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Operationalizing HL use in adult-aged HSs of Italian and Turkish

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2019

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Citation for published version (APA):

Lloyd-Smith, A., Pereira Soares, S. M., Di Pisa, G., Gyllstad, H., & Kupisch, T. (2019). *Operationalizing HL use in adult-aged HSs of Italian and Turkish*. Poster session presented at Capturing and Quantifying Individual Differences in Bilingualism, Tromsø, Norway.

Total number of authors:

5

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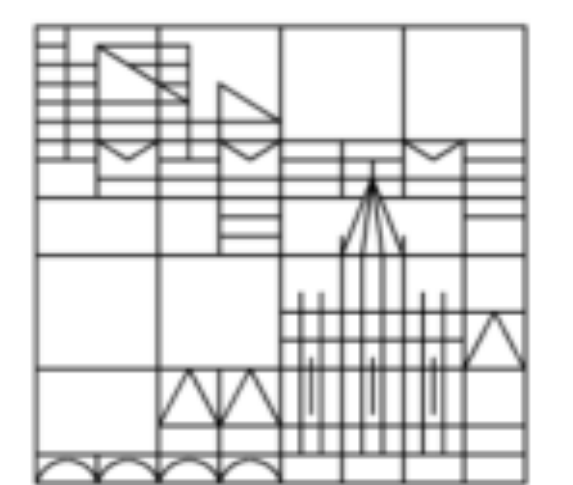
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Operationalizing HL use in adult-aged HSs of Italian and Turkish

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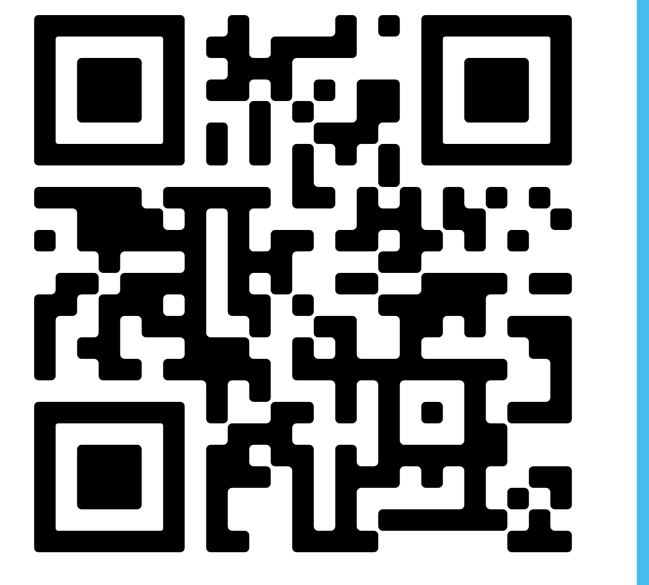
Background

What we know

- Heritage language (HL) outcomes reflect speakers' differential opportunities to **engage with the HL** [1, 2]
- Different **types of input** seem to interact differently across **language domains** (e.g., morphosyntax vs. phonology) [3, 4]
- No existing questionnaires tailored specifically for use with adult HSs, though many excellent tools exist (e.g., BiLEC [5], LSBQ [6]).

Project aims

- Developing the **AHSQ** – a tool that is intended to identify which **variables/factors** are most predictive of HL outcomes in adults
- Examining the relative **role and weight** of these factors across areas of language
- Making the AHSQ **available for researchers** to use with various HSs populations



VIEW NOW

Our questionnaire

- The **AHSQ** is a 5-page interviewer-led questionnaire (see QR code)
- It contains **95 scored questions** with answers on a 5-point scale



Table 1. AHSQ sample question types and categories

Category	Question type
A) HL use in childhood	AoO in all languages (L) Parents' L1s and dialects L with parents/family/siblings L use before/after age 6 L at primary/intermediate/high school
B) Current HL use	Number of people HL spoken with Relative HL use at home/school/work Activities (e.g., hobbies, emails, gaming, expressing feelings, counting) HL use with family/friends/colleagues L preferences
C) Quality of HL use	Types of contact (R, W, L, S) Courses in HL (quantity/recency/length) Long periods of HL non-use Code switching (family, friends, online)
D) Time in HL country	Visits to HL country (frequency, duration)
E) Self-assessed proficiency	General proficiency (R, W, L, S) Grammar, vocabulary, foreign accent

Preliminary work

- In our preliminary studies on HL Turkish and Italian, the **HL use score** obtained from the AHSQ correlated with measures of phonological, lexical & morphosyntactic proficiency [3], [4].
- The strength of the correlations differed between HL groups (Turkish vs. Italian), and were overall strongest for **foreign accent**

Table 2. Correlations between HL use scores and phonological, lexical, and morphosyntactic proficiency in the HLs Turkish and Italian

Study	Phonological proficiency (accent)	Lexical proficiency	Morpho-syntactic proficiency	
HL Turkish 	Total Use Score	✓***	✓*	✓*
A) Use in childhood	✗	✗	✗	
B) Current HL use	✓***	✓***	✓*	
C) Quality	✓***	✗	✗	
HL Italian 	Total Use Score	✓***	✓**	
A) Use in childhood	✓**	✓**		
B) Current HL use	✗	✗		
C) Quality	✗	✗		

Standardization

In order to standardize and validate the AHSQ, we will implement the following procedure:

Participants

N = 60 Italian HSs in Germany
N = 30 German HSs in Italy

Target measures

- Lexical proficiency (Y/N task)
- Gender agreement & assignment
- Perceived foreign accent
- EEG/ERP correlations

Scoring and weights

Calculation of a total **continuous HL score** as well as **subscores** for central categories will be based on outcomes from an exploratory factor analysis, and on theoretical considerations.

Validation

- Exploratory factor analysis** will be carried out to determine which underlying constructs the items in the HL questionnaire map on to.
- An **item analysis** (item-total correlations) and computation of reliability coefficients will be used to indicate whether certain items need revision.
- Content validity** of the AHSQ will be vetted by consulting an outside expert to assess its quality and scope.

Expectations

- We expect the strength of the relationships between reported **HL use** and **performance** on tests to differ across areas of language
- We hope to be able to **explain** which types of HL experience are predictive of performance in the targeted domains
- Be able to formulate meaningful **recommendations** for stakeholders.

References

[1] Montrul, S. (2008). *Incomplete Acquisition in Bilingualism. Re-examining the Age Factor*. [Series on Studies in Bilingualism] Amsterdam: John Benjamins. [2] Unsworth, S. (2019). Quantifying experience in heritage language development. In M. Schmid & B. Köpcke (Eds.), *The Oxford handbook of first language attrition*. Oxford: Oxford University Press. [3] Lloyd-Smith, A., Bayram, F., Iverson, M. (accepted). The effects of heritage language experience on lexical and morphosyntactic outcomes. In F. Bayram (Ed.), *Turkish as a Heritage Language*. Studies in Bilingualism (SiBiL). Amsterdam: John Benjamins. [4] Kupisch, T., Lloyd-Smith, A., Stangen, I. (accepted). Perceived global accent in Turkish heritage speakers in Germany: Exposure and use are more important than AoO. In F. Bayram: *Turkish as a Heritage Language*. Studies in Bilingualism (SiBiL). Amsterdam: John Benjamins. [5] Unsworth, S. (2016). Quantity and quality of language input in bilingual language development. In E. Nicoladis & S. Montanari (Eds.), *Lifespan perspectives on bilingualism* (pp. 136-196). Berlin: De Gruyter. [6] Anderson, J., Mak, L., Keyvani-Chahi, A., Bialystok, E. (2018). The Language and Social Background Questionnaire: Assessing Degree of Bilingualism in a Diverse Population. *Behavioural Research Methods*, 50(1) (pp. 250-263).