Contents

List of figures vii
List of tables x
Acknowledgments xii

1 Introduction 1
2 Heritage languages and heritage speakers 13
  2.1 What is a heritage language? 13
  2.2 Who is a heritage speaker? 15
  2.3 Heritage language communities 23
  2.4 Other heritage speakers 34
  2.5 Summary 40
3 The language of heritage speakers 41
  3.1 Bilingual competence in heritage speakers 42
  3.2 The grammar of heritage speakers 48
  3.3 Natural linguistic processes at work 85
  3.4 Summary 88
4 The bilingual development of heritage speakers 90
  4.1 Bilingual acquisition 91
  4.2 Acquisition and mastery of a language 99
  4.3 Language development and age 109
  4.4 Factors affecting the language development of heritage speakers 117
  4.5 Implications 128
5 Theoretical approaches 131
  5.1 Theories of native language acquisition 132
  5.2 Some theoretical perspectives on second language acquisition 143
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.3</td>
<td>Theoretical approaches to heritage language acquisition</td>
<td>149</td>
</tr>
<tr>
<td>5.4</td>
<td>Summary</td>
<td>164</td>
</tr>
<tr>
<td>6</td>
<td>Methodological considerations</td>
<td>165</td>
</tr>
<tr>
<td>6.1</td>
<td>Research methods</td>
<td>165</td>
</tr>
<tr>
<td>6.2</td>
<td>What is the baseline?</td>
<td>168</td>
</tr>
<tr>
<td>6.3</td>
<td>Unilingual versus bilingual approach</td>
<td>175</td>
</tr>
<tr>
<td>6.4</td>
<td>Defining and describing the population of heritage speakers</td>
<td>179</td>
</tr>
<tr>
<td>6.5</td>
<td>Experimental data and types of tasks</td>
<td>188</td>
</tr>
<tr>
<td>6.6</td>
<td>Group versus individual results in experimental studies</td>
<td>203</td>
</tr>
<tr>
<td>6.7</td>
<td>Summary</td>
<td>207</td>
</tr>
<tr>
<td>7</td>
<td>How native are heritage speakers?</td>
<td>208</td>
</tr>
<tr>
<td>7.1</td>
<td>Native-like ability in some heritage speakers</td>
<td>208</td>
</tr>
<tr>
<td>7.2</td>
<td>Non-native ability in most heritage speakers</td>
<td>215</td>
</tr>
<tr>
<td>7.3</td>
<td>Heritage speakers and child L1 learners</td>
<td>226</td>
</tr>
<tr>
<td>7.4</td>
<td>Child and adult heritage speakers</td>
<td>231</td>
</tr>
<tr>
<td>7.5</td>
<td>Different input?</td>
<td>237</td>
</tr>
<tr>
<td>7.6</td>
<td>Summary</td>
<td>248</td>
</tr>
<tr>
<td>8</td>
<td>Are heritage speakers like second language learners?</td>
<td>249</td>
</tr>
<tr>
<td>8.1</td>
<td>Differences and similarities between heritage speakers and second language learners</td>
<td>250</td>
</tr>
<tr>
<td>8.2</td>
<td>Heritage speakers and second language research</td>
<td>252</td>
</tr>
<tr>
<td>8.3</td>
<td>The role of experience in heritage and second language development</td>
<td>277</td>
</tr>
<tr>
<td>8.4</td>
<td>Classroom research</td>
<td>288</td>
</tr>
<tr>
<td>8.5</td>
<td>Summary</td>
<td>296</td>
</tr>
<tr>
<td>9</td>
<td>Some implications</td>
<td>298</td>
</tr>
<tr>
<td>9.1</td>
<td>Language sciences</td>
<td>299</td>
</tr>
<tr>
<td>9.2</td>
<td>Language education</td>
<td>303</td>
</tr>
<tr>
<td>9.3</td>
<td>Language policies</td>
<td>307</td>
</tr>
<tr>
<td>9.4</td>
<td>Conclusion</td>
<td>309</td>
</tr>
</tbody>
</table>

References: 311
Index: 349
Author index: 358