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Nota di contenuto	Front matter -- Contents -- Acknowledgments -- Introduction -- Chapter 1. Acquisition, Maintenance, and Recovery of Heritage Languages -- Chapter 2. Three Hundred–Plus Years of Heritage Language Education in the United States -- Chapter 3. The Spanish Language in California -- Chapter 4. The Use of Spanish by Latino Professionals in California -- Chapter 5. The Foreign Language Teaching Profession and the Challenges of Developing Language Resources -- Chapter 6. Secondary Spanish Heritage Programs in California -- Chapter 7. Postsecondary Spanish Heritage Programs in California -- Chapter 8. The Teaching of Heritage Languages -- Chapter 9. Imagining Linguistic Pluralism in the United States -- Methodological Appendix
Sommario/riassunto	This book documents ongoing language shift to English among Latino professionals in California 67% of which studied Spanish formally in high school and 54% of which studied Spanish in college. Taking into account the recommendations about the teaching of Spanish as a heritage language made by these professionals, the book then describes current instructional practices used in the teaching of Spanish as an academic subject at the high school and university levels

to “heritage” language students who, although educated entirely in English, acquired Spanish at home as their first language. The suggestions made by the Professionals concentrated almost exclusively on Spanish language maintenance (e.g., making cultural/historical connections; showing relevance and significance of language to students’ lives, teaching other subjects in Spanish, teaching legal, medical, business terms in Spanish). The study of goals currently guiding instruction for heritage speakers of Spanish at both the high school and the college levels, on the other hand, raise questions about the potential contribution of educational institutions to the maintenance and retention of Spanish among the current Spanish-speaking population of California.
