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ALICE JOVANI

Chinese-Heritage
Students in North
American Schools N F L
C Publications

This book explores the fascinating topic of heritage language learning, looking in particular at Chinese Australians' learning of Chinese. The author studies the investment, challenges and benefits of heritage language learning across varied contexts including school, work, home and in the community. The book investigates how Chinese Australians navigate and negotiate their Chineseness and how resources are used to support their learning. The book is based on a mixed methods study which uses Bourdieu's sociological theory,

and offers implications for sociologists of language and education, Chinese heritage language learners and teachers, as well as language and cultural policy makers.

A View from Within
IAP

Heritage languages are minority languages learned in a bilingual environment. These include immigrant languages, aboriginal or indigenous languages and historical minority languages. In the last two decades, heritage languages have become central to many areas of linguistic research, from bilingual language acquisition, education and language policies, to theoretical linguistics. Bringing together

contributions from a team of internationally renowned experts, this Handbook provides a state-of-the-art overview of this emerging area of study from a number of different perspectives, ranging from theoretical linguistics to language education and pedagogy. Presenting comprehensive data on heritage languages from around the world, it covers issues ranging from individual aspects of heritage language knowledge to broader societal, educational, and policy concerns in local, global and international contexts. Surveying the most current issues and trends in this exciting field, it is essential reading for graduate students and researchers, as well as

language practitioners and other language professionals.

Rethinking Heritage Language Education
Springer

The book is linked to the annual theme of the 2008 CAERDA International Conference with contributing authors serving as keynote speakers, invited panelists, paper presenters, as well as specialists and educators in the field. The book provides a most comprehensive description of and a theoretically wellinformed and a scholarly cogent account of teaching and learning Chinese in general and in the United States in particular. It examines a wide range of important issues in Chinese teaching and

learning: current state in teaching Chinese as a Second Language (TCSL) in the United States, US national standards for learning foreign languages K-12, policy making about how to meet the growing demand for Chinese language and cultural education with regard to a national coordination of efforts, professional teacher training in terms of the quantity and quality of Chinese language teachers at all levels, promotion of early language learning, characteristics of Chinese pedagogy, aspects of Chinese linguistics, methods and methodology in teaching TCSL, techniques and technology in Chinese language education, curriculum and instruction in TCSL,

cultural aspects of teaching Chinese as a Second Language, issues in Chinese pedagogy, development of Chinese as a Heritage Language (HL) and the issue of cultural identity for bilingual/multilingual learners (particularly bilingual/multilingual children), testing and evaluation in TCSL, Chinese literacy and reading, approaches to instruction and program design, etc.

Chinese Language Education in the United States MDPI "... focuses on issues at the forefront of heritage language teaching and research. Its state-of-the-art presentation will make this volume a standard reference book for investigators, teachers, and students. It will

also generate further research and discussion, thereby advancing the field." María Carreira, California State University - Long Beach, United States "In our multilingual and multicultural society there is an undeniable need to address issues of bilingualism, language maintenance, literacy development, and language policy. The subject of this book is timely.... It has potential to make a truly significant contribution to the field." María Cecilia Colombi, University of California - Davis, United States This volume presents a multidisciplinary perspective on teaching heritage language learners. Contributors from theoretical and applied

linguistics, sociolinguistics, psychology, educational policy, and pedagogy specialists explore policy and societal issues, present linguistic case studies, and discuss curricular issues, offering both research and hands-on innovation. - The term "heritage language speaker" refers to an individual exposed to a language spoken at home but who is educated primarily in English. Research and curriculum design in heritage language education is just beginning. Heritage language pedagogy, including research associated with the attrition, maintenance, and growth of heritage language proficiency, is rapidly becoming a field in its own right within foreign language

education. This book fills a current gap in both theory and pedagogy in this emerging field. It is a significant contribution to the goals of formulating theory, developing informed classroom practices, and creating enlightened programs for students who bring home-language knowledge into the classroom. Heritage Language Education: A New Field Emerging is dedicated to Professor Russell Campbell (1927-2003), who was instrumental in advocating for the creation of the field of heritage language education.

Educating
Chinese-Heritage
Students in the
Global-Local Nexus

John Benjamins
Publishing Company

Weaving together a richly diverse range of student voices, perspectives, and insights, this collection of studies from around the world offers the educational community a better understanding of K-12 and adult Chinese-heritage students' languages, cultures, identities, motivations, achievements, and challenges in various cross-cultural settings outside North America. Specifically, it addresses these overarching questions: What are Chinese-heritage students' experiences in language and education in and outside schools? How do they make sense of their multiple ethnic and sociocultural identities? What unique educational challenges

and difficulties do they encounter as they acculturate, socialize, and integrate in their host country? What are their common struggles and coping strategies? What are the instructional practices that work for these learners in their specific contexts? What educational implications can be drawn to inform their teachers, fellow students, parents, and their educational communities in a global context? Individual chapters employ different theoretical frameworks and methodological instruments to wrestle with these questions and critical issues faced by Chinese-heritage learners.

Contemporary Chinese for Heritage Learners

John Benjamins Publishing Company

The acquisition of Mandarin Chinese, one of the most important and widely spoken languages in the world today, is the focus of this innovative study. It describes the rise of Chinese as a global language and the many challenges and opportunities associated with learning it. The collaborative, multiple-case study and cross-case analysis is presented from three distinct but complementary theoretical and analytic perspectives: linguistic, sociocultural, and narrative. The book reveals fascinating dimensions of Chinese language learning based on vivid first-person accounts (with autobiographical

narratives included in the book) of adults negotiating not only their own and others' language and literacy learning, but also their identities, communities, and trajectories as users of Chinese.

Modern Chinese for Heritage Beginners
Cambridge University Press

This is a unique, comprehensive textbook especially designed for beginners of Chinese as a heritage language at the college level. It covers basic grammar, vocabulary, orthography, and pragmatic, social as well as cultural aspects of the Chinese language. Unlike most Chinese language textbooks for beginners, this communication-based

course book is set in the cultural context of the United States rather than in China. The book takes students on a journey of self-discovery along with two fictional characters with whom they can closely identify. The language is kept simple and authentic with common vocabulary and useful expressions reoccurring throughout the book. Best used with a learner-centered and interactive approach, this book is an ideal classroom textbook as well as an enjoyable and stimulating self-study workbook that can be used in one semester or one year. To make the material accessible to students, this book is organized into seven thematic units with two related chapters each,

carefully sequenced in terms of relevance and degree of difficulty. Each chapter contains a dialogue between the two fictional characters and a narrative by one of these characters on the same topic. The same format is kept throughout the book. The core vocabulary and common sentence patterns are recycled throughout the book to maximize retention. The number of new vocabulary words is controlled at an average of 42 per chapter (28 for dialogues and 14 for narratives), so as not to overwhelm the learner. This book introduces approximately 600 most frequently used Chinese characters and vocabulary words. To fully engage students in the learning process,

this book also offers a variety of fun, interactive learning tasks related to the topic of each chapter. These activities include drawing, singing, games, role-plays/skits, mini-speeches, conversations, group debates and discussions, etc. that can be carried out individually, in pairs, in groups, or as a class respectively. These communicative activities take language learning away from rote memorization to active creation and application in real-life situations. In addition to text, vocabulary and activities, this all-in-one textbook and workbook features Chinese character explanations, grammar notes, cultural information

pronunciation drills, sentence pattern drills, and exercises. These features allow students to practice what they have learned in class as well as to study the target language on their own. By the end of this book, students will be able to conduct everyday conversations about some common topics in Mandarin Chinese, read and write short paragraphs about these topics, and gain a better appreciation of Chinese culture and the history of Chinese people in America. It is hoped that by studying this book, students will take pride in their Chinese-American heritage and identity, laying a solid foundation for further study in the Chinese language. This book has been adopted by

the State University of New York at Stony Brook for many years and has been proven to be highly interesting, easy to use, and effective. *Lost in Transmission* Createspace Independent Publishing Platform Modern Chinese for Heritage Beginners aims to serve as a stepping-stone for Chinese heritage language learners' future Chinese learning, inspiring them to reflect on their identities, learn Chinese American history, and embrace their cultural heritage. The book starts with talking about individuals and families and then expands to the Chinese and Asian American communities in the U.S. and eventually to the entire

American society, all from the unique perspective of Chinese American students. Taking a macro approach that builds learners' literacy skills on their initial abilities in speaking and listening, each lesson starts with listening and speaking activities and then moves to reading and writing. The content complexity and language difficulty are balanced to present rich content that matches students' critical thinking abilities in a language appropriate for their literacy level. Lively and humorous language makes the book a joy to read. Each lesson has a conversation and an essay to expose students to informal and formal registers. Moreover, authentic

tasks are designed to facilitate students' language output, following the three modes of communication promoted by the American Council on Teaching Foreign Languages: interpersonal, interpretive, and presentational. This theme-based Chinese textbook is written for high school and college-level Chinese heritage language learners. *Chinese as a Heritage Language* Routledge Modern Chinese for Heritage Beginners aims to serve as a stepping-stone for Chinese heritage language learners' future Chinese learning, inspiring them to reflect on their identities, learn Chinese American

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literacy level. Lively and humorous language makes the book a joy to read. Each lesson has a conversation and an essay to expose students to informal and formal registers. Moreover, authentic tasks are designed to facilitate students' language output, following the three modes of communication promoted by the American Council on Teaching Foreign Languages: interpersonal, interpretive, and presentational. This theme-based Chinese textbook is written for high school and college-level Chinese heritage language learners. [The Acquisition of Chinese as a First and Second Language](#)

Routledge

A collaborative series with the University of Cambridge Faculty of Education highlighting leading-edge research across Teacher Education, International Education Reform and Language Education. Rethinking Heritage Language Education is an edited collection that brings together emerging and established researchers interested in the education field of Heritage Language Education to negotiate its concepts and practices, and investigate the correlation between culture and language from a pedagogic and cosmopolitical point of view. The scholars, who have contributed to the growth of Heritage Language Education as a

discipline, reconsider and enrich their findings by drawing new lines across the boundaries of research and practice. It complements the previous work of these theorists, filling a void in the current literature around the question of Heritage Language Education.

Policies and Identities in Mandarin Education

Multilingual Matters

As a result of both immigration and birth patterns, the number of individuals in the United States who speak a language other than English is increasing dramatically. At the same time, there are tremendous needs in all areas of the workforce for individuals with proficiency in languages other than

English.

Modern Chinese for Heritage Beginners

Natl Foreign Lg Resource Ctr

This book offers historical, philosophical, and sociocultural perspectives on Chinese language education for speakers of other languages with a special focus on Chinese language education in the United States. It provides a comprehensive, cross-disciplinary look at changes in CFL/CSL education over time in China and the U.S. and the philosophical, political and sociocultural influences that led to these changes. The essays address a wide array of topics related to Chinese language education, including: A historical overview of

the field Theories that apply to CFL/CSL learning Policies and initiatives for CFL/CSL by the Chinese and U.S. governments Medium of instruction Curriculum and instruction for CFL/CSL learners at K-12 and college levels Technology for CFL/CSL education Chinese language learning for heritage learners CFL in study abroad contexts CFL teacher education and training This work is essential reading for scholars and students interested in gaining a greater understanding of Chinese language education in the two countries and around the world.

The Identity of Chinese Heritage Language Learners in a Global Era Walter de Gruyter
A collection of essays

on Chinese heritage community language schools in the United States addresses these topics: the schools, their curricula, and organization (Theresa Hsu Chao); school administration and management (Chao, Lydia Chen, Edward Chang); academic curriculum (Pay-Fen Serena Wang); non-heritage Chinese learners: practices and implications (Ming Lee); extracurricular activities (Suray H. Lee, Chang-Yu Miao); Chinese language summer camps for students (Cathy E-Ling Chai); short-term professional development for teachers (Yu-Ming Peng); obtaining credit from local school districts (Rae Shae Chen); awarding credit through testing: the

case of the San Francisco (California) Unified School District (Ju-Ching Liu); issues and recommendations for improving Chinese language schools (Shuhan Chou Wang); optimizing unique opportunities for learning (Martha Wang Gallagher); and forging a link: Chinese heritage community language schools and the formal education system (Xueying Wang). (MSE) *Contemporary Chinese for Heritage Learners* Taylor & Francis The monograph provides ethnographically informed analyses of indigenous kin interactions in three Chinese diasporic households in the county of Los Angeles, California, U.S.A. Drawing upon the approach that regards

talk as a form of social practice, the book demonstrates different ways in which kin relationships are indigenously orchestrated by foreign Chinese parents and their American-born children. Micro-analytically, social actions of membership categorization, attribution, deference, compliance, commands, and story-telling that unfold in kin interactions are foregrounded as key language devices to discuss ways in which epistemic asymmetry, power hierarchy, and harmony in kin relations are constructed or deconstructed in Chinese diasporic social lives. By way of illustration, the monograph, macro-analytically, speaks to

the cultural stereotype of Chinese immigrant/foreign parents' style of parenting when they pass on the traditional Confucian ideologies in kin interaction. This book can be a useful reference textbook for graduate courses that address the dynamic intricacy among language, culture, and society.

The Acquisition of Chinese as a First and Second Language

Cambridge University Press
To date, there have been no major studies that assess how proficiently U.S.-born Taiwanese speak Mandarin and read Chinese, their heritage language (HL) and what factors contribute to such proficiency. Mandarin refers to the language spoken by

the majority of Chinese people around the world and Chinese refers to the written script. This study investigates how well U.S.-born Taiwanese speak Mandarin and read Chinese as their HL, and also analyzes the factors that contribute to their proficiency. For this study, spoken Mandarin and written Chinese proficiencies were assessed using a modified version of the oral proficiency interviews ("modified OPI") according to American Council on the Teaching of Foreign Languages (ACTFL) Guidelines in combination with a separate reading test. In addition, semi-structured interviews were conducted to determine the participants' personal

motivations, ethnic and cultural identities and attitudes, time spent in and experience with community-based Chinese schools, and several other factors. Eight of the ten participants were rated as either intermediate or advanced speakers in Mandarin while only five participants read Chinese at the third grade level. These results suggest that, while attending community-based Chinese schools can be considered prerequisite for HL proficiency, the following factors have had the most impact on the participants' Mandarin/ Chinese proficiencies: personal motivation, not only ethnic but also cultural identification with Chinese and/or Taiwanese, and Mandarin /Chinese

input and use. Other factors such as parental attitudes and efforts and parents' English proficiency were found to be less important.

Chinese-Heritage Students in North American Schools

Routledge

This volume, through highly selective and rigorous review processes, has collected eight empirical studies showcasing research advances in multiple domains including child first language, adult additional language, and heritage language acquisition. The studies are theoretically motivated and have adopted a spectrum of innovative methodological strategies to achieve a broader understanding of the nature of

learning and the learning process. The volume encompasses a wide range of contents: 1) The L1 and L2 acquisition of syntax, semantics, phonetics, and the syntax-discourse interface; 2) Data comparisons across different learner groups: L1 Chinese children, L2 Chinese learners, and Chinese heritage speakers; 3) Acquisition of language skills: speaking, listening, and writing; and last but not least, 4) Instructional interventions including consciousness-raising and metacognitive strategy training. The volume is intended to bridge the gap between research and instruction by helping teachers understand their students and their learning. Informed by research, teachers can

opt for appropriate pedagogical approaches and instructional conditions for their students. The volume is guest-edited by Xiaohong Wen, Professor in Applied Linguistics and Chinese language Acquisition at the University of Houston.

Learning Chinese

Springer Nature

This book contributes to building the research knowledge that language teaching professionals need in developing curriculum for the large population of East Asian heritage students (including Chinese, Japanese, and Korean) in countries like the United States, Canada, and Australia, where speakers of East Asian languages are among the fastest growing populations. Heritage learners are

defined as those who initially acquired certain levels of linguistic and cultural competence in a non-dominant language mainly through interaction with foreign-born parents and other family members at home. Heritage language instruction is currently a “hot topic” and is becoming a sub-discipline within the fields of foreign language education and applied linguistics. Special instruction for heritage language learners is on the rise, particularly in the U.S. and Canada. Providing theoretical and practical information about heritage-language instruction in terms of curriculum design, learner needs, materials development, and

assessment procedures, the goal of this book is not only to promote research about heritage students in East Asian languages but also to improve the teaching of these students in various educational settings and all over the world, especially in English speaking countries. The volume is organized in four sections:

*Overview—addressing the timeliness, necessity, and applications of the work and issues and future agendas for teaching Chinese, Japanese, and Korean heritage students;
 *Language Needs Analysis; *Attitude, Motivation, Identity, and Instructional Preference; and
 *Curriculum Design, Materials

Development, and Assessment Procedures Teaching Chinese, Japanese, and Korean Heritage Language Students is intended as a primary text or reference for researchers, educators, and students in the areas of curriculum, pedagogy, and assessment studies related to teaching bilingual and heritage students in general and East Asian heritage students in particular.

Heritage Language Development John Benjamins Publishing Company
 Identity of Chinese Heritage Language Learners in a Global Era enriches the current research on heritage language (HL) learner identity by examining how identity is constructed,

negotiated, and performed in the narratives of university Chinese HL (CHL) learners in Hong Kong. This monograph has identified three sub-categories of CHL learners: domestic-born Chinese, 'third culture' Chinese, and overseas Chinese sojourners. Through systematically examining these CHL learners' life-history narratives about language learning, language use, and social experiences from early childhood to university time, this monograph shows how CHL learner identity is dynamically constructed and changed through self and social positioning across a wide range of spatio-temporal contexts. It also adopts investment, agency,

and imagined communities to examine the shared discourses which reflect the relationship between identity and the larger social processes that involve transnational or postcolonial encounters. This monograph contributes to reflections on the emerging discourses of HL learner identity in the context of multilingualism and transnational migration. It challenges the stigmatised image of CHL learners as 'diasporic subjects' or 'language minority students' in the literature and conceptualises CHL learners as transformative linguistic and social actors in processes of transnational migration and institutional

change. This monograph is targeted toward educators, researchers, and professionals working in the fields of heritage language, overseas Chinese studies, migrant studies, and intercultural studies.

[The Acquisition of Heritage Languages](#)

Routledge

Heritage languages, such as the Turkish varieties spoken in Berlin or the Spanish used in Los Angeles, are non-dominant languages, often with little prestige. Their speakers also speak the dominant language of the country they live in. Often heritage languages undergo changes due to their

special status. They have received a lot of scholarly attention and provide a link between academic concerns and educational issues.

This book takes a language contact perspective: we consider heritage languages from the perspective of their history, their structural properties, and their interaction with other surrounding languages.

Cultural Identity

Routledge

An authoritative overview of research into heritage language acquisition, covering key terminological and empirical issues, theoretical approaches, and research methodologies.

Best Sellers - Books :

- [What To Expect When You're Expecting By Heidi Murkoff](#)
- [Kindergarten, Here I Come! By D.j. Steinberg](#)

- [The Silent Patient By Alex Michaelides](#)
- [Outlive: The Science And Art Of Longevity](#)
- [Verity By Colleen Hoover](#)
- [The Summer I Turned Pretty \(summer I Turned Pretty, The\) By Jenny Han](#)
- [The Body Keeps The Score: Brain, Mind, And Body In The Healing Of Trauma](#)
- [Fahrenheit 451](#)
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