Community/Heritage Language Education in the United States: The state of institutionalization and bottom-up innovation

Maria M. Carreira, Ph.D.
Emerita Professor of Spanish, California State University, Long Beach
Co-founder and Emerita Co-director, National Heritage Language Resource Center, UCLA

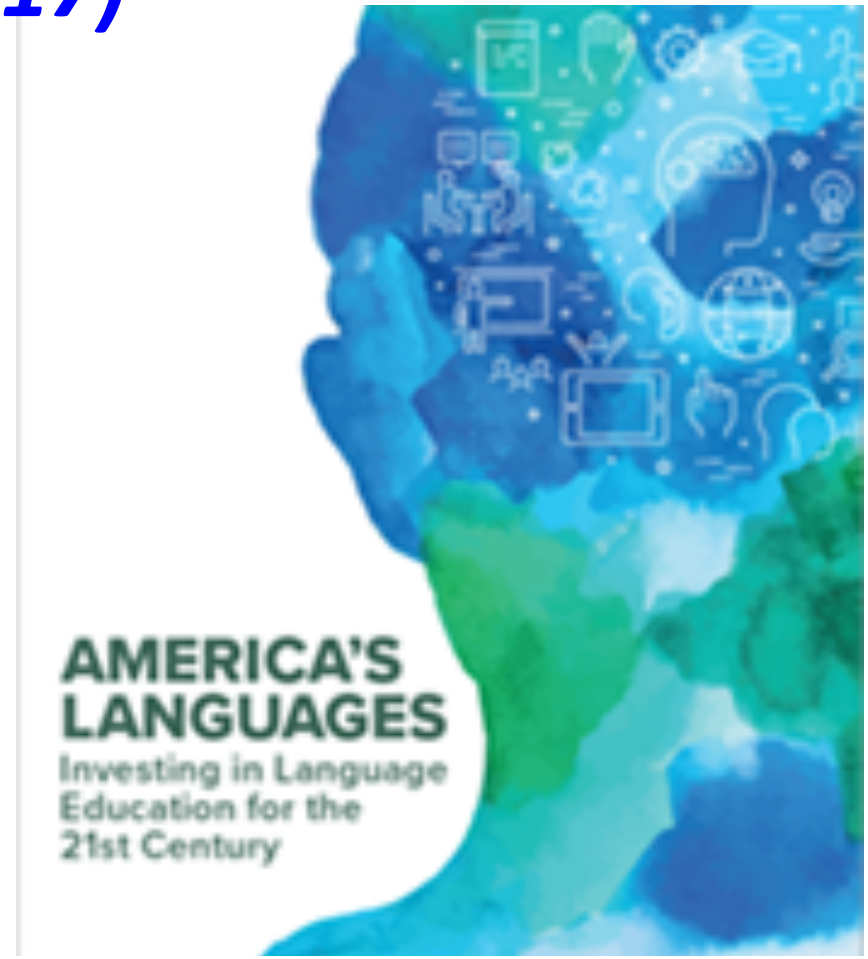
This presentation

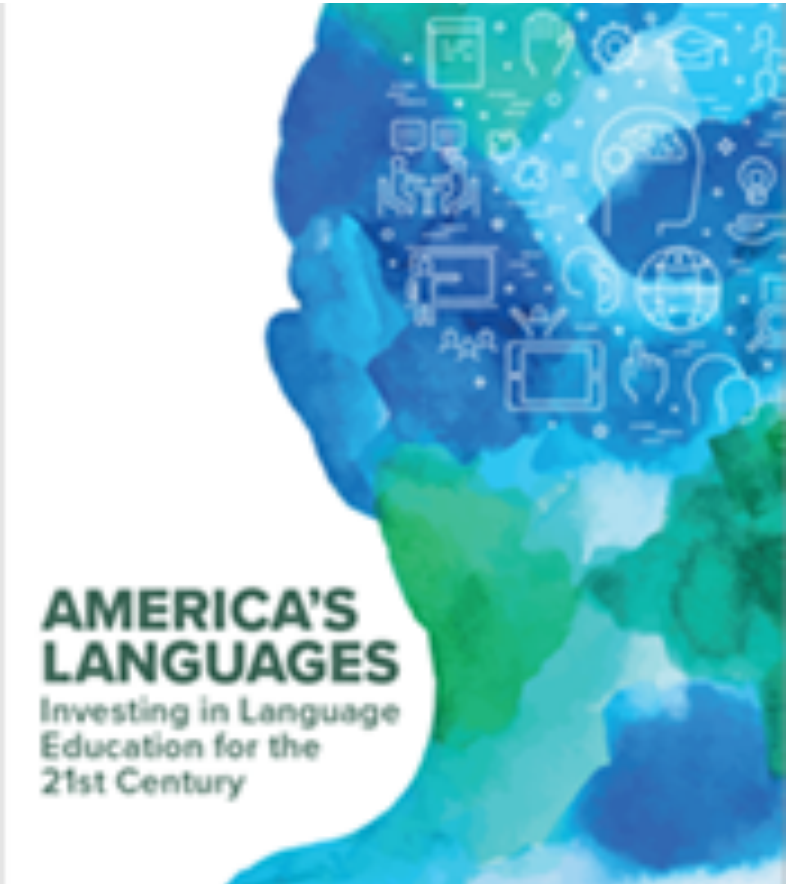
Overview of heritage Language (HL) education in the United States

- The U.S. linguistic landscape
- Institutionalization: HL education in schools
- Bottom-up educational entrepreneurship

America's Languages: *: Investing in Language Education for the 21st Century (2017)*

- Commissioned by a bipartisan group of members of Congress;
- Authored by the Commission on Language Learning of the American Academy of Arts and Sciences





Advocates for building foreign language capacity and outlines a national strategy for expanding language education so as to "improve access to as many languages as possible for people of every region, ethnicity, and socioeconomic background" (viii).

However…

Back to the future

- Brecht & Ingold (1998);
- Pufahl, Rhodes & Christian (2002);
- 2007 report by the MLA Ad Hoc Committee on Foreign Languages on the changing structure of language education;
- 2012 report by the US Senate identifying the language needs of the Federal Government;

Tapping a National Resource: Heritage Languages in the United States

Brecht & Ingold (1998)

The United States has an unprecedented need for individuals with highly developed competencies in English and one or more other languages. Because the United States interacts with virtually every nation in the world, and because U.S. society includes individuals and communities from many of those nations, the need for proficiency in their languages for use in social, economic, and geopolitical areas has never been higher. It is for these reasons that the nation needs a strategy for developing an important, but largely untapped, reservoir of linguistic competence "heritage language speakers"…

America's Languages: 2017

(P)roficiency in English is not sufficient to meet the nation's needs in a shrinking world, nor the needs of individual citizens who interact with other peoples and cultures more than at any other time in human history… Heritage speakers have a working knowledge of a second language even before they enter the classroom. Prior to any educational investments at the local, state, or federal levels, they have a head start in achieving the kind of biliteracy that would be as beneficial to them individually as it would be to the nation as a whole. Undoubtedly, they can only become proficient in their heritage languages through persistent study and ongoing instruction.

20 YEARS LATER, WHY ARE WE STILL TRYING TO MAKE THE CASE FOR HL EDUCATION?

20 years of vigorous innovation

- Research
- Pedagogy
- Field-level presence

Research

- HL grammars (Polinsky 2018; Montrul, 2016; Pascual y Cabo, 2016)
- Functional skills (Swender et al., 2014; Kagan & Kudyma, 2012)
- Literacy (Colombi & Harrington, 2012; Mikulski & Elola, 2011; Schwartz, 2003; Friedman & Kagan, O., 2008)
- HL v. L2 Learners (Bowles, 2011; Bowles, Adams & Toth, 2014; Henshaw, 2016; Torres, 2018)
- HL learners' aspirational and relational needs (Beaudrie, Ducar, & Potowski, 2014; Leeman, 2015)
- Instructed heritage language acquisition (Bowles, 2019, Bowles, 2011, Bowles, Adams and Toth, 2014)

Signature HL Pedagogy

- Grammar: Targeted approach to grammar instruction (Polinsky and Kagan, 2006)
- Expanding functional skills:
  - Additive approach to developing functional skills (Kagan & Dillon, 2001, Carreira, 2016)
  - Multiliteracies (Parra, 2013)
  - Top down/Macro-based approach that involves using authentic language for real-world contexts (Carreira, 2016; Zapata & Lacorte, 2017)
- Addressing HL learners socio-affective needs: Culturally and affectively responsive approach (Beaudrie, Ducar, & Potowski, 2014; He, 2016)
- Differentiated approach: (Carreira & Hitchins Chik, 2018)

Field-level presence

- National Heritage Language Resource Center, UCLA (2006);
- Heritage Language Journal (2002);
- Spanish as a Heritage Language Journal (2021)
- Mission statements from leading professional organizations (ACTFL, MLA, AATs, etc.);
- Social media presence: Facebook, Twitter

SO WHY ARE WE STILL TRYING TO MAKE THE CASE FOR HL EDUCATION?

WHAT DOES THIS SAY ABOUT HOW INSTITUTIONALIZED OR ESTABLISHED THE FIELD IS?

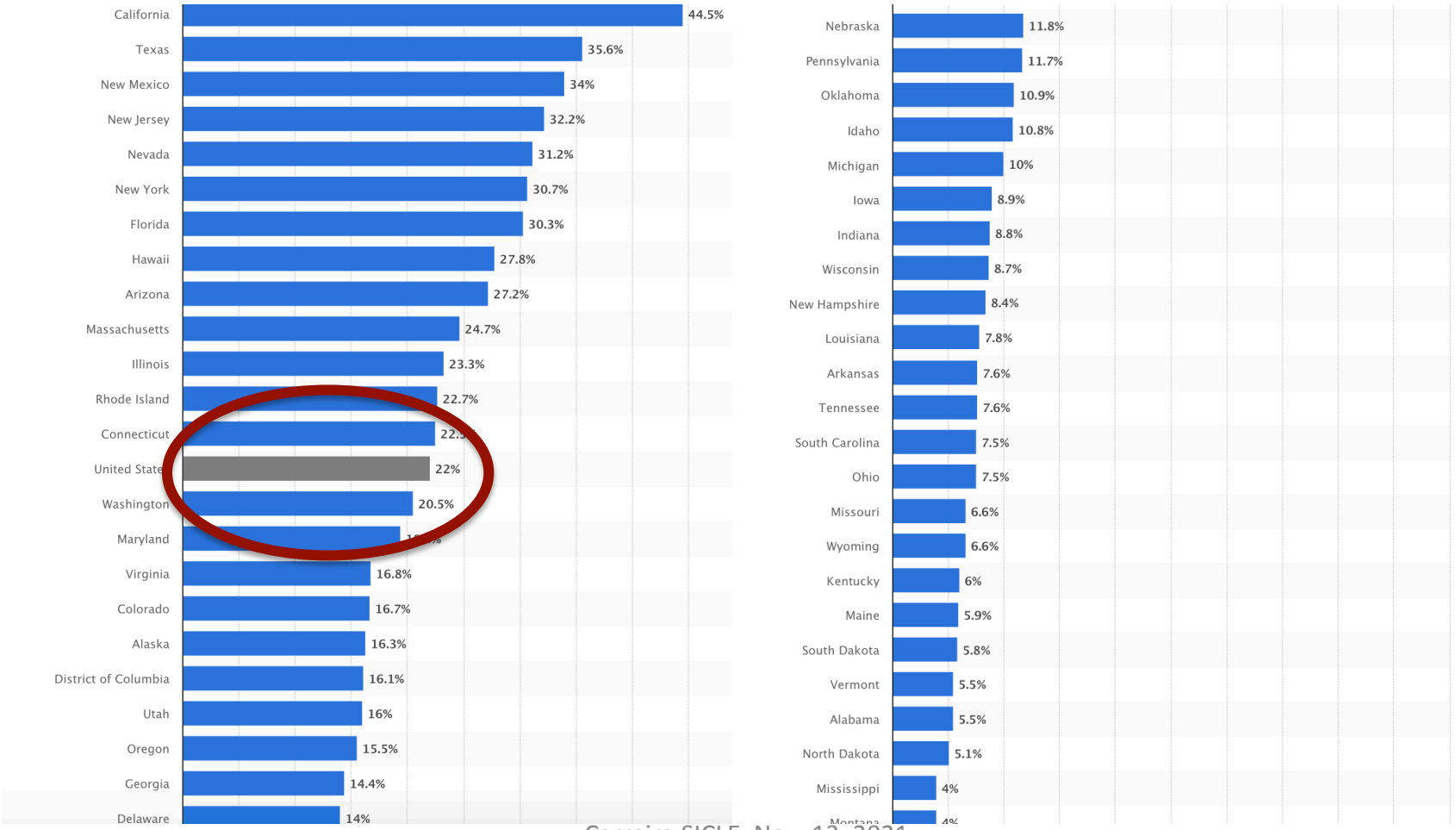
THE US LINGUISTIC LANDSCAPE

Languages other than English (LOTEs) spoken at home in the U.S.

- Number of LOTEs: 350+
- Number of LOTE home speakers: 67.3 Million
- Percent of U.S. population: 22

Sources: United States Census Bureau, American Community Survey, Tables S1601, B16001

Percentage of U.S. population that speaks a language other than English at home, by state



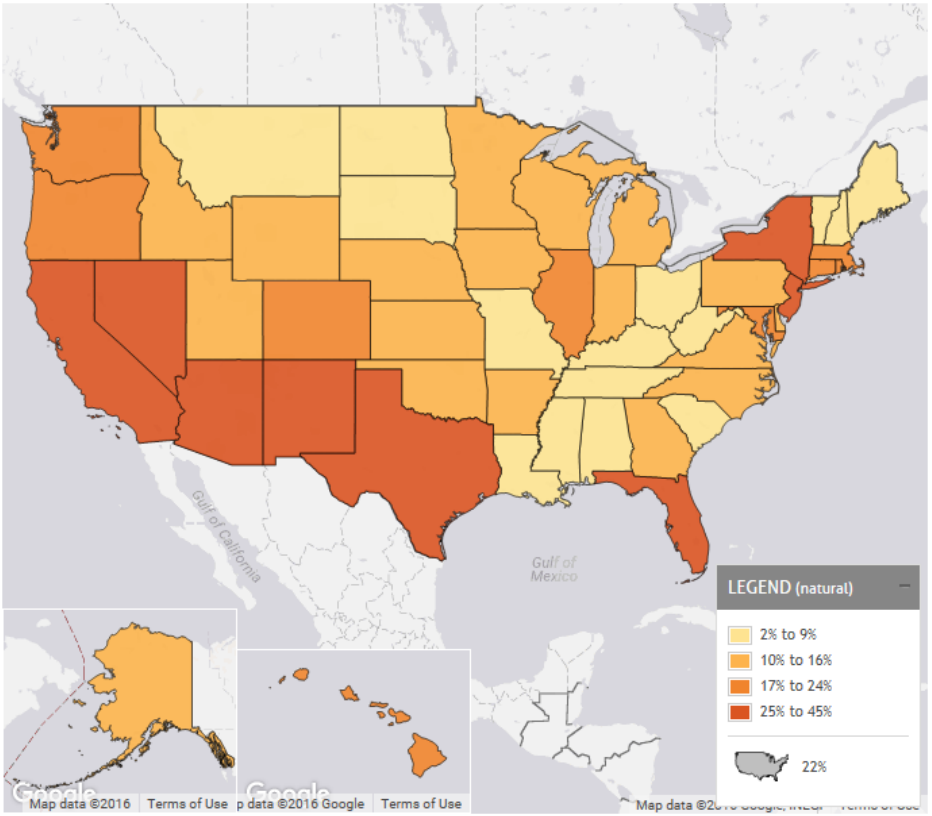
Languages other than English (LOTEs) spoken at home in the U.S.

- Number of LOTEs: 350+
- Number of LOTE home speakers: 67.3 Million
- Percent of U.S. population: 22
- LOTEs with more than a million speakers: 7

Spanish (43M), Chinese (3.5M), Tagalog (1.7M), Vietnamese (1.5M), French (1.3M), Arabic (1.1M), and Korean (1M)

Sources: United States Census Bureau, American Community Survey, Tables S1601, B16001

More than 1 out of 5 (23%) children in the U.S. are heritage language (HL) speakers



CHILDREN WHO SPEAK A LANGUAGE OTHER THAN ENGLISH AT HOME (PERCENT) - 2015

In the educational context

HERITAGE LANGUAGE (HL) LEARNERS: INDIVIDUALS WHO ARE STUDYING THEIR HL

Numbers: Unknown

Tracking the study of LOTEs in the U.S.

- **Modern Language Association (MLA) (2018)**

  Surveys enrollments and course offerings in post-secondary education LOTEs every 3-4 years since 1958

- ***The National K-12 Foreign Language Enrollment Report (2017)***

  A comprehensive study of foreign/world language enrollments across the formal U.S. education system, K-12

  American Councils for International Education (in partnership with others, including ACTFL)

- **State Departments of Education, School Districts**

Insights from these sources

Not tracked:
Number of HL learners

Not tracked:
Availability of HL courses/instruction

Few languages are taught
Little correspondence with US linguistic landscape
(Missing: Tagalog (#3) and Vietnamese (#4))

There is little coordination between local communities and the HLs taught, and there is little variety of languages offered

(Fee, Rhoads & Wiley, 2014).

Los Angeles Unified School District

Kagan (2017)

A smattering of schools offer instruction in languages spoken in their local communities…
Most schools do not teach the languages of their local communities, and if they do, they don't differentiate between the curriculum for foreign-language and heritage-language learners.

California Department of Education

A total of 2,373,563 students speak a LOTE in their homes; 40% of the state's public school enrollment.

The term “heritage language learner” does not appear very much.

The students are most frequently referenced in terms of their proficiency in English: English Learners and Fluent English Proficient students

California Department of Education

Educational Demographics Office
Prepared: 10/31/2021 11:56:08 AM

State Name: California
State Enrollment: 6,186,278

The reports list by language group the number of students speaking a language other than English that constitute 15 percent or more of a school's enrollment and for which translations of parental notifications are needed, pursuant to Education Code Section 48985. The reports allow a local educational agency to identify other schools in California that have common translation needs. Reports may be accessed by clicking on the name of the language.

State of California
Language Group Data - Statewide
for 2018 - 19

Language	Total Enrollment	Number of English Learners (EL)	Number of Fluent English Proficient (FEP) Students	Total Number of EL and FEP Students	Percent of Total Enrollment that is EL and FEP
					0.00%
Albanian			191	320	0.01%
Amharic		469	436	905	0.01%
Arabic		18,341	15,796	34,137	0.55%
Armenian		6,934	11,134	18,068	0.29%
Assyrian		552	779	1,331	0.02%
Bengali		1,005	2,667	3,672	0.06%
Bulgarian		143	159	302	0.00%
Burmese		593	1,013	1,606	0.03%
Cantonese		14,433	31,499	45,932	0.74%
Cebuano (Visayan)		342	824	1,166	0.02%
Chaldean		1,908	1,242	3,150	0.05%
Chamorro (Guamanian)		27	41	68	0.00%
Chaozhou (Chiuchow)		130	577	707	0.01%
Dutch		258	779	1,037	0.02%
Farsi (Persian)		7,656	10,406	18,062	0.29%
Filipino (Pilipino or Tagalog)		14,971	33,822	48,793	0.79%
French		1,852	4,202	6,054	0.10%
German		802	3,018	3,820	0.06%
Greek		155	470	625	0.01%
Gujarati		1,059	3,655	4,714	0.08%
Hebrew		1,372	3,582	4,954	0.08%

74 languages are listed

ALL OF THIS POINTS TO A LACK OF INSTITUTIONALIZATION OF HL EDUCATION

This presentation

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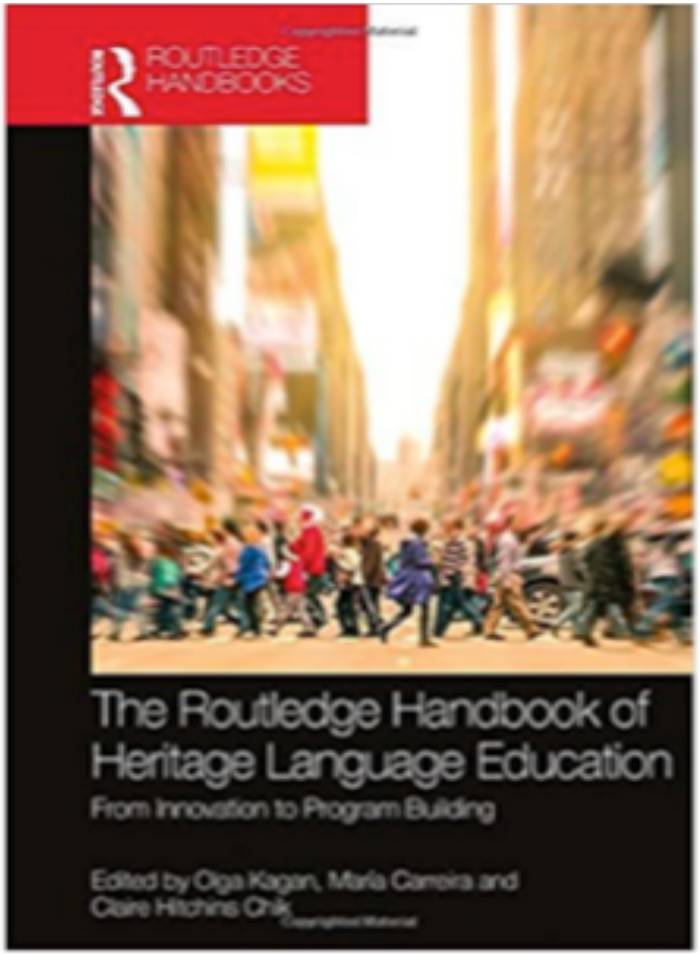
Institutionalization

A process through which innovations or novel practices are made to be normal or prevailing practices within the organization (Nworie, 2015).

Innovation: HL education

"In education institutionalization can span a wide range of contexts, from individual classrooms, to an entire school or school district, all the way to the national level, including policymaking" (Timmermans, 1987).

Institutionalization



Geographical sites:

North and Latin America, Europe, Israel, Australia, New Zealand, Japan, and Cambodia.

Educational levels: All (pre-K – 16)

Languages (20):

Albanian, Arabic, Armenian (Eastern and Western), Bengali, Brazilian Portuguese, Chinese, Czech, French, Hindi-Urdu, Japanese, Khmer, Korean, Pasifika languages, Persian, Russian, Spanish, Turkish, Vietnamese, and Yiddish

Four indicators of institutionalization

Ekholm & Trier (1987)

1. *Acceptance by relevant participants who see the innovation as valuable and as legitimately belonging;*
2. *Widespread use of the innovation throughout the institution, organization, district, etc.;*
3. *Firm expectation that use of the practice and/or product will continue;*

Indicators of institutionalization

4. *The innovation is stable and routinized in the sense that:*
   - *Continuation does not depend on the actions or motivations of specific individuals but on the culture or structure of the organization or on procedures that have been put in place to support the innovation; and*
   - *Time, space, personnel, funding, and other resources are routinely allocated.*

Adapted from Eckholm & Trier (1987, p. 17); Eiseman, Fleming, & Roody (1990, p. 12-13); Miles & Louis (1987, p. 26).

Recall: The study of LOTEs in the U.S.

Not tracked:
Number of HL learners

Not tracked:
Availability of HL courses/instruction

Relatively few HLs are taught
Little correspondence to US linguistic landscape
(Missing: Tagalog (#3) and Vietnamese (#4))

Four indicators of institutionalization

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2. *Wides… …ghout the in… …c.*
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The institutionalization of HLs in tertiary education in the U.S.

Carreira (2017)

Online survey of 296 post-secondary language programs in the U.S. that teach HL learners (+ selective follow up interviews and class visits/observations);

Geographical sites: 34 states;

Institution types:

Roughly two thirds (202/296) of the institutions represented are public and the rest are private. One third (99) are Ph.D. granting institutions, 21.9% (65) are terminal M.A. granting institutions, 16.2% (48) are terminal B.A. granting institutions, and 11% (34) are community colleges

27 Languages

Spanish (76), Chinese (50), Arabic (44), Russian (36), Hindi/Urdu (32), Korean (13), Farsi (11), Vietnamese (5), Japanese (4), Tagalog (3), Hebrew (2), Portuguese (2), Punjabi (2), Serbo-Croatian (2), Yoruba (2), Armenian (1), Bulgarian (1), French (1), Greek (1), Hmong (1), Hungarian (1), Indonesian (2), Italian (1), Polish (1), Tamil (1), Thai (1), Yiddish (1).

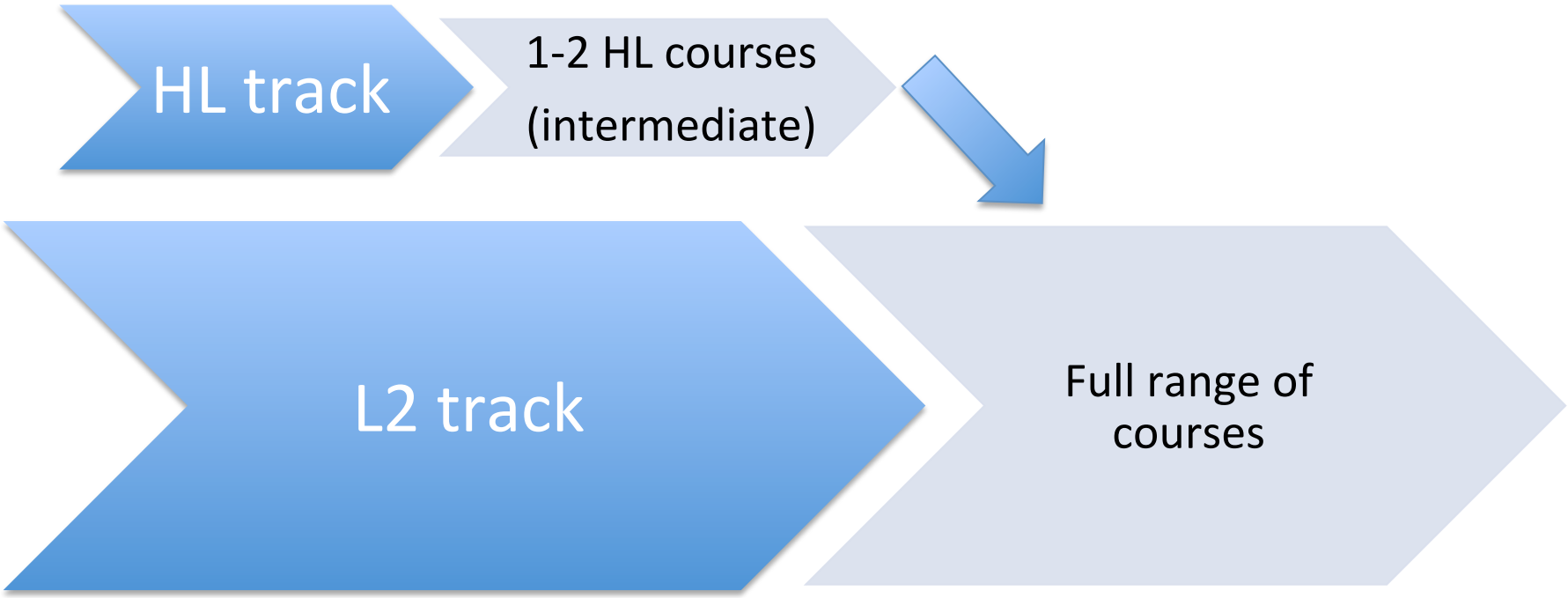
SIX KEY FINDINGS

1. A significant number of programs offer HL-specific courses

- Close to half (47%, 141/296) of the programs surveyed have separate instruction for HL learners (cf. Beaudrie (2011, 2012) for similar numbers for Spanish) – however, self-selection bias.

2. The HL track is transitional and limited in curricular scope

47% of surveyed programs	62% of such programs



Programs need a critical mass of HL learners to offer HL courses

Faculty with initiative, expertise, authority, as well as special access to institutional resources

An Arabic professor

In the end, I think that the success of this program is based on a lot of reasons. First, I built the program methodically and realistically (not over anticipating enrollments, as is often the case). Second, I have spread out expenditures by, say, offering certain courses through the evening program, which is another budget. Or, I open sections of courses (languages or content courses) specifically through the Honors Programs, which attracts a highly motivated and high achieving group of students. Partially, I also frequently take on students in independent studies, usually graduate students or upper class students, to accommodate the need for advanced language, literature, and culture courses.

BACK TO
3. But a having a critical mass of HL learners is not enough

Also needed: Faculty with initiative, expertise, authority, as well as special access to institutional resources

Problem: HL courses are typically taught by part-time, non-tenure track instructors

4. HL learners are frequently taught in out-of classroom formats

- 53% of programs do not offer HL classes
- Among such programs, roughly half (48%) offer HL instruction in some kind of alternative/out-classroom format: independent studies, service learning, tutoring, internships, etc.
- If we factor these in, the percentage of programs that offer HL-specific instruction, in one form or another, rises to 73% (215/296).

Indicators of institutionalization

Widespread implementation of HL instruction

1. *Acceptance by relevant participants*
2. *Widespread use of the innovation*
3. *Firm expectation that use of the practice and/or product will continue;*
4. *The innovation is stable and routinized. There is person independence*

But acceptance by whom?

Indicators of institutionalization

Widespread implementation of HL instruction and acceptance of this innovation in language programs.

1. *Acceptance by relevant participants who see the innovation as legitimately belonging*
2. *Widespread use of the innovation*
3. *Firm expectation that use of the practice and/or product will continue;*
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But acceptance by whom?

5. Many relevant participants are not on board

- The availability of HL instruction (HL classes and alternative options) often depends on high levels of volunteerism and initiative by committed faculty rather than institutional support. Most faculty are part-time.
- As a result, in many programs the availability of HL instruction fluctuates from one term to another, creating problems of articulation across the

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6. Roadblocks to institutionalization

1. The persistent problem of low HL enrollments
2. Teacher qualification
3. Pedagogical materials
4. HL teaching is not on the path to tenure
5. Colleagues and administrators

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6. Roadblocks to institutionalization

1. The persistent problem of low HL enrollments
2. Teacher qualification
3. Pedagogical materials
4. HL teaching is not on the path to tenure
5. Colleagues and administrators

Dealing with this problem through out-of classroom formats

Recall that many departments without an HL track offer these kinds of educational opportunities.

The positive:

(1) Not subject to minimal enrollments

(2) Offer personalized/ individualized instruction

(3) Capacity, desire, and opportunity

Indicators of institutionalization: Person independence

4. *The innovation is stable and routinized in the sense that:*

   Continuation does not depend on the actions or motivations of specific individuals but on the culture or structure of the organization or on procedures that have been put in place to support the innovation; and

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Roadblocks to institutionalization

1. The persistent problem of low HL enrollments
2. Teacher qualification
3. Pedagogical materials
4. HL teaching is not on the path to tenure
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Teacher qualification

McGinnis (2014): “the question is not whether there are current or potential HL students, (but) the more critical, crosscutting need is for teachers – certified or not, by alternative or traditional means – who are sufficiently qualified and committed to the teaching and learning of their language and cultural heritage” (p. 147).

- Pedagogical materials
- HL teaching is not on the path to tenure
- The persistent problem of low HL enrollments
- Certificates in HL teaching ($$$)

Overall assessment of the institutionalization of HL education

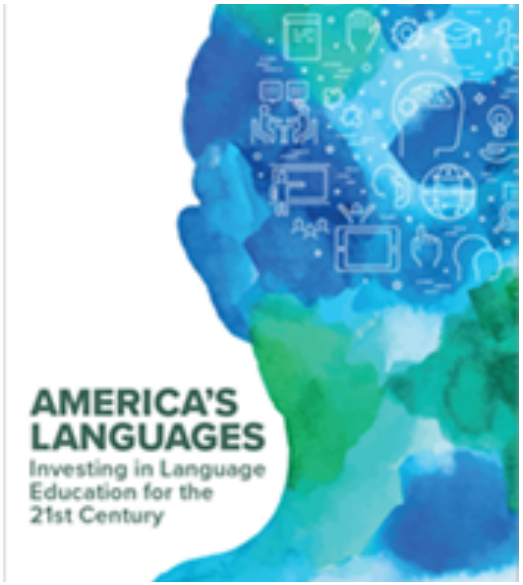
1. Levels of acceptance: Mixed picture
2. Widespread use of the innovation: Mixed picture
3. Expectation of continuation
4. Person independence

Weak

Significant, interconnected roadblocks to institutionalization

20 YEARS LATER, WHY ARE WE STILL
HL
AN IUCH
WHEN IT IS MADE?

HL education is not institutionalized



Overview of this presentation

Heritage Language (HL) education in the United States

- The U.S. Linguistic landscape
- Institutionalization: HL education in schools
- ➢ Bottom-up innovation: Educational entrepreneurship

BOTTOM UP INNOVATION

IDEAS BUBBLE UP FROM EDUCATIONAL LEADERS

Recall: The Arabic Professor

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EXAMPLE OF PERSON DEPENDENCE, LACK OF ROUTINE ALLOCATION OF RESOURCES

1. *Acceptance by relevant participants*
2. *Widespread use of the innovation*
3. *Firm expectation that use of the practice and/or product will continue*
4. *The innovation is stable and routinized. There is person independence*

Isolation, lack of dissemination
(Nworie, 2015)

- It becomes difficult to innovate and institutionalize when efforts to redesign or improve courses rests on a few faculty or teaching support staff whose work remains isolated
- Institutionalization requires maintaining a repository to collect and preserve best practices and developing a mechanism for dissemination.

Isolation, lack of dissemination of the innovation (Nworie, 2015)

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Networks

Dumay, Cattonar, Maroy & Mangez (2013)

Interorganizational networks serve as conduits for the diffusion of practices and ideas

Institutional culture

While these innovators are essential for driving the cutting edge of practice, their impact on the wider culture of teaching and learning is often highly limited due to being subsumed by larger forces within institutions, such as departmental culture, inertia and resistance to change, funding issues, and lack of management support

(Glover, Hepplestone, Parkin, Rodger and Irwin, 2016)

BOTTOM UP INNOVATION

IDEAS BUBBLE UP FROM EDUCATIONAL LEADERS

+

DISSEMINATION

NETWORKS, ENABLING CULTURE

Networks + enabling culture

- Create a new plane of collaboration
- Lead to *disruptive innovation*, *transformational change* (Christensen, 2011; Puentedura, 2010)

Examples of this type of bottom up innovation (disruptive, transformational)

- The Coalition of Community-Based Heritage Language Schools
  - Educational entrepreneurs
  - Networks
  - Dissemination of knowledge
  - Enabling culture
- Others

Coalition of Community-Based Heritage Language Schools

About Us ▾ Activities ▾ Language Representatives ▾ Heritage Language Schools ▾ Resources ▾ News ▾

Founded in 2013 by a core group of community-school teachers and administrators, led by Dr. Joy Kreeft Peyton

Need: The field of HL education was not differentiated, not enough focus on community-based schools.

Goals: To make community-based schools visible in the national language learning landscape and to connect them, to facilitate the sharing of information and resources.

Membership: 97 language representatives who work with 35 languages

Partnerships: CAL (Center for Applied Linguistics), JNCL/NCLIS (Joint National Committee for languages), NHLRC, NNELL (National Network of Early Language Learning), Office of English Language Learning (OELA)

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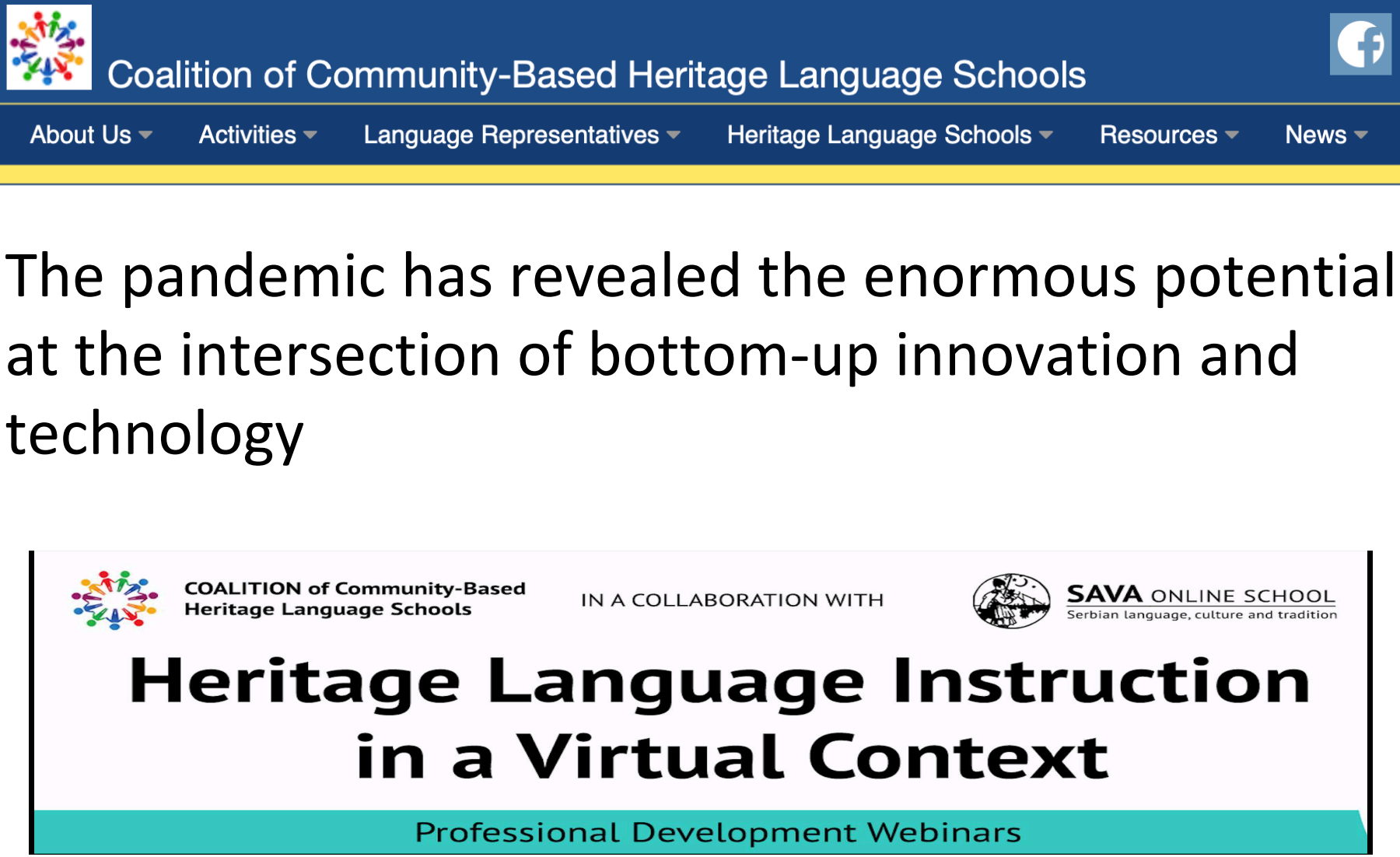
SELECTED ACTIVITIES:

DISSEMINATION OF INFORMATION, NETWORKS, ENABLING CULTURE, MATERIALS AND TEACHER TRAINING, VISIBILITY, LEGITIMACY

1. **TRACKING COMMUNITY-BASED SCHOOLS**
   - 457 schools, geography, structure of instruction, student and instructor characteristics, supplementary activities, etc.
   - Inclusion in a national guide of exemplary language programs
2. **RESOURCES FOR EDUCATORS, LEARNERS, PARENTS, ADMINISTRATORS**
   - Database of curricula and projects
   - International Guidelines for CBHL schools
3. **YEARLY CONFERENCES, REGULAR WEBINARS ON ISSUES OF PRACTICE**
   - This year's conference featured speakers from organizations in Australia, Canada, Ireland, Iceland, the Netherlands
   - Webinars focused on issues of practice − online teaching, educational innovation


Coalition of Community-Based Heritage Language Schools
About Us
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News
The pandemic has revealed the enormous potential at the intersection of bottom-up innovation and technology
COALITION of Community-Based Heritage Language Schools
IN A COLLABORATION WITH
SAVA ONLINE SCHOOL
Serbian language, culture and tradition
Heritage Language Instruction in a Virtual Context
Professional Development Webinars

COALITION of Community-Based Heritage Language Schools

IN A COLLABORATION WITH

SAVA ONLINE SCHOOL
Serbian language, culture and tradition

Heritage Language Instruction in a Virtual Context

Professional Development Webinars

Model for increasing the variety of HL languages taught and aligning instruction with local communities of speakers

A way to meet particular needs:
Experiential learning
professional training
Translation and interpretation

BOTTOM UP INNOVATION

IDEAS BUBBLE UP FROM EDUCATIONAL LEADERS

NETWORKS + DISSEMINATION + ENABLING CULTURE

DISRUPTIVE/TRANSFORMATIONAL INNOVATION

Disruptive innovation

In business theory: making services available to a broader market, creating a new market and value network (Christensen, Raynor and McDonald, 2013)

Transformation

In educational technology: the use of technology to create new tasks previously inconceivable

(Romrell, Kidder and Wood, 2014)

- HL education: The SAVA School
- Collecting and disseminating pedagogical materials: The Coalition, OER movement
- Professional development: The Coalition, webinars, podcasts, blogs, online conferences

Disruptive innovation in HL education

- The Coalition of Community-Based Heritage Language Schools
  - Educational entrepreneurs
  - Networks
  - Dissemination of knowledge
  - Enabling culture
- Others

HLX Reads

Bringing teachers together around great reads

WITH SAVA ONLINE SCHOOL

rtment of Spanish and Portuguese, University of
lege Park

e on or off Facebook

home workshops more +

HLXCHANGE.COM

Dissemination of information
through social media
Facebook and Twitter

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tations in Spanish as a heritage language courses.

bout the Spanish Heritage Language Research Center
ents and resources for teachers):

https://shlrc.weebly.com/ **See less**

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of the Purépecha Language in the United States
Dr. Valeria Valencia Zamudio

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New bottom-up innovations in HL education

- Create networks that transcend departmental cultures and address roadblocks
- Offer opportunities for continuous professional development that are: personalized, accessible, flexible, meaningful, inclusive, varied, wide-reaching, affordable (free)
- Engage with front-line educators, who best understand the systemic problems

The Heritage Language Exchange

A site for and by teachers

HLXchange.com

Upcoming events: HLXchange.com

The HLX Virtual Heritage Languages Programs Fair

KEYNOTE SPEAKER

Dr. Michelle Anciaux Aioki

Successful practices in Heritage Language program design and implementation

February 5-6, 2022

HL educators and administrators will gather to talk about:

- current trends
- solutions to common challenges
- the opportunities and rewards of a successful HL program

FEATURING

Poster presentations
Affinity group meetings
The Heritage Meets Heritage Project (Yale University)

CALL FOR PAPERS

We invite educators from all languages and educational levels to showcase their program-level strategies and practices for meeting the needs of heritage language learners.

Deadline for abstract submission:
December 5, 11:59 PST

Free and open to the public
Registration opens December 20

For more information visit:
HLXchange.com

HLX Reads

Bringing teachers together around great reads

Dec. 2nd, 2021
4:00 - 5:30 PM PST

What is "postmethod" language teaching and why has it been so influential?

Join us for a community read and discussion of Professor Anna Mendoza's blog entry *What is "postmethod" teaching and why has it been so influential?*

Professors Anna Mendoza (University of Hong Kong) and Jayson Parba (University of Hawai'i at Manoa) will lead us in exploring how postmethod language teaching can help HL teachers serve the needs of their learners.

This event is free and open to the public
Registered participants will receive a Zoom link

For more information visit:
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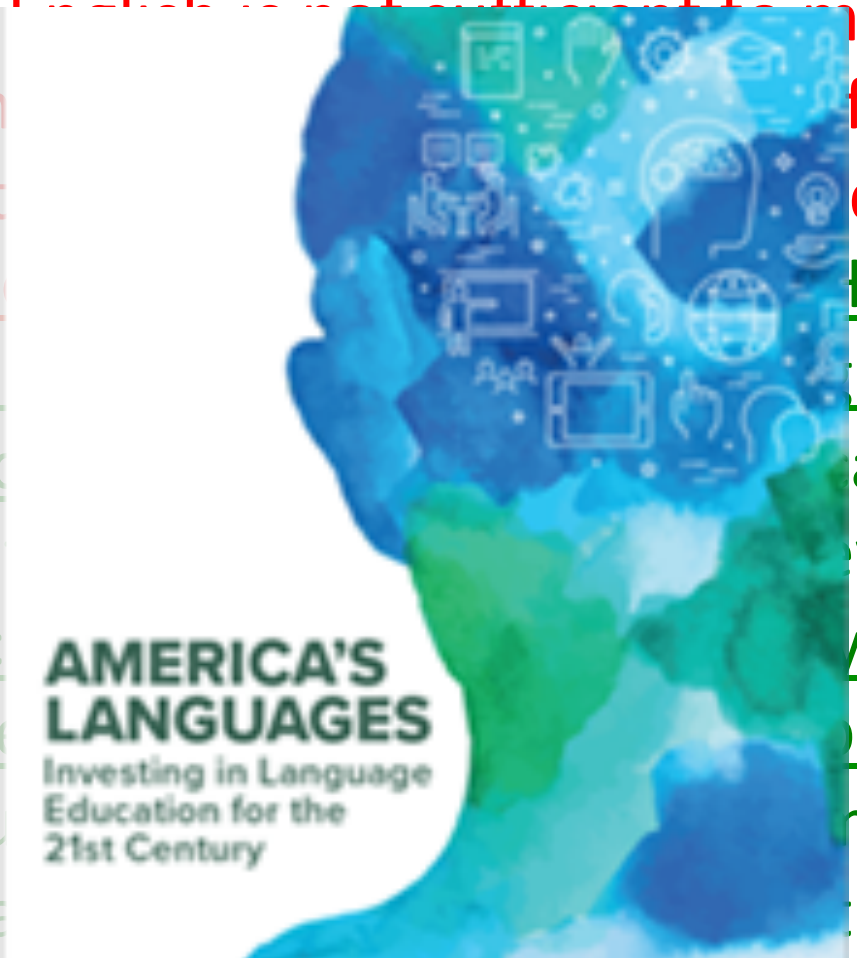
Summary and look ahead

- The U.S. is a multilingual society with unmet linguistic needs and a large, but invisible source of language capacity
- The Top-down view: The teaching of HL languages is far from being institutionalized in U.S. schools and universities
- Promising new direction: Bottom-up innovation, educational entrepreneurs, networks, dissemination, enabling culture
- Disruptive innovation

America's Languages: 2017

(P)roficiency in English is not sufficient to meet the nation's needs in a shrin f individual citizens who int d cultures more than at any oth Heritage speakers have a working uage even before they enter the ational investments at evels, they have a head start in ac y that would be as beneficial to th e to the nation as a whole. Undou ne proficient in their heritage la study and ongoing instruction.



THANK YOU

MARIA.CARREIRA@CSULB.EDU

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THANK YOU

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