References

Adichie, C. N. (2009). *The danger of a single story | TED*. www.youtube.com/watch?v=D9Ihs241zeg.

Antonini, R. (2016). Caught in the middle: Child language brokering as a form of unrecognised language service. *Journal of Multilingual and Multicultural Development*, 37(7), 710–725.

Antony-Newman, M. (2019). Parental involvement of immigrant parents: A meta-synthesis. *Educational Review*, 71(3), 362–381.

Ascend (n.d.). Website, at www.ascendleadership.org.

Ascenzi-Moreno, L., Hesson, S., and Menken, K. (2016). School leadership along the trajectory from monolingual to multilingual. *Language and Education*, 30(3), 197–218.

Associated Press (2022). Eileen Gu, who won gold for China, will be ambassador for U.S. Olympics bid. www.nbcnews.com/news/asian-america/eileen-gu-won-gold-china-will-ambassador-us-olympics-bid-rcna32771.

Atkinson, P., and Hammersley, M. (1994). Ethnography and participant observation. In N. K. Denzin and Y. S. Lincoln (eds.), *Handbook of Qualitative Research* (pp. 248–261). Sage.

Au, T., Knightly, L., Jun, S., and Oh, J. (2002). Overhearing a language during childhood. *Psychological Science*, 13, 238–243.

Auer, P. (2005). A postscript: Code-switching and social identity. *Journal of Pragmatics*, 37(3), 403–410.

Austin, L., and Shen, L. (2016). Factors influencing Chinese students' decisions to study in the United States. *Journal of International Students*, 6(3), 722–732.

Avineri, N. (2014). Yiddish: A Jewish language in the diaspora. In T. Wiley, J. Kreeft-Peyton, D. Christian, S. K. Moore, and N. Liu (eds.), *Handbook of Heritage, Community, and Native American Languages in the United States: Research, Educational Practice, and Policy* (pp. 263–271). Routledge.

Bacon, C. K. (2020). "It's not really my job": A mixed methods framework for language ideologies, monolingualism, and teaching emergent bilingual learners. *Journal of Teacher Education*, 71(2), 172–187.

Bailey, E. G., and Marsden, E. (2017). Teachers' views on recognizing and using home languages in predominantly monolingual primary schools. *Language and Education*, 31(4), 283–306.

Bailey, K. (1980). An introspective analysis of an individual's language learning experience. In R. Scarcella and S. Krashen (eds.), *Research on Second Language Acquisition* (pp. 58–65). Newbury House.

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 16 Nov 2026 at 15:36:52, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781108780506.011

Bakhtin, M. M. (1986). *Speech Genres and Other Late Essays*. University of Texas Press.

Banks, J. A. (2013). The construction and historical development of multicultural education, 1962–2012. *Theory into Practice*, 52(1), 73–82.

Banks, J. A., and Banks, C. A. M. (2010). *Multicultural Education: Issues and Perspectives* (7th ed.). John Wiley and Sons, Inc.

Baquedano-López, P., Alexander, R. A., and Hernández, S. J. (2013). Equity issues in parental and community involvement in schools: What teacher educators need to know. *Review of Research in Education*, 37(1), 149–182.

Barkhuizen, G. (2015). Narrative knowledge in second language teaching and learning contexts. In A. De Fina and A. Georgakopoulou (eds.), *The Handbook of Narrative Analysis* (pp. 97–115). John Wiley and Sons.

Barkhuizen, G., Benson, P., and Chik, A. (2013). *Narrative Inquiry in Language Teaching and Learning Research*. Routledge.

Barron-Hauwaert, S. (2004). *Language Strategies for Bilingual Families: The One-Parent One-Language Approach*. Multilingual Matters.

Barros, S., Domke, L. M., Symons, C., and Ponzio, C. (2021). Challenging monolingual ways of looking at multilingualism: Insights for curriculum development in teacher preparation. *Journal of Language, Identity & Education*, 20(4), 239–254.

Bauer, E. (2016). Practicing kinship care: Children as language brokers in migrant families. *Childhood*, 23(1), 22–36.

Bauman, C. (2013). Social evaluation of Asian accented English. *University of Pennsylvania Working Papers in Linguistics*, 19, 9–20.

BBC Radio World Service. (n.d.). Teacher Flower. www.bbc.co.uk/worldservice/documentaries/2008/03/080312_teacher_flower.shtml.

Bee, G. and Peck, D. (2018). Asian Americans are the least likely group in the U.S. to be promoted to management. *Harvard Business Review*, May 31, 2018, at https://hbr.org/2018/05/asian-americans-are-the-least-likely-group-in-the-u-s-to-be-promoted-to-management.

Bengtson, V. L. (2001). Beyond the nuclear family: The increasing importance of multigenerational bonds. The Burgess Award lecture. *Journal of Marriage and Family*, 63(1), 1–16.

Benmamoun, E., Montrul, S., and Polinsky, M. (2013). Heritage languages and their speakers: Opportunities and challenges for linguistics. *Theoretical Linguistics*, 39(3–4), 129–181.

Benson, P. (2014). Narrative inquiry in applied linguistics research. *Annual Review of Applied Linguistics*, 34, 154–170.

Blackledge, A., and Creese, A. (2008). Contesting "language" as "heritage": Negotiation of identities in late modernity. *Applied Linguistics*, 29(4), 533–554.

Block, D. (2007). *Second Language Identities*. Continuum.

Block, D. and Corona, V. (2016). Intersectionality in language and identity research. In S. Preece (ed.), *The Routledge Handbook of Language and Identity* (pp. 533–548). Routledge.

Blommaert, J. (2010). *The Sociolinguistics of Globalization*. Cambridge University Press.

Blommaert, J. (2017). Commentary: Mobility, contexts, and the chronotope. *Language in Society*, 46(1), 95–99.

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 16 Nov 2026 at 15:36:52, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781108780506.011

Blommaert, J., and Rampton, B. (2011). Language and superdiversity. *Diversities*, 13(2), 1–21.
Bourdieu, P. (1977). *Outline of a Theory of Practice* (trans. R. Nice). Cambridge University Press.
Bradunas, E. and Topping, B. (eds.) (1988). *Ethnic Heritage and Language Schools in America*. Library of Congress.
Brah, A. (1996). *Cartographies of Diaspora: Contesting Identities*. Routledge.
Braun, A. (2012). Language maintenance in trilingual families: A focus on grandparents. *International Journal of Multilingualism*, 9(4), 423–436.
Briggs, C. (1986). *Learning How to Ask*. Cambridge University Press.
Bruner, J. (1987). Life as narrative. *Social Research*, 54(1), 11–32.
Bruner, J. (1991). The narrative construction of reality. *Critical Inquiry*, 18(1), 1–21.
Bucholtz, M., and Hall, K. (2005). Identity and interaction: A sociocultural linguistic approach. *Discourse Studies*, 7(4–5), 585–614.
Bucholtz, M., and Hall, K. (2010). Locating identity in language. In C. Llamas and D. Watt (eds.), *Language and Identities* (pp. 18–28). Edinburgh University Press.
Buckingham, L. (2014). Attitudes to English teachers' accents in the Gulf. *International Journal of Applied Linguistics*, 24(1), 50–73.
Campbell, C. (1996). Socializing with the teachers and prior language learning experience: A diary study. In K. M. Bailey and D. Nunan (eds.), *Voices from the Language Classroom: Qualitative Research in Second Language Education* (pp. 201–223). Cambridge University Press.
Canagarajah, S. (2013). Reconstructing heritage language: Resolving dilemmas in language maintenance for Sri Lankan Tamil migrants. *International Journal of the Sociology of Language*, 222, 131–155.
Canagarajah, S. (ed.) (2017). *The Routledge Handbook of Migration and Language*. Routledge.
Card, D. (2005). Is the new immigration really so bad? https://davidcard.berkeley.edu/papers/new-immig.pdf.
Cargile, A. C. (1997). Attitudes toward Chinese-accented speech: An investigation in two contexts. *Journal of Language and Social Psychology*, 16(4), 434–443.
Cassel, S. L. (ed.) (2002). *The Chinese in America: A history from Gold Mountain to the New Millennium* (Critical Perspectives on Asian Pacific Americans, Vol. 10). AltaMira Press.
Cazden, C. B. (1988). *Classroom Discourse: The Language of Teaching and Learning*. Heinemann.
Chan, A. K. L., and Tan, S.-H. (eds.) (2004). *Filial Piety in Chinese Thought and History*. Routledge Curzon.
Chang, C., Haynes, E. F., Yao, Y., and Rhodes, R. (2009). A tale of five fricatives: Consonantal contrast in heritage speakers of Mandarin. University Pennsylvania Working Papers in Linguistics 15.1. http://repository.upenn.edu/pwpl/vol15/iss1/6.
Chang, I. (2004). *The Chinese in America: A Narrative History*. Penguin.
Chao, T. H. (1997). *Chinese Heritage Community Language Schools in the United States*. ERIC Digest.
Chen, H., and Dennis, C. (2015). Chinese grandparents' involvement in their adult children's parenting practices in the United States. *Contemporary Family Therapy*, 37, 58–71.

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 16 Nov 2026 at 15:36:52, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781108780506.011

Chen, J. (1981). *The Chinese of America* (1st ed.). Plunkett Lake Press.
Chen, P. (1993). Modern written Chinese in development. *Language in Society*, 22(4), 505–537.
Chen, P. (1999). *Modern Chinese: History and Sociolinguistics*. Cambridge University Press.
Chen, S. and Zhang, Y. (2014). Chinese language teaching in Australia. In X. L. Curdt-Christiansen and A. Hancock (eds.), *Learning Chinese in Diasporic Communities: Many Pathways to Being Chinese* (pp. 181–200). John Benjamins.
Chik, C. A. (2010). Looking both ways: Structure, agency, and language ideology at a Chinese Saturday school (doctoral dissertation, University of California, Los Angeles).
Chiu, H. F. (2022). *Language Socialization in Chinese Diasporas: Indexicality of Confucian Ideologies in Family Talk*. Routledge.
Chiu, L. Y. L. (2011). The construction of the "ideal Chinese child": A critical analysis of textbooks for Chinese heritage language learners (MA dissertation, University of British Columbia).
Choi, J. (2017). *Creating a Multivocal Self: Autoethnography as Method*. Routledge.
Chua, A. (2011). *Battle Hymn of the Tiger Mother*. Bloomsbury Publishing.
Clifford, J., and Marcus, G. E. (eds.) (1986). *Writing Culture: The Poetics and Politics of Ethnography*. California University Press.
Cole, P. M., Armstrong, L. M., and Pemberton, C. K. (2010). The role of language in the development of emotion regulation. In S. D. Calkins and M. A. Bell (eds.), *Child Development at the Intersection of Emotion and Cognition* (pp. 59–77). American Psychological Association.
Comanaru, R., and Noels, K. (2009). Self-determination, motivation, and the learning of Chinese as a heritage language. *Canadian Modern Language Review*, 66(1), 131–158.
Cook, V. (1992). Evidence for multicompetence. *Language Learning*, 42(4), 557–591.
Cook, V. (1995). Multi-competence and the learning of many languages. *Language, Culture and Curriculum*, 8(2), 93–98.
Copland, F., Creese, A., Rock, F., and Shaw, S. E. (2015). *Linguistic Ethnography: Collecting, Analysing and Presenting Data*. Sage.
Coryell, J., Clark, M., and Pomerantz, A. (2010). Cultural fantasy narratives and heritage language learning: A case study of adult, heritage learners of Spanish. *Modern Language Journal*, 94(3), 453–469.
Creese, A., and Martin, P. (eds.) (2006). Interaction in the Complementary School Contexts (special issue). *Language and Education*, 20(1).
Creswell, J. W. (2013). *Qualitative Inquiry and Research Design*. Sage.
CSAUS (Chinese School Association in the United States) (n.d.). www.csaus.net/about12.asp.
Cummins, J. (2005). A proposal for action: Strategies for recognizing heritage language competence as a learning resource within the mainstream classroom. *Modern Language Journal*, 89, 585–592.
Curdt-Christiansen, X. L. (2008). Reading the world through words: Cultural themes in heritage Chinese language textbooks. *Language and Education*, 22(2), 95–113.

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 16 Nov 2026 at 15:36:52, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781108780506.011

Curdt-Christiansen, X. L. (2009). Invisible and visible language planning: Ideological factors in the family language policy of Chinese immigrant families in Quebec. *Language Policy*, 8(4), 351–375.

Curdt-Christiansen, X. L. (2014). Family language policy: Is learning Chinese at odds with learning English? In X. L. Curdt-Christiansen and A. Hancock (eds.), *Learning Chinese in Diasporic Communities: Many Pathways to Being Chinese* (pp. 35–56). John Benjamins.

Curdt-Christiansen, X. L. (2016). Conflicting language ideologies and contradictory language practices in Singaporean multilingual families. *Journal of Multilingual and Multicultural Development*, 37(7), 694–709.

Curdt-Christiansen, X. L. (2018). Family language policy. In J. W. Tollefson and M. Pérez-Milans (eds.), *The Oxford Handbook of Language Policy and Planning* (pp. 420–441). Oxford University Press.

Curdt-Christiansen, X. L., and Hancock, A. (eds.) (2014). *Learning Chinese in Diasporic Communities: Many Pathways to Being Chinese*. John Benjamins Publishing Company.

Cushing-Leubner, J. (2019). Heritage language education: A global view. In S. Laviosa and M. González-Davies (eds.), *The Routledge Handbook of Translation and Education* (pp. 303–322). Routledge.

Dai, J. E., and Zhang, L. (2008). What are the CHL learners inheriting? Habitus of the CHL learners. In A. W. He and Y. Xiao (eds.), *Chinese as a Heritage Language: Fostering Rooted World Citizenry* (pp. 37–52). National Foreign Language Resource Center.

Daiute, C., and Lightfoot, C. (eds.) (2004). *Narrative Analysis: Studying the Development of Individuals in Society*. Sage.

De Beaugrande, R. (1982). The story of grammars and the grammar of stories. *Journal of Pragmatics*, 6(5–6), 383–422.

De Fina, A. (2007). Code-switching and the construction of ethnic identity in a community of practice. *Language in Society*, 36(3), 371–392.

De Fina, A. (2013). Narratives as practices: Negotiating identities through storytelling. In G. Barkhuizen (ed.), *Narrative Research in Applied Linguistics* (pp. 154–175). Cambridge University Press.

De Fina, A. (2021). Doing narrative analysis from a narratives-as-practices perspective. *Narrative Inquiry*, 31(1), 49–71.

De Fina, A., and Georgakopoulou, A. (eds.) (2015). *The Handbook of Narrative Analysis*. John Wiley and Sons.

Deleuze, G., and Guattari, F. (2004). *A Thousand Plateaus*. Continuum.

Denzin, N. K. (1989). *Interpretive Biography*. Sage.

Deusen-Scholl, N. (2003). Toward a definition of heritage language: Sociopolitical and pedagogical considerations. *Journal of Language, Identity, and Education*, 2(3), 211–230.

Dewaele, J. M. (2011). Reflections on the emotional and psychological aspects of foreign language learning and use. *Anglistik: International Journal of English Studies*, 22(1), 23–42.

Dewaele, J.-M., and McCloskey, J. (2015). Attitudes towards foreign accents among adult multilingual language users. *Journal of Multilingual & Multicultural Development*, 36, 221–238. https://doi.org/10.1080/01434632.2014.909445.

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 16 Nov 2026 at 15:36:52, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781108780506.011

Diao, W., and Trentman, E. (eds.) (2021). *Language Learning in Study Abroad: The Multilingual Turn*. Multilingual Matters.

Dizikes, P. (2013). The natural experimenter. *MIT Technology Review*. www.technologyreview.com/2013/01/02/180812/the-natural-experimenter.

Doerr, N., and Lee, K. (2013). *Constructing the Heritage Language Learner: Knowledge, Power and New Subjectivities*. Walter de Gruyter.

Dragojevic, M., and Giles, H. (2016). I don't like you because you're hard to understand: The role of processing fluency in the language attitudes process. *Human Communication Research*, 42, 396–420.

Duff, P. (2014). Language socialization into Chinese language and "Chineseness" in diaspora communities. In X. L. Curdt-Christiansen and A. Hancock (eds.), *Learning Chinese in Diasporic Communities: Many Pathways to Being Chinese* (pp. 13–33). John Benjamins.

Duff, P., Anderson, T., Ilnyckyj, R., VanGaya, E., Wang, R., and Yates, E. (2013). *Learning Chinese: Linguistic, Sociocultural, and Narrative Perspectives*. De Gruyter.

Duff, P., and Doherty, L. (2019). Learning "Chinese" as heritage language: Challenges, issues, and ways forward. In C.-R. Huang, Z. J.- Schmidt, and B. Meisterernst (eds.), *Routledge Handbook of Chinese Applied Linguistics* (pp. 149–164). Routledge.

Duff, P., Liu, Y., and Li, D. (2017). Chinese heritage language learning: Negotiating identities, ideologies, and institutionalization. In O. Kagan, M. Carreira, and C. Chik (eds.), *Routledge Handbook of Heritage Language Education* (pp. 409–422). Routledge.

Duranti, A. (2005). Ethnography of speaking: Toward a linguistics of the praxis. In S. F. Kiesling and C. B. Paulson (eds.), *Intercultural Discourse and Communication: The Essential Readings* (pp. 17–32). Wiley.

Duranti, A., Ochs, E., and Schieffelin, B. (eds.) (2011). *The Handbook of Language Socialization*. Blackwell.

Ellis, R., and Sheen, Y. (2006). Reexamining the role of recasts in second language acquisition. *Studies in Second Language Acquisition*, 28(04), 575–600.

Enfield, N. J. (2009). *The Anatomy of Meaning: Speech, Gesture, and Composite Utterances*. Cambridge University Press.

Ernst, M., Niederer, D., Werner, A. M., Czaja, S. J., Mikton, C., Ong, A. D. . . . and Beutel, M. E. (2022). Loneliness before and during the COVID-19 pandemic: A systematic review with meta-analysis. *American Psychologist*, 77(5), 660–677.

Estalella, A., and Criado, T. S. (2017). Ethnographic experimentation: Other tales of the field. https://allegralaboratory.net/post-1-ethnographic-experimentation-other-tales-of-the-field-collex.

Fader, A. (2009). *Mitzvah Girls*. Princeton University Press.

Fader, A. (2011). Language socialization and morality. In A. Duranti, E. Ochs, and B. Schieffelin (eds.), *The Handbook of Language Socialization* (pp. 321–340). Blackwell.

Faist, T. (2013). The mobility turn: A new paradigm for the social sciences? *Ethnic and Racial Studies*, 36(11), 1637–1646.

Fishman, J. A. (1991). *Reversing Language Shift: Theoretical and Empirical Foundations of Assistance to Threatened Languages*. Multilingual Matters.

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 16 Nov 2026 at 15:36:52, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781108780506.011

Fishman, J. A. (ed.) (2001). *Can Threatened Languages Be Saved? Reversing Language Shift, Revisited: A 21st Century Perspective*. Multilingual Matters.

Flores, N., and Rosa, J. (2015). Undoing appropriateness: Raciolinguistic ideologies and language diversity in education. *Harvard Educational Review*, 85(2), 149–171.

Ford, C., and Thompson, S. (1996). Interactional units in conversation: Syntactic, intonational, and pragmatic resources for the management of turns. In E. Ochs, E. A. Schegloff, and S. A. Thompson (eds.), *Interaction and Grammar* (pp. 134–184). Cambridge University Press.

Francis, B., Archer, L., and Mau, A. (2010). Parents' and teachers' constructions of the purposes of Chinese complementary schooling: "Culture," identity and power. *Race, Ethnicity and Education*, 13(1), 101–117.

Gafaranga, J. (2005). Demythologising language alternation studies: Conversational structure vs. Social structure in bilingual interaction. *Journal of Pragmatics*, 37, 281–300.

Gafaranga, J. (2011). Transition space medium repair: Language shift talked into being. *Journal of Pragmatics*, 43(1), 118–135.

Gal, S. (1979). *Language Shift: Social Determinants of Linguistic Change in Bilingual Australia*. Academic Press.

Galavotti, M. C. (ed.) (2003). *Observation and Experiment in the Natural and Social Sciences* (Boston Studies in the Philosophy and History of Science, vol. 232). Springer Science and Business Media.

Ganassin, S. (2019). Teaching and learning about Chinese culture: Pupils' and teachers' experiences of Chinese community schooling in the UK. *Language and Intercultural Communication*, 19(2), 167–183.

Ganassin, S., and Holmes, P. (2020). "I was surprised to see you in a Chinese School": Researching multilingually opportunities and challenges in community-based research. *Applied Linguistics*, 41(6), 827–854.

García, O., and Li, W. (2014). *Translanguaging: Language, Bilingualism and Education*. Palgrave Macmillan.

García, O., Zakharia, Z., and Otcu, B. (eds.) (2012). *Bilingual Community Education and Multilingualism: Beyond Heritage Languages in a Global City*. Multilingual Matters.

Gardner, R. C. (1985). *Social Psychology and Second Language Learning: The Role of Attitudes and Motivation*. Edward Arnold.

Gardner, R. C., and MacIntyre, P. D. (1991). An instrumental motivation in language study: Who says it isn't effective? *Studies in Second Language Acquisition*, 13(1), 57–72.

Garfinkel, H. (1967). *Studies in Ethnomethodology*. Prentice-Hall.

Goffman, E. (1981). Footing. In E. Goffman, *Forms of Talk* (pp. 124–159). Blackwell.

Goodwin, C. (2006). Interactive footing. In E. Holt and R. Clift (eds.), *Reporting Talk: Reported Speech in Interaction* (pp. 16–46). Cambridge University Press.

Gramling, D. (2021). *The Invention of Multilingualism*. Cambridge University Press.

Greenberg, R. (2004). *Language and Identity in the Balkans*. Oxford University Press.

Guardado, M. (2018). *Discourse, Ideology and Heritage Language Socialization: Micro and Macro Perspectives*. Walter de Gruyter.

Hahn, A., and Gawronski, B. (2019). Facing one's implicit biases: From awareness to acknowledgement. *Journal of Personality and Social Psychology*, 116, 769–794.

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 16 Nov 2026 at 15:36:52, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781108780506.011

Hakuta, K. (1986). *Mirror of Language: The Debate on Bilingualism*. Basic Books, Inc.
Hamamura, T., and Xu, Y. (2015). Changes in Chinese culture as examined through changes in personal pronoun usage. *Journal of Cross-cultural Psychology*, 46(7), 930–941.
Hansen, K., and Dovidio, J. F. (2016). Social dominance orientation, nonnative accents, and hiring recommendations. *Cultural Diversity & Ethnic Minority Psychology*, 22, 544–551.
Harvey, D. (1990). *The Condition of Postmodernity: An Enquiry into the Origins of Cultural Change*. Blackwell.
Hawdon, J., Parti, K., and Dearden, T. E. (2020). Cybercrime in America amid COVID-19: The initial results from a natural experiment. *American Journal of Criminal Justice*, 45(4), 546–562.
He, A. W. (2000). Grammatical and sequential organization of teachers' directives. *Linguistics and Education*, 11(2), 119–140.
He, A. W. (2001). The language of ambiguity: Practices in Chinese heritage language classes. *Discourse Studies*, 3, 75–96.
He, A. W. (2003a). Linguistic anthropology and language education. In S. Wortham and B. Rymes (eds.), *Linguistic Anthropology of Education* (pp. 93–119). Praeger.
He, A. W. (2003b). Novices and their speech roles in Chinese heritage language classes. In R. Bayley and S. Schecter (eds.), *Language Socialization in Bilingual and Multilingual Societies* (pp. 128–146). Multilingual Matters.
He, A. W. (2004). Identity construction in Chinese heritage language classes. *Pragmatics*, 14(2–3), 199–216.
He, A. W. (2006). Toward an identity-based model for the development of Chinese as a heritage language. *Heritage Language Journal*, 4(1), 1–28.
He, A. W. (2009). Sequences, scripts, and subject pronouns in the construction of Chinese heritage identity. In A. Reyes and A. Lo (eds.), *Beyond Yellow English: Toward a Linguistic Anthropology of Asian Pacific America* (pp. 366–384). Oxford University Press.
He, A. W. (2010). The heart of heritage: Socio-cultural dimensions of heritage language learning. *Annual Review of Applied Linguistics*, 30, 66–82.
He, A. W. (2011a). Heritage language socialization. In A. Duranti, E. Ochs, and B. Schieffelin (eds.), *The Handbook of Language Socialization* (pp. 587–609). Blackwell.
He, A. W. (2011b). The role of repair in modulating modal stances in Chinese discourse. *Chinese Language and Discourse*, 2(1), 1–22.
He, A. W. (2012). "Do I really have to?" The give-and-take of deontic meaning in Chinese. In Daniel Kadar and Yuling Pan (eds.), *Chinese Discourse and Interaction* (pp. 68–87). London: Equinox.
He, A. W. (2013a). Language of the heart and heritage: A tangled tale. Plenary address delivered at the annual meeting of the American Association for Applied Linguistics (AAAL), March 16–19, 2013.
He, A. W. (2013b). The wor(l)d is a collage: Multi-performance by Chinese heritage language speakers. *Modern Language Journal*, 97(2), 304–317.
He, A. W. (2014). Heritage language development and identity construction throughout the life cycle. In T. G. Wiley, J. K. Peyton, D. Christian, S. C. K. Moore, and N. Liu

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 16 Nov 2026 at 15:36:52, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781108780506.011

(eds.), *Handbook of Heritage, Community, and Native American Languages in the United States: Research, Policy, and Educational Practice* (pp. 324–332). Routledge.
He, A. W. (2015a). Chinese as a Heritage Language. In W. Wang and C. Sun (eds.), *The Oxford Handbook of Chinese Linguistics* (pp. 578–589). Oxford University Press.
He, A. W. (2015b). Literacy, creativity, and continuity: A language socialization perspective on heritage language classroom interaction. In N. Markee (ed.), *Handbook of Classroom Interaction* (pp. 304–318). Wiley-Blackwell.
He, A. W. (2016a). Discursive roles and responsibilities: A study of interactions in Chinese immigrant households. *Journal of Multilingual and Multicultural Development*, 37(7), 667–679.
He, A. W. (2016b). Imperfect language socialization. Paper presented at the American Association for Applied Linguistics 2016 Conference, April 8–12, 2016, Orlando, Florida.
He, A. W. (2017). Heritage language learning and socialization. In P. A. Duff and S. May (eds.), *Encyclopedia of Language and Education*, vol. 8, *Language Socialization*, 3rd ed. (pp. 183–194). Springer.
He, A. W. (2018). A non-linear view on discourse and interaction: Speaking Chinese as a heritage language. In C. Ke (ed.), *The Routledge Handbook of Chinese Second Language Acquisition* (pp. 336–351). Routledge.
He, A. W. (2021). A narrative-ethnographic approach to heritage language research. In S. Montrol and M. Polinsky (eds.), *The Cambridge Handbook of Heritage Languages and Linguistics* (pp. 499–519). Cambridge University Press.
He, A. W., and Xiao, Y. (eds.) (2008). *Chinese as a Heritage Language: Fostering Rooted World Citizenry*. National Foreign Language Resource Center/University of Hawaii Press.
Heath, S. B. (1982). What no bedtime story means: Narrative skills at home and school. *Language in Society*, 11(1), 49–76.
Heath, S. B. (1983). *Ways with Words*. Cambridge University Press.
Hinton, K. A. (2016). Call it what it is: Monolingual education in US schools. *Critical Inquiry in Language Studies*, 13(1), 20–45.
Hiver, P., Al-Hoorie, A. H., and Evans, R. (2021). Complex dynamic systems theory in language learning: A scoping review of 25 years of research. *Studies in Second Language Acquisition*, 44(4), 1–29.
Hoersting, R. C., and Jenkins, S. R. (2011). No place to call home: Cultural homelessness, self-esteem and cross-cultural identities. *International Journal of Intercultural Relations*, 35, 17–30.
Holstein, J. A., and Gubrium, J. F. (2000). *The Self We Live By: Narrative Identity in a Postmodern World*. Oxford University Press.
Hornberger, N. (2004). The continua of biliteracy and the bilingual educator: Educational linguistics in practice. *International Journal of Bilingual Education and Bilingualism*, 7(2–3), 155–171.
Hornberger, N. H., and Wang, S. C. (2017). Who are our heritage language learners? Identity and biliteracy in heritage language education in the United States. In O. Kagan, M., Carriera, and C. Chik (eds.), *The Routledge Handbook of Heritage Language Education* (pp. 3–36). Routledge.

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 16 Nov 2026 at 15:36:52, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781108780506.011

Hosoda, M., Stone-Romero, E. F., and Walter, J. N. (2007). Listeners' cognitive and affective reactions to English speakers with standard American English and Asian accents. *Perceptual and Motor Skills*, 104(1), 307–326.

Hsiao, C.-H. (2011). Personal pronoun interchanges in Mandarin Chinese conversation. *Language Sciences*, 33(5), 799–821.

Hua, J. M., and Costigan, C. L. (2012). The familial context of adolescent language brokering within immigrant Chinese families in Canada. *Journal of Youth and Adolescence*, 41, 894–906.

Huang, H., and Lu, Y. (2013). Interactions of cultural identity and turn-taking organization: A case study of a senior Chinese immigrant in Australia. *Chinese Language and Discourse*, 4(2), 229–252.

Huat, C. M. (2012). Learner corpora and second language acquisition. In K. Hyland, C. M. Huat, and M. Handford (eds.), *Corpus Applications in Applied Linguistics* (pp. 191–207). Continuum.

Hughes, J. M. F., and Tracy, K. (2015). Indexicality. In K. Tracy, C. Ilie, and T. Sandel (eds.), *International Encyclopedia of Language and Social Interaction*. John Wiley and Sons. http://onlinelibrary.wiley.com/book/10.1002/9781118611463.

Hultgren, A. K. (2020). Introduction: Global English and social justice. *Nordic Journal of English Studies*, 19(3), 1–9.

Hymes, D. (1964). The ethnography of communication. *American Anthropologist*, 66, 6–56.

Hymes, D. (1972). What is ethnography? In P. Gilmore and A. A. Glatthorn (eds.), *Children in and out of School: Ethnography and Education* (pp. 21–32). Centre for Applied Linguistics.

Hyun, J. (2005). *Breaking the Bamboo Ceiling: Career Strategies for Asians*. HarperCollins.

Institute of International Education (2008) Educational exchange between the United States and China: An IIE briefing paper July 2008, available at www.iie.org.

Ishii-Kuntz, M. (1997). Intergenerational relationships among Chinese, Japanese, and Korean Americans. *Family Relations*, 46(1), 23–32.

Jefferson, G. (2004), Glossary of transcript symbols with an introduction, In G. H. Lerner (ed.), *Conversation Analysis: Studies from the First Generation* (pp. 13–31). John Benjamins.

Jing-Schmidt, Z., Chen, J. Y., and Zhang, Z. (2016). Identity development in the ancestral homeland: A Chinese heritage perspective. *Modern Language Journal*, 100(4), 797–812.

Juang, L. P., and Syed, M. (2019). The evolution of acculturation and development models for understanding immigrant children and youth adjustment. *Child Development Perspectives*, 13(4), 241–246.

Kanagy, R. (1999). Interactional routines as a mechanism for L2 acquisition and socialization in an immersion context. *Journal of Pragmatics*, 31, 1467–1492.

Kaveh, Y. M., and Sandoval, J. (2020). "No! I'm going to school, I need to speak English!" Who makes family language policies? *Bilingual Research Journal*, 43(4), 362–383.

Kim, J. I. (2017). Immigrant adolescents investing in Korean heritage language: Exploring motivation, identities, and capital. *Canadian Modern Language Review*, 73(2), 183–207.

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 16 Nov 2026 at 15:36:52, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781108780506.011

Kim, R., Roberson, L., Russo, M., and Briganti, P. (2019). Language diversity, nonnative accents, and their consequences at the workplace: Recommendations for individuals, teams, and organizations. *Journal of Applied Behavioral Science*, 55, 73–95.

Kim, S., Wang, Y., Orozco-Lapray, D., Shen, Y., and Murtuza, M. (2013). Does "tiger parenting" exist? Parenting profiles of Chinese Americans and adolescent developmental outcomes. *Asian American Journal of Psychology*, 4(1), 7–18.

Kinginger, C. (2013). Identity and language learning in study abroad. *Foreign Language Annals*, 46(3), 339–358.

Koda, K., Lu, C., and Zhang, Y. (2008). Effects of print input on morphological awareness among Chinese heritage language learners. In A. W. He and Y. Xiao (eds.), *Chinese as a Heritage Language: Fostering Rooted World Citizenry* (pp. 125–136). NFLRC/University of Hawaii Press.

Koda, K., Zhang, Y., and Yang, C. L. (2008). Literacy development in Chinese as a heritage language. In A. W. He and Y. Xiao (eds.), *Chinese as a Heritage Language: Fostering Rooted World Citizenry* (pp. 137–150). NFLRC/University of Hawaii Press.

Kroskrity, P. V. (2016). Some recent trends in the linguistic anthropology of Native North America. *Annual Review of Anthropology* 45, 267–284.

Kuah-Pearce, K., and Davidson, A. (eds.) (2008). *At Home in the Chinese Diaspora: Memories, Identities and Belongings*. Springer.

Kulick, D. (1997). *Language Shift and Cultural Reproduction: Socialization, Self and Syncretism in a Papua New Guinean Village*. Cambridge University Press.

Kurucz, C., Lehrl, S., and Anders, Y. (2020). Preschool teachers' perspectives about the engagement of immigrant and non-immigrant parents in their children's early education. *International Journal of Early Childhood*, 52(2), 213–231.

Labov, W. (1972). *Language in the Inner City: Studies in the Black English Vernacular*. University of Pennsylvania Press.

Labov, W., and Waletzky, J. (1967). "Narrative analysis": Essays on the verbal and visual arts. *Journal of Narrative and Life History*, 7(3–38), 12–44.

Lai, H. M. (2004). *Becoming Chinese American*. AltaMira Press.

Lanza, E. (2007). Multilingualism in the family. In P. Auer and W. Li (eds.), *Handbook of Multilingualism and Multilingual Communication* (pp. 45–69). Walter de Gruyter.

Lanza, E. (2021). The family as a space: Multilingual repertoires, language practices and lived experiences. *Journal of Multilingual and Multicultural Development*, 42(8), 763–771.

Larsen-Freeman, D. (2018). Resonances: Second language development and language planning and policy from a complexity theory perspective. In M. Siiner, F. M. Hult, and T. Kupisch (eds.), *Language Policy and Language Acquisition Planning* (pp. 203–217). Springer.

Lebo, M. J., and Weber, C. (2015). An effective approach to the repeated cross-sectional design. *American Journal of Political Science*, 59(1), 242–258.

Lee, H., Kim, Y., and Choi, B. (2023). Study abroad, language usage, and the development of multilingual identities: The case of 1.5 generation Korean-American students. *Applied Linguistics Review*, 14(1), 197–221.

Lee, J., and Tran, C. (2019). The mere mention of Asians in affirmative action. *Sociological Science*, 6, 551–579.

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 16 Nov 2026 at 15:36:52, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781108780506.011

Lee, J. S., and Wright, W. E. (2014). The rediscovery of heritage and community language education in the United States. *Review of Research in Education*, 38, 137–165.

Leeman, J. (2015). Heritage language education and identity in the United States. *Annual review of applied linguistics*, 35, 100–119.

Lemke, J. (2002). Language development and identity: Multiple timescales in the social ecology of learning. In C. Kramsch (ed.), *Language Acquisition and Language Socialization* (pp. 68–87). Continuum.

Letters for Black Lives (2016, July 18). Dear Mom, Dad, Uncle, Auntie: Black Lives Matter to us, too. https://lettersforblacklives.com/dear-mom-dad-uncle-auntie-black-lives-matter-to-us-too-7ca577d59f4c.

Letters for Black Lives (n.d.). https://lettersforblacklives.com/mom-dad-uncle-auntie-grandfather-grandmother-family-c7525176ed14.

Lev-Ari, S., and Keysar, B. (2010). Why don't we believe non-native speakers? The influence of accent on credibility. *Journal of Experimental Social Psychology*, 6, 1093–1096.

Li, D., and Duff, P. (2014). Chinese language learning by adolescents and young adults in the Chinese diaspora: Motivation, ethnicity, and identity. In X. L. Curdt-Christiansen and A. Hancock (eds.), *Learning Chinese in Diasporic Communities: Many Pathways to Being Chinese* (pp. 219–238). John Benjamins.

Li, G. (2006). Biliteracy and trilingual practices in the home context: Case studies of Chinese Canadian children. *Journal of Early Childhood Literacy*, 6(3), 359–385.

Li, G., and Sun, Z. (2019). Asian immigrant family school relationships and literacy learning: Patterns and explanations. In S. B. Sheldon and T. A. Turner-Vorbeck (eds.), *The Wiley Handbook of Family, School, and Community Relationships in Education* (pp. 29–51). Wiley.

Li, H., Shu, H., McBride-Chang, C., Liu, H., and Peng, H. (2012). Chinese children's character recognition: Visuo-orthographic, phonological processing and morphological skills. *Journal of Research in Reading*, 35(3), 287–307.

Li, W. (1994). *Three Generations, Two Languages, One Family*. Multilingual Matters.

Li, W. (2011). Moment analysis and translanguaging space: Discursive construction of identities by multilingual Chinese youth in Britain. *Journal of Pragmatics*, 43(5), 1222–1235.

Li, W. (ed.) (2016). *Multilingualism in the Chinese Diaspora Worldwide*. Routledge.

Li, W., and Wu, C.-J. (2008). Code-switching: Ideologies and practices. In A. W. He and Y. Xiao (eds.), *Chinese as a Heritage Language: Fostering Rooted World Citizenry* (pp. 225–238). National Foreign Language Resource Center.

Li, W., and Zhu, H. (2010). Voices from the diaspora: Changing hierarchies and dynamics of Chinese multilingualism. *International Journal of the Sociology of Language*, 205, 155–171.

Li, W., and Zhu, H. (2013). Diaspora: Multilingual and intercultural communication across time and space. *AILA Review*, 26(1), 42–56.

Li, W., and Zhu, H. (2014). Language and literacy teaching, learning and socialization in the Chinese complementary school classroom. In X. L. Curdt-Christiansen and A. Hancock (eds.), *Learning Chinese in Diasporic Communities: Many Pathways to Being Chinese* (pp. 117–135). John Benjamins.

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 16 Nov 2026 at 15:36:52, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781108780506.011

Lin, A. M. (2019). Theories of trans/languaging and trans-semiotizing: Implications for content-based education classrooms. *International Journal of Bilingual Education and Bilingualism*, 22(1), 5–16.

Lindenfeld, J., and Varro, G. (2008). Language maintenance among fortunate immigrants: The French in the United States and Americans in France. *International Journal of the Sociology of Language*, 189, 115–131.

Liu, J., and Tao, H. (2012). *Chinese under Globalization*. World Scientific Publishing Company.

Liu, J. H., Ng, S. H., Weatherall, A., and Loong, C. (2018). Filial piety, acculturation, and intergenerational communication among New Zealand Chinese. *Basic and Applied Social Psychology*, 22, 213–223.

Liu, J. L., and Cherng, H. Y. S. (2022). Beyond remittances: How face drives immigration stories of undocumented and mixed-status Chinese immigrant families. *Sociological Quarterly*, 64(3), 1–17.

Liu, N. (2010). Chinese heritage language schools in the United States. Center for Applied Linguistics Heritage Briefs. www.cal.org/heritage/pdfs/briefs/chinese-heritage-language-schools-in-the-us.pdf.

Liu, S. (2015). Searching for a sense of place: Identity negotiation of Chinese immigrants. *International Journal of Intercultural Relations*, 46, 26–35.

Lo, A. (2004). Evidentiality and morality in a Korean heritage language school. *Pragmatics*, 14(2–3), 235–256.

Longhini, A. (2002). Focusing on learning styles and strategies: A diary study in an immersion setting. *Language Learning*, 52, 401–438.

Louie, A. (2002). Creating histories for the present: Second-generation (re)definitions of Chinese American culture. In P. Levitt and M. C. Waters (eds.), *The Changing Face of Home: The Transnational Lives of the Second Generation* (pp. 312–340). Russell Sage Foundation.

Lü, C. (2017). The roles of pinyin skill in English–Chinese biliteracy learning: Evidence from Chinese immersion learners. *Foreign Language Annals*, 50(2), 306–322.

Lueck, K., and Wilson, M. (2010). Acculturative stress in Asian immigrants: The impact of social and linguistic factors. *International Journal of Intercultural Relations*, 34(1), 47–57.

McGinnis, S. (2005a). From mirror to compass: The Chinese heritage language education sector in the United States. In D. M. Brinton, O. Kagan, and S. Bauckus (eds.), *Heritage Language Education: A New Field Emerging* (pp. 229–242). Routledge/Taylor and Francis.

McGinnis, S. (2005b). More than a silver bullet: The role of Chinese as a heritage language in the United States. *Modern Language Journal*, 89, 592–594.

McGirt, E. (2018). The Asian glass ceiling: Studying the model minority myth. *Fortune*, June 4, 2018, at https://fortune.com/2018/06/04/asian-americans-model-minority-asian-glass-ceiling.

McKay, S. L., and Wong, S. L. C. (1996). Multiple discourses, multiple identities: Investment and agency in second-language learning among Chinese adolescent immigrant students. *Harvard Educational Review*, 66(3), 577–608.

Major, R. C., Fitzmaurice, S. F., Bunta, F., and Balasubramanian, C. (2002). The effects of nonnative accents on listening comprehension: Implications for ESL assessment. *TESOL Quarterly*, 36(2), 173–190.

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 16 Nov 2026 at 15:36:52, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781108780506.011

Makihara, M., and Schieffelin, B. (eds.) (2007). *Consequences of Contact*. Oxford University press.
Marcus, G. (2014). Prototyping and contemporary anthropological experiments with ethnographic method. *Journal of Cultural Economy*, 7(4), 399–410.
Marcus, G. E., and Fischer, M. J. (1986). *Anthropology as Cultural Critique: An Experimental Moment in the Human Sciences*. University of Chicago Press.
Markee, N. (2008). Toward a learning behavior tracking methodology for CA-for-SLA. *Applied Linguistics*, 29(3), 404–427.
May, S. (ed.) (2015). *The Multilingual Turn: Implications for SLA, TESOL and Bilingual Education*. Routledge.
Mehta, K. K., and Thang, L. L. (2006). Interdependence in Asian families: The Singapore case. *Journal of Intergenerational Relationships*, 4(1), 117–125.
Melguy, Y. V., and Johnson, K. (2021). General adaptation to accented English: Speech intelligibility unaffected by perceived source of non-native accent. *Journal of the Acoustical Society of America*, 149(4), 2602–2614.
Melo-Pfeifer, S. (2015). The role of the family in heritage language use and learning: Impact on heritage language policies. *International Journal of Bilingual Education and Bilingualism*, 18(1), 26–44.
Menken, K., and Sánchez, M. T. (2019). Translanguaging in English-only schools: From pedagogy to stance in the disruption of monolingual policies and practices. *TESOL Quarterly*, 53(3), 741–767.
Minett, J. W., Zheng, H. Y., Fong, M. C., Zhou, L., Peng, G., and Wang, W. S. (2012). A Chinese text input brain–computer interface based on the P300 speller. *International Journal of Human–Computer Interaction*, 28(7), 472–483.
Mishina-Mori, S. (2011). A longitudinal analysis of language choice in bilingual children: The role of parental input and interaction. *Journal of Pragmatics*, 43, 3122–3138.
Mjelde-Mossey, L. A. (2007). Cultural and demographic changes and their effects upon the traditional grandparent role for Chinese elders. *Journal of Human Behavior in the Social Environment*, 16(3), 107–120.
Montrul, S., and Polinsky, M. (eds.) (2021). *The Cambridge Handbook of Heritage Languages and Linguistics*. Cambridge University Press.
Mu, G. M. (2016). Looking Chinese and learning Chinese as a heritage language: The role of habitus. *Journal of Language, Identity & Education*, 15(5), 293–305.
Mufwene, S. S. (2016). A cost-and-benefit approach to language Loss. In L. Filipović and M. Pütz (eds.), *Endangered Languages and Languages in Danger* (pp. 115–143). John Benjamins.
Mufwene, S. S. (2017). Language vitality: The weak theoretical underpinnings of what can be an exciting research area. *Language*, 93(4), 202–223.
Muthukumar, R. (2022). Asian-Americans, we must resign from our role as Silicon Valley's model minority mascot. *XRDS: Crossroads, The ACM Magazine for Students*, 28(4), 22–25.
Neuliep, J. W., and Speten-Hansen, K. M. (2013). The influence of ethnocentrism on social perceptions of nonnative accents. *Language & Communication*, 33, 167–176.
Niles, J. D. (1999). *Homo Narrans: The Poetics and Anthropology of Oral Literature*. University of Pennsylvania Press.
Norton, B. (2000). *Identity and Language Learning*. Longman.

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 16 Nov 2026 at 15:36:52, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781108780506.011

Norton, B. (2013). *Identity and Language Learning: Extending the Conversation*. Multilingual Matters.
Norton, B., and De Costa, P. I. (2018). Research tasks on identity in language learning and teaching. *Language Teaching*, 51(1), 90–112.
Ochs, E. (1986). *Culture and Language Development*. Cambridge University Press.
Ochs, E. (1990). Indexicality and socialization. In J. W. Stigler, R. Shweder, and G. Herdt (eds.), *Cultural Psychology: Essays on Comparative Human Development* (pp. 287–308). Cambridge University Press.
Ochs, E. (1993). Constructing social identity: A language socialization perspective. *Research on Language and Social Interaction*, 26(3), 287–306.
Ochs, E. (1996). Linguistic resources for socializing humanity. In J. J. Gumperz and S. L. Levinson (eds.), *Rethinking Linguistic Relativity* (pp. 407–437). Cambridge University Press.
Ochs, E., and Capps, L. (2001). *Living Narrative*. Harvard University Press.
Ochs, E., and Schieffelin, B. (2008). Language socialization: An historical overview. In P. Duff and N. Hornberger (eds.), *Encyclopedia of Language and Education*, vol. 8, *Language Socialization* (pp. 3–15). Springer.
Ochs, E., and Schieffelin, B. B. (1984). Language acquisition and socialization: Three developmental stories. In R. Schweder and R. LeVine (eds.), *Culture Theory: Essays on Mind, Self and Emotion* (pp. 276–320). Cambridge University Press.
Online Etymology Dictionary (n.d.), at www.etymonline.com.
Orellana, M. F. (2009). *Translating Childhoods: Immigrant Youth, Language, and Culture*. Rutgers University Press.
Orellana, M. F. (2015). *Immigrant Children in Transcultural Spaces: Language, Learning, and Love*. Routledge.
Orellana, M. F., Reynolds, J., Dorner, L., and Meza, M. (2003). In other words: Translating or "para-phrasing" as a family literacy practice in immigrant households. *Reading Research Quarterly*, 38, 12–34.
Ortega, L. (2014). Ways forward for a bi/multilingual turn in SLA. In S. May (ed.), *The Multilingual Turn: Implications for SLA, TESOL and Bilingual Education* (pp. 32–53). Routledge.
Ortega, L. (2020). The study of heritage language development from a bilingualism and social justice perspective. *Language Learning*, 70, 15–53.
Packard, J. L. (2000). *The Morphology of Chinese: A Linguistic and Cognitive Approach*. Cambridge University Press.
Pan, S. (1997). Chinese in New York. In O. Garcia and J. Fishman (eds.), *The Multilingual Apple: Languages in New York City* (pp. 231–255). Mouton de Gruyter.
Park, E. (2020). Asian Americans in the suburbs: Race, class, and Korean immigrant parental engagement. *Equity & Excellence in Education*, 53(1–2), 30–49.
Pavlenko, A. (2002). Poststructuralist approaches to the study of social factors in second language learning and use. In V. Cook (ed.), *Portraits of the L2 User* (pp. 277–302). Multilingual Matters.
Pavlenko, A. (2007). Autobiographic narratives as data in applied linguistics. *Applied Linguistics*, 28(2), 163–188.
Pennycook, A. (2010). *Language as a Local Practice*. Routledge.
Peterson's College & University Almanac: A Compact Guide to Higher Education (n.d.).

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 16 Nov 2026 at 15:36:52, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781108780506.011

Petrucci, P. (2007). Heritage scholars in the ancestral homeland: An overlooked identity in study abroad research. *Sociolinguistic Studies*, 1(2), 275–296.

Pew Research Center (2012). Chinese: Chinese Americans. www.pewresearch.org/social-trends/rise-of-asian-americans-2012-analysis/chinese.

Pew Research Center (2020). Languages spoken among U.S. immigrants. www.pewresearch.org/hispanic/chart/languages-spoken-among-u-s-immigrants-2018.

Pillai, S., Soh, W., and Kajita, A. S. (2014). Family language policy and heritage language maintenance of Malacca Portuguese Creole. *Language & Communication*, 37, 75–85.

Piller, I., Bruzon, A. S., and Torsh, H. (2021). Monolingual school websites as barriers to parent engagement. *Language and Education*, https://doi.org/10.1080/09500782.2021.2010744.

Polanyi, L. (1989). *Telling the American Story*. MIT Press.

Polinsky, M. (2017). Heritage language narratives 1. In D. M. Brinton, O. Kagan, and S. Bauckus (eds.), *Heritage Language Education* (pp. 149–164). Routledge.

Polinsky, M., and Kagan, O. (2007). Heritage languages: In the "wild" and in the classroom. *Language and Linguistics Compass*, 1(5), 368–395.

Polkinghorne, D. (1988). *Narrative Knowing and the Human Sciences*. SUNY Press.

Potowski, K. (2013). Language maintenance and shift. In R. Bayley, R. Cameron, and C. Lucas (eds.), *The Oxford Handbook of Sociolinguistics*. https://doi.org/10.1093/oxfordhb/9780199744084.013.0016.

Putnam, M., Schwarz, L, and Hoffman, A. D. (2021). Morphology of heritage languages. In S. Montrul and M. Polinsky (eds.), *Heritage Languages and Linguistics* (pp. 613–643). Cambridge University Press.

Qian, J., and Zhu, H. (2014). Chinese urban migrants' sense of place: Emotional attachment, identity formation, and place dependence in the city and community of Guangzhou. *Asia Pacific Viewpoint*, 55(1), 81–101.

Qiao, T. (2014). Life on two continents: understanding different roles of Chinese grandparents who have grandchildren born in the U.S. University of Alaska MA thesis.

Qin, B. (2006). "Our child doesn't talk to us anymore": Alienation in immigrant Chinese families. *Anthropology & Education Quarterly*, 37, 162–179.

Rampton, B. (2006). *Language in Late Modernity: Interaction in an Urban School*. Cambridge University Press.

Reyes, A., and Lo, A. (eds.) (2008). *Beyond Yellow English: Toward a Linguistic Anthropology of Asian Pacific America*. OUP USA.

Rosenbloom, R. and Batalova, J. (2023). Chinese immigrants in the United States. Migration Policy Institute. www.migrationpolicy.org/article/chinese-immigrants-united-states-2021#:~:text=While%20the%20number%20of%20Chinese,a%20long%20period%20of%20growth.

Rubin, D. L. (1992). Nonlanguage factors affecting undergraduates' judgments of nonnative English-speaking teaching assistants. *Research in Higher Education*, 33(4), 511–531.

Rumbaut, R. G., and Massey, D. S. (2014). Immigration and language diversity in the United States. *Daedalus*, 142(3), 141–154.

Sacks, H., Schegloff, E. A., and Jefferson, G. (1974). A simplest systematics for the organization of turn-taking in conversation. *Language*, 50(4), 696–735.

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 16 Nov 2026 at 15:36:52, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781108780506.011

Sandel, T. L., Chao, W. Y., and Liang, C. H. (2006). Language shift and language accommodation across family generations in Taiwan. *Journal of Multilingual and Multicultural Development*, 27(2), 126–147.

Sankoff, G. (2001). Linguistic outcomes of language contact. In J. C. Peter Trudgill and N. Schilling-Estes (eds.), *Handbook of Sociolinguistics* (pp. 638–668). Basil Blackwell.

Schalley, A. C., and Eisenchlas, S. A. (eds.) (2020). *Handbook of Home Language Maintenance and Development: Social and Affective Factors*. De Gruyter Mouton.

Schegloff, E. A. (1987). Between macro and micro: Contexts and other connections. In J. Alexander, B. Giesen, R. Münch, and N. Smelser (eds.), *The Micro–Macro Link* (pp. 207–234). University of California Press.

Schegloff, E. A. (1997). "Narrative analysis" thirty years later. *Journal of Narrative and Life History*, 7(1–4), 97–106.

Schegloff, E. A., Jefferson, G., and Sacks, H. (1977). The preference for self-correction in the organization of repair in conversation. *Language*, 53(2), 361–382.

Schieffelin, B., and Ochs, E. (eds.) (1986). *Language Socialization across Cultures*. Cambridge University Press.

Schieffelin, B., and Ochs, E. (1996). The microgenesis of competence. In D. Slobin, J. Gerhardt, A. Kyratzis, and J. Guo (eds.), *Social Interaction, Social Context, and Language* (pp. 251–264). Lawrence Erlbaum.

Schmeichel, M. (2012). Good teaching? An examination of culturally relevant pedagogy as an equity practice. *Journal of Curriculum Studies*, 44(2), 211–231.

Schwartz, M., and Verschik, A. (eds.) (2013). *Successful Family Language Policy: Parents, Children, and Educators in Interaction*. Springer.

Scollon, R., and Scollon, S. (1981). *Narrative, Literacy and Face in Interethnic Communication*. Ablex.

Shen, H. (2003). A comparison of written Chinese achievement among heritage learners in homogeneous and heterogeneous groups. *Foreign Language Annals*, 36(2), 258–266.

Shen, Y., Kim, S. Y., and Benner, A. D. (2019). Burdened or efficacious? Subgroups of Chinese American language brokers, predictors, and long-term outcomes. *Journal of Youth and Adolescence*, 48(1), 154–169.

Simon-Maeda, A. (2011). *Being and Becoming a Speaker of Japanese: An Autobiographic Account*. Multilingual Matters.

Smith, H. (2022). Accommodating East Asian accents in the United States: A communication accommodation theory (doctoral dissertation, University of Georgia). www.proquest.com/docview/2676944222?pq-origsite=gscholar&fromopenview=true (retrieved October 31, 2022)_.

Sohn, S., and Wang, X. C. (2006). Immigrant parents' involvement in American schools: Perspectives from Korean mothers. *Early Childhood Education Journal*, 34(2), 125–132.

Spencer, M., Chen, J., Gee, G., Fabian, C., and Takeuchi, D. (2010). Discrimination and mental health-related service use in a national study of Asian Americans. *American Journal of Public Health*, 100(12), 2410–2417.

Spolsky, B. (2012). Family language policy: The critical domain. *Journal of Multilingual and Multicultural Development*, 33(1), 3–11.

Spolsky, B. (2021). *Rethinking Language Policy.* Edinburgh University Press.

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 16 Nov 2026 at 15:36:52, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781108780506.011

Sung, K. Y., and Wu, H. P. (2011). Factors influencing the learning of Chinese characters. *International Journal of Bilingual Education and Bilingualism*, 14(6), 683–700.

Tan, C. B. (ed.) (2013). *Routledge Handbook of the Chinese Diaspora*. Routledge.

Tan, E. K. (2017). A rhizomatic account of heritage language. In S. Canagarajah (ed.), *The Routledge Handbook of Migration and Language* (pp. 468–485). Routledge.

Tannenbaum, M. (2012). Family language policy as a form of coping or defense mechanism. *Journal of Multilingual and Multicultural Development*, 33(1), 57–66.

Tedlock, B. (1991). From participant observation to the observation of participation: The emergence of narrative ethnography. *Journal of Anthropological Research*, 47, 69–94.

Tedlock, B. (2004). Narrative ethnography as social science discourse. *Studies in Symbolic Interaction*, 27, 23–31.

Thomas, J. A. (2022). A fish tale about "fieldwork," or toward multilingual interviewing in applied linguistics. *Annual Review of Applied Linguistics*, 42, 127–136.

Treas, J., and Mazumdar, S. (2002). Older people in America's immigrant families: Dilemmas of dependence, integration, and isolation. *Journal of Aging Studies*, 16(3), 243–258.

Trickett, E. J., Sorani, S., and Birman, D. (2010). Towards an ecology of the culture broker role: Past work and future directions. *MediAzioni*, 10, 88–104.

Trofimovich, P., and Turuševa, L. (2015). Ethnic identity and second language learning. *Annual Review of Applied Linguistics*, 35, 234–252.

Trifonas, P. and Aravossitas, T. (eds.) (2014). *Rethinking Heritage Language Education*. Cambridge University Press.

Tse, L. (1996). Language brokering in linguistic minority communities: The case of Chinese and Vietnamese-American students. *Bilingual Research Journal*, 20, 485–498.

Tse, L. (1998). Ethnic identity formation and its implications for heritage language development. In S. Krashen, L. Tse, and J. McQuillan (eds.), *Heritage Language Development* (pp. 15–27). Language Education Associates.

Tse, L. (2001). Resisting and reversing language shift: Heritage-language resilience among US native biliterates. *Harvard Educational Review*, 71(4), 676–709.

Tsu, J. (2010). *Sound and Script in Chinese Diaspora*. Harvard University Press.

UK Data Service (2015). Analysing change over time: Repeated cross sectional and longitudinal survey data. https://dam.ukdataservice.ac.uk/media/455362/changeovertime.pdf.

US Census Bureau (2010). American Community Survey (Table 1: Detailed languages spoken at home and ability to speak English for the population 5 years and over for the United States), at www.census.gov.

Valdés, G. (2001). Heritage language students: Profiles and possibilities. In J. K. Peyton, D. A. Ranard, and S. McGinnis (eds.), *Heritage Languages in America: Preserving a National Resource* (pp. 37–80). CAL.

Valdes, G. (2005). Bilingualism, heritage language learners, and SLA research: Opportunities lost or seized? *Modern Language Journal*, 89, 410–426.

Van Dijk, T. A. (1976). Philosophy of action and theory of narrative. *Poetics*, 5(4), 287–338.

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 16 Nov 2026 at 15:36:52, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781108780506.011

Venuti, L. (1998). *The Scandals of Translation: Towards an Ethics of Difference*. Taylor and Francis.

Vo-Thanh-Xuan, J., and Liamputtong, P. (2003). What it takes to be a grandparent in a new country: The lived experience and emotional well-being of Australian-Vietnamese grandparents. *Australian Journal of Social Issues*, 38(2), 209–228.

Wang, F. (2016). Asian Americans crowdsource open letter to families: "Black Lives Matter to us, too." *NBC News*. www.nbcnews.com/news/asian-america/asian-americans-crowdsource-open-letter-explain-blacklivesmatter-elders-n606441.

Wang, F., Tsai, Y.-C., and Wang, W. S.-Y. (2009). Chinese literacy. In D. Olson and N. Torrence (eds.), *Cambridge Handbook on Literacy* (pp. 386–417). Cambridge University Press.

Wang, M. (2021). Meet Shiyin, the fashion influencer shaping China's Hanfu style revival. Vogue. https://www.vogue.com/article/how-the-return-of-hanfu-represents-a-shift-in-china.

Wang, S. (2008). The ecology of the Chinese language in the United States. In A. Creese, P. Martin, and N. H. Hornberger (eds.), *Encyclopedia of Language and Education* (2nd edn), vol. 9 (pp. 169–180). Springer.

Wang, S. (2014). Being "critical": Implications for Chinese heritage language schools. In T. Wiley, J. Peyton, D. Christian, S. Moore, and N. Liu (eds.), *Handbook of Heritage, Community, and Native American Languages in the United States: Research, Policy, and Educational Practice* (pp. 157–166). Routledge.

Wang, W., and Curdt-Christiansen, X. L. (2020). Lost in translation: Parents as medium translators in intergenerational language transmission. *Current Issues in Language Planning*, 21(5), 1–21.

Wang, W. S. Y. (1973). The Chinese language. *Scientific American*, 228(2), 50–63.

Wang, X. (ed.) (1996). *A View from Within: A Case Study of Chinese Heritage Community Language Schools in the United States*. National Foreign Language Center.

Watson-Gegeo, K. A. (2004). Mind, language, and epistemology: Toward a language socialization paradigm for SLA. *Modern Language Journal*, 88(3), 331–350.

Wells, R. (2008). The global and the multicultural: Opportunities, challenges, and suggestions for teacher education. *Multicultural Perspectives*, 10(3), 142–149.

Wiley, T. G. (2001). On defining heritage languages and their speakers. In J. K. Peyton, D. A. Ranard, and S. McGinnis (eds.), *Heritage Languages in America: Preserving a National Resource* (pp. 29–36). Center for Applied Linguistics.

Wiley, T. G., Klerk, G., Li, M., Liu, N., Teng, Y., and Yang, P. (2008). Attitudes toward Mandarin, heritage languages, and dialect diversity among Chinese immigrants and international students in the United Status. In A. He and Y. Xiao (eds.), *Chinese as a Heritage Language: Fostering Rooted World Citizenry* (pp. 67–88). NFLRC/University of Hawaii Press.

Woldemariam, H., and Lanza, E. (2015). Imagined community: The linguistic landscape in a diaspora. *Linguistic Landscape*, 1(1–2), 172–190.

Wong-Fillmore, L. (1991). When learning a second language means losing the first. *Early Childhood Research Quarterly*, 6(3), 323–346.

Wong-Fillmore, L. (2000). Loss of family languages: Should educators be concerned? *Theory into Practice*, 39, 203–210.

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 16 Nov 2026 at 15:36:52, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781108780506.011

Wong, J., and Olsher, D. (2000). Reflections on conversation analysis and nonnative speaker talk: An interview with Emanuel A. Schegloff. *Issues in Applied Linguistics*, 11(1), 111–128.

Wong, K. F., and Xiao, Y. (2010). Diversity and difference: Identity issues of Chinese heritage language learners from dialect backgrounds. *Heritage Language Journal*, 7(2), 153–187.

Wong, S. C., and Lopez, M. G. (2000). English language learners of Chinese background. In S. L. McKay and S. C. Wong (eds.), *New immigrants in the United States* (pp. 263–305). Cambridge University Press.

Wong, S. T., Yoo, G. J., and Stewart, A. L. (2006). The changing meaning of family support among older Chinese and Korean immigrants. *Journals of Gerontology Series B: Psychological Sciences and Social Sciences*, 61(1), S4–S9.

Wortham, S., and Reyes, A. (2020). *Discourse Analysis beyond the Speech Event*. Routledge.

Xiang, Q., and Makarova, V. (2021). Grandparents in minority language maintenance: Mandarin Chinese in Canada. *Open Journal of Modern Linguistics*, 11(3), 380–394.

Xiang, X. (2016). The teaching of Chinese to heritage language learners at the post-secondary level. In J. Ruan, J. Zhang, and C. Leung (eds.), *Chinese Language Education in the United States* (pp. 167–194). Springer.

Xiao, Y. (2008). Home literacy environment in Chinese as a heritage language. In A. He and Y. Xiao (eds.), *Chinese as a Heritage Language: Fostering Rooted World Citizenry* (pp. 151–166). NFLRC/University of Hawaii Press.

Xiao, Y. (2014). Heritage language education in the United States: The Chinese case. In M. Bigelow and J. Ennser-Kananen (eds.), *The Routledge Handbook of Educational Linguistics* (pp. 370–382). Routledge.

Xiao, Y. (2016). Chinese education in the United States: Players and challenges. *Global Chinese*, 2(1), 23–50.

Xiao, Y., and Wong, K. F. (2014). Exploring heritage language anxiety. *Modern Language Journal*, 98(2), 589–611.

Xie, Y. (2022). A bamboo ceiling in the classroom? *Proceedings of the National Academy of Sciences*, 119(22), e2203850119. www.pnas.org/doi/abs/10.1073/pnas.2203850119.

Xu, L., and Chi, I. (2015). Ageing and grandparenting in Asia. In S. R. Quah (ed.), *Routledge Handbook of Families in Asia* (pp. 246–258). Routledge.

Ye, Z. (2004). Chinese categorization of interpersonal relationships and the cultural logic of Chinese social interaction: An indigenous perspective. *Intercultural Pragmatics*, 1(2), 211–230.

Yoshikawa, H. (2011). *Immigrants Raising Citizens: Undocumented Parents and Their Children*. Russell Sage Foundation.

Young, R. F., and Miller, E. R. (2004). Learning as changing participation: Discourse roles in ESL writing conferences. *Modern Language Journal*, 88(4), 519–535.

Yuan, S. (2021). A comparative study on the curriculum in the community-based Chinese heritage language (CHL) schools and dual language immersion (DLI) program. In J. Keengwe and G. Onchwari (eds.), *Research Anthology on Preparing School Administrators to Lead Quality Education Programs* (pp. 1170–1227). IGI Global.

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 16 Nov 2026 at 15:36:52, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781108780506.011

Yung, J., Chang, G., and Lai, H. M. (eds.) (2006). *Chinese American Voices: From the Gold Rush to the Present*. University of California Press.

Zentella, A. C. (1997). *Growing Up Bilingual: Puerto Rican Children in New York*. Blackwell.

Zhan, Y. (2020). The role of agency in the language choices of a trilingual two-year-old in conversation with monolingual grandparents. *First Language*, 41(1). https://doi.org/10.1177/0142723720923488.

Zhou, M. (2014). Segmented assimilation and socio-economic integration of Chinese immigrant children in the USA. *Ethnic and Racial Studies*, 37(7), 1172–1183.

Zhu, H. (2008). Duelling languages, duelling values: Codeswitching in bilingual intergenerational conflict talk in diasporic families. *Journal of Pragmatics*, 40(10), 1799–1816.

Zhu, H. (2010). Language socialization and interculturality: Address terms in intergenerational talk in Chinese diasporic families. *Language and Intercultural Communication*, 10(3), 189–205.

Zhu, H., and Li, W. (2016). Transnational experience, aspiration and family language policy. *Journal of Multilingual and Multicultural Development*, 37(7), 655–666.

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 16 Nov 2026 at 15:36:52, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781108780506.011