

1. Record Nr.	UNINA9910779737403321
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Titolo	Constructing the heritage language learner [[electronic resource]] : knowledge, power, and new subjectivities / / [edited by] Neriko Musha Doerr and Kiri Lee
Pubbl/distr/stampa	Boston, : De Gruyter Mouton, 2013
ISBN	1-61451-283-3
Descrizione fisica	1 online resource (202 p.)
Collana	Contributions to the sociology of language, , 1861-0676 ; ; v. 103
Altri autori (Persone)	DoerrNeriko Musha <1967-> LeeKiri
Disciplina	495.680071/073
Soggetti	Language and languages - Study and teaching - United States Second language acquisition Language teachers - Training of - United States Japanese language - Study and teaching - Foreign speakers
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Frontmatter -- Acknowledgments -- Table of contents -- 1. Introduction: The heritage language learner? -- 2. An emerging field of investigation: Construction of the heritage language learner as a new object of study -- 3. Ethnographic fieldwork at Jackson Japanese Language School -- 4. Betwixt and between Japanese and the heritage language learner of Japanese -- 5. Designing the heritage language learner: Modes of governmentality in the classroom -- 6. Defining the heritage language learner -- 7. Shifting frames of reference: JJLS, AP, heading college, and construction of the Japanese-as-a-heritage-language learner -- 8. Adjusting the Jackson Course -- 9. Implications and departure -- Appendix 1: First Questionnaires for Parents -- Appendix 2: Second Questionnaires for Parents -- Appendix 3: First Questionnaires for Students -- Appendix 4: Second Questionnaires for Students -- Appendix 5: Questionnaires for Teachers -- Appendix 6: Questionnaires for Parents of Students Who Were Leaving or Had Left JJLS -- Appendix 7: Questionnaires for Students Who Were Leaving or Had Left JJLS -- Appendix 8: Summary of Student Interviews and Profiles -- Appendix 9: Glossary of Japanese Terms -- References --

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Sommario/riassunto

Heritage language education is a relatively new field developed as "heritage" has become an important trope of belonging, legitimacy and commodification. Many recent studies treat the "heritage language learner" as an objective category. However, it is a social construct, whose meaning is contested by researchers, school administrators and the students themselves. Based on ethnographic fieldwork in 2007-2011 at a weekend Japanese language school in the United States, this monograph investigates the construction of the heritage language learner at the intersections of the knowledge-power complex, ideologies of language and national belonging, and politics of schooling. It examines the ways individuals become, resist and negotiate their new subjectivity as heritage language learners through becoming objects of study, being caught in nationalist aspirations and school politics regarding what to teach to whom, and negotiating with peers with various linguistic proficiency and family backgrounds. The volume proposes a new approach to view the notion of heritage language learner as a site of negotiation regarding the legitimate knowledge of language and ways of belonging, while offering practical suggestions for schools.

2. Record Nr.	UNIORUON00393566
Titolo	Aufsatze zur Kultur- und sprachgeschichte vornehmlich des Orients : Ernst Kuhn zum 70. Geburtstage am 7. Februar 1916
Pubbl/distr/stampa	Munchen, : M. & H. Marcus, 1916
Descrizione fisica	XXV, 253 p. : tav. ; 25 cm.
Disciplina	4
Soggetti	ORIENTE - Studi
Lingua di pubblicazione	Tedesco
Formato	Materiale a stampa
Livello bibliografico	Monografia