding how language affects culture and architecture, a new way to design utilizing culture through the perspective of language will emerge. Hawai‘i is the perfect example of an eclectic environment with a variety of language communities and a diverse cultural setting in which to reexamine what it means to design with an architectural identity.

This linguistic diversity has led to the establishment of a number of language schools on O‘ahu. Language schools are an important resource for many language communities aiming to pass their ancestral languages to the next-generation living in Hawai‘i. Language demographics are a powerful tool in understanding complex and diverse cultures. These demographics will be used to analyze and categorize different language schools throughout the island. This demographic data will later be used to provide an insight into what is successful or unsuccessful about each school and its language community, which can subsequently be developed as a design program. This research will culminate in the development of a language center or centers proposed will give emerging language communities their own space to preserve their ancestral languages, and will also look to future language groups by providing them with a resource and space to maintain their language.

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.

**Dynamic relationships between beliefs and practices: How Chinese families support their children's biliteracy acquisition**

Lin, S. H.
Kent State University, 2014

Abstract

The purpose of this study was to understand and to describe how Chinese families' home literacy practices support their children's bilingualism as well as maintain their heritage language in U.S. mainstream society. This qualitative research took the form of a multiple case study in which five purposefully selected Chinese families' home literacy practices were investigated in one Midwest community in the US. The study sheds light on the Chinese families' sociocultural literacy practices and strategies they adopted to interact socially with their children to promote the achievement of biliteracy (Chinese-English listening, speaking, reading, and writing). Data collection and data analysis were based on Vygotsky's sociocultural theory.

The results of the study show that Chinese parents who live in the US play important roles in the maintenance of their children's heritage language (Mandarin Chinese) and in their learning of the English language. Several major findings revealed that first, parenting styles among Chinese immigrant parents explain their strategies. Second, parents have unique perspectives on the value of Mandarin Chinese or English or both. Third, Chinese families living in the US practice home-based involvement to promote children's learning in school. Fourth, parents' languages experiences impact efforts to enhance children's acquisition of biliteracy. Fifth, social environment has more impact on the development of children's biliteracy than physical environment. Sixth, diverse strategies implemented in informal and formal literacy practices are useful in predicting children's oral ability in Mandarin. Seventh, dynamic relationship between beliefs and practices shapes the different roles parents play in Mandarin Chinese and English informal and formal literacy practices.

The findings of this study provide suggestions and strategies for other families who face the challenge of biliteracy acquisition. The results of this study have direct implications for school personnel critically reflecting upon their practices to cooperate with parents in assisting bilingual children at home and at school. This study calls for generous support for educators, teachers, parents, and children who are working hard to face the challenges of biliteracy, heritage-language preservation, and bilingualism.

Parental experiences with children's heritage language maintenance and loss: Cases of eleven Czech and Slovak transnational immigrant families in the southeastern United States.

McCabe, M.

University of North Carolina at Chapel Hill, 2015

Abstract

This qualitative study explored experiences of immigrant parents from the Czech Republic and Slovakia with heritage language (HL) learning and use among their children in the southeastern United States. Central European immigrants not only constitute an understudied population, they are highly unlikely to maintain the HL across generations given their relatively small numbers, geographical dispersal, higher rate of intermarriages, and the general absence of formal heritage language programs. Drawing on in-depth interviews and informal conversations with parents in eleven families in which one (n=5) or both (n=6) parents immigrated from the Czech Republic or Slovakia, this study presents an account of the parents' language goals, their
home language practices, and the perceived challenges and opportunities in HL maintenance. The framework of transnational migration theories (Brittain, 2002; 2009) guided the analysis, exploring the potential of transnational practices to overcome the dominant society's strong pressures for language assimilation. Findings suggest that: (1) Parents highly valued the HL but generally did not see its future practical use for their children. (2) Parental effort at HL maintenance ranged from strong resolve to ambivalence. (3) Parents in mixed-marriage families experienced HL maintenance as a struggle from the start, while parents in all-immigrant families faced a dilemma of how much English to introduce. (4) English and the HL were often perceived as interfering with one another. (5) Parents felt isolated in their effort to promote and teach the HL. (6) All parents observed an intergenerational shift in the relationship to the heritage culture and a gap between their original goals and the children's current HL proficiency. The children's identity choices and their less-than-expected HL fluency triggered grief in many parents. The conditions contributing to HL retention came overwhelmingly from the transnational realm while factors interrupting HL maintenance came largely from the dominant society, supporting the argument that transnational involvement of immigrants affects HL retention positively. Regular and lengthy transnational trips overseas emerged as a crucial strategy for successful HL maintenance. In addition, approaching the HL as a practical resource facilitated HL learning and retention. Implications for public schools, language experts, and immigrant parents 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.

Exploring Sense of Belonging and Perceived Heritage Community Language Proficiency as Predictors of Bicultural Identity Integration in U.S. Society

Nour, M. D.
North Carolina State University, 2016

Abstract
The recent influx of immigration to the United States has naturally led to a population increase of U.S. born children with immigrant parents. These bicultural individuals undertake the complex task of constructing identities drawn from dual, and sometimes multiple, cultural foundations. This study examined sense of belonging and perceived proficiency in the heritage/community language as predictors of bicultural identity integration (BII) level in bicultural adults who were born in the US to parents who emigrated from other countries. Data was collected from 314 participants in a web-based nationwide survey. Instruments administered to participants were the Bicultural Identity Integration Scale-2 (BIIS-2R; Huynh & Benet-Martínez, 2010), the Sense of Belonging Inventory (SOBI; Hagerty & Patusky, 1995), and the Perceived English Proficiency Scale (PEP; Wei, Tsai, Chao, Du, & Lin, 2012), which was adapted to each participant’s heritage/community language. Data was analyzed utilizing hierarchical multiple regression, analyses of variance, and descriptive statistics. Additional analysis examined interaction regression models testing age and hometown size (i.e., urban, suburban, rural) as moderators. Results indicated that sense of belonging and perceived proficiency in the heritage/community language predicted some aspects of BII. Analyzes of variance indicated higher BII levels for individuals of European backgrounds, as well as biculturals with parents from English-speaking countries. Although hometown size did not moderate regression models, participant age did shift the association between the independent and dependent variables. Implications for counseling and recommendations for future research are discussed.

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.

**Bilingual language acquisition among preschool children raised in bilingual homes**

Patanakul, S. S.

New York University, 2013

**Abstract**

This dissertation investigates bilingual language acquisition among children between the ages of 2.5 and 6, who are raised in homes where one parent speaks the dominant language and the other parent speaks the heritage language with the child. The study uses a mixed-method approach with an initial quantitative phase including extensive data collection through self-reported online questionnaires with the participation of 151 parents of bilingual children around the world and a qualitative phase with a study of 4 selected cases using semi-structured interviews. This research method is used to explore the extent to which parental language input, the children's language production with their parents, the children's peers' language input in their country of residence, and the children's experience in their heritage country relate to their oral/aural bilingual linguistic competence as perceived by their parents. The data reveal that parental language input is necessary but not sufficient to promote bilingual language acquisition among young children; findings suggest that language production was also needed for children to successfully acquire speaking skills in their heritage language. Furthermore, results indicate a relationship between the children's school language and their language competence and raise questions about how the nature of the children's experience in their heritage country affects outcomes. Finally, the impact of other factors in the children's environment is identified, such as parents' motivation and persistence in supporting children's heritage language development and promotion of language learning strategies.

**Minority language acquisition and retention: A study of Canadian-born Romanian-speaking bilingual children**

Petrescu, M.C.

University of Toronto (Canada), 2014

**Abstract**

Preserving a minority first language has been found to be very important for the overall personal and educational development of immigrant children. However, successful bilingual development involving a minority language is often challenging in situations where the majority language dominates communication not only provincially and nationally but also internationally. This dissertation investigates the conditions under which a first language (Romanian) can be acquired and maintained in an English-dominant setting as well as any impact that the L1 has on the L2 (English), to which the children are formally introduced upon entry to junior kindergarten.
Three children participated in this longitudinal study from the commencement of junior kindergarten (~ 4;0) until the start of grade 1 (~ 6;0). For the purposes of charting development (or possible attrition), language proficiency was assessed in Romanian and in English through separate measures of lexical (PPVT and Romanian-adapted PPVT), phonological (CTOPP and Romanian-adapted CTOPP), and syntactic and narrative (picture-story based instruments) abilities. In addition, the children's communicative competence in the two languages was evaluated more holistically through audio recorded data of the children's interactions in various naturalistic situations. Information about the children's home language practices was also obtained through interviews conducted with their parents.

The data collected allowed for a unique, psycholinguistically rich, and culturally well-rounded account of the bilingual development of Romanian-Canadian children. The results demonstrated that the children continued to develop their minority language alongside the majority language. However, the lack of formal schooling in Romanian seemed to have impeded the growth of the children's academic vocabulary and, possibly, narrative skills in Romanian. This could be rectified through formal minority language education. The findings also demonstrate that two years of schooling in English narrows and, in some respects, even erases the gap between the English-as-L2 children and their monolingual counterparts.

This study provides unique data on bilingual Romanian-Canadian children. The specially adapted vocabulary and phonological tests in Romanian make it possible to examine the development of the minority and majority languages side by side. Also, the longitudinal design allows for capturing change over multiple points in time within each of the two languages.

**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.

Multilingual identity development and negotiation amongst heritage language learners: A study of east European-American schoolchildren in the United States.

Seals, C. A.
Georgetown University, 2014

Abstract

Previous research in the field of heritage language (HL) acquisition has focused on the connection between frequency of language use and HL speakers' connection to and maintenance of their HL. This dissertation introduces the concept of positioning through discourse into the study of HLs to show evidence that while frequency of HL use contributes to working HL abilities, the way that HL speakers are positioned contributes to how strongly they identify with their HL. Additionally, the way that the HL speakers in this study are positioned by their teachers, parents, siblings, peers, and school administrators has led them to create a new community of practice in which the identity feature of being HL speakers of Russian is the basis for membership. The data for this dissertation come from an ethnography at a primary school in rural Oregon, working with generation 1.5 and generation 2 HL speakers of Russian and/or Ukrainian. Multiple case studies were conducted, focusing primarily on three students from Ukraine and Latvia: fifth grader Darya, fourth grader Elena, and first grader Alla at home and at school as they were socialized (and socialized others) into situational language choice and use for interactional purposes. 54 hours of in-class and playground video and audio recordings along with 21 hours of in-home audio recordings provide the primary data for these focused case studies, accompanied by interviews with the HL students, their teachers, and their parents. Through in-depth discourse analyses of the transcribed data and a quantitative analysis of the frequency of in-home language use, the findings show that the students' multilingual selves are a combination of their actual language abilities reflective of their in-home language use patterns and their self-claimed multilingual identities reflective of how they are discursively positioned by others. Finally, the students' experiences of being positioned always by their teacher as HL speakers rather than just learners through phonological and discursive socialization in the HL classroom play an important part in their positive orientation to being HL speakers in their future goal narratives, which notably include the continued presence of their HLs as a central focus of their lives.

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.

Past and future: An interpretive study of Heritage Language and Culture parents' perspectives on their children's education

Strahlman, H. L.

Tennessee Technological University, 2015

Abstract

This qualitative research compared and contrasted the experiences, expectations, hopes, and dreams held by three dyads of Heritage Language and Culture (HLC) parents in three different countries concerning education. Sociolinguistic and sociocultural methods of analysis of narrative were used to code and analyze 63 stories selected from six participant interview transcripts. The context of each research venue, including economic, racial, and social positioning of each participant was explored, as were the researcher’s subjectivities, as elements impacting the analysis and interpretation of findings. Especially impactful on the findings and implications of this research was that each of the participant parents had experienced a significant negative event during their childhood schooling, and each participant had at least one child who had also experienced a significant negative event while attending a primary level public school.

Findings answered the five research questions and indicated that HLC parents valued education and identified it as a means of achieving success. Although the definition of success was found to vary by country of residence, all the participant parents believed academic and life success were dependent upon the acquisition of English language skills. Although parents in all three research venues recited multiple instances of physical abuse or threats or acts of violence or racism within the school setting, and were not surprised that it occurred, all valued the social aspects of attending school.

The implications for educational program planners and school personnel arising from these findings include the potential for misunderstanding between U.S. school personnel and HLC immigrant families concerning corporal punishment policies and violence, rejection of U.S. education program definitions of successful educational outcomes by HLC families, and reciprocity in education between schools and families. Three avenues for future research resulting from this current research are suggested.
Exploring culturally and linguistically diverse voices: A critical case study with middle school students

Tuinhof de Mode, S.
Florida Atlantic University, 2015

Abstract

This dissertation explores the perspectives of culturally and linguistically diverse learners and English learners on school conditions that enable them to share their heritage languages and cultures, as well as the ways that these learners propose that their heritage languages and cultures could be more recognized in an English-only middle school setting. This study focused specifically on the role that culturally and linguistically diverse learners and English learners perceived that they played in the process of their own social empowerment, a role that could be achieved through the development of their voices by becoming critically involved in creating spaces for their heritage languages and cultures in English-only settings.

In this study, student voice is the means for the culturally and linguistically diverse and English learners' voices to emerge: the voices that are frequently oppressed because of the lack of power. This framework provides guidance to integrate the excluded learners' voices in a school milieu that habitually muffles these voices. Listening to the bicultural and bilingual voices is important but not sufficient to challenge the power structure of U.S. schools. In this study, culturally and linguistically diverse learners and English learners conceptualized ways that their heritage languages and cultures could be (more) recognized in their school settings.

The voices of the students are important; they should be respected and valued. Hearing the students in this study reminds us and validates the assertion that students from diverse languages and cultures are not monolith. They have different and unique experiences and this study gave voice to some of those. Leaders from state level, district level, and school level could open the doors for students to share their experiences in the schools; in the case of this study, to learn from these students what a school milieu that authentically recognizes their cultures and languages is.

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 ethnic 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.
BILINGUAL EDUCATION

Perspectives on quality in minority education in China: The case of Sunan Yughur Autonomous County, Gansu

Bahry, S. A.

University of Toronto, 2009

Abstract

This exploratory multiple embedded case study investigates perspectives on education reform under conditions of minority language endangerment in Sunan Yughur Autonomous County, a minority-district in northwest China. The study included three school sites: a Yughur minority urban school; a Yughur minority rural district school, and a Yughur majority rural district school and four embedded cases: school administrators, teachers, parents and students, of Yughur, other minority, or Han nationality.

Adult stakeholders were interviewed on what is important to learn in "education for quality", and what aspects of Yughur knowledge, culture and language should be included in school curriculum as part of education for quality, while students were asked what they enjoyed studying and whether they would enjoy learning stories, poems and songs in Yughur in school. Findings include strong support among parents and students regardless of ethnicity or school site for Yughur language and culture as "essential qualities" to foster in Sunan County school curriculum, with moderate to weak support among educators ranges with some variation among sites.

Three parallel visions emerge from the study of what it means today for Chinese minority student to be an educated person in contemporary China: (a) regular Chinese-medium education; (b) multicultural Chinese-medium education; and (c) maintenance bilingual education in Yughur and Chinese. The third vision envisions developing additive bilinguals who know the heritage of their minority as well as the national curriculum in Mandarin. A vision of balanced bilingualism and multiculturalism that sees heritage languages and Mandarin as "resources" is shared by the large majority of parents and students, most teachers and some administrators. Holders of other visions for local minority education largely share a "Language as Problem" orientation towards minority languages.
One aim of devolution of school-based curriculum authority is to develop schools' individuality. This study reveals three divergent models of local schooling that have developed in one minority school district: one that centres on a monolingual model of national culture, one monolingual, multicultural model, and one bilingual, multicultural model, with the latter model corresponding more closely to minority stakeholder perspectives that schools should play a stronger role in the maintenance and revitalization of their cultural and linguistic heritage.

Levanten la mano si me entienden: Receptive bilinguals' linguistic and cultural perceptions in secondary Spanish classes

Baker, A. G.
University of North Texas, 2015

Abstract

Receptive bilinguals have been in a dilemma of knowing just enough Spanish to write and aurally comprehend the curriculum at the beginning-intermediate levels of a Spanish language course. This dichotomy in classrooms with mixed-ability learners has created a need to reconsider placement and pedagogical structures tailored for these students in foreign language courses. Thus, this descriptive study examined the perceptions of receptive bilinguals, drawn from two secondary Spanish courses regarding receptive bilinguals’ language use, personal Spanish language abilities and confidence, personal beliefs about the language, and contentment with the course.

For this study, 31 participants were selected from two public high schools in a suburb of a large metropolitan area in north Texas. Two surveys, a listening assessment and an online questionnaire, were administered at the end of the academic year. The Likert questionnaire items were analyzed using SPSS software, while open-ended questions were coded for recurrent themes. Analyses revealed four major findings. First, with regard to influence on language use, participants’ grandparents created the most interaction with the Spanish language when compared with the other family groups. In addition, Spanish influence through television, literature, radio, and music contributed to students’ early childhood Spanish learning. Second, as to language preference, although participants perceived English to be the language with which they were most at ease, they were also confident in their Spanish conversational abilities. Third, with respect to perceptions of language abilities, Spanish 2Pre-AP students noticed an increased ability in listening, speaking, and writing the language. In both courses, students’ receptive ability was one of the highest abilities. Receptive bilinguals reflected a sense of pride and passion for the language. They desired to improve their language through their own selfmotivation as a way to connect with family. Fourth, and finally, in reporting on course contentment, participants expressed overall contentment with the course, irrespective of the particular course in which they were enrolled; however, some did not agree that all curricular structures were to their benefit. Results indicate a need to place students with receptive bilingual skills in courses designed to meet their specific linguistic characteristics.

Assessing the intercultural sensitivity of elementary teachers in bilingual schools in a Texas school district

Bayles, P. P.
University of Minnesota, 2009
Abstract

This study explored the intercultural sensitivity of 233 elementary teachers working in five bilingual schools in an urban Texas school district. The purpose of the study was to assess teachers' intercultural sensitivity and to determine whether there were differences in intercultural sensitivity in terms of certain demographic and background variables related to their intercultural experience.

A quantitative, non-experimental design was used for the study. The Intercultural Development Inventory (IDI), version 2, a psychometrically valid instrument based on the Development Model of Intercultural Sensitivity (DMIS), was used to measure intercultural sensitivity. A seven-item demographic and background information sheet was used to gather the information needed to determine whether the dependent variables (IDI developmental and scale scores) differed for teacher groups in terms of the independent variables: gender, age, level of education, years living in a bicultural setting, years teaching in schools, years teaching ethnically diverse students, and years teaching in a bilingual classroom.

The IDI results revealed a mean developmental score of 95.09 for the group of teachers. This score placed the teachers in Minimization, an ethnocentric stage on the DMIS. This suggests that while the group of teachers may have a familiarity with different cultures and be aware of differences in cultural patterns such as values, beliefs, and communication styles, they may minimize student cultural differences and apply universal values and principles in their educational practice.

The results also indicated a significant difference between the mean developmental score for teacher groups examined for two of the variables: years teaching in schools and years teaching ethnically diverse students. For both of these variables, the group of teachers with over 10 years experience had a higher mean developmental score than the group of teachers with fewer years experience. There were no significant differences in the scores between teacher groups for the other variables: living in a bicultural setting, years teaching in a bilingual classroom, age, gender, or level of education.

Nonword processing in Bilingual Five Year Olds: Do Phonotactics Count?

Betancourt, K. R. S.

University of South Florida, 2013

Abstract

The purpose of this study was to investigate how bilingual kindergartners process the phonotactic probabilities of their two languages. A set of nonwords was developed that manipulated the strength of phonotactic probability across both Spanish and English while also controlling the language environment of the experimental task (i.e., whether children were tested in Spanish or English). Hence, this study allowed for a unique investigation into how bilingual children process two languages and their associated phonotactic probabilities.

By varying the phonotactic probabilities of nonwords and the language environment, the answers to several research questions were sought. First, language exclusive nonwords (nonwords that had phonotactic probabilities unique to English or Spanish) were used to investigate the presence of a high phonotactic probability processing advantage in bilingual...
children. Second, high/low nonwords (nonwords with a high phonotactic probability in one language and a low phonotactic probability in the other language) were compared with the language exclusive nonwords to determine if the phonotactic systems of a bilingual child's two languages are stored together such that they interact during word processing. Finally, ambiguous nonwords (those with equal phonotactic probability in both languages) were used to investigate the influence of language environment on phonotactic processing. The nonwords were created by manipulating phonotactic probabilities in each language, recorded by two bilingual speakers, standardized for fundamental frequency and synthesized to become phonetically and acoustically ambiguous. Wordlikeness judgments in each language were obtained from monolingual English and bilingual Spanish-English adults. These results determined that adults were processing the varying phonotactic probabilities of the nonwords as designed and the words were appropriate stimuli for use in a word sorting task with bilingual children.

In an attempt to replicate aspects of a natural language environment, the current study first divided children into two bilingual testing groups: one where mostly English was spoken and another where mostly Spanish was spoken. Children watched cartoons illustrating the need for sorting nonwords into two languages before completing the word sorting tasks. The experiment was presented using MouseTracker (Freeman, 2011), which recorded the participant's response and mouse cursor movement (as a measure of decision complexity) as the child selected either Spanish or English.

Mixed level modeling results indicated significant differences in language choice but not decision complexity across the nonword types. First, bilingual children sorted language exclusive nonwords by focusing on whether the word was more probable in English or Spanish than whether the nonword had high or low probability within a language. Hence, these participants did not appear to benefit from a high phonotactic processing advantage. When children were sorting the high/low nonwords, they tended to ignore the fact that the nonwords had phonotactic probability in both languages, and treated them as belonging to the language in which they had the highest phonotactic probability. This finding would suggest that bilingual children do not appear to store the phonotactic systems of two languages together. Finally, results showed no effect of language environment when children were sorting the ambiguous nonwords. Overall, it appears that bilingual children focus on the overall phonotactic probability of a nonword (i.e., whether it is more probable in Spanish or English) during processing, while ignoring any dual phonotactic probabilities from two languages. These results are incorporated within a proposed model of bilingual word processing and a brief discussion of how these findings can be expanded to explain bilingual word learning is provided.

Language Practices in Multilingual Ecologies during Mathematics Instruction
Castro, M.
University of Wisconsin – Madison, 2015

Abstract
Emerging bilingual, specifically Latinos, have historically been underrepresented in technical and scientific fields (Moschkovich, 2002). Academic success in mathematics has been considered a gatekeeper to economic success and access to higher education (Principles and Standards for School Mathematics, 2000), but for emerging bilinguals, access to academic success in mathematics presents a double challenge—that of accessing and participating in the learning of
the content of mathematics and that of acquiring the language practices and skills to participate meaningfully in learning mathematics.

This study explores how language is used by emerging bilinguals in multilingual spaces during mathematics instruction in an elementary school in a rural community in the Midwest. The research findings are represented as comparative case studies of three 4th and 5th grade classrooms in a school where various types of bilingual program models are being implemented. A conceptual argument for translanguaging as a mental micro-process that extends working memory is presented and supported by representative samples from data collected during group work in mathematics instruction. This study also documents schools' attempts to systematize translanguaging as part of their approach to bilingualism and problematizes these practices and the impact they have on student learning and language development, and on the status differential of the languages within the bilingual program. An important finding of this study is the impact that teacher approaches and practices have on student engagement, participation and learning, which is defined in this research as pedagogía con cariño or pedagogy of care, which is shown to be far more powerful than particular program models or particular instructional strategies.

**Nonnative Speaker Teachers' Professional Identities: The Effects of Teaching Experience and Linguistic and Social Contexts**

Chung, K. H.

University of California, Los Angeles, 2014

**Abstract**

While a growing number of second language courses are taught by both native and nonnative speaker teachers, the assumption that native speakers are inherently more effective teachers is still quite prevalent, bringing challenges to the construction of nonnative speakers teachers' professional identities. This study problematizes the dominance of "nativeness" in second language learning and teaching precisely because the concept greatly influences and shapes the ways in which nonnative speaker teachers establish their expertise and credibility in the classroom. Even though issues related to these teachers are not limited to the field of teaching English as a second language, to date, the majority of studies on this topic have centered on speakers and teachers of the English language. As societies become increasingly multilingual and multicultural, however, the dichotomy between native and nonnative speakers needs to be reexamined by taking into account speakers of languages other than English. Similarly, the self-perceptions of nonnative speaker teachers need to be investigated in terms of the unequal power relations involved in the labeling of native and nonnative speakers. Using semi-structured interviews with nonnative speaker teachers of English, Spanish, Japanese, and German, this study investigates the factors that affect both teaching practice and the ongoing construction of teachers' professional identities. The most critical factor contributing to teachers' self-empowerment is the notion of their "near-nativeness," a concept which reflects their nonnativeness as well as their experiences learning a second language and their attainment of a high level of proficiency in their second language. Identifying as near-native speakers enabled and empowered teachers to confront and alter their students' prejudices and negative stereotypes about nonnative speaker teachers. At the same time teachers still report a certain degree of insecurity as nonnative speakers particularly in the presence of heritage language students in their classrooms, precisely because teachers conceived of these students as potential
native speakers with more intrinsic access to the target language. The findings of this study suggest that nonnative speaker teachers can become successful teachers by embracing their nonnative speaker identities and by capitalizing on their particular awareness of the language learning process. The study findings provide insight into the construction of the professional identities of nonnative speaker teachers, thus further contributing to their self-empowerment.

Key influences on the quality and outcomes of preschool education for dual language learners: Professional development and bilingual staffing patterns

Daniel, A.
Rutgers the State University of New Jersey – New Brunswick, 2016

Abstract

The rising numbers of young Hispanic children in the United States (now about 25% of those under five) poses obvious challenges in terms of meeting their particular needs for preschool education (Passel, Livingston & Cohn, 2012). Yet, education policy is only beginning to address these even with respect to language development (Castro, Garcia & Markos, 2013; Waldfogel, 2012). Some researchers have suggested that high quality early childhood education programs that incorporate home language instruction are particularly beneficial for addressing the home-school cultural divide as well as developing English language proficiency (Zepeda, Castro & Cronin, 2011). However, high quality bilingual early childhood is expensive and challenging to provide. It requires teachers who are knowledgeable about best practices for all children and for bilinguals, both of which are in short supply (Garcia, Arias, Murri, & Serna, 2010; Whitebook, 2014). Both teacher preparation and staffing patterns impact this problem.

The goals of this study were two-fold. First, through a pre/post-test design with an embedded second randomized trial of professional development, impacts of professional development regarding the education of young DLLs on practice and children's learning were assessed. Second, the relative effectiveness of different teacher and assistant teacher bilingualism combinations on teaching practices and children were also assessed. In addition, the study presents a first look at classroom quality for DLLs using an instrument specifically designed to measure practices that are supportive of home language maintenance and English acquisition for DLLs.

Findings revealed that PD was not effective at improving classroom practices for treatment group teachers and consequently no differences in children's receptive vocabulary scores were found. Results of the second research question showed that the classroom quality scores relative to staff language configurations did matter with Spanish-speaking lead teachers earning significantly higher scores that the other staff language configuration groups of teachers. While no effects were found relative to child outcomes on tests of receptive vocabulary in English or Spanish, the implications of the study do present a springboard for policy conversations regarding the supply and demand of bilingual teachers and teacher assistants, pre-service training and professional development.

Creating lexical models: Do foreign language learning techniques affect lexical organization in fluent bilinguals?

De la Garza, B.
Abstract

The use of different language learning methods for the purposes of acquiring foreign language vocabulary has long been explored but studies have often failed to take into account the potential effects on lexical processing. The current study examined the effectiveness of the Keyword, Context and Paired-Associate learning methods in acquiring foreign language vocabulary, but primarily focusing on the lexical and conceptual organization effects that each method may have on a foreign language learner. Three main theories/models (i.e., Word Association, Concept Mediated and Revised Asymmetrical Hierarchical) have been used to explain the organization of bilingual lexical, conceptual stores and connections between each store, but studies have not examined the addition of a third language (i.e., L3) and the potential connections created between new L3 and the two existing language stores. It was predicted that since low-proficiency bilinguals would create lexical models which heavily rely on translation equivalents, thus, the use of non-elaborative learning methods would assist in creating only lexical translation links, while more sophisticated elaborative methods would be successful in creating direct access to the conceptual meaning. The current study further explored the potential effects of language learning methods on comprehension ability, requiring the creation of situation models for comprehension. Finally, the present study explored the immediate and delayed effects of language learning methods on both vocabulary acquisition and comprehension ability. Results from the current study indicated that all learning methods were successful in creating and conceptual connections between the languages and the conceptual store, while Keyword learners had significantly better scores on certain trial types. Differences in terms in lexical and conceptual strength are suggested since differences in RTs and scores were found between some of the learning methods. Furthermore, in terms of comparisons across time, repeated testing learners attained better scores on all trial types in comparison to learners who were only tested at Time 2. Lastly, when assessing if lexical links could be created to a non-associated highly fluent second language known by the bilingual, results indicated that each language learning method successfully created such lexical connections, but these links were weaker in strength than those of the base language that was used during learning. Based on the current results, new models of lexical access are proposed which vary based on the use of language learning methods. The current findings also have strong implications and applications to the field of foreign language acquisition, primarily for bilingual language learners acquiring an L3.

"Language thins the line" The cultural development of dual language graduates: A reciprocal relationship between language, culture and civic identity development

Dealy, A. E.

University of Pennsylvania, 2015

Abstract

In the United States almost one quarter of all youth are children of immigrants and it is projected that by 2040 over a third of all children will be growing up in immigrant households (Suarez-Orozco & Suarez-Orozco, 2010). Many districts are employing dual language programs to facilitate the development of bilingualism and content knowledge development. Two-way immersion (TWI) programs are one type of dual language program that ideally are comprised of balanced numbers of students who speak English at home with students who speak the partner
language at home. In this model, each group alternately serves as language learners and language models as all students move toward a common goal of bilingualism. The diversity of students in TWI programs naturally creates opportunities for cross-cultural communication that facilitate bi/multicultural development. While many studies on TWI look at achievement and programmatic structure, this study seeks to understand how the natural cross-cultural communication that exists in the program facilitates cultural development. Moreover, the study examines how this multicultural understanding affects citizenship development.

This qualitative study utilizes a phenomenological framework informed by Critical Feminist Theory (CFT) in order to partner with students who are graduates of a dual language program to facilitate their reflections on how participation in a Two-way Immersion program has contributed to their bicultural and civic identity development.

Perceptions of a heritage language program

Falha-Karout, M.
California State University, Los Angeles, 2014

Abstract

Heritage language (HL) instruction is one of the many models of bilingual programs implemented in U.S. schools. The aim of the HL program is to develop proficiency in a HL, usually, the language of the students' parents or religious tradition. This study was conducted to explore parents' and teachers' perceptions concerning the foreign/heritage language program implemented in their students' private school. Also, it was conducted to explore the parents' motivations for enrolling their children there. The participants consisted of three teachers and three parents whose children attended the target school in addition to 15 survey responders.

The study used a qualitative approach to inquiry; interviews with the six participants, four observations of the teachers' classrooms, and open-ended survey questions were conducted. The data also included artifacts and documents. After interviewing the participants, the observations took place in the classrooms of the focal teachers during a two month period. Afterwards, the researcher analyzed students' artifacts such as class work and homework assignments as well as textbooks. Moreover, data analysis applied grounded theory methods and consisted of finding categories and themes through open and axial coding. Drawing on an Interpretive Theory of Culture framework, the research offered an explanation of the perceptions that had entailed different meanings or, as coined by Geertz (1973), thick description. Based on the study's findings, recommendations were made for future study.

Dual Language Programs (DLPs): Questions of Access to DLPs in the State of Arizona

Gomez Gonzalez, L. M.
Arizona State University, 2016

Abstract

Public schools across the country are increasingly dealing with children who enter schools speaking a language other than English and Arizona is not the exception. As a result, schools across the country have to adequately ensure this populations' academic achievement, which is
directly impacted by English proficiency and ELLs (English Language Learners) program placement. However, restrictive language policies such as Proposition 203, the four-hour English Language Development (ELD) block, and the exclusion of ELLs from Dual Language Programs (DLPs) in Arizona are not effectively preparing linguistic minority and ethnic student populations for academic achievement and competitiveness in a global economy.

For the first part of the analysis, the author examined bilingual education and DLPs policies, access, and practices impacting Latina/o communities by utilizing a case study methodology framework to present the phenomenon of DLPs in a state that by law only supports English only education. The author discussed the case study research design to answer the research questions: (1) Which public k-12 schools are implementing Dual Language Programs (DLPs) in the state of AZ? (2) What are the DLPs’ characteristics? (3) Where are the schools located? (4) What are the stakeholder participants’ perceptions of DLPs and the context in which these DLPs navigate? The author also describe the context of the study, the participants, data, and the data collection process, as well as the analytical techniques she used to make sense of the data and draw findings.

The findings suggest that bilingual education programs in the form of DLPs are being implemented in the state of Arizona despite the English only law of Proposition 203, English for the Children. The growing demand for DLPs is increasing the implementation of such programs, however, language minority students that are classified as ELL are excluded from being part of such programs. Moreover, the findings of the study suggest that although bilingual education is being implemented in Arizona through DLPs, language minority education policy is being negatively influenced by Interest Convergence tenets and Racist Nativist ideology in which the interest of the dominant culture are further advanced to the detriment of minority groups’ interest.

Mapping mobilities as transformative practices: Dual language graduates' bilingualism and biliteracy across spatiotemporal dimensions

Granados, N. R.

University of Arizona, 2015

Abstract

This research examines the bilingual and biliterate trajectories of graduates of a K-5 dual language immersion program who are now young adults. Their experiences as emergent bilinguals within the setting of their elementary school was foundational for their long-term academic outcomes and their deep metapragmatic awareness of simultaneous linguistic experiences. This study explores where these students are now, what happened since they left this particular dual language program, and how their language practices and ideologies have shifted over time and shaped their current practices and ideologies surrounding language and literacy across time and space.

Using qualitative methodology, this study draws on frameworks of New Literacy Studies, communities of practice, language ideologies, capital, and language-as-resource to highlight how bilingualism and biliteracy are complex phenomena, and how the multiple, complex, and competing forces at play ultimately shape language and literacy. This study examines the fluidity of how resources for learning are transformed across multiple landscapes and how
important insights arise concerning how retrospective analysis of previous learning environments have shaped students' current lived experiences.

Findings illustrate the dynamic nature of bilingualism not through discreet domains of language use in bounded contexts, but fluidly moving across fields in remarkable ways. Additional findings underscore the mobilities of language and literacy and how ideologies are neither static nor fixed, but continuously evolving in fluid and dynamic processes.

Portraits of Writing Instruction: Using Systemic Functional Linguistics to Inform Teaching of Bilingual and Monolingual Elementary Students

Harris, E.
Boston College, 2011

Abstract

This descriptive case study examines the role that Systemic Functional Linguistics (SFL) theory of language can play in making academic language more transparent and accessible to linguistically diverse students. In an urban fourth grade classroom composed of both bilingual and monolingual students, I incorporated key concepts of SFL into writing instruction on personal narrative and scientific explanation texts. Specifically, instruction explored the context, purpose, and tenor of each genre and scaffolded students' development of appropriate structure and useful language tools. Classroom instruction and student writing were examined using selective coding, constant comparison, and triangulation to make meaning from the data. Analysis of student writing in relation to SFL-influenced instruction revealed significant growth in areas of structure and language. In this case, SFL provided the researcher and classroom teacher with a useful theory of language and purposeful meta-language to identify and describe the functional elements of two genres to students from diverse literacy backgrounds.

Translanguaging Practices for Educational Equity: Moments in a Bilingual Middle School Classroom

Herrera, L. Y.
City University of New York, 2017

Abstract

Dual language bilingual education (DLBE) programs in New York City largely follow a 50-50 model: half of the instruction is in English while the other half is in another target language. In NYC, as well as the rest of the country, these programs are typically English-Spanish due to the large Spanish-speaking population in the U.S. Bilingual programs also tend to strictly separate languages and often insist that teachers and students only use the designated language according to the school or district’s particular language allocation policy.

This qualitative case study challenges the strict separatist language model of some dual language bilingual education classrooms. It examines an instructional unit of study designed to raise students’ socio-political consciousness by highlighting immigration policies and using multimodal texts. At the same time, the unit provides spaces for students to engage in translanguaging practices regardless of the designated target language of the week. It analyses how students take up translanguaging practices in the various lessons described, and
engages in an examination of students’ views about bilingualism and translanguaging. The central argument is that without the flexible languaging spaces that translanguaging pedagogy affords, we cannot attain educational equity for all emergent bilingual students. Additionally, because students’ language proficiencies lie on various points of the bilingual spectrum, a language flexible environment is critical in order to make learning accessible to all students.

Building on Our Teaching Assets: Bilingual Educators' Pedagogy and Policy Implementation

Hopkins, M. B.
University of California, Los Angeles, 2011

Abstract

An important policy issue motivated this study: the numbers of bilingually credentialed teachers in California and Arizona have declined dramatically subsequent to the passage of English-only policies in those states. In contrast, the number of teachers pursuing such credentials in Texas, a state that generally supports bilingual instruction, has steadily increased. These shifts in the bilingual teacher population coincide with tremendous growth in the number of students identified as English learners (ELs). The continuing underperformance of this growing student population alongside declining numbers of bilingually credentialed teachers in California and Arizona is troubling, given that teacher quality is the greatest in-school factor related to student achievement, and there are suggestions in the literature that bilingual and bilingually credentialed educators are among the most skilled teachers of ELs.

This dissertation thus sought to understand the effects of policies that precipitate declines in the bilingually credentialed teaching force. More specifically, I explored what it might mean for ELs and families, with respect to teacher practice, if fewer bilingual and bilingually credentialed teachers are present in schools and classrooms. The questions that guided the study were: (1) How do the self-reported pedagogical practices of bilingual (and credentialed) teachers differ from those of teachers who are not bilingual (or credentialed)? and (2) How is the policy context related to the types of practices that bilingual teachers report?

I collected surveys from 580 elementary school teachers of English learners across Arizona, California, and Texas, representing 33 schools in seven large urban school districts. I also conducted follow-up interviews with 19 teachers. These states represent three distinct policy environments, from highly (Arizona) or moderately restrictive (California) to supportive of bilingual education (Texas).

The survey asked teachers how often they use specific instructional, assessment, and parent communication practices that scholars have deemed effective for ELs. Data were analyzed using multiple regression analyses, where I examined the associations between bilingualism and teachers’ self-reported practices while controlling for other variables that might be related to instruction. Teacher interviews were used to garner rich descriptions of teachers’ practices and policy implementation. This mixed method approach allowed for both broad assessments and localized descriptions of teacher practice.

Findings from regression analyses demonstrated that, irrespective of policy context, being bilingual was significantly associated with teachers’ reported use of practices that build on students' primary language. The interview data revealed that these practices help to generate
shared meaning among students and to create a safe space for ELs to practice language. Bilingualism was also a positive predictor of teachers’ reported use of informal assessment. During interviews, teachers indicated that this practice allows them to offer non-evaluative and timely feedback, which is considered a key component of meaningful instruction for ELs.

Additionally, being bilingual was significantly associated with enhanced parent communication, where bilingual teachers reported that they reach out to parents of ELs more often and that parents of ELs reach out to them more often than other teachers. Given that research indicates that parents of ELs often lack the confidence to find out how they can be involved at school, these findings suggest that bilingual teachers mitigate barriers to involvement.

Bilingual certification in particular was positively associated with teachers’ reported use of practices that build on students’ prior knowledge and experiences. The bilingually credentialed teachers I interviewed described the diverse ways they employ these practices to help English learners connect to new material, which prior research suggests is an important part of culturally relevant pedagogy.

With respect to the relationship between the policy context and bilingual teachers’ practices, findings revealed the various policy-related influences that bilingual educators must contend with in their everyday practices. These influences include the official state language policy, district- and school-mandated program placements, administrative pressure or support to implement policies and programs, teachers’ beliefs about language, and teachers’ certification training. That bilingual educators must make sense of such diverse policy messages has important implications for their practice and the extent to which they are able to draw upon their unique skills and assets in their teaching.

Findings from this study indicate that English-only policies may be doing ELs and their families a disservice by precipitating declines in the number of teachers who are uniquely suited to work with them. Moreover, English-only policies and related teacher preparation practices may be the diminishing the extent to which bilingual teachers know how to draw upon their unique skills and assets in their instruction. As such, findings from this study call for the implementation of policies that incentivize bilingual individuals to become educators and that improve the quality of teacher preparation for bilingual teachers and teachers of ELs generally.

Understanding heritage language ties in Balkan families

Jevgjovikj, M.
Mills College, 2013

Abstract

The aim of this research is to investigate factors relating to intergenerational heritage language maintenance in families from the Balkan region. I conducted interviews with seven heritage language speaking parents and their spouses to better understand parents' motivation to transmit the language as well as to understand the role of parents' attitudes toward bilingualism and their heritage language. Results reveal that sustaining strong family connection and preservation of ethnic identity are the strongest motives for language maintenance. Due to lack of access to a larger linguistic community, language learning for these families happens exclusively in the home environment. Parents use various resources available and expose their children to the language by trips to the home country. The current findings
extend previous research on heritage language transmission by highlighting unique factors predicting transmission and maintenance in an uncommonly spoken languages in the United States today.

The relationship between classroom discourse and literacy development: A comparative study of monolingual and bilingual classrooms

Kim, T. J.
Northern Illinois University, 2012

Abstract

This dissertation project investigates the relationship between teacher talk and the literacy development of children in monolingual and bilingual classrooms. The project extends the scope of previous research by integrating both qualitative and quantitative methods and concurrently examining this relationship in three programs: the English-speaking General Education program and the Spanish-English two-way immersion Dual Language program in the U.S., and the Chinese-English Dual Language program in Taiwan. The analysis of teacher talk focuses on instructional strategies, questioning types and linguistic complexity. The analysis of the children's literacy development focuses on morpho-syntactic awareness and reading comprehension.

The current study closely investigated the process of language acquisition in the classroom and its relationship with the development of morpho-syntactic awareness and reading among monolingual and bilingual children. The comprehensive investigation of the relationship between classroom discourse and children's literacy development across the three language programs adds additional insight to research on first and second language acquisition.

A historical account of dual language programs in the state of Texas: 19th–21st centuries

Martinez, G. Y.
Texas A&M University – Kingsville, 2016

Abstract

Bilingual education in the state of Texas was a highly contested issue during the 19th century and has continued to be into the 21st century. A chronological history of the inception of dual language education was established through various court cases that impacted the way students learned in private and public schools. The influx of immigrants who arrived in the U.S. changed the way English Language Learners (ELLs) were taught and the way that they were represented in America’s schools. The U.S. Constitution protects students’ educational rights regardless of their immigration status as the 14th Amendment represents their freedom to learn in a language they understand. Several court cases were examined that support the rights of ELLs and the decisions advocated for the right to a fair and meaningful education. Through this investigation, it was concluded that the inception of dual language programs has been successful as students acquire two languages and become bilingual, biliterate, and bicultural.

The cognitive effects of bilingualism: Does knowing two languages impact children's ability to reason about mental states?
Millett, K. R. G.
University of Minnesota, 2010

Abstract

In a number of studies, bilingual children have been shown to outperform monolingual children in false belief tasks, thus providing evidence that bilingualism affects children's ability to reason about the mental states of others. However, there are two limitations to this past work. The first limitation is that false belief tasks only measure a limited aspect of children's mental state reasoning abilities. Thus, performance in false belief tasks cannot be assumed to reflect a general ability to reason about the mental states of others. Secondly, the language skills of the bilingual groups included in this past work were only reliably measured in one language. Thus, we do not have a good understanding of how language proficiency across both languages impacts mental state reasoning abilities. In order to address these limitations, 3- to 5-year-old Spanish-English bilingual children and English monolingual children were tested using Wellman and Liu's (2004) scale which assesses a variety of aspects of mental state reasoning. The scale includes the following tasks: a Diverse Desires task, a Diverse Beliefs task, a Knowledge Access task, a Contents False Belief task, an Explicit False Belief task, a Belief-Emotion task, and a Real-Apparent Emotion task. Additionally, the language proficiency of the bilingual group was measured in both English and Spanish using standardized measures of vocabulary comprehension (the PPVT and the TVIP). Results indicate that when English vocabulary level was controlled, the bilingual children outperformed the monolingual children in the Diverse Desires task. Furthermore, effect sizes suggest that the bilingual children also outperformed the monolingual children in the Knowledge Access, Belief-Emotion, and Real-Apparent Emotion tasks when English vocabulary level was controlled. Overall, these findings provide evidence that bilingualism contributes to a broader effect on mental state reasoning than has been previously found.

Perspectives on a school's bilingual education program in South Africa

Mini, B. M.
University of Florida, 2016

Abstract

This study investigated the perceptions of stakeholders about a bilingual education program piloted in one school in one district, in the predominantly isiXhosa speaking Province of the Eastern Cape of South Africa. The perceptions and perspectives explored were those of the school's major stakeholders, namely, teachers, parents, school administrators, and district and provincial government officials associated with the program implementation. Data were collected by means of individual and focus group interviews, as well as classroom observations. Using the thematic analysis method for data analysis, the study found that there was understanding and appreciation of the strong mother tongue based model of bilingual education as an effective intervention for improving access to education for the isiXhosa speaking learners in the rural setting. Reporting improvement in children’s comprehension in math and science, and classroom participation, the teachers as the central stakeholders expressed the hope and wish that the mother tongue based bilingual education (MTBBE) program could not only be continued, but also be extended beyond the Intermediate Phase (Grades 4, 5, and 6) in which it was implemented at the time of the study. Employing aspects of language policy and planning
(LPP) as theoretical framework, the study identified de facto status and corpus planning for isiXhosa as L1 and the major identity marker, and resource oriented status planning for English as L2 for the learners. It also identified several instances of non-linear intersection among all the levels of the LPP situation. The study also found that translangauging as a deliberate classroom practice in the bilingual education program improved interaction and learners’ participation in the math and science and technology classrooms. The overall conclusion is that the program’s focus is on educational access and academic performance improvement, and that proficiency and literacy development in both isiXhosa and English are inevitable requirements for the express purpose of educational access and academic performance improvement.

Becoming writers: Young emergent bilinguals' multiple worlds and literacies in a French-English curriculum

Morphis, E. A.
Teaches College, Columbia University, 2015

Abstract

Many researchers have argued that bilingual education in the United States landscape is both controversial and misunderstood. There are many different types of language education programs that can be adopted for use in schools and classrooms. When selecting a bilingual program, educators must determine how the particular program aligns with the stated objectives and literacy practices of the school and its students.

This study investigates how students in the early elementary grades understand and navigate differences between French and English writing curricula at a bilingual French-English elementary school as well as how they participate in official writing practices in light of their unofficial worlds. Young children’s out-of-school resources are important to consider because students’ worlds extend beyond the classroom space and these resources are a tool in forming their writerly identities. Four second grade focal students were followed in order to bring to life the understanding of writing in two different language curricula by documenting their multilingual writing in the bilingual classroom. This study was designed as a case study that drew on ethnographic methods. Data were collected through participant observation, interviews, and document collection, and interpreted through a socio-culture lens.

Findings from the research indicated that the bilingual model used at the school separated the French and English curricula and at times the students had difficulties transferring their writing practices from one language into the other. In addition, each curriculum emphasized a particular form that the students were expected to adhere to when writing in each language, and the form privileged in one language did not correspond to the other. When allowed into their writing pieces, the students brought their out-of-school resources into the classroom space as a tool for both supporting them as they finished their different writing pieces as well as resisting the official writing work assigned to them. The results of this study demonstrated that bilingual educators understand the different literacies of the students in the school and how certain literacies can be favored over others, creating different language hierarchies within the classroom.

The climates of schools and classrooms during the middle grades: Perceptions of ESOL students whose primary languages are neither English nor Spanish
Morris, J. L.
Fielding Graduate University, 2010

Abstract

This was a study of the experiences of ESOL students whose primary languages were neither English nor Spanish, as those experiences pertained to school and classroom climates. "[I]t is the interaction of school and classroom climates factors that create a fabric of support that enable members of the school community to teach and learn at their optimum levels" (Freiberg, 2005, p. 10). Data collected were intended to augment the establishment of baseline information for improvements in the affective environment of schools and classrooms. The basic research question was: How do current and former middle grades ESOL students whose primary language was neither Spanish nor English, and whose ESOL peers are/were predominantly Spanish speaking, rate the climates of their school and classroom, and the educational practices contributing to the climates. The study was based on research on adolescents, middle grades education, school and classroom climates, and the role of voice.

This descriptive study employed a mixed methodology. Data were collected via a survey. The survey consisted of 51 questions and their Likert Scales and 4 short-answer, open-ended questions inviting participants to explain their perceptions in their own words. Ten more survey items were for the purpose of collecting demographic data. Twenty-four students from three middle schools were invited to participate in the survey. Because the study dealt with a minority-within-a-minority population, ex-ESOL students were also recruited from a high school. Twelve participants completed the survey.

The analysis of the data revealed several findings. The most prominent finding is that the scarcity of studies regarding middle grades ESOL students and their perceptions of school and class climates requires that further research be done. Additionally, even though the middle school philosophy includes a high valuation of the individuality and diversity of adolescent learners, the voice of the middle grades English language learner is almost absent from educational research literature. Finally, many of the participants reported having problems with peer relationships that were rooted in linguistic and cultural differences and suggested that the schools provide additional support in this area. Recommendations for practice and suggestions for further research are also included.

Parental attitudes and motivations for choosing bilingual programs
Munoz, Z.
Fairleigh Dickinson University, 2017

Abstract

The growing amount of immigrants coming to the United States poses a challenge for educators in finding instructional programs that will address the academic needs of the English Language Learner population in New York City Schools. Dual Language programs have been identified as high quality education programs not only for immigrant students, but for native English speakers. Parents are instrumental in their children's education, yet there's little research on their attitudes towards language program models. The purpose of this study was to explore parental attitudes towards bilingual education and parental motivations for choosing dual language programs. Parents of two middle schools were surveyed. The study revealed no
significant differences between parental attitudes towards bilingual education among parents of
dual language students and parents of English-only students based on enrollment, grade,
parental education, and household language. Overall, most parents had favorable attitudes
towards bilingual education. The most highly rated parental reason for enrollment in the
dual language program was related to academic/career advantages. Motivations for choosing
dual language programs included better career opportunities and positive influences of
bilingualism on learning, cognition, and self-image. The results of this study can be a useful tool
in recruitment for the program, as well as, encouragement of parental participation and
involvement.

Differences in achievement between students enrolled in a transitional, early exit bilingual program and in a dual language: two-way immersion bilingual program: A pilot study

Nascimento, F. C.
Fairleigh Dickinson University, 2012

Abstract

The current pilot study compares the overall academic achievement in the area of language arts
literacy among elementary bilingual students enrolled in either a Dual Language: Two-Way
Immersion program or in an Early Exit, Transitional Bilingual program in a large urban public
school district. By analyzing the results of curriculum based measures in the areas of word
decoding and overall reading comprehension, this study shows that students who have been
continuously enrolled in a Dual Language: Two-Way Immersion Bilingual Program reveal
higher academic achievement than students enrolled in an Early Exit, Transitional Bilingual
program, from kindergarten to third grade. The results of the present study appear to support
previous research and previous similar studies on this topic.

Reading aloud to bilingual students: Examining the interaction patterns between
pre-service elementary teachers and bilingual children in the context of small
group read alouds in mainstream classroom settings

Ngo, S. M.
Boston College, 2012

Abstract

Federal legislation now requires that all children participate in large-scale, statewide
assessments in English in an effort to increase accountability and bolster student achievement
(Abedi, Hofstetter, & Lord, 2004; Hass, 2002). Students labeled as "English language learners"
(ELLs) consistently score dramatically lower on English language and literacy assessments than
their native speaking peers (Au & Raphael, 2000; National Center for Educational Statistics,
2011). Additionally, most mainstream teachers are not adequately prepared to meet the
linguistic challenges that ELLs face in classroom settings (Lucas & Villegas, 2011).

Reading aloud to bilingual students, specifically using components of a shared reading model
(Holdaway, 1979), potentially provides an avenue for meaningful language and literacy
development. While a corpus of research exists about reading aloud with English-speaking
students, there has been limited research on its use with bilingual students in classroom settings. Drawing on a sociocultural theoretical framework (Gee, 1996; Vygotsky, 1978), the Output Hypothesis of second language acquisition (Swain, 1985), ethnographic perspectives (Heath & Street, 2008), action research (Stringer, 1999) and discourse analysis (Bloome et al., 2008), this qualitative study examined the practice of four pre-service elementary teachers reading aloud English texts (fiction, expository, and poetry) to small groups of bilingual students across four grade levels. The research was conducted to study pre-service teachers’ language and literacy teaching practices and pre-service teacher-bilingual student interaction patterns in read aloud contexts to better understand their potential for bilingual student language and literacy learning. Additionally, the study provided beginning teachers with professional development geared towards helping pre-service teachers to meet the unique language and literacy needs of bilingual students.

It was found that pre-service teachers consistently strived to develop students' word knowledge and support text comprehension. In doing so, teachers utilized a variety of teaching practices and linguistic patterns of interaction during read alouds which varied across teachers. The argument is made that these various teacher moves and discourse patterns led to qualitatively different types of interactions and affordances for bilingual student learning. Implications for mainstream classroom teachers and teacher education programs are provided.

Enacting bilingualism: A case study of dual language bilingual education co-teachers' coordinated practices during large group shared book readings

Pontier, R. W.
University of Miami, 2015

Abstract
This study examined the ways in which a pair of Spanish/English dual language bilingual education preschool teachers--one teacher who was designated as the model of Spanish and the other teacher the model of English--enacted their bilingualism as they worked cohesively and simultaneously to work toward common instructional goals. Dual language bilingual education is an instructional model wherein bilingualism is promoted among all students regardless of their level of bilingual proficiency, and in which students are instructed a significant amount of the day in a language other than English (Garcia, 2013). Methodologically, I drew on classroom video data, field notes, and other relevant artifacts collected weekly during shared reading activity in the focal classroom over the course of one academic year to document the interactions in which teachers engaged with each other and students. An initial pass of the data allowed me to explore and map out the ways that the teachers coordinated their practices by identifying the instructional targets and instructional strategies that characterized those practices. A subsequent pass of the data aided in characterizing the ways that the teachers drew on their bilingualism within instances of coordinated practice to support their instructional goals. Guided by a translanguaging framework (Garcia, 2009a, 2009b), findings indicate that teachers not only made expected choices about their language practices (i.e., they maintained their designated language), but that other times they also made choices that departed from the expectations of the school's language policy (e.g., at least one of the teachers used bilingual speech). As such, teachers drew on their own and each other's bilingualism, manifested through both monolingual and bilingual individual speech and collaborative talk, and a mutual understanding of each language. Teachers' use of dynamic bilingualism (e.g., drawing on their own and students' full
linguistic repertoires) supported the coordination of their instructional targets and instructional practices. These instances of coordinated practice show teachers taking on multiple discursive roles—ones that support meaning making between the two of them and ones that support meaning making for students. Engaging in, and therefore modeling, dynamic bilingualism provided students with an authentic bilingual experience and may support their meaning making in ways that languaging monolingually could not afford.

The Impact of Dual Language Programs on Latino High School Students
Robins, C.
Northwest Nazarene University, 2017

Abstract
The purpose of this quantitative research was to measure Latino dual language program participants’ attitudes and beliefs about their two-way program, language proficiency, intentions to enroll in post-secondary education, secondary coursework, and work/career orientations. The significance of the study is that it provided additional research as educational policy makers are continually seeking methodologies and programs that increase educational outcomes for Latino students, specifically for second language learners. This study meets a critical need in the dual language education field by providing updated data analysis on the impacts of dual language programs on participants as well as a comparative analysis for non-dual language participants. Dual language research has primarily focused on K-6 students attending dual language programs. This study specifically targeted students that have participated in a dual language program for 6+ years and analyzes differences between the comparison groups. The study included 78 Latino high school students in a western state. The results of the study indicated that native Spanish speakers that attended a dual language program for six or more years have higher levels of Spanish proficiency and bilingual skills than their native Spanish speaking peers that did not attend a dual language program. There were no significant findings between the two groups on self-reported academic outcomes, post-secondary intentions, or career interests. Implications for practice include: the need for more STEM offering as there was a strong interest in STEM related careers from both groups of Latino respondents, an interest in a career in education from dual language respondents, and the need for more dual language programs to serve ELL students. Recommendations for further research include: continued research in the area of secondary dual language participants in relation to academic outcomes and post-secondary enrollment.

The social activity of young bilingual writers in a two-way immersion classroom "Oye Victor. Voy a hacer un libro de ti."
Rodriguez, A. L.
The University of Texas at Austin, 2009

Abstract
This qualitative research study built on the existing research on young children's composing. Although many researchers have examined the social nature of young children's composing, there is little to no research that has focused on the social work of young bilingual children who are learning to write in two languages. This study explored the social activity of bilingual
kindergarten writers in a two-way bilingual immersion program. Specifically, it examined (a) the face-to-face interactions of young bilingual writers, (b) the ways in which children's interactions related to the written/drawn products that were being created at the writing center and during journal time and (c) the oral language that was being used as children engaged in writing activities.

Data were collected for five months in a two-way immersion classroom in South Texas school district. Data sources, including expanded field notes, video recordings of students' interactions, written/drawn artifacts and informal interviews with the students and the teacher were analyzed using the constant comparative method and microethnographic discourse analysis. Analysis revealed that bilingual children's interactions were varied and complex. As they explored written language alongside their peers, the young writers in this study navigated through multiple peer worlds that were defined in part by the language and/or languages that were being spoken. In order to participate in these worlds the children had to draw on their entire linguistic repertoire, as well as differentiated social understandings that are unique to bilingual individuals. As children attempted to initiate interactions with their peers, they assumed the role of linguist; they made purposeful decisions about how and when they used both of their languages. Factors that influenced children's oral language use included comfort level, peer culture and the out-of-classroom context. Also noteworthy is that these children drew on both languages to support their biliteracy learning. Both Spanish dominant children and those children who were balanced in their language use drew on their Spanish orally to support their writing in English while English dominant students tapped into their Spanish speaking capabilities to support their writing in English.

The language ecologies of emergent Spanish/English bilinguals: A comparative case study of five preschool classrooms

Sager, N. M.

University of Colorado at Boulder, 2015

Abstract

Based on an Ecology of Language (Hornberger, 2003, 2004) and a Language Orientations (Ruiz, 1984) theoretical framework, I investigate the ways that preschool teachers and aides use Spanish with emergent bilingual children in the classroom in addition to examining the importance that teachers and aides place on preschool emergent bilingual children's Spanish language development. I compared and contrasted the language ecologies of five preschool classrooms comprised of Latino children and English-speaking Anglo children. These classrooms were implementing a combination of Creative Curriculum, in addition to a supplementary, “Transitional Maintenance” bilingual approach. Semi-structured interviews provided information about teachers’ and aides’ language orientations and observations of classroom instruction produced data on teachers’ and aides’ language use practices. I investigated factors influencing how teachers and aides used Spanish in the classroom via semi-structured classroom observations and observations using the CLASS observation protocol. Exploration of how the intended curriculum addressed issues of English and Spanish development for emergent bilinguals entailed interviews with administrators and review of curricular guides and teacher training materials. This comparative case study drew upon multiple sources of information (interviews with administrators, teachers, aides, and classroom observations) for five classrooms. Parents’ language orientations and home language use practices were ascertained.
via interviews and face-to-face administration of questionnaires. Teachers stated a range of ambivalent, moderate and strong language-as-resource orientations. Results suggest that in addition to language orientations, teachers’ and aides’ language abilities and teaching styles influence Spanish use in the classroom. Possessing a strong language-as-resource orientation and adopting a curriculum that values Spanish were insufficient to actively promote extensive Spanish use in the classroom. Spanish use was limited by practices such as employing lead teachers who do not speak Spanish and not granting Spanish-speaking aides a voice or pedagogical duties. Parents stated strong language-as-resource orientations and demonstrated a strong sense of agency in the promotion of Spanish in the home.

The Role of Dual Language Programs in the Development of Ethnic Identity of Bilingual Students – A Quantitative Study

Smith, J. E.
Northcentral University, 2016

Abstract

Bilingual students who attend dual language programs where their native language is taught in addition to English might feel differently about their own ethnic identities. Also, if they feel better about their own identities they could perform better at school. Schools wanted to know the impact dual language programs have on bilingual students before they decide to adopt these kinds of programs. This study employed quantitative research and, specifically, comparative design, to explore whether a relationship exists between participation in dual language programs and bilingual high school students’ ethnic identity. It also studied if the strength of their ethnic identity is related to their achievement in school. Regressions and two-way factorial ANOVAS were used to analyze the data that were collected using the Multigroup Ethnic Identity Measure (MEIM) survey, ELPA (English Language Proficiency Assessment) test scores and SBAC (Smarter Balanced Assessment Consortium) test scores provided by the school district. The participants of the study were 117 high school students, bilingual in Spanish and English. Of the 117, 52 were enrolled in a dual language program and 26 were not enrolled in a dual language program but were enrolled in the same district. The researcher found a negative relationship between number of years of enrollment in the dual language program and ethnic identity. Also, students from this specific program showed a negative relationship between ethnic identity and state achievement test scores. However, the results showed ELL students who are enrolled in a dual language program scored better in math than ELL students who were not enrolled in a dual language program.

Parent Motivation Regarding Dual Language Immersion Programs

Taylor, B. W.
Gardner-Webb University, 2016

Abstract

Some consider the current arrangement of public education to be counterproductive to change and improvement. There are those who call for more parental choice when it comes to education. One way to provide more choice is bilingual education, more specifically, dual language immersion.
This study sought to determine if dual language immersion programs are viable choice options. This study also investigated and analyzed motivating factors that led parents to enroll their children in dual language immersion programs. This study involved 91 families from three elementary schools in three North Carolina school districts. Participants were surveyed to determine what factors motivated them to enroll their children in a dual language immersion program.

The survey return rate for this study was 59%. Data collected from both English-speaking and Spanish-speaking parents indicated parents chose to enroll their children in dual language immersion programs for several reasons. The top five reasons parents chose to enroll their children in dual language immersion programs are (1) being able to speak, read, and/or write in multiple languages; (2) being more successful in a global economy; (3) being more comfortable relating to other people and other cultures; (4) having a stronger identity as a bilingual/bicultural individual; and (5) being more successful in school.

Transforming Language Ideologies through Action Research: A Case Study of Bilingual Science Learning

Yang, E.

University of Illinois at Chicago, 2012

Abstract

This qualitative case study explored a third grade bilingual teacher's transformative language ideologies through participating in a collaborative action research project. By merging language ideologies theory, Cultural Historical Activity Theory (CHAT), and action research, I was able to identify the analytic focus of this study. I analyzed how one teacher and I, the researcher, collaboratively reflected on classroom language practices during the video analysis meetings and focus groups. Further, I analyzed twelve videos that we coded together to see the changes in the teacher's language practices over time. My unit of analysis was the discourse practice mediated by additive language ideologies. Throughout the collaborative action research process, we both critically reflected on the classroom language use. We also developed a critical consciousness about the participatory shifts and learning of focal English Learner (EL) students. Finally, the teacher made changes to her classroom language practices. The results of this study will contribute to the literacy education research field for theoretical, methodological, and practical insights. The integration of language ideologies, CHAT, and action research can help educational practitioners, researchers, and policy makers understand the importance of transforming teachers' language ideologies in designing additive learning contexts for ELs. From a methodological perspective, the transformative language ideologies through researcher and teacher collaborated video analysis process provide a unique contribution to the language ideologies in education literature, with analytic triangulation. As a practical implication, this study suggests action research can be one of the teacher education tools to help the teachers transform language ideologies for EL education.