

## 1. Introduction

### Description of the study

The purpose of this survey is to learn more about language instructors' perspectives on heritage language learning and assessment. This study will help reveal information about how language teachers view their learners.

**What is a heritage language learner?** For the purpose of this study, we will define a heritage language learner as someone “who is raised in a home where a non-English language is spoken, who speaks or merely understands the heritage language, and who is to some degree bilingual in English and the heritage language” (Valdés, 2000, p. 1).

For example, if you are teaching a Spanish class, a heritage language learner of Spanish is someone who speaks and/or understands Spanish because it is spoken or heard at home. Other learners, who are learning Spanish as a new language, are not considered heritage language learners.

**Do I qualify to participate in this study?** If, at any point in your language teaching career, you have taught a heritage language learner in any context, you are qualified to participate in this study. The questions in this survey pertain to teachers who currently teach or have previously taught heritage language learners.

**Note:** If you are no longer a language teacher, please respond to all of the survey questions regarding your previous experience as a language teacher.

### Benefits

If you agree to participate in this survey, you will be given ample opportunities to express your views and perceptions about your learners. Overall, the information gathered in this survey will help researchers and future language educators understand their learners better.

### Confidentiality

Every effort will be made to keep any information collected confidential. In order to keep information secure, only the researchers will have access to any data, all of which will be saved on the researchers' password-protected, access-restricted server.

### Payment

Three participants will be randomly selected for a \$25 Amazon gift card. At the end of the survey, you will be directed to a link that will take you to an entirely separate survey, where you can enter your contact information to be entered for the drawing.

### Questions or Concerns?

If you have any questions about the study or your rights as a research participant, you may contact the principal investigator, John Chi, at <email>.

### Informed Consent

Participation in this study is entirely voluntary at all times. If you agree with participating in this study and thus allowing your responses to be included in the study, please continue to the next page to start the survey.

### References

Valdes, G. (2000). Introduction. In AATSP (Ed., Spanish for native speakers, Vol. 1 (pp. 1-20. Fort Worth, TX: Harcourt College.

## 2. Background

\* 1. Do you teach more than one language (other than English)?

☐ Yes

☐ No

### 3. Background

2. In the previous question, you responded that you teach more than one language. Which languages do you teach? Select all that apply.

- |   |                                     |
|---|-------------------------------------|
| <input type="checkbox"/> Arabic                 | <input type="checkbox"/> Japanese   |
| <input type="checkbox"/> Armenian               | <input type="checkbox"/> Korean     |
| <input type="checkbox"/> Burmese                | <input type="checkbox"/> Lithuanian |
| <input type="checkbox"/> Chinese - Cantonese    | <input type="checkbox"/> Polish     |
| <input type="checkbox"/> Chinese - Mandarin     | <input type="checkbox"/> Portuguese |
| <input type="checkbox"/> Croatian               | <input type="checkbox"/> Russian    |
| <input type="checkbox"/> Dari - Persian         | <input type="checkbox"/> Spanish    |
| <input type="checkbox"/> Farsi - Persian        | <input type="checkbox"/> Swahili    |
| <input type="checkbox"/> French                 | <input type="checkbox"/> Tagalog    |
| <input type="checkbox"/> German                 | <input type="checkbox"/> Tamil      |
| <input type="checkbox"/> Greek                  | <input type="checkbox"/> Thai       |
| <input type="checkbox"/> Hebrew                 | <input type="checkbox"/> Turkish    |
| <input type="checkbox"/> Hindi                  | <input type="checkbox"/> Urdu       |
| <input type="checkbox"/> Italian                | <input type="checkbox"/> Vietnamese |
| <input type="checkbox"/> Other (please specify) |                                     |

The purpose of this study is to learn more about language instructors' perspectives on heritage language learning and assessment, including how these issues differ for different languages. When responding to the rest of the survey, please reflect on your experiences teaching **only one** of the languages you teach; you may select either the language with which you have the most experience or the language in which you most often encounter heritage language learners.

\* 3. For which language that you teach will you be completing the survey?

- |  |                                  |
|--|----------------------------------|
| <input type="radio"/> Arabic                 | <input type="radio"/> Japanese   |
| <input type="radio"/> Armenian               | <input type="radio"/> Korean     |
| <input type="radio"/> Burmese                | <input type="radio"/> Lithuanian |
| <input type="radio"/> Chinese - Cantonese    | <input type="radio"/> Polish     |
| <input type="radio"/> Chinese - Mandarin     | <input type="radio"/> Portuguese |
| <input type="radio"/> Croatian               | <input type="radio"/> Russian    |
| <input type="radio"/> Dari - Persian         | <input type="radio"/> Spanish    |
| <input type="radio"/> Farsi - Persian        | <input type="radio"/> Swahili    |
| <input type="radio"/> French                 | <input type="radio"/> Tagalog    |
| <input type="radio"/> German                 | <input type="radio"/> Tamil      |
| <input type="radio"/> Greek                  | <input type="radio"/> Thai       |
| <input type="radio"/> Hebrew                 | <input type="radio"/> Turkish    |
| <input type="radio"/> Hindi                  | <input type="radio"/> Urdu       |
| <input type="radio"/> Italian                | <input type="radio"/> Vietnamese |
| <input type="radio"/> Other (please specify) |                                  |

4. I consider myself a \_\_\_\_\_ speaker of the language I teach.

- ☐ Native
- ☐ Heritage
- ☐ Non-native
- ☐ Other (please specify)

5. In what context do you regularly teach the previously selected language? Select all that apply.

- ☐ Pre-K
- ☐ Elementary school (grades K-5)
- ☐ Middle school/Junior high (grades 6-8)
- ☐ High school (grades 9-12)
- ☐ College/University
- ☐ Afterschool heritage or community language program (grades Pre-K to 12)
- ☐ Adult language program
- ☐ Private tutoring
- ☐ Other (please specify)

6. In which of the following contexts have you taught heritage language learners?

- ☐ Classes including both heritage and non-heritage language learners
- ☐ Classes specifically designed for heritage language learners

7. Are you a part-time or full-time language instructor?

- ☐ Part-time
- ☐ Full-time
- ☐ No longer a language instructor

8. Approximately how many classes do you teach per week?

- ☐ 1-2 classes
- ☐ 3-4 classes
- ☐ 5-6 classes
- ☐ 7+ classes

9. Approximately how many students do you teach in each of these classes?

- ☐ 1-10
- ☐ 11-20
- ☐ 21-30
- ☐ 31-40
- ☐ 41+

10. Approximately what portion of your students are heritage language learners?

- ☐ 1-20%
- ☐ 21-40%
- ☐ 41-60%
- ☐ 61-80%
- ☐ 81-99%
- ☐ 100%
- ☐ I'm not sure

#### 4. Educational background/experience

11. How many years have you regularly taught the target language?

- ☐ Less than one year
- ☐ 1-4 years
- ☐ 5-9 years
- ☐ More than 10 years

12. What is your highest level of education?

- ☐ High school
- ☐ Some college
- ☐ Associate degree (2-year degree)
- ☐ Bachelor's degree (4-year degree)
- ☐ Master's degree
- ☐ Doctorate degree
- ☐ Other (please specify)

13. In which major(s)/specialization(s) do you hold a degree? Select all that apply.

- ☐ Specific language or literature (i.e., Spanish, Chinese, French, German, Russian, etc.)
- ☐ Language education (i.e., TESOL)
- ☐ Applied linguistics/Second language acquisition (SLA)
- ☐ Teacher education (i.e., Elementary/Secondary education, Bilingual education, etc.)
- ☐ Other (please specify)

14. Are you certified to teach the target language in K-12 schools?

- ☐ Yes
- ☐ No

15. Do you have any other training/education background not mentioned in the previous questions?

☐ Yes

☐ No

If yes, please explain.

16. Have you had any training or other educational/professional experiences focused on teaching heritage language learners?

☐ Yes

☐ No

If yes, to what extent? (e.g., I took a course all about heritage language learners; I took a workshop that briefly talked about heritage language learners; I went to a conference that focused on heritage language learners; and so on.)



## 5. Heritage language dialects

A **dialectal variation** is a distinct variety of a language that is used in a particular region or by a particular social group. For example, Arabic has dialectal variations, such as Modern Standard Arabic, Egyptian Arabic, Iraqi Arabic, and more.

\* 17. Do you teach a language that has dialectal variations?

☐ Yes

☐ No

## 6. Heritage language dialects

18. Do you teach a dialectal variation that is NOT the standard dialect of the language?

☐ Yes

☐ No

19. Do you teach heritage language learners who speak a dialectal variation that is different than the one you teach in your class(es)?

☐ Yes

☐ No

20. Do you think heritage language learners should learn their heritage dialect?

☐ Yes

☐ No

21. How do you think the different dialects of your heritage language learners affect their classroom learning experiences?

☐ I think it benefits their language learning experience.

☐ I think it hinders their language learning experience.

☐ I don't think it affects their language learning experiences differently.

22. Please use the space below if you feel that any of your responses require explanation.

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## 7. Heritage language learners

23. Do you think that heritage language learners have advantages over non-heritage language learners?

☐ Yes

☐ No

24. If yes, please identify three advantages that heritage language learners have.

1.

2.

3.

25. Do you perceive that heritage language learners have different challenges or needs compared to non-heritage language learners?

☐ Yes

☐ No

26. If yes, please identify the three biggest challenges or needs you believe heritage language learners face with regard to learning the heritage language.

1.

2.

3.

27. Which do you believe are the three skills that the heritage language learners in your classroom have the most need to develop? Please select up to three.

- ☐ Vocabulary
- ☐ Grammar
- ☐ Listening comprehension
- ☐ Speaking
- ☐ Reading
- ☐ Writing
- ☐ Cultural awareness
- ☐ Professional skills
- ☐ Other (please specify)

28. Do you think that schools should provide language courses designed specifically for heritage language learners, assuming there is a large enough population of heritage learners to warrant such a program?

- ☐ Yes
- ☐ No

Please explain your response.

29. In terms of your own language skills, how confident do you feel in teaching a class for heritage language learners?

Not at all                      Somewhat                      Very

☐                      ☐                      ☐                      ☐

## 8. Expectations

30. I expect my heritage language learners' \_\_\_\_\_ to be (higher/the same/lower) than their non-heritage peers.

	Higher	The same	Lower
Fluency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listening skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speaking skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultural awareness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

31. Please indicate your level of agreement with the following statements

	Strongly agree	Agree	Disagree	Strongly disagree	N/A
I have different expectations of my heritage language learners than I do of my non-heritage language learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I expect my heritage language learners to participate more than their non-heritage peers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I expect my heritage language learners to learn faster than their non-heritage peers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I expect my heritage language learners to generally perform better than their non-heritage peers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 9. Assessment needs

32. Do you think heritage language learners should be assessed differently from non-heritage language learners?

☐ Yes

☐ No

33. Imagine that you want to assess the current proficiency of your heritage language learners at the beginning of the school year. How would you do so?

☐ I would give them a traditional test that I would use for my non-heritage language learners.

☐ I would design an assessment geared toward my heritage language learners' needs.

☐ I would not assess any of my students at the beginning of the school year.

☐ I would use some other assessment:

34. Have you found or used an assessment that is suitable for heritage language learners in your classroom?

☐ Yes

☐ No

If yes, which assessment(s) have you used?

35. How often do you make accommodations or adjustments for your heritage language learners' assessment?

Never

Rarely

Sometimes

Often

Almost always

☐☐☐☐☐

36. In your program, what do you think are the most critical assessment needs for your heritage language learners?

## 10. Additional comments

37. Do you have any other comments about teaching heritage language learners?