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Chair: Silvina Montrul (University of Illinois at Urbana-Champaign)
Monday June 10, 3:15 - 4:45 PM

Pa'ipá:y Heritage Language: Tools for Heritage Speakers Identification of Indigenous Languages
Maria Elena Ibañez

Pa’ipá:y (Paipai) is an endangered Pai language of the Yuman group, in the Cochimi-Yuman linguistic family. The Pa’ipá:y are located in the indigenous community of Santa Catarina, in northern México. There are 200 inhabitants; 34 of them speak fluent Pa’ipá:y and there are around 20 heritage speakers, a potential source to explore revitalization actions.

In Mexico the study of heritage languages is new, so I am exploring the work with heritage speakers (HS) as a revitalization strategy in indigenous language and prototyping the tools to do so. The project that I am developing consists of three stages: the identification of heritage speakers and their abilities, the promotion of the speakers’ productive skills, and the generation of a safe environment for interactions between HS and fluent speakers. During this presentation, I will describe the different kinds of tools that I developed and adapted for the first stage of this project.

I need to clarify that this study cannot have control groups due to the context of the language, where just a few Pa’ipá:y speakers and Pa’ipá:y HS remain. In the work already accomplished at the first stage, I used four tools: 1) the biographic questionnaire, 2) an audios comprehension test, 3) oral production tests, and 4) an evaluation guide.

The first tool, the biographic questionnaire, was based on the Torres (2012) Language background questionnaire for heritage speakers of Spanish with some adaptations in reference to the formal education context, because the Yuman languages don’t have a writing tradition nor are they taught in a formal context. The questionnaire is a guide for the interviewer to obtain information about acquisition, use, and attitudes of the language from HS.

As established in previous studies of heritage languages, HS present a great variation in their abilities. Therefore, for the comprehension test I used different kinds of audios (formal-informal; known-unknown topic; relative-unrelated speaker; poetic function [joke song]). This test includes some questions about the content of the audios and some linguistic characteristics.

For the oral production test I applied three approaches. The first production test consisted of questions about expressions in a specific context. In the second test, I asked them to narrate the Frog Story. For the last one, I asked them about the name and use of local plants. We did this while walking around the community, in order to move into a more informal setting.

The evaluation guide is applied according to the criteria of the fluent speakers. The challenge for the evaluation of oral production by HS is that there are very few studies for Pa’ipá:y. Therefore, we need the total support of the fluent speakers. The questions in the guide consider grammatical and pragmatic aspects, but also linguistic attitudes of the fluent speakers as evaluators.
These tools are open for improvement upon further applications, yet I choose to share them now in order to promote the work in heritage languages with indigenous groups as a promising option for language revitalization.

**Acquisition of the Grammatical Categories of Russian Verbs in a Heritage Russian-English Child: A Case Study**

_Ekaterina Kistanova_

Heritage language (HL) acquisition is characterized by variation as a result of reduced input (Montrul, 2016; Polinsky, 2006). HL grammars undergo grammatical restructuring and are often divergent in comparison to the ‘homeland’ language variety (Polinsky, 2018). For instance, HL Russian VP domain is characterized by errors in the SV agreement, loss of the subjunctive mood, and the perfective-imperfective aspect distinction (Laleko, 2010; Polinsky, 2008).

This is the first longitudinal study of an HL Russian-English bilingual child based on 18 1-hour transcribed samples from the Uliyana dense corpus of naturalistic speech collected with the help of LENATM. The present study tests the reduced input hypothesis in HL acquisition by investigating the quantitative and qualitative characteristics of both the child’s input and output in the domain of verbal morphology and comparing the obtained results with the Russian monolingual data (Gagarina, 2008).

Russian exhibits rich verbal morphology, but it is rapidly acquired by Russian monolinguals (Ceytlin, 2000; Gagarina, 2008). By 3, Russian children use present, past, and future tense forms productively at 28-30 months. The acquisition of aspect takes place between 25 and 29 months. Both telic and atelic verbs were attested in past tense with perfective and imperfective aspect. Partial verbal paradigm emerges before 30 months.

Our research question is, whether Uliyana’s multilingual environment provides linguistic input sufficient for a typical developmental path for the tense/aspect, person/number categories. The study used three data sources: (a) Utrecht Bilingual Language Exposure Calculator (UBiLEC) to measure the child’s exposure to two languages (Unsworth, 2011); (b) MacArthur Communicative Development Inventory (CDI) for English and Russian to measure the child’s vocabulary development; (c) Uliyana dense corpus.

Results: (a-b) UBiLEC and CDI-Rus: The HL Russian input was high for Uliyana at 2 (74%), and it increased to 87% over the year. Her active lexicon started with 16 verbs (the norm: 32); by 3, it grew to 102 verbs (the norm ceiling). (c) Uliyana: Quantitatively, HL Russian accounted for 80% of the input the child received over the year. Qualitatively, parents’ grammar showed no signs of restructuring in the verbal morphology (total errors: 1.61%). By 3, Uliyana built a partial but fully-functional verbal paradigm and reached the milestones characteristic of the Russian monolinguals. Table 1 shows that the use of aspect and finite forms is similar between the two language varieties, whereas the number of utterances containing verbs are different. The ‘homeland’ Russian is consistently low (20%), while Uliyana’s input ranges between 51-72%.

Our finding suggests that for some domains reduced HL input is not inevitable: a 20% reduction of Russian input (80%) can be compensated by a 30% increase in the number of utterances containing verbs in the child-directed speech that can be enough to ensure acquisition of the grammatical categories of Russian
verbs. Uliyana’s case may be an exception and may not generalize to other HL learners. It is critical to conduct more longitudinal studies with HL children whose linguistic environment and family circumstances vary along many sociolinguistic dimensions.

**Detecting Differences Between a Heritage Language and a Second Language**

*Eve Zyzik*

The goal of the current study is to test the hypothesis that implicit knowledge is somehow central to the nature of being a heritage speaker (Zyzik, 2016). In contrast to previous research that has compared groups (i.e., heritage versus second language learners), this study takes a novel approach by comparing a heritage language and a second language as represented in the mind of individual speakers. This research is a multiple case study of two heritage speakers of Polish who are also advanced second language (L2) learners of Spanish. Their dominant language is English, which represents the majority language of the community in which they live.

The participants completed a battery of tasks in both Polish and Spanish, including a standardized oral proficiency test (ACTFL OPI), the HALA picture naming task (O’Grady et al. 2009), an oral narration based on a silent film, and a bimodal acceptability judgment task. The ACTFL OPI indicated that the participants had comparable oral proficiency in both Polish and Spanish. In this presentation, I focus on the results from the acceptability judgment task, which included subjective measures (confidence judgments and source attributions). Confidence judgments reveal the degree of certainty behind a judgment (e.g., complete guess, absolutely certain) while source attributions reveal the basis for the judgment (e.g., intuition, rule). The hypothesis stemming from these subjective measures is that knowledge of a heritage language should be characterized by a high correlation between accuracy and confidence (cf. Rebuschat, 2013).

The results point to three main conclusions. First, both participants were equally accurate on the Polish and Spanish versions of the acceptability judgment task. Second, the confidence judgments reveal that both participants were more confident in their heritage language (Polish) than in the L2 (Spanish). Third, the source attributions reveal that the participants relied exclusively on intuition when providing judgments for the Polish sentences. In contrast, they relied on rule knowledge for approximately one-third of the Spanish sentences. These results suggest that subjective measures may be a promising methodological tool for understanding the subtle differences between heritage and second languages.

References:


Heritage speakers’ grammar is debatable in heritage speaker research. Some researchers on HS in the US conclude that HS have incomplete grammars (Benmamoun et al., 2013). It is argued that HL does not fully develop (Montrul, 2016) and they are not completely acquired because of switching to another dominant language (Benmamoun et al., 2013). Other researchers argue that HS grammar is complete, but simply different as monolingual and HS experience different linguistic realities (Pascual y Cabo & Rothman, 2012). While there is abundant research on Arabic as an HL in the US, research on HS in Europe have been rather scarce (Montrul, 2016). This study focuses on Moroccan Arabic as an HL in France and aims at contributing to the understanding of the linguistic outcomes of the acquisition of Arabic as an HL in an immigrant context.

This study investigated the acquisition of diminutives in Moroccan Arabic. Diminutive formation depends on stem modification (non-concatenative morphology). Fifteen Moroccan-French participants took part in this study. In a production experiment, participants were asked to form diminutives for six types of stems, since the stem type determines the diminutive pattern. The findings of this study show that the mean percentage of source-like use of the diminutive forms is 38%. Results revealed that two patterns were acquired by a significant number of participants: CCiCa and CCiCjCjC. Diminutive forms that do not require complex processes are acquired by a significant number of participants and the percentage of source-like use is high as well. Irregular stems including middle weak stems, four consonant stems, and three consonants with a stable vowel, present difficulties to HS. Non-source like data is rule-governed as 69% of the non-source-like data shows the use of either initial consonant cluster or insertion of the glide, which means that to some extent participants produce rule-governed errors. The findings of this study also propose an implicational hierarchy for the acquisition pattern of diminutive forms. For example, if a learner only knows one diminutive pattern it will be the [CCiCa] pattern. For instance, 27% of the participants acquire just one diminutive pattern and it is [CCiCa] pattern. To understand the complexity of diminutives, derivation processes were also proposed. Example 1 illustrates mapping the consonant root in middle weak monosyllables stems to the required pattern in deriving diminutives. And the derivation in example 2 is an example of forming diminutives for [fʕil] stem.

1. buq ‘horn’
   Root consonants b q
   CCiCCaC
   Insertion of glides w j j
2. kbir ‘big’
   Underlying consonants kb r
   CC2iC2aC
   Reduplication b

Participants tend to regularize diminutive formation and show a preference to the following pattern: initial consonant cluster and insertion of the palatal glide. And HS’s variety is mainly characterized by two
patterns. The percentage of acquisition and the implicational hierarchy emerging from data analysis lend support to this claim. Results suggest that HS in France have different diminutive system that resulted from their modified context of acquisition.

**Characterizing the Heritage Language of a Community: The Case of Georgian in NYC**

*Cass Lowry; LeeAnn S. Stevens*

Heritage speakers are a diverse group comprising individuals characterized by different levels of exposure use and proficiency in the heritage language (HL; Montrul, 2016). Cross-linguistically, restructuring of the HL follows a spectrum, with some speakers’ grammars being closer to the baseline, and others more divergent (Benmamoun, Montrul, & Polinsky, 2013). In experimental investigations of HLs, restructuring has been shown to be correlated with other measures of HL linguistic ability, such as lexical knowledge (Polinsky, 2006) and fluency (e.g., Polinsky, 2008).

While the field of HL research has accrued much data on a few well-documented HLs, the current challenge for the field is to extend our knowledge of HL grammars through investigation of lesser-known HLs. The present study uses established and reliable methods from the HL literature to describe Heritage Georgian in the context of New York City, NY.

Since the dissolution of the Soviet Union, Georgian immigration to the US has soared with over 25,000 documented individuals arriving between 1992 and 2015 (U.S. Department of Homeland Security, 2017). In the Northeast, they have established vibrant communities replete with community centers, churches, restaurants, etc. Currently, first-generation children are experiencing the familiar challenges of growing up as heritage speakers in the US, such as HL insecurity and identity conflicts.

The present study was carried out as an initial investigation of the ongoing restructuring of Heritage Georgian in the US. Twenty-five Georgian-American children (ages 5–16, M=10.5) were given the Frog Where Are You? narrative task in both Georgian and English (Berman & Slobin, 1994), a language-background questionnaire, and a Georgian lexical knowledge task.

Georgian is known for its complex morphosyntactic agreement paradigms. Given that HL morphology has been documented as following a cline—nominal morphology is more susceptible to divergence from the baseline than verbal agreement (Benmamoun et al., 2013)—the present analysis focuses on HL divergences from standard Georgian morphosyntax.

Results show a large amount of individual variation in non-standard uses of both verbal agreement (M=9.82%, SD=11.59%) and nominal case (M=21.94%, SD=19.91%). Some individuals have zero instances of non-standard morphology, while others consistently use non-standard agreement and case in what seems to be a re-analyzed system. Overall, the tendency in the literature is substantiated: More individuals show divergent nominal morphology than verbal agreement.

A lexical proficiency score and a words-per-minute fluency score were calculated to predict which individuals show grammatical divergence. Surprisingly, when controlling for age, neither emerged as significant predictors of grammatical divergence. Additional fluency measures—syllables-per-minute and
relative fluency (Stevens, Vicario, Madsen, Lowry, & Martohardjono, 2019) — similarly failed to predict morphological restructuring.

Results indicate that while some children are showing variable restructuring of the heritage grammar, others have developed baseline-like morphosyntactic agreement despite low lexical and fluency scores. Discussion qualitatively describes the morphological restructuring of heritage Georgian and highlights two points: 1) nominal case is more vulnerable than verbal agreement in heritage grammars cross-linguistically, and 2) methods for approximating the amount of divergence in adult heritage grammars are inappropriate for measuring child heritage grammars.

Case Marking Variation in Heritage Slavic Languages in Toronto
Naomi Nagy; Paulina Lyskawa

As part of a project to understand how heritage languages vary and evolve in Toronto (Nagy, 2009, 2011), we compare case marking variation in Heritage Polish, Russian, and Ukrainian. In spite of widely held beliefs within minority language communities that heritage speakers speak a simplified or defective version of their languages, and results of experimental studies (Benmamoun et al., 2010), we find only a few types and instances distinction between heritage and homeland varieties in spontaneous speech, all quite systematic.

Using variationist sociolinguistic methods, a sample of nominal (NP or pronoun) tokens are extracted from conversational speech recordings for each of ~60 speakers, producing more than 7,000 tokens of case-marked nouns and pronouns (excluding tokens with prescribed Nominative case). We compare prescribed and observed case forms in multivariate regression models to determine how different factors contribute to the likelihood of speakers using the prescribed case endings (which are also always the majority forms in our sample). Predictors tested are linguistic (case selector, declension type, prescribed case) and social (generation, age, and sex of speaker). Where parallel data has been collected, comparison to Homeland speakers is included.

The data shows much cross-generational consistency: < 7% mismatch between the prescribed and observed case in the Heritage data, and no significant difference between first and second generation, compared to 1-2% in the Homeland data. Although the majority of these mismatches (in both Homeland and Heritage) are due to replacement by the Nominative, this talk will focus on the second most common pattern of difference: genitive-accusative mismatch in specific contexts. One such context is lexically defined and is relevant only to Polish -- mismatch of this type is not attested in Heritage Russian, as both variants have been considered grammatical for some time (Kagan, 2010). We suggest that both Homeland and Heritage Polish are undergoing a change of the type already completed in Russian. Another context where we will report on the restricted patterns of variation is the alternation between Genitive and Accusative indirect objects of negated sentences (analysis in progress).

References:

Code-switching by Young Korean Heritage Speakers: Evidence of Low Heritage Language Proficiency

Sunny Park-Johnson

Intrasentential code-switching by bilingual children is often misunderstood as a lack of proficiency in one or more languages (Cheng & Butler, 1989; Toribio, 2002). In the case of young heritage speakers, the use of code-switching is attributed to reduced proficiency in the heritage language (HL), in which the dominant language must fill the gaps of the non-dominant language (Bernardini & Schlyter, 2004; Gawlitzek-Maiwald & Tracy, 1996; Jisa, 2000; Petersen, 1988). Although research has shown that code-switching is not evidence of confusion or inability to separate the languages, this deficit ideology is still held by parents, educators, and clinicians (e.g., Valadez, MacSwan, & Martinez, 2000). Certainly, there is ample evidence that heritage languages are subject to attrition or incomplete acquisition, particularly in the domains of morphology and syntax (e.g., Benmamoun, Montrul, & Polinsky, 2013). However, the question remains: is code-switching for young heritage children a gap-filling strategy for their attriting or incompletely acquired morphological or syntactic systems? This paper investigates the nature of intrasentential code-switching employed by children ages 2-7 through a longitudinal study of four Korean heritage speakers living in the United States. Naturalistic parent-child interaction data was collected on a monthly basis across a two-year span following the children’s entrance into English-medium schools, the time during which rapid dominance shift occurs from the HL to English. Although parents were instructed to speak in Korean to the children and the children generally spoke Korean, numerous instances of code-switching by the children were revealed. The findings revealed three prominent trends. First, of the total 879 code-switched utterances, 869 utterances (98.9%) were instances of lexical code-switches, in which an English word has been inserted into an otherwise Korean utterance. Secondly, findings show that the word order of nearly all of the code-mixed utterances followed Korean SOV word order rather than English SVO order. Thirdly, children utilized Korean’s complex agglutinative morphology on and with the English lexical code-switches, including case marking for nouns and employing a serial verb construction to attach Korean verbal morphology to light verb hay. These patterns suggest that these young Korean heritage speakers not only have complex and advanced knowledge of their heritage language morphology and syntax, but also code-switching is limited primarily to lexical switches. This raises the discussion of whether vocabulary knowledge is necessarily an indication of proficiency; in other words, it is possible that rather than a true reflection of children’s lack of proficiency, children switch to the dominant language due to ease of lexical retrieval in English. Implications for teaching and measurement of HL proficiency will be discussed.
The acquisition of a heritage language, normally the weaker language of early bilinguals, has been oftentimes defined as incomplete, especially for morphosyntax (Montrul, 2008, 2016). As a result, oftentimes heritage speakers resemble late bilinguals (i.e. L2 speakers) more than L1 speakers, calling into question the advantages the former have with respect to early exposure and quality of input. Although a handful of studies have shown that heritage grammars resemble L2 more than L1 grammars for morphosyntactic properties such as gender (Montrul, Foote, & Perpiñán, 2008; Polinsky, 2008), mood morphology (Montrul & Perpiñán, 2011; Potowski, Jegerski, & Morgan-Short, 2009; Silva-Corvalán, 2014), and DOM (Montrul & Bowles, 2009), the evidence is far from conclusive. Syntactic complexity and patterns of use have been invoked as a potential source of the divergence between heritage and L1 speakers but similarity with late L2 speakers (Montrul, 2010). In fact, the ability of late English-Italian bilinguals to judge the grammaticality of clitic forms is sensitive to differences in the complexity of structures in which they participate (Santoro, 2008). Structures that involve cliticization with a modal (1b) or causative verb (1c) are known to negatively impact accuracy in judgment of clitic form compared to (1a):

(1a) I pesci, Pietro li cucina all’aperto/ the fish.OBJ Pietro.SUBJ them.cl cooks.V in-the-outdoors;
(1b) I pesci, Pietro li vuole cucinare all’aperto/ the fish.OBJ Pietro.SUBJ them.cl want.MOD cook.V in-the-outdoors;
(1c) I pesci, Pietro li fa cucinare dalla nonna/ the fish.OBJ Pietro.SUBJ them.cl make.CAUS cook.V by-the-grandma

This study, thus, asks whether the ultimate attainment of morphosyntax in heritage speakers is more similar to L2 or L1 speakers by comparing advanced/near-native heritage and L2 speakers of Italian with L1 Swedish to L1 speakers of Italian on knowledge of accusative clitics. Furthermore, the role of syntactic complexity was investigated in the three structures of differential complexity. A structural priming task elicited the production of 3SG/PL MASC/FEM accusative clitics controlling for syntactic complexity. Based on a theory by Cardinaletti and Schlonsky (2008) who posit that lexical and causative verbs only require access to a lexical domain for cliticization while modals require access to a functional domain, it was hypothesized that native speakers would show stronger priming effects for structures 1a and 1c versus 1b.

Two analyses were conducted, syntactic and morphological. In the syntactic analysis, a quantitative difference was found between L1 speakers and the bilingual groups insofar as the former show stronger priming effects across the board. The heritage group, however, showed similar patterns of priming as the native speakers when syntactic complexity is considered by virtue of producing stronger priming effects with lexical and causative than modal structures. This contrasts with the L2 group who show stronger effects for lexical, followed by causative and modal structures. The effects of complexity in the heritage and L1 group, therefore, bore out on the prediction based on Cardinaletti and Schlonsky (2008). A morphological analysis also finds a quantitative difference between the L1 and bilingual groups due to higher clitic form accuracy and lower clitic omission rates in the former group. The effect of complexity on clitic form differed across the group in ways partially consistent with the prediction based on Cardinaletti and Schlonsky (2008).
but not Santoro (2008). Overall, then, heritage speakers attain abstract representations of clitic structures that approximate those of L1 speakers more closely and are modulated by syntactic complexity in similar ways. Nevertheless, morphological knowledge of clitics aligns with L2 speakers’, suggesting early exposure and quality of input have tangible effects only on syntactic knowledge. I argue that differences in the ultimate attainment of morphological knowledge, in particular clitic omission, can be traced to a similar difficulty heritage and L2 speakers face integrating pragmatic and syntactic information during language production.

**Word Order and Temporal Interpretation in Heritage Vietnamese**

*Thuan Tran*

Deictic adverbials in Vietnamese are restrictively distributed: non-past adverbials occur only sentence initially. It is hypothesized by Tran (submitted) that this constraint is related to the temporal effect reported in the literature: the correlation between the position of the ‘when’-phrase and the temporal reference of the question. Duffield (2007) proposes that this correlation is syntactic, while Tran argues for a pragmatic-semantic account of the issue. Based on Polinsky et al., it is proposed that this temporal effect is not operative in the language system of Vietnamese heritage speakers. The conclusion of the on-going study is derived from two judgment tests: one for native speakers of Vietnamese, the other for heritage speakers of Vietnamese.
Syrian Refugees' Heritage Language Maintenance: Ideologies Hurdles and Hopes
Einás Albadawi-Tarboush

The majority of scholarly writing and sociolinguistic research that involves and engages heritage languages is focused around the maintenance or loss of heritage languages by minority groups, and how that maintenance or loss affects identity, the acquisition of a second language, or the utility and value of the heritage language in mainstream classrooms. However, fewer studies have actually delved into heritage language maintenance amongst refugee populations. To clarify, heritage language maintenance is a complex act of linguistic negotiation that can be observed in manifold populations; indigenous cultures around the world cultivate heritage language preservation amidst the dominant culture. For the purposes of this analysis, the Syrian refugee populations living in the United States will be at the forefront of interest. The civil war in Syria spurned one of the most notable and problematic refugee crises seen so far in the twenty-first century (Juneau, 2015). 11 million Syrian nationals have fled the country since conflict began in the spring of 2011, and surprisingly few research endeavors have been offered toward the plight of Syrian refugees in maintaining and practicing heritage languages abroad in host countries.

This project is a valuable part of an ongoing study, which takes as its focus the investigation of heritage language maintenance among Syrian refugee families living in the United States. This study investigates the experience of Syrian refugee families with their native language preservation. By reaching out to Syrian families and students within my communities here in South Texas, in-depth interviews will be conducted in order to present a comprehensive look into Syrian refugee families’ personal narratives and efforts at heritage language maintenance since their entry to America. Using a phenomenological approach, specifically that of interpretive phenomenology, I aim to conduct in-depth interviews with five married Syrian refugee mothers and fathers living in Texas to see how learning is nurtured in the home, in specific relation to heritage language maintenance. Recent data shows that the majority of refugees are children under the age of 14 (Refugee Processing Center, 2018), and accordingly, the urgency toward strong language leadership cannot be overstated.

The problem of home language preservation among minorities remains pertinent and urgently present as the number of English Language Learners (ELLs) in the United States continues to increase (Nykiel-Herbert, 2010).

The ultimate goal with a project such as this one is to inspire effective language maintenance amongst sensitive populations, in America and worldwide. The findings of this study will provide tangible, experiential evidence of language maintenance patterns or trends in the home settings of Syrian refugee families.
Morphosyntactic Transfer to Modern Standard Arabic: The Case of Heritage Speakers of Syrian Arabic

Reem Faraj

This study examines cases of morphosyntactic agreement transfer from Syrian Arabic to Modern Standard Arabic (MSA) in the linguistic productions of a group of 20 adolescent heritage speakers. This group is not only bilingual (L1 Syrian Arabic, L2 English), but also diglossic in their L1 (Syrian Arabic is the heritage language, and Modern Standard Arabic (MSA) is the form learned at school). A heritage speaker’s linguistic output is normally characterized by phonological, morphological, and syntactic transfer from L2 to L1 (Albirini et al., 2012; Benmamoun et al., 2013). This paper argues for transfer from the heritage variety to MSA.

In addition to the focus group, two control groups were selected: a group of 12 native speakers of Syrian Arabic and a group of 13 learners of MSA. The focus of this study is on elicited verb forms in SV and VS orders in MSA in the form of a cloze test, where the subject is a nominal DP and the verb is in the third person. The test had 12 critical items and 4 fillers; each item consists of a drawing and a sentence with a missing verb. The task was to fill in the blank with the appropriate verb. It has been noted that while both SV and VS order are grammatical for all types of subject DPs in Arabic, the morphosyntactic agreement patterns in VS and SV orders are asymmetrical in MSA (Aoun et al. 1994, 2010).

In Syrian Arabic, on the other hand, the problem of subject-verb agreement asymmetry does not arise. Additionally, while in SV order in MSA, the verb is fully inflected to show different agreement patterns with both genders and all three numbers; in Syrian Arabic, there is one default non-singular verb form (plural masculine). This paper adopts a Minimalist perspective and proposes, following (Soltan, 2006, 2007), that the agreement asymmetry is due to different features on the T0 in different configurations, and that transfer of morphosyntactic verb agreement features from Syrian Arabic to MSA is a transfer of the Φ-features on T0.

The results of the study demonstrate that in general, errors in verb forms in MSA produced by the heritage speakers significantly differ from those found in the productions of learners in that more than 50% of the heritage errors were compatible with morphosyntactic agreement forms in Syrian Arabic, while this type of error was absent from the learners’ production. Accordingly, transfer from Syrian Arabic to MSA is attested for, and this finding provides evidence for an underdeveloped MSA interlanguage system, in comparison to that of Syrian Arabic and for a claim that when three linguistic systems are competing (L1, L2, and L3, where L1 is the most dominant, L2 is less developed than L1 but more developed than L3, and L2 and L3 share linguistic features), transfer takes place from L2 to L3. The remaining conjugation errors in the production of heritage speakers of Syrian Arabic, similar to learners’ errors, are those of person, gender, and/or number agreement forms. The paper briefly sheds light on these types of conjugation errors.
**Back to Poland: Heritage Language Speakers in Polish Education System - Language and Cultural shock**  
*Anna Seretny*

Polish as a heritage language is spoken by thousands of Polish children born and brought up abroad. As heritage language speakers (HLSs), they present a wide range of linguistic profiles depending largely on their life and language experiences. Because most sources they have access to offer exposure to the informal spoken language, HLSs tend to be much more familiar with spoken registers than they are with the written, academic ones. A considerable amount of research has been conducted on heritage language maintenance, retention, and attrition in different heritage communities. There are also many works devoted to mixed language classes, that is, classes with foreign and heritage language learners as they pose significant teaching challenges. Not much, however, has been written about heritage language speakers who attend school together with their native peers.

Due to global economic changes, Poland is now faced with numbers of Polish migrants. Having spent many years abroad, they return home with their children who upon entering the education system due to their good communicative skills (natural bilingualism) and Polish names are often treated as if there were native speakers. Their Polish though, even if on the surface ‘not bad’, is in fact poor and inadequate for their age and level of education. It allows them, thus, neither to participate in nor to benefit from school lessons as the academic register is far too demanding. Their unidentified language problems result in major learning difficulties. Many of them also have difficulties with self-identity, as Polish culture, just like the language, is and at the same time is not their own. These problems are understood neither by teachers nor by parents. They are not aware of the heritage language specificity and educational needs of its speakers.

Our experiences show that the time that HLSs need to reach the level of competence comparable to native peers depends on many factors such as the age of emigration, language communication with parents, education in Polish in an ethnic school, etc. It is always, however, a long and ongoing process, which in order to be effective, has to be properly stimulated.

In our presentation, we would like to focus on the language and cultural problems that re-emigration poses for young first-generation heritage speakers (it is a multi-case study in which data collection involved classroom observations plus interviews with teachers, children, and parents). We will also discuss measures taken by the Polish government to help young heritage speakers readjust to a new environment and difficulties with their implementation, particularly in the area of teachers’ education. There is no doubt that to effectively teach mixed language classes, instructors must be knowledgeable of the parameters of learner variation, and they must be able to attend to the needs of all learners. Finally, we would like to present our research on integrated methods of assessing HLLs as opposed to tests that only measure grammatical knowledge or speaking ability.
Revitalizing Taíno as a Heritage Language in the Coffee Zone of Puerto Rico
Julia Oliver Rajan

Historically, coffee farming has been closely associated with the social, cultural, and economic stability of the western mountainous area of Puerto Rico called the coffee zone. However, Puerto Rico’s coffee production has been gradually collapsing, and this fragile economic situation has been accelerated by last year’s twin hurricanes, Irma and María. The physical and social mobility happening in the coffee zone is endangering the cultural patrimony of a dialect that was preserved and sheltered by geographical isolation and the coffee industry for centuries. This unique Caribbean dialect is available to the public in a digital archive. The initial study recorded the coffee zone’s dialect to examine vowel raising. However, further observations found that the Spanish from the coffee zone has a lexicon, vowel system, and syntactic structures like those found in the Arawakan language Lokono. Historical narratives claim that the Taíno language and culture began their long gradual decline with the start of the Spanish colonization of the island in the 16th century (Perea & Perea, 1941; Haslip-Viera, 2001; Feliciano-Santos, 2011). There are no known L1 speakers of this language, but there are L2 and heritage speakers of Taíno. The latest 2010 US Census indicates that 9,399 people of the total population in Puerto Rico identify themselves as Taíno or a combination with another ethnic group. Even though there is census data on those who self-identify as Taíno, the specific number of active speakers is unknown. Groups like Taíno Nation (TN) and Movimiento Indígena Jíbaro Boricua (MIJB) have attempted a long-term comparative reconstruction of this language. However, there is no unified writing system to encode or competently speak Taíno. Reconstruction efforts depend on comparisons with still-spoken Arawakan languages. Local groups in Puerto Rico, such as Guakakú (GK) and Liga Guakía Taína-Ké (LGTK), are making efforts to add Taíno words and expressions “to their everyday speech substituting them for Spanish wherever possible” (Feliciano-Santos, 2017, p.8). This project wants to revive Taíno as a heritage language in the island’s public-school system. Reconstruction, public access, and legitimization of this indigenous tongue is a vehicle of social action in the coffee industry and a necessary marker of cultural endurance among Puerto Ricans. Based on these facts, the current project wants to answer the following: Can a unified Taíno grammar and syllabary help promote language maintenance and transmission? If so, what are the best methods to promote Taíno as a heritage language? The presentation will show the efforts that local groups, such as GK and LGTK, are making to develop a script based on Taíno pictographs and the promotion of Taíno as a heritage language in some Puerto Rican schools. It will also show strategies to promote language maintenance through digital media, community language activities, specifically Taíno language and culture through children’s stories and digital comics. Based on research investment in younger speakers, this is the most effective way to promote language fluency and continuation.
As research assistants in the field of multilingualism and schooling, we want to present findings about heritage language instruction (HLI) in Germany. At the beginning of HLI in the 1960s, this instruction was designed for children of working migrants who should return “home” and continue their education in their home countries (Thürmann, 2003; Schmitz & Olfert, 2013). Now, 50 years later, HLI has a different focus: to support multilingual learners in developing their multilingual potential. Also, language instruction has changed with this development, as HLI does not aim at “working migrant children” but at children with an “international family background.”

With this paper we want to emphasize the relevance of heritage language instruction in Germany, with a special focus on NRW, which is the state of Germany with the highest population. While much research is looking at the situation for the children in HLI, we will specifically look at the situation of HLI-teachers. Their backgrounds, education, and also their working situations, methods, pedagogies are – at least in Germany – an underdeveloped research and educational topic. In NRW, the biggest group of HLI learners learn Turkish, therefore the biggest number of instructors teach the Turkish language (half of all the HLI-teachers in NRW teach Turkish, so about 250 people). In comparison to other countries in Europe, Turkish does not always have such a position in HLI.

First, we want to present the development and the actual situation of HLI in Germany, especially in NRW. After that, we will present findings of an ongoing dissertation project for which ten HLI teachers of Turkish were interviewed using a biographical-narrative approach (Schütze, 1983). The interviews were analysed using “interpretative Sozialforschung” after Reichertz (2016), which is a kind of hermeneutic sequence-analytical approach.

Due to the interviews, we will emphasise the relevance of racism in everyday life which shapes the professional identity of the HLI teachers. As language teachers, the connection between language and racism plays an important role (Dirim, 2010), which is especially true for speakers and teachers of marginalised languages. Turkish has been and still is one of these marginalised languages in Germany.

From the results of the interview analysis we can see how teachers use or not use their experiences with racism in their teaching and also in supporting their own students. This, we think, plays an important role in and for HLI not only in Germany.

References:

Dirim, İ. (2010). Wenn man mit Akzent spricht denken die Leute dass man auch mit Akzent denkt oder so. “Zur Frage des (Neo-)Linguizismus in dem Diskurs über die Sprache(n) der Migrationsgesellschaft.” In: Mecheril Paul; Dirim İnci; Gomolla Mechthild; Hornberg Sabine;
Heritage language promotional discourse in the US has historically relied on the unquestioned links between language, culture, and identity, HL schools position themselves as institutions for teaching children of immigrants their home culture. Since the 1980s, this logic has slowly begun to cede territory to the neoliberal argument that learning the minority language will be value-added in a globalized economic system (Heller & Duchene, 2012). In order to navigate this landscape, HL advocates have, at different times, revoiced, expanded, and contested these ideologies to ensure the vitality of their schools (e.g., Bale, 2014; Valdez, Delavan, & Freire, 2016). While the bulk of HL education research, as well as government support and resources, have been directed towards Spanish and the State Department’s critical languages (Carreira & Kagan, 2018; King & Ennser-Kananen, 2013), smaller, non-critical languages struggle to find an effective promotional strategy. Considering that these languages do not straightforwardly confer the same economic opportunities as Spanish and critical languages, and their speakers have increasingly diverse demographic and linguistic profiles, the dominant neoliberal and essentialist discourses available to HL advocates seem increasingly incomplete and insufficient. Although some recent case studies have documented approaches to teaching less-commonly-taught, non-critical languages in the US (e.g., Karapetian, 2017; McCabe, 2017), none have focused on how administrators of these programs position themselves relative to neoliberal policy discourses and find ways of working alongside them to ensure their schools’ vitality. A spotlight on non-critical LCTLs has the potential to provide a roadmap of how schools may adapt when discursively and financially relegated to the margins.

I draw on five interviews with Czech/Slovak, Polish, and Lithuanian community heritage language school principals and teachers, and on the tools of critical discourse analysis (Fairclough, 2013; Valdez et al., 2016) to demonstrate how administrators creatively appropriate discourses of linguistic instrumentalism to promote continued heritage language study. The interviews revealed several distinct trends in the promotion of these heritage languages: 1) a decreased emphasis on cultural maintenance, 2) an appeal to economic and educational opportunities in students’ home countries, 3) efforts to credential heritage language proficiency in the US, and 4) references to the cognitive benefits of bilingualism. In an effort to appeal to a generation of parents increasingly educated in the US and Western Europe, and to American family
members without a cultural connection to the given heritage, many participants found it advantageous to de-emphasize the role of the heritage school in fostering cultural maintenance. They often chose to present this goal as secondary to that of delivering high-level language instruction that could be formally recognized by mainstream US institutions. Therefore, rather than abandoning a neoliberal discourse that did not straightforwardly serve them, administrators chose to creatively expand the boundaries of this discourse, carving out instrumental niches for their languages within home country and US institutions. I end with critically examining the ideologies that contribute to this promotional strategy and suggest future avenues for promotion that improve upon and go beyond pitches about the global economy and essentialized notions of identity.

**Turkish as a Vital Heritage Language in Germany**
*Antje Hansen, Almut Küppers, Till Woerfel*

Europe cherishes linguistic and cultural diversity as one of its characteristic features and celebrates “Unity in diversity.” On the policy level, every European citizen should acquire/learn at least three languages, a mother tongue and two other/foreign languages (European Commission, 2008). Moreover, in all national curricula (European) foreign languages feature prominently as (core) school subjects at elementary and secondary level. However, and quite in contrast to the diversity rhetoric, English has developed into the uncontested European no-1-language, not only as a lingua franca, but also learned by every child at school. Due to labor migration in the 1950s and various other forms of migration influxes until today, Europe is home of hundreds of heritage languages. In this paper, light will be cast onto the situation of heritage Turkish in Europe and in particular Germany where Turkish heritage speakers represent the most important ethno-linguistic group (Backus, 2013). Although Turkish constitutes a vital heritage language, Turkish heritage speakers “are usually portrayed as a low status and an economically disadvantaged group in the media” (Yağmur, 2011), and second and third generation speakers have repeatedly been subject to controversial public debates about their linguistic abilities and educational success/failure (Woerfel, 2018).

The focus of the first part of this paper will be on matters of intergenerational language maintenance and language change. We discuss reasons that lead to the high ethnolinguistic vitality of Turkish, such as language loyalty, as well as resources, domains, and facilities for first language use. Furthermore, the use and acquisition of heritage Turkish in a dominant L2 environment has revealed variation on various linguistic levels (Küppers, Şimşek, & Schroeder, 2015; Pfaff, 1993; Queen, 2001; Schroeder, 2007). In this context, we briefly outline the discussion of systematic language change and the emergence of a diaspora variety of Turkish.

In the German educational context, there has been a clear commitment by national education authorities to promote intercultural learning and to develop plurilingualism in the individual. In 2009, Germany also ratified the UN convention on the rights of persons with disability, hence the notion of inclusive education has shifted the language skills of heritage speakers into the limelight of academic interest. However, heritage languages as school subjects in their own right only exist in a marginalized nook – not only in the very complex federal German school system but also in the related educational discourse. In the second part of this paper, we will report on the challenges to establish heritage language education within the mainstream school system. Moreover, and based on selected case studies (Küppers & Yağmur, 2014), the potential of heritage languages like Turkish as inclusive foreign language subjects within the curriculum
and open for all learners will be addressed. Benefits for social cohesion and educational equity as well as chances for the realization of European trilingualism will be discussed before we point to implications for teaching approaches such as digital- and peer-learning as well as collaborative approaches and reflective learner autonomy.

References:


Curriculum Analysis and Language Teacher Identity in Heritage Thai Language Classrooms in a Thai Buddhist Temple in the USA

*Jitpicha Jararyapun*

The heritage language development and education in understudied bilingual populations relates further than understanding the linguistic properties in all contexts. Inclusively interacting language, actions, ways of thinking, believing, and valuing through relational networks of social interactions need to be addressed in research and development of heritage language education. In other words, the discourses of language education, school curriculum, culture, and spirituality should be focused to deepen conceptual understanding of HL investigation.

Language teacher identity plays a key role as a research model in language learning and teaching, as it includes aspects of social justice in teacher education. According to Min-ha (as cited in Weedon, 1999), “the search for an identity is usually a search for that lost, pure, true, real, genuine, original, authentic self
often situated within a process of elimination of all that is considered other, superfluous, fake, corrupted, or Westernized.” Also teacher identity is a site of struggles and contestation where teachers negotiate amongst themselves over conflicts; therefore, studying teacher identity in teaching understudied heritage language context can ideally yield “a frame or analytic lens” through contexts where tension and contradiction in their career are grounded (Gao, 2012, p.89).

This presentation will illustrate the attitudinal impacts of native English speakers as a model on students’ lives as well as teachers’ lives in a community-based school of Thai HL in a Buddhist Thai temple. The discussion was based on two qualitative critical case researches. The first study of “Critical Discourse of Thai language Curriculum for Bilingual-bicultural students in a Thai Buddhist School in the United States in Seattle” investigates how curriculum in this setting reflects the power relations and the efforts to preserve Thai values and cultures within the US context where the schools are moving more and more toward a teaching and testing skill approach, decentralizing the virtue and ethical development. The other research was “Language Teacher Identity Negotiation: A Case Study of a Heritage Thai Language Class in a Thai Buddhist School in the United States” which employed Alsup’s “identity in discourse” and Foucault’s power theory as a theoretical lens. The discussion demonstrated the influences of native English privilege and language hierarchies which prevailed within the context of HLT, which discouraged Thai language users by situating Thai as inferior and less prioritized among other powerful languages.

The discussion suggests that language teaching should be grounded on community values instead of supporting dominant structures of politics and economics of ELT. Thus the study provides inspirational ideas to create safe spaces in minority communities and develop educators’ awareness leading to conflict resolution for maintaining heritage languages and nurture the inner heart of one’s identity. The study can also display how teacher identity provides sociocultural aspects extending the researches in HL education.

**Addressing Language Shift in an Endangered Indigenous Community through Mobile-Assisted Language Learning**

*Lars Leader, Kelly Davidson*

This initiative has the purpose of addressing the endangered language status of a small and dispersed indigenous community by providing families with smartphone-based heritage language lessons. The homeland of the Kelabit people is in the highlands of the island of Borneo. However, the majority of this community of about 6,000 has migrated to towns and cities on the rivers and coast of Sarawak, their eastern Malaysia state of 3 million people. Such separation from other Kelabits and the consequent intermarriage of many with other Malaysians are primary factors endangering the language, which is identified as “in trouble.” Ethnologue (2018) describes this stage, EGIDS 6b-7, as where “intergenerational transmission is in the process of being broken but the childbearing generation can still use the language.”

A key sociolinguistic concept guiding this initiative is Reversing Language Shift. The RLS research emphasizes “face-to-face interaction with real families embedded in real community” (Fishman, 2001) and “the critical role that family and the home environment play” (Pauwels, 2016) as vital to sustaining an endangered heritage language. The planned lessons have a Kelabit parent as the parent-teacher guide a child. Although less than a third of Kelabit families use Kelabit as the primary home language, often at least one parent is a fluent speaker. Thus, the opportunity is available for intergenerational transmission. The
tribe’s cultural organization supports this initiative and will help locate suitable families. The lessons are meant for primary-school children already possessing grade-level skills in the national language (Malay), but no more than a beginning knowledge of Kelabit. That Malay and Kelabit are rather closely related languages and have similar orthographies should facilitate learning.

Heritage language learners often have particular language learning needs and present “a very unique linguistic profile” (Curtain & Dahlberg, 2015) in that they may demonstrate varying levels of proficiency given the variety of contexts in which they might come into contact with the language (Valdés, 2000). They may be able to understand some of the language when spoken, but unable to read or write it. The lessons in this initiative have been designed to address the cultural context of the Kelabit language and the opportunity for intergenerational transmission. Contextualization in meaningful, real-world subjects provides a progression of increasingly communicative activities that can then be used as the foundation for subsequent lessons.

Smartphones are the platform for these lessons primarily because of their near universal use in Sarawak, where cell phone penetration is almost the same as in the U.S. (MCMC, 2017). On the suitability of this platform for language instruction, a recent review of research about Mobile-Assisted Language Learning summarized that smartphones could effectively afford learners with an immersive, interactive, and ubiquitous experience (Ali & Miraz, 2018).

Piloting of the first few lessons is planned for early 2019. Preliminary results will be included in this presentation. The Kelabit lessons under development can be accessed (formatted for mobile) at kelabitlanguage.com.

Exploring the Role of the Directed Motivational Currents on the Persian Heritage language
Soheil Mansouri

The phenomenon of Directed Motivational Currents (DMCs; Dörnyei et al., 2014) is described as a period of intense motivational drive in pursuit of a highly-desired personal goal and vision. A DMC is thoroughly different from other motivational behaviors or ideal forms of engagements that already are recognized in the literature; and “being in the zone” (Dörnyei et al., 2014) is easily visible to individuals around the person experiencing a DMC. Focusing on periods of different motives and motivational orientations experienced by heritage language learners of Persian in Startalk summer programs in 2014 and 2015, the current study investigated a) how the components of the DMCs (Dörnyei et al., 2014) listed as Goal/Vision Orientation, a Salient and Facilitative Structure, Perceived Behavioral Control, Clear Perception of Progress, and Positive Emotional Loading were presented into the curricula and lesson/learning plans of Startalk Persian programs, and b) whether these components could explain the success of Persian heritage language learners at this program. The results revealed that the curricula and lesson/learning plans of the Startalk 2014 and 2015 summer programs consisted of the explicit and implicit five components of Group DMCs (Dörnyei et al., 2016). In addition, none of the participants in the program thoroughly experienced the five components of the DMC. However, the existence of extrinsic and intrinsic motivation (Deci & Ryan, 1985), integrative and instrumental orientations (Gardner & Lambert, 1972), and positive progress feedback (Dörnyei et al., 2016) from parents and relatives at home and in the community have led to proficiency in Persian language. The results indicate that the framework of DMCs (Dörnyei et al., 2014) might fail to fit in the context of
Persian heritage language learners in this study because all the learners relied on their extrinsic and intrinsic motivations, along with integrative and instrumental orientations in pursuit of their heritage language and did so without experiencing any DMCs. However, in order for the heritage language learners to experience a DMC, teachers are encouraged to integrate DMC construct explicitly into course structures, and teaching methodologies in order to harness motivational power in classroom settings. In this study, multiple lessons for each DMC component are provided for promoting long-term motivation along with tips for fostering ‘Group Flow’ in the classroom.

References:

**Heritage Language Speakers in the University Classroom Doing Research**
*Naomi Nagy*

I describe the design and goals of a university course that explores how speakers use and think about heritage languages and introduces students to sociolinguistic research about heritage languages. The course illustrates ways of increasing pedagogical activity related to heritage languages at the university level. It is a reflexive course: teaching, learning, and research about teaching, learning, and research. Benefits to students, faculty, and the community of engaging students in disciplinary practices in the field of sociolinguistics are noted. The integration of pedagogy and research is articulated around five goals: to train students in aspects of research including fieldwork and analysis (cf. Ragland, 2008); to develop information literacy (cf. Grafstein, 2002); to provide opportunities for transactional writing, that is, with a “real” audience outside the academy (cf. Lenski, 2004); to connect research and teaching; and to encourage students who are speakers of minority languages to get involved in research. While the course has been offered in the context of a large research-oriented university that encourages undergraduate involvement in research, resources are offered so that aspects of the course may be adapted to situations which share only some features of the context in which it was developed.

Selected results from student-driven sociolinguistic projects on a variety of heritage languages will be showcased. Depending on students’ progress this semester, patterns to be described will include some subset of: Polish devoicing, Polish and Russian case-marking, Cantonese /n/â[l] alternation, and Korean prodrop. For each of these projects, students collect and organize information about heritage languages and then use comparative variationist methodology to compare variable patterns in heritage and homeland conversational speech. They look for speech patterns that differentiate first-, second-, and third-generation
speakers in Toronto from corresponding speakers in their countries of origin and look at the effects of cultural and language attitudes and usage, providing a useful and necessary (given the dearth of variationist research on heritage languages other than Spanish) alternative to the “interference from English” approach commonly used to select aspects of heritage languages for analysis.

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Dynamic Assessment of Young Portuguese Heritage Learners in a Bilingual Immersion Setting

*Jacqueline Ristau*

This study discusses some of the results of broader research which aimed to investigate the teaching practices of young Portuguese heritage learners biliteracy in a Junior Kindergarten/Kindergarten Portuguese/English bilingual setting in Boston, MA. Young Portuguese heritage learners are part of a larger group that encompasses 22% of American school students who speak a language other than English at home, and many are introduced to literacy in English, the majority language. In the case of Massachusetts, sheltered English instruction was the approach required to educate heritage language learners within the K-12 system over the past 15 years, leaving the heritage language in a context of diglossia and restricted to the home/community environment. A step to valuing the linguistic advantages of heritage language learners as well as their educational needs has been taken by the Look Act in 2017, which provides schools with the flexibility to offer multilingual programs additionally or alternatively to the current sheltered English immersion program as needed within their communities. This research provides an insight into existing bilingual practices that can benefit this population of young heritage learners. The proposed analysis is based on (i) the field of bilingual education for minorities, (ii) heritage language teaching, and (iii) dynamic assessment, an approach to assessment and instruction based on Vygotsky’s (1978) concept of Zone of Proximal Development. More specifically, the study examines the use of dynamic assessment as a framework for language mediation of young heritage learners, a group known for its linguistic diversity. Although dynamic assessment has been applied to analyzing L2 performance throughout the last few decades (Davin, 2013; Lantolf & Pohner, 2004; Poehner, 2008; among others), application of the approach has not been described in the Portuguese heritage language teaching field. This case study with an ethnographic approach uses, as methodological procedures, interviews with the teacher and the participants’ parents, field notes, students’ artifacts, and audio recordings of the dialogic interactions between the teacher and two heritage learners during Writer’s Workshop conferences that took place in the second half of the school year. The results contribute to an understanding of the learner’s control of the heritage language and the forms of support necessary to maintain and extend this control in a bilingual setting. For instance, the teacher has an opportunity to mediate various forms of assistance based on the constructs of intentionality and reciprocity, transcendence, and mediation of meaning according to each young heritage learner’s needs.
Through this support during the mini-conferences throughout the school year, the teacher can measure the student’s biliteracy growth more accurately. The paper closes with suggestions for pedagogical practices that can inform heritage language learning theories.

Knowing more about how Two-way immersion programs work to develop young heritage language learners’ biliteracy, such as Portuguese Two-way immersion in the state of Massachusetts, may bring a different view to the research as well as contribute to closing the gap between research, teaching, and learning.

Keywords: Biliteracy, heritage language teaching, dynamic assessment.
British Honduras was a reluctant British colony started by former pirates who stumbled into the lucrative logwood export business: Logwood, a natural source of indigo, grew in abundance along the Caribbean coast. Despite encounters between the Spanish and the British with the indigenous Maya, the official British position was that this territory was devoid of habitants. This denial of the indigeneity of the Maya was carried forward into the policies of Belize, with indigenous recognition only being granted recently. As recently as 1996, the government of Belize removed the entire Maya population from Lamanai, which had been continuously occupied by Maya for three millennia.

All the Maya languages face common barriers to the maintenance of heritage languages: lack of protected land base, officially recognized indigenous status resulting voice in Belizean government, language materials and official status of Maya languages; intermarriage; constant erosion of traditional lands by land speculators. The three linguistic/cultural Maya groups in Belize are the Yucatec in the North and West, Mopan in the Central and South, and Q’eqchi’ in the South. The Mopan Maya claim that they are the original inhabitants of Belize.

While there are some protected Maya lands in southern Belize, most of the Maya villages do not lie within these areas. Lack of a protected land base works against the autonomy of Maya villages, some of which have been overtaken by Europeans and Americans buying the land. Lack of economic opportunities in Maya villages has encouraged immigration to non-Maya areas, where Maya often intermarry with other Maya, Garifuna, or Mestizos. Education is in English, the official language of Belize. While Mexico has produced an abundance of materials for Yucatec Maya, and Guatemala has produced materials for Q’eqchi’ Maya, there is only a single book published about the Mopan Maya language. One problem with the Yucatec and Guatemalan materials is that they rely on Spanish to explain the Maya languages, but most young Belizean Maya have been educated in English. Tumulk’in Center for Learning officially opened in 2002 with a grant of 400 acres and a small group of buildings. It is the only secondary school in Belize dedicated to the education of Maya in both English and Maya. Q’eqchi’ Maya Santiago Makin has been a principal since 2016 and has begun transforming the curriculum to reflect Maya, rather than colonial, values. The end product wanted by the school is graduates who know who they are as Maya and who can also survive in the twenty-first century. While the school previously produced the only book on Mopan Maya, it had been without a language instructor for more than three years until the 2018-2019 school year. The school is currently piloting a new curriculum for Mopan Maya with the new instructor, beginning with the first year of students. This curriculum will produce teacher/student materials that can be duplicated and disseminated to area primary schools. Additionally, all aspects of the curriculum are being rewritten to reflect Maya knowledge. The presentation focuses on the curriculum and school efforts.
4 COMP PLH: Assessing the Competencies of Portuguese as Heritage Language Speakers
Felicia Jennings-Winterle

Portuguese is arguably the 6th most spoken language in the world, 1,385,969 people over the age of 5 in the United States speak it (US Census Bureau, 2009-2013), but it is still considered one of the commonly less taught but critical languages in the US (Higher Education Act of 1965, Sec. 601(c); 20 U.S.C. 1121 (c)). It is estimated that there are at least 50 community schools that promote Portuguese as a Heritage Language (PHL) in the US (Jennings-Winterle, Nogueira, & Coimbra de Sá, 2018) dealing with similar characteristics and challenges, including some similar to other HL community schools.

Specifically, PHL speakers are either born elsewhere and come to the US in school age, or are American citizens, born to immigrant parents; their use of the HL is limited and restricted to spaces and times within family activities, and are therefore mainly conversational. It is well documented that PHL speakers develop proficiency in English very quickly, even when school teachers and administrators say otherwise. Those who come from abroad when they are of school age show signs of incomplete acquisition in the HL within months, especially in terms of the development of their reading and writing competencies. Those who are born in the US show no development of specific reading and writing competencies in the HL. For an educational proposal that aims to develop such competencies, it is essential to assess the level of development of basic abilities which were developed incompletely in order to establish an approach to promote capacity and opportunities of use of the HL.

4 COMP PLH, an evaluative instrument, was created to assess the level of proficiency of PHL speakers in order to place them in groups with similar abilities. Two to three activities were designed in each of the areas to be accessed. Each activity had a standard number of points that later became percentages. When 80-100% of the tasks were correct, the participant got an A for advanced. When 50-70% of the tasks were correct, the participant got an M for medium, and below 50%, the participant got a B for beginner. Some of the reading and writing tasks were qualitatively measured accessing, for example, the time that the participant took to read or the level of elaboration of their ideas.

At the end of the test, the average of points represented a specific range of proficiency and the participant was assigned to a group in which other participants' proficiencies and abilities could be seen homogeneously so that the content and approach were developed in a more relevant and motivating way. The purpose of this presentation is to show which tasks were assigned to the evaluative instrument and the results obtained in two administrations of the test.

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