

Why should formal approaches to heritage speaker bilingualism inform heritage language pedagogies?

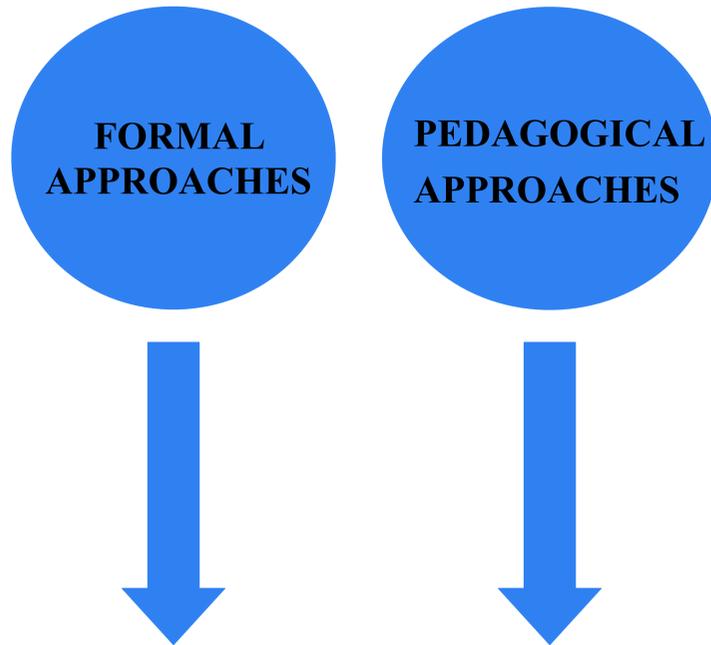
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Our Goal

- **To build connections** between formal/cognitive-based approaches to HS bilingualism and heritage language (HL) pedagogy research and praxis.
- An eventual aim is to provide more alignment between these two traditionally non-intersecting sub disciplines to highlight and maximize the mutually beneficial relationship that theory and practice can have related to interrelated goals.

Different Programs



- Describe & explain linguistic **outcomes**
- Investigate **developmental** paths
- Theorizing and interpreting what HS data tells us about larger question for linguistic theory and the cognitive psychology of language.
- Linguistic processing and analysis of linguistic knowledge
- Develop effective **pedagogical** practices that are bespoke to HS needs.
- **Biliteracy** development
- Recognize that teaching entails education in a standard variety of their native language.
- Sociolinguistic **awareness, issues in linguistic identity, ideologies & attitudes**

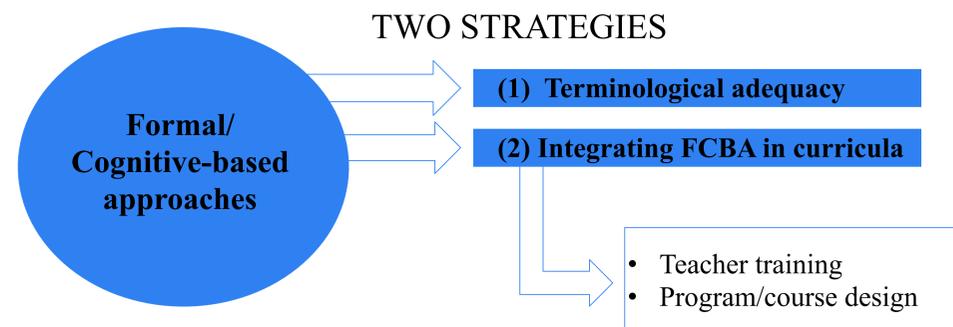
Formal Approaches

- This approach seeks to provide **descriptive and explanatory adequacy** regarding (a) the grammatical competence of adult HSs, and (b) theorizing about how/why these grammars develop the ways they do.
- HS **differences** have been explained in terms (degrees and combinations) of the following:
 - (i) incomplete acquisition/arrested development (e.g., Montrul, 2008, 2016)
 - (ii) L1 attrition (e.g., Polinsky, 2011)
 - (iii) qualitative input differences and cross-generational attrition (e.g., Rothman 2007; Pires & Rothman, 2009)
 - (iv) differences based on access to literacy and formal training (e.g., Tsimpli, 2014; Kupisch and Rothman, 2016)
 - (v) complete acquisition via different path (Putnam and Sánchez, 2013)
- **The term incomplete acquisition might be confusing for teachers and parents because.....?**
 - Pascual y Cabo & Rothman (2012)
 - Putnam & Sánchez (2013)
 - Rothman & Treffers-Daller (2014)
 - Kupisch & Rothman (2016)

Pedagogical Approaches

- They seek to identify the most effective **practices** to meet the HS linguistic and educational profile: linguistic + socioaffective needs (e.g., Leeman, 2014)
- A **critical pedagogical** orientation turn in HL education seems to be underway (e.g., Leeman, 2005; Leeman & Rabin & Román-Mendoza, 2011).
- Not much attention has been devoted to the development of **specialized instruction** for HSs, and the advances seen on the cognitive-based research strand are yet to be operationalized in the HL pedagogical praxis.

How To Link Both Subdisciplines?



Terminological Adequacy

- Do teachers really understand what incomplete acquisition means?
 - It can translate into **a false sense of what formal linguists actually mean**, and the subsequent perpetuation of old views on HSs as speakers of broken varieties.
 - Bilinguals are not two monolinguals in one
 - HSs as a subcategory of **native speakers** (Rothman & Treffers-Daller, 2014)
 - First step → Incomplete acquisition? (Kupisch & Rothman, 2016)

Integrating Advances in Bilingual Cognitive Science and HL Curricular Design

Two types of curriculum must be influenced by these advances: (a) teacher training programs, and (b) HL programs/courses (cf. Bayram et al. (in press)):

HS-Teacher training options are rare in mainstream higher education. As a result of this HL practitioners...

- are often indoctrinated in the assumption that the bilingual profile is problematic in the classroom
- have myths about bilingualism
- follow the monolingual standard as the goal to reach

HS-Teacher training options, thus, should...

- Require courses in general linguistics and cognitive psychology regarding what is known about how language is acquired, processed and represented in general as a baseline.
- Offer bespoke courses as part of undergraduate, MA and PhD/EdD programs in schools of education that combine insights from the above courses translated into linguistically informed pedagogies.
- Provide sensitivity (reality) training that address the myths and guide teachers to understand what their role is in teaching HSs.

HL pedagogies must be modeled after both (a) sociolinguistic and (b) cognitive/linguistic models of adult acquisition/processing. At present the best case scenario seems to be incorporation of (a).

- Considering how the brain processes language and what this entails for later acquisition of new varieties (the standard version of their HL) should be a driving force in determining material development, order of presentation of topic, and crucially setting **REALISTIC** expectations for both teachers and students.
- Insights from empirical HS formal acquisition studies give keen insights into the areas that their grammars (consistently) diverge from the standard. So, one can know where to start, how to meaningfully take advantage of their previous linguistic knowledge and crucially where to focus efforts.

Make overt also to language arts training for monolinguals, after all HSs are natives of the HL, just of a different variety (Rothman and Treffers-Daller, 2014)