

The CILC Students and
Instructors of Languages
in Community College
(SILCC) Surveys:
Opting into heritage or
L3 language study

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Language at
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BACKGROUND



WHY SURVEY CC LOTE STUDENTS?

- Heritage Speakers at CCs
 - Community colleges (CCs) provide a gateway to postsecondary education for a large number of minority students, including a large number of 1.5- and 2nd-generation immigrants (i.e., heritage speakers) (10.8% of SILCC Survey student respondents were 1st generation, 38.6% were 1.5 or 2nd generation, and 50.6% were 3rd+)
 - According to the SILCC Surveys, 42% of language students at CCs are heritage language speakers
- CC students have received little attention in modern language (ML) research
 - CC students account for 35-40% of the total undergraduate enrollment in the U.S., but there is very little research about their pedagogy and students in the modern language classroom
- Decrease in ML enrollment between 2009 and 2013 reported by MLA was disproportionately large among CC students (CCs: -12.6%; 4- year institutions: -4.7%)

OTHER STUDIES

- Community College Survey of Student Engagement (CCSSE)
- Integrated Postsecondary Education Data System (IPEDS)
- Modern Language Association (MLA) Enrollment Surveys
- General findings of the instructor and student surveys (Nagano, Funk, and Ketcham, 2017)

RESEARCH QUESTIONS

- Do CC students make the most of their familiarity with heritage languages?
- What are the differences between students who try to take a modern language course of their own heritage language and those who study a new language?

METHODS



METHODS & SAMPLE

- American Association of Community Colleges (AACCC)
 - List of 831 affiliated CCs across the US
- Websites mined for instructor e-mails
- Instructors mailed and asked to administer paper survey in one section of a language course, Fall 2015
- 1756 student and 140 instructor responses at 101 CCs in 33 states

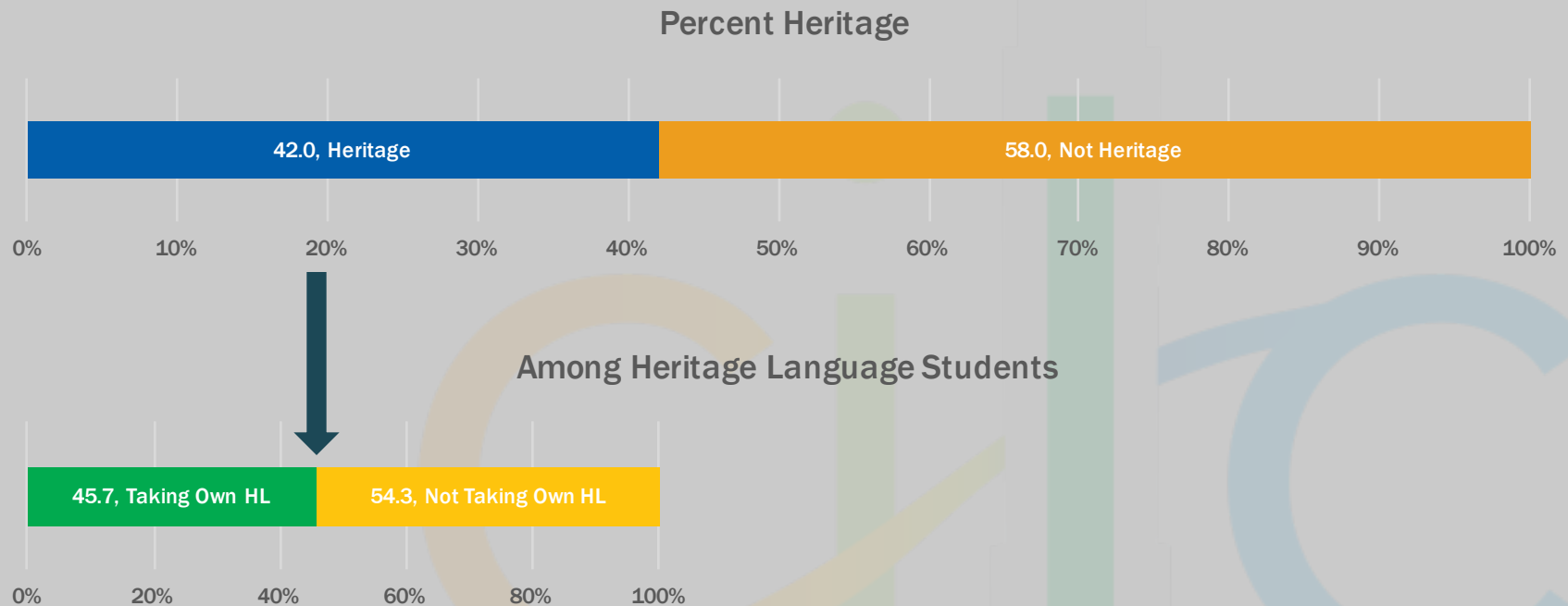
HERITAGE DEFINITION

- What defines a heritage language learner has been the topic of much scholarly discussion
- For this study, we operationalize “heritage language learner” as someone who
 - Reports using a language other than English at home either presently or previously
 - Reports being born in the U.S. or arriving age 13 or younger

DATA AND DESCRIPTIVE STATISTICS

PERCENT HERITAGE

- 1,756 students in modern language classes at CCs in Fall 2015



HLTs AND HLN_s

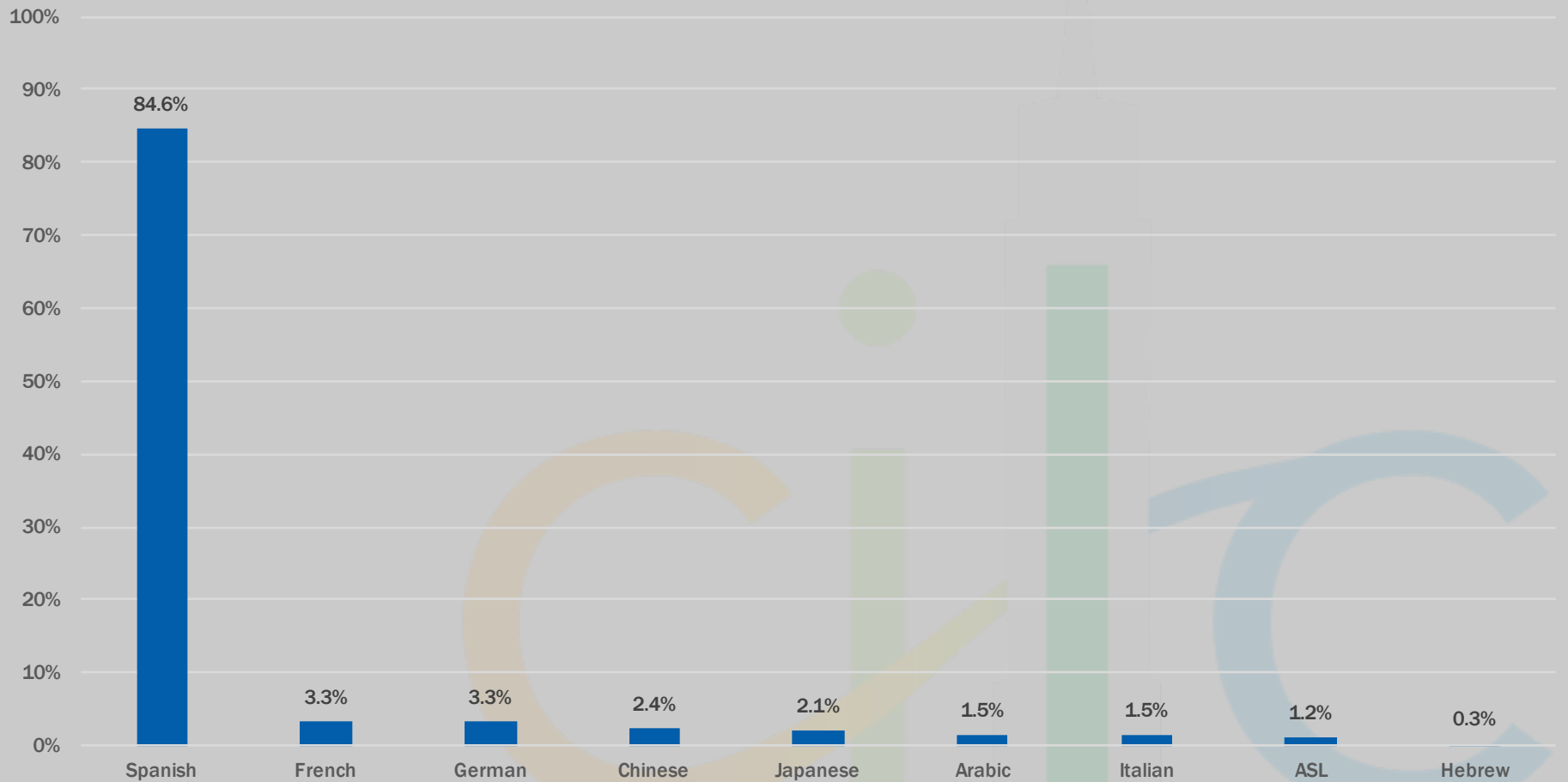
- We define HLTs as heritage learners studying their own HL, and HLN_s as heritage learners studying an L3+.
- While HLN_s may mirror L2s in many ways, compared to L2s, they may also have
 - a broader set of linguistic concepts to draw on
 - and/or more developed intercultural competence

HLTs AND HLN_s

- Comparison between HLs studying their own HL (HLT) and HLs studying another language (HLN) can be an artifact of language groups (Spanish vs. Others)
- Follow-up comparisons between Spanish (HLT-S or HLN-S) and the other languages (HLT-O or HLN-O) are conducted when necessary

HLTs BY LANGUAGE STUDIED

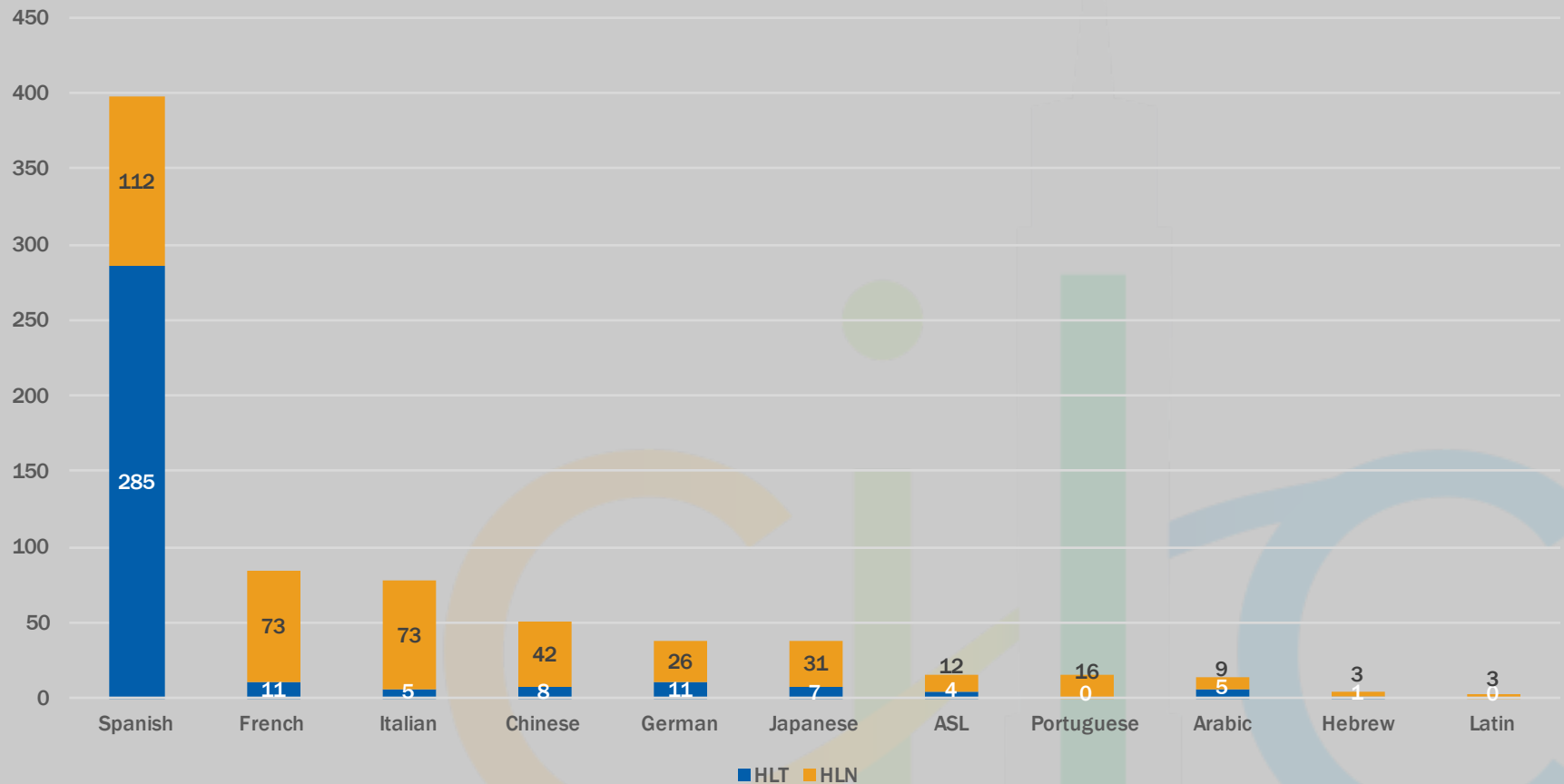
Percent HLLs studying their own HL by Language



ANALYSIS AND FINDINGS

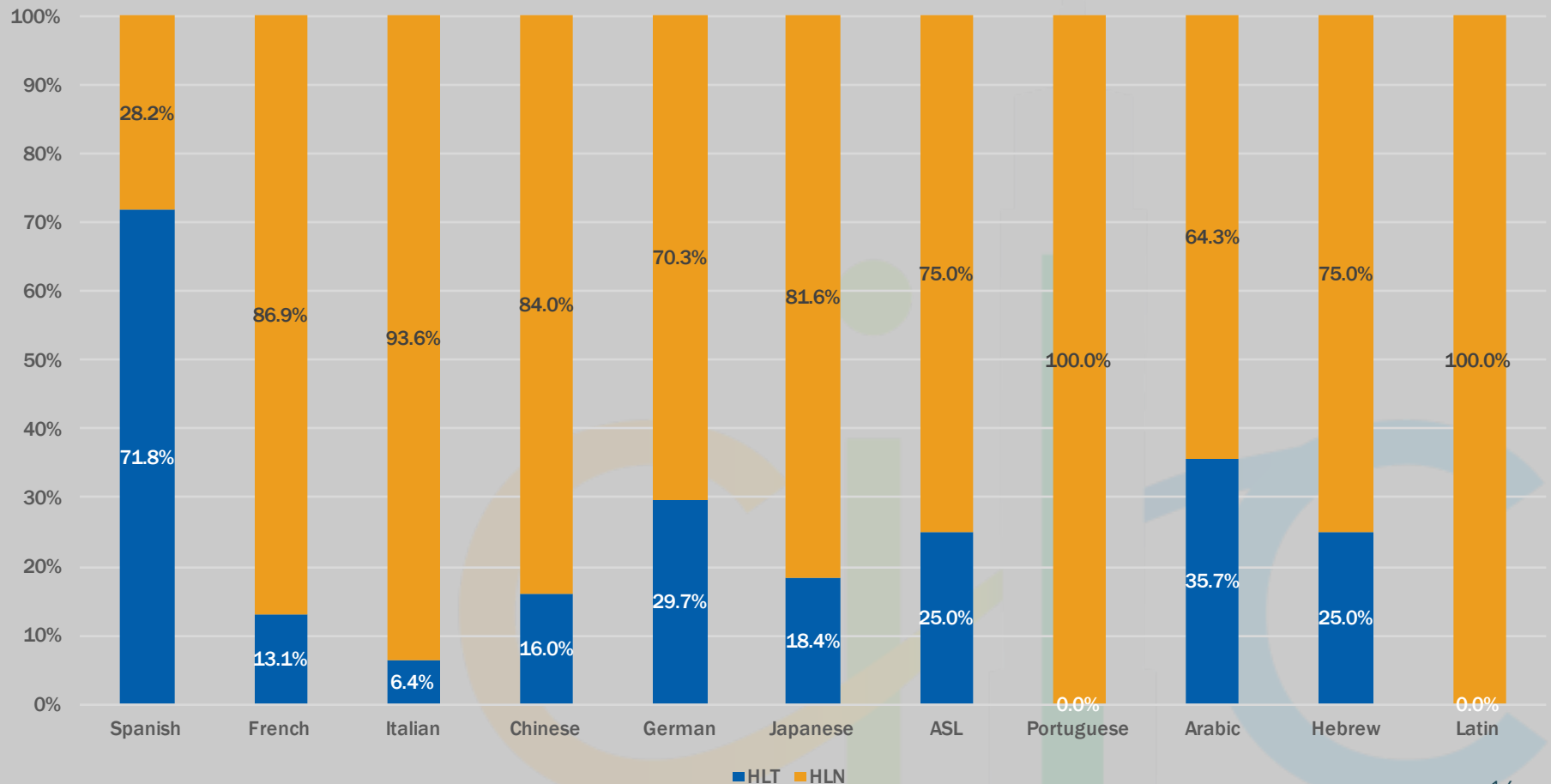
WHO STUDIES THEIR OWN HL?

Number of HLLs Studying Own HL by Language



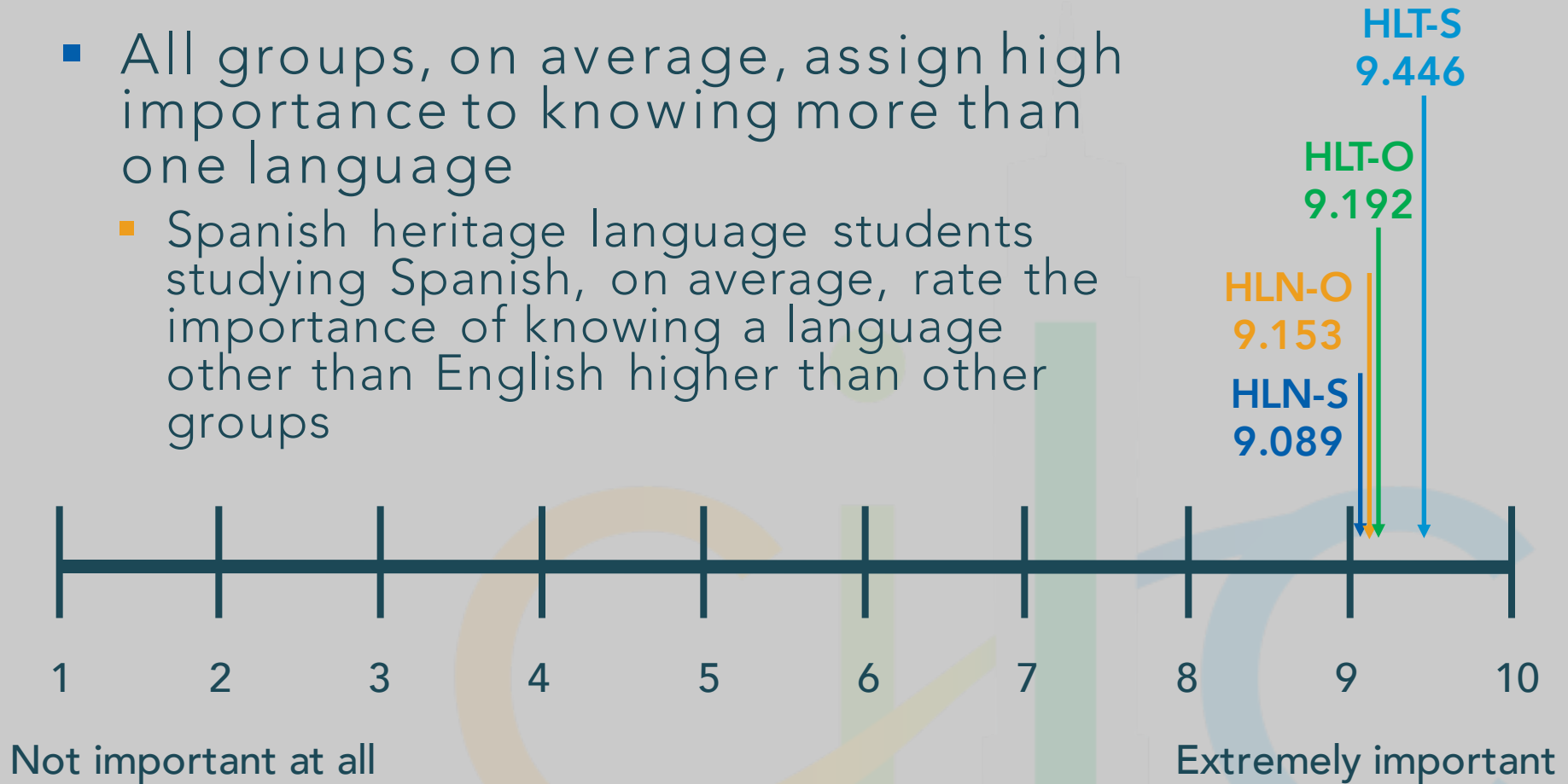
WHO STUDIES THEIR OWN HL?

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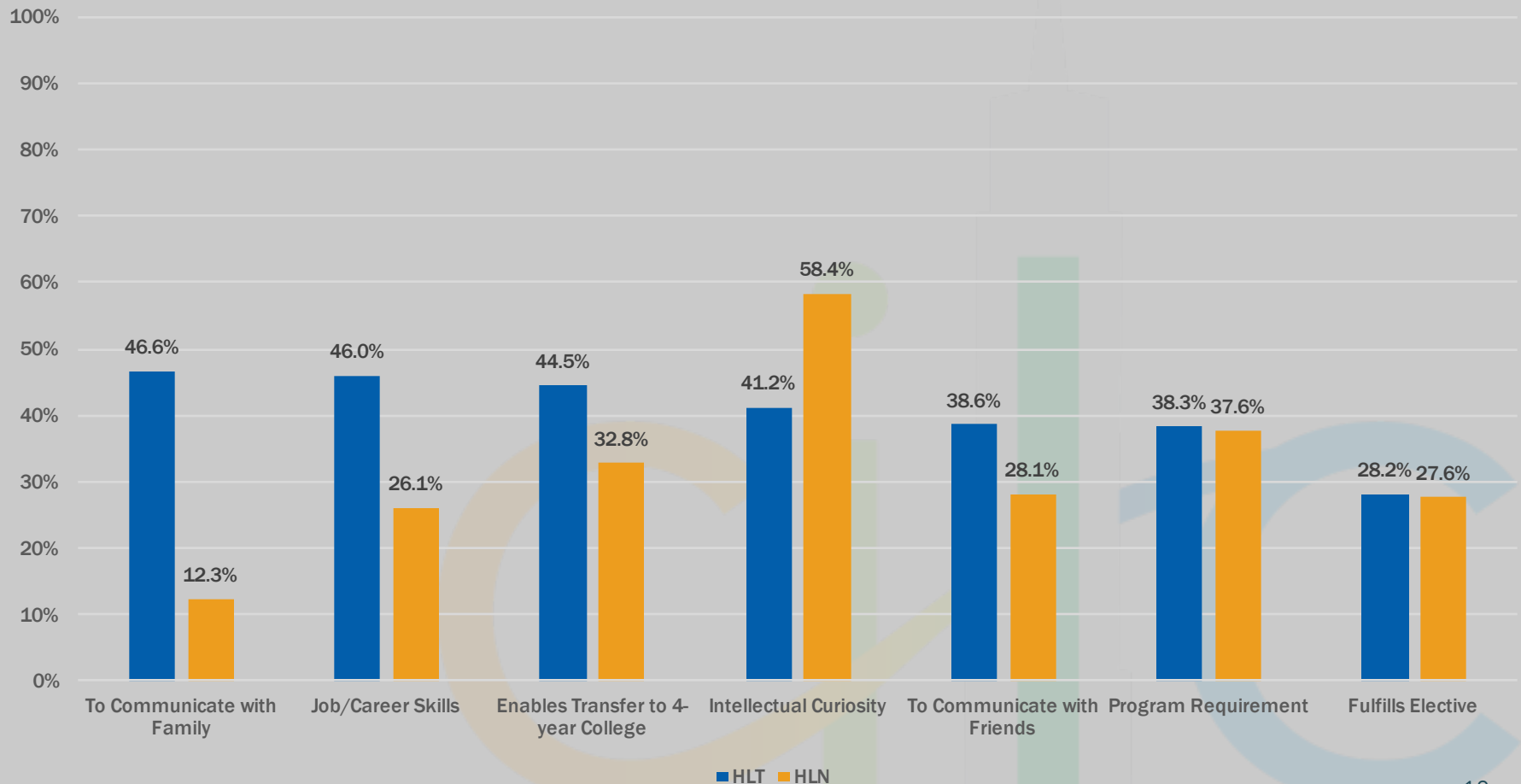
IMPORTANCE OF MULTIPLE LANGUAGES

- All groups, on average, assign high importance to knowing more than one language
 - Spanish heritage language students studying Spanish, on average, rate the importance of knowing a language other than English higher than other groups



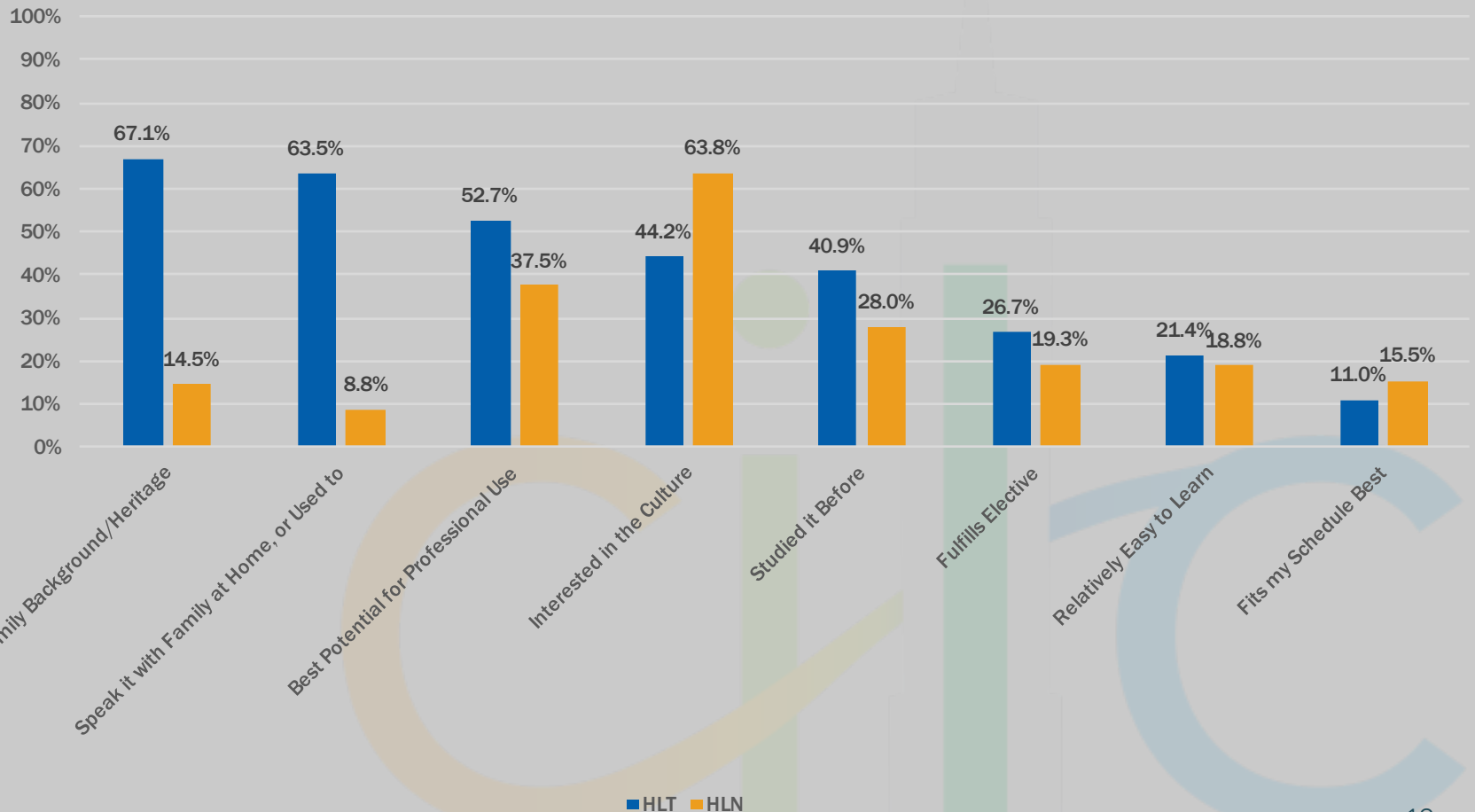
MOTIVATIONS

Why are you taking this course?



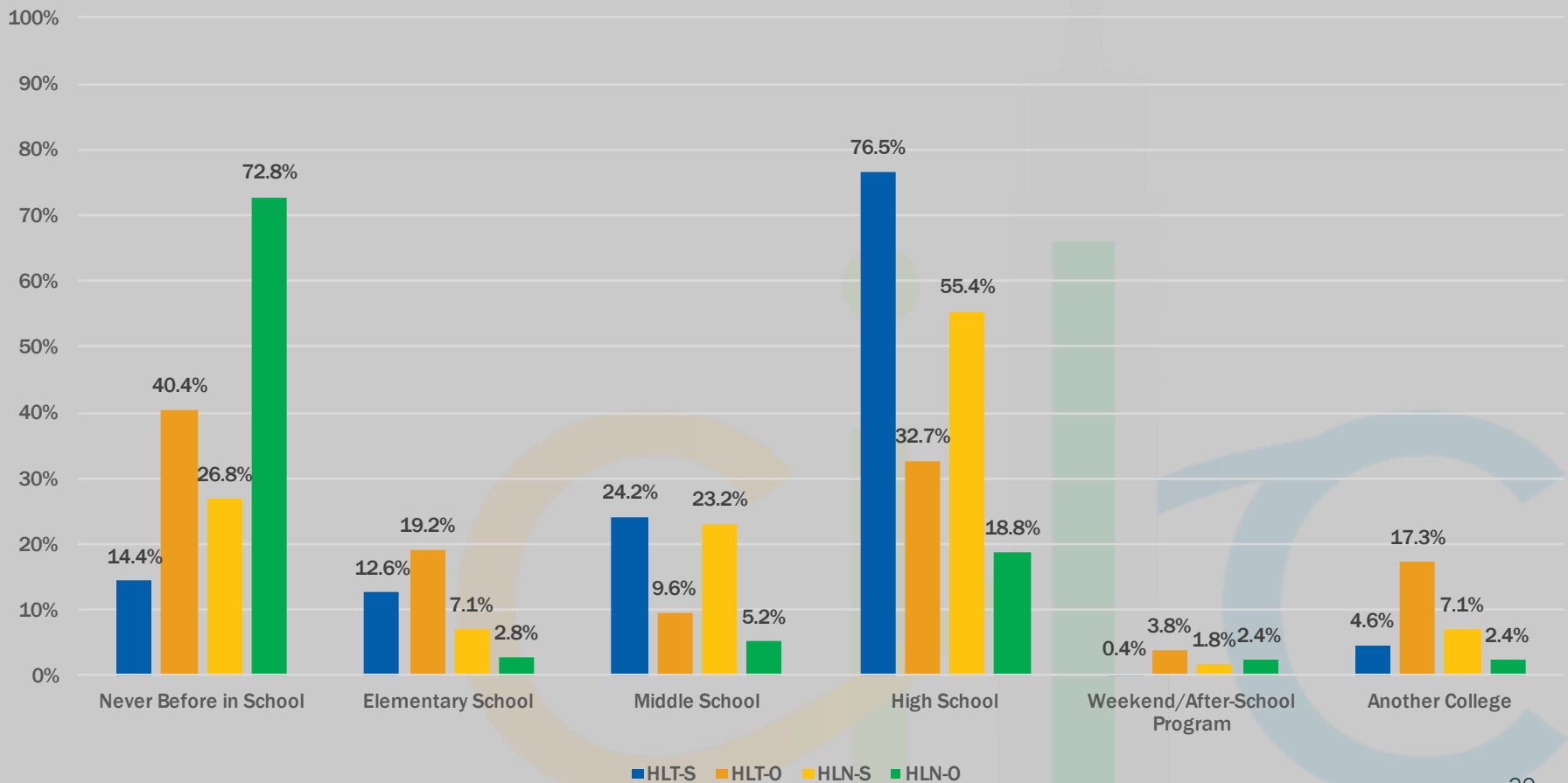
MOTIVATIONS

What led you to choose the particular language you are studying?



PREVIOUS STUDY EXPERIENCE

Have you studied this language in school before?



NO DIFFERENCE BETWEEN HLN AND HLT

- Age
- Expected grade for the class
- On- and off-campus activities
- Plan and reasons for continuing to study the TL
- Self-reported proficiency in HL or English
- Age of arrival (if foreign born)
- Parent level of education

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Watch our website for updates, reports, and datasets!

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Come visit booth 1333 for more information!

