

# Teaching Chinese, Japanese, and Korean Heritage Language Students

Curriculum Needs,  
Materials, and Assessment

Edited by

Kimi Kondo-Brown • James Dean Brown

*ESL & Applied Linguistics Professional Series*

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Teaching  
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This book is dedicated with love and appreciation to our  
mothers, Mitsuko Kondo and Jeanne Y. Brown

## PREFACE

This edited book aims at further promoting and improving HL instruction by providing a collection of theoretical and practical papers about HL curriculum design, learner needs, materials development, and assessment procedures. Heritage language (HL) learners are defined in this book as “any learners who have acquired their cultural and linguistic competence in a nondominant language primarily through contact at home with foreign-born parents and/or other family members” (see first sentence of chap. 1 for source). Interest in HL students defined as such is growing by leaps and bounds. Indeed, HL instruction is increasingly becoming a “hot topic” in the field and may even be said to be a burgeoning subdiscipline within the fields of foreign language (FL) education and applied linguistics.

The target language groups in this collection are Chinese, Japanese, and Korean. In countries like the United States and Canada, speakers of East Asian languages are among the fastest growing populations. School and adult children from this growing immigrant population are studying their HLs in a variety of settings at different stages of their lives. In the United States, for example, there are numerous community-based HL and supplementary schools where school-age HL children study their HLs. At the university level, HL students from East Asian backgrounds are becoming more visible than ever in language courses, where they study their HLs in either traditional FL classes in a single-track system, or special heritage or bilingual courses in a multitrack system.

The authors in this collection have worked with school-age and/or university HL students from East Asian backgrounds as teachers and researchers. Most of them are themselves from East Asian immigrant backgrounds. The work collected in this book not only makes references to the existing learning and curriculum theories but also generates new ideas and questions based on previous and new empirical data about East Asian HL students learning experiences and outcomes.

We hope that this book will prove useful to applied linguists, educators, and graduate students who are interested in FL curriculum, pedagogy, and assessment studies; HL development and instruction; and East Asian language learning and teaching. The book may also prove useful as a primary text or reference for researchers, educators, and students for instructional and research purposes in departments concerned with East Asian language

students, or as a main or supplementary text in FL curriculum development and pedagogy courses. To these ends, chapters on the following topics have been included:

- Chapter 1**—Kondo-Brown and Brown provide a detailed overview of the aim and scope of the entire book, with a special focus on pedagogical and curriculum issues involved, and detailed descriptions of the chapters and how they are organized.
- Chapter 2**—Kondo-Brown provides a literature review of recent empirical studies that deal with needs analysis, curriculum innovations, as well as instructional and assessment activities for heritage learners in East Asian languages.
- Chapter 3**—Kataoka, Koshiyama, and Shibata report on a study of approximately 1,600 first- to ninth-grade Japanese *hoshuukoo* students' performances on assorted Japanese and English proficiency tests with the goal of determining their language and curricular needs.
- Chapter 4**—Hasegawa examines the validity of various Japanese proficiency measures used in empirical studies to study Japanese heritage learners with the goal of examining the needs for developing specific proficiency measurement instruments for child HL learners.
- Chapter 5**—H.-S. Kim reports on a study of two groups of nonheritage learners and three groups of heritage learners with the goals of identifying the differences in their language transfer and strategies when processing Korean relative clauses and providing pedagogical implications for HL instruction.
- Chapter 6**—Kondo-Brown and Fukuda investigate how language background factors such as heritage background and study/living abroad experiences influence the intersentential referencing of Japanese texts and lead to implications for teaching reading in the single-track program where HL and non-HL university students study together.
- Chapter 7**—Lee and Kim examine second-generation Korean American college students' language attitudes with a focus on their motivational orientations, learning situation, and self-efficacy, as well as applications of these concepts to curriculum design.
- Chapter 8**—Yu proposes "a compromise curriculum" that simultaneously attends to the language needs of university heritage and nonheritage learners of Korean at the beginning and intermediate levels.

- Chapter 9**—Weger-Guntharp investigates the language and affective needs of university heritage and nonheritage learners of Chinese in the regular track designed primarily for the nonheritage learners.
- Chapter 10**—Drawing on empirical evidence about child Japanese HL learners as well as educational and instructional theories for child learners, Douglas provides a model for developing curriculum and implementing pedagogical strategies for young HL learners.
- Chapter 11**—Wu discusses the motivations and linguistic needs of Chinese heritage learners, and then explores ways to blend technology, a learner-centered approach, and the 5 Cs principles of the National Standards for Foreign Language Education into a curriculum that meets their needs.
- Chapter 12**—Zhang and Davis report on an action-oriented interpretative case study that examines the effects of online chats in developing Chinese literacy skills of university heritage learners in an experimental class.

Before the publication of this book, curriculum developers who wished to focus on HL learners had to rely largely on general second language (L2) curriculum books. However, this is the first curriculum development book for child and adult HL students in which the implications and recommendations are not only connected to L2 curriculum models and learning theories but also specifically founded on evidence from empirical studies about HL students. We hope that this book will promote research about heritage students in East Asian languages and provide ideas and inspiration that will help improve the teaching of HL students in various educational settings all over the world.

## ACKNOWLEDGMENTS

We would like to thank the reviewers commissioned by LEA for their thorough and valuable feedback as well as the LEA editorial and production staff, especially Dr. Eli Hinkel and Naomi Silverman, for their creativity and professionalism in helping us to produce this book. We would also like to thank all of the authors for their outstanding contributions.

*Kimi Kondo-Brown and J.D. Brown*  
*Kane'ohe, Hawai'i*

# LIST OF CONTRIBUTORS

James Dean Brown  
Department of Second Language Studies  
University of Hawai`i at Mānoa  
Honolulu, Hawai`i

Niki Davis  
Center for Technology in Learning and Teaching  
Iowa State University  
Ames, Iowa

Masako O. Douglas  
Department of Asian & Asian American Studies  
California State University, Long Beach  
Long Beach, California

Chie Fukuda  
Department of East Asian Languages & Literatures  
University of Hawai`i at Mānoa  
Honolulu, Hawai`i

Tomomi Hasegawa  
Department of Second Language Studies  
University of Hawai`i at Mānoa  
Honolulu, Hawai`i

Hiroko C. Kataoka  
Department of Asian & Asian American Studies  
California State University, Long Beach  
Long Beach, California

Hae-Young Kim  
Department of Asian & African Languages & Literature  
Duke University  
Durham, North Carolina

Hi-Sun Helen Kim  
Department of East Asian Languages & Civilization  
University of Chicago  
Chicago, Illinois

Kimi Kondo-Brown  
Department of East Asian Languages and Literatures  
University of Hawai`i at Mānoa  
Honolulu, Hawai`i

Yasuko Koshiyama  
International Studies & Languages Division  
Pepperdine University  
Malibu, California

Jin Sook Lee  
Department of Education  
University of California, Santa Barbara  
Santa Barbara, California

Setsue Shibata  
Department of Modern Languages & Literatures  
California State University, Fullerton  
Fullerton, California

Heather Dawn Weger-Guntharp  
Department of Linguistics  
Georgetown University  
Washington, D.C.

Sue-mei Wu  
Department of Modern Languages  
Carnegie Mellon University  
Pittsburgh, Pennsylvania

William H. Yu  
Department of East Asian Languages & Literatures  
University of Hawai`i at Mānoa  
Honolulu, Hawai`i

De Zhang  
Center for Technology in Learning and Teaching  
Iowa State University  
Ames, Iowa

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PART

# I

Overview



# INTRODUCTION

Kimi Kondo-Brown  
James Dean Brown  
*University of Hawai'i at Mānoa*

## THE AIM AND SCOPE OF THIS BOOK

Heritage language (HL) learners are defined in this book as any learners who have acquired their cultural and linguistic competence in a nondominant language primarily through contact at home with foreign-born parents and/or other family members (The UCLA Steering Committee, 2000; Valdés, 1995). For example, Jon in Kondo's (1997) study was a 19-year-old Japanese American who had the bilingual and bicultural capacity to go between Japanese-speaking immigrant parents and English-speaking peers and others in the community. Jon was born and raised in a middle-class, multi-ethnic community in Honolulu, where he was immersed in English throughout his K–12 years. Jon spoke only Japanese at home until he started going to an English-speaking kindergarten. In kindergarten, Jon learned English quickly, and in elementary school, he was the top of his class. Although Jon used English exclusively outside home, he continued to