

IUB Department of Spanish & Portuguese
MA Reading List – Heritage Language Pedagogy and Research
(updated August 2023)

Books

Beaudrie, S., & Fairclough, M. (2012). *Spanish as a heritage language in the United States: The state of the field*. Georgetown University Press.

Beaudrie, S., Ducar, C., & Potowski, K. (2014). *Heritage language teaching : research and practice*. McGraw-Hill Education Create.

Fairclough, M., Beaudrie, S., Roca, A., & Valdés, G. (2016). *Innovative strategies for heritage language teaching : a practical guide for the classroom*. Georgetown University Press.

Fuller, J. M., & Leeman, J. (2020). *Speaking Spanish in the US: The sociopolitics of language*. Multilingual Matters.

Loza, S., & Beaudrie, S. (2022). *Heritage language teaching: Critical language awareness perspectives for research and pedagogy*. Routledge.

Martínez, G. (2006). *Mexican Americans and language: Del dicho al hecho*. University of Arizona Press.

Pascual y Cabo, D., & Torres, J. (2022). *Aproximaciones al estudio del español como lengua de herencia*. Routledge.

Potowski, K. (2018). *The Routledge handbook of Spanish as a heritage language*. Routledge.

Articles & Book Chapters

Bayram, F., Kubota, M., Luque, A., Pascual y Cabo, D., & Rothman, J. (2021). You can't fix what is not broken: Contextualizing the imbalance of perceptions about heritage language bilingualism. *Frontiers in Education, 6*.

Beaudrie, S., Amezcua, A., & Loza, S. (2021). Critical language awareness in the heritage language classroom: Design, implementation, and evaluation of a curricular intervention. *International Multilingual Research Journal, 15*(1), 61-81.

Bills, G. (2005). Las comunidades lingüísticas y el mantenimiento del español en Estados Unidos. *Las comunidades lingüísticas y el mantenimiento del español en Estados Unidos, 55-83*.

Carreira, M. & Kagan, O. (2011). Results of the National Heritage Language Survey: Implications for teaching, curriculum design, and professional development. *Foreign Language Annals, 44*(1).

Carreira, M., & Kagan, O. (2018). Heritage language education: A proposal for the next 50 years. *Foreign Language Annals, 51*(1), 152-168.

Crawford, J. (2021). Proposition 227: A new phase of the English only movement. In *Language ideologies* (pp. 28-61). Routledge.

Del Carpio, Leslie & Valeria Ochoa. (2022). Language Ideologies in the Spanish Heritage Language Classroom: (Mis)alignment between Instructor and Students' Beliefs. *Languages 7*: 187.

Ducar, C. (2008). Student voices: The missing link in the Spanish heritage language debate. *Foreign Language Annals*, 41(3), 415-433.

Holguín Mendoza, C. (2018). Critical language awareness (CLA) for Spanish heritage language programs: Implementing a complete curriculum. *International Multilingual Research Journal*, 12, 65–79.

Leeman, J. (2005). Engaging critical pedagogy: Spanish for native speakers. *Foreign Language Annals*, 38(1), 35-45.

Lippi-Green, R. (2012). *English with an accent : language, ideology and discrimination in the United States*. 2nd ed. Routledge.

Myers-Scotton, C. (2006). Who is a bilingual? What factors promote bilingualism. *Multiple voices: an introduction to bilingualism*. Oxford: Blackwell Publishing, 35-66.

Martínez, G. (2003). Classroom based dialect awareness in heritage language instruction: A critical applied linguistic approach. *Heritage Language Journal*, 1, 1-14.

Martínez, G. (2005). Genres and genre chains: Post-process perspectives on heritage language writing in a South Texas setting. *Southwest Journal of Linguistics*, 24(1-2), 79-91.

Montrul, S. (2012). The grammatical competence of Spanish heritage speakers. In *Spanish as a heritage language in the US: State of the science* (pp. 101-120). Georgetown University Press.

Ortega, L. (2020). The study of heritage language development from a bilingualism and social justice perspective. *Language Learning*, 70, 15-53.

Pappamihiel, N., & Moreno, M. (2011). Retaining Latino students: Culturally responsive instruction in colleges and universities. *Journal of Hispanic Higher Education*, 10(4), 331-344.

Parra, M. L. (2020). Working With Diversity in the Spanish Heritage Language Classroom: A Critical Perspective. *Porta Linguarum Revista Interuniversitaria De Didáctica De Las Lenguas Extranjeras*, (34), 1-24.

Pascual y Cabo, D., & Prada, J. (2018). Redefining spanish teaching and learning in the united states. *Foreign Language Annals*, 51(3), 533-547.

Polinsky, M. & Kagan, O. (2007). Heritage Languages: In the 'wild' and in the classroom. *Language and Linguistics Compass*, 1(5), 368-95.

Prada, J. (2019). Exploring the role of translanguaging in linguistic ideological and attitudinal reconfigurations in the Spanish classroom for heritage speakers. *Classroom Discourse*, 10(3-4), 306-322.

Ronquest, R., & Rao, R. (2018). Heritage Spanish phonetics and phonology. *The Routledge handbook of Spanish as a heritage language*, 164-177.

Sánchez-Muñoz, A. (2013). Who Soy Yo?: The Creative Use of “Spanglish” to Express a Hybrid Identity in Chicana/o Heritage Language Learners of Spanish. *Hispania*, 96(3), 440–441.

Tecedor, M., Del Carpio, L., & Ochoa, V. (2021). Novice or expert? Heritage speaker’s orientation to the novice-expert paradigm. *Journal of Pragmatics*, 182, 253–264.

Valdés, G. (2005). Bilingualism, heritage language learners, and SLA research: Opportunities lost or seized? *The Modern Language Journal*, 89(3), 410-426.

Villa, D. (2002). The sanitizing of U.S. Spanish in academia. *Foreign Language Annals*, 35, 222-230.