

writing proficiency of heritage learners

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What?

- Analysis and dissemination of writing proficiency profiles of heritage learners of Mandarin Chinese, Korean, and Spanish
- Investigation of the relationships between proficiency and biographical factors (context of acquisition, educational experiences, frequency and contexts of language use)
- Dissemination of recommendations for the teaching of writing to heritage learners

Why?

- Although the development of literacy skills is central to heritage language curricula, there is a dearth of research on the strengths and weaknesses of heritage writers, and on the relationship between heritage learners' experiences and their writing profiles. The Writing Proficiency of Heritage Learners project addresses gaps in this research, in order to support the teaching and learning of heritage writing with research-based recommendations for instructors.

How?

- We collected and analyzed biographical data from 188 heritage learners (61 Mandarin Chinese, 49 Korean, and 78 Spanish).
- Participants were tested using the ACTFL Writing Proficiency Test (WPT).
- We analyzed the relationship between WPT rating and biographical factors related to language acquisition context, educational experiences, language use practices, and self-ratings of proficiency.
- We analyzed WPT samples at Intermediate and Advanced proficiency levels to determine patterns of strengths and weaknesses



Online Resources

- Biographical questionnaire instrument
- Summary of major findings from the biographical questionnaire

Forthcoming Resources

- Bibliography of research on heritage language writing
- Literature review
- Summary of writing proficiency profiles, based on analysis of samples
- Research-based pedagogical recommendations to support HLLs' writing proficiency development
 - Anticipated Spring 2017