

## ABSTRACT

### Spanish Heritage Language Acquisition: What Factors Influence the Use of Subjunctive in Future and Adult Heritage Speakers?

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This study compared subjunctive (SUBJ) use in obligatory, early-acquired contexts among Spanish-English bilingual children in the early years of elementary school (where English is dominant language) to obligatory SUBJ use among adult heritage speakers (HSs) with a similar background to that of the children. The study examined the use of the obligatory subjunctive in Spanish HSs, who have historically shown lower rates of subjunctive use than native Spanish speakers (Silva-Corvalán 1994). 30 future HSs and 20 HSs in Texas completed an oral mood selection sentence-completion task, language background questionnaires, and language proficiency exams on their knowledge of both English and Spanish. While there was a strong positive association between Spanish proficiency and SUBJ use among the 5-6-year old future HSs, no reliable association was found between Spanish proficiency and subjunctive use among the adult HSs, as has been suggested in previous research (e.g., Montrul, 2009). Next, adult HSs used the subjunctive mood in obligatory contexts substantially more than future HSs did, suggesting that a) there may be some delay in acquisition of SUBJ in these contexts amongst the children compared to monolinguals (supporting Hoff's (2014) research), and importantly, b) there is continued SUBJ development in the school years beyond the ages tested, even with increased English exposure and use and decreased Spanish exposure/use once entering school. Such findings point to *continued development*, which is not in line with the idea of attrition or incomplete acquisition (Montrul, 2009) of Spanish SUBJ from heritage speakers' early school years into adulthood, at least not in the obligatory contexts tested. The findings displayed a strong association between the language spoken with siblings at home and the usage of SUBJ in obligatory contexts among both groups. Furthermore, no relationship was observed between formal Spanish instruction and usage of the SUBJ mood in obligatory cases, which has previously been proposed by Valdés (2005). This honors thesis especially highlights the need for further studies of heritage Spanish morphosyntax, as heritage speakers exhibit a myriad of characteristics worth explaining.

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SPANISH HERITAGE LANGUAGE ACQUISITION: WHAT FACTORS INFLUENCE THE  
USE OF SUBJUNCTIVE IN FUTURE AND ADULT HERITAGE SPEAKERS?

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## CHAPTER ONE

### Introduction

Over the past half-century, the population growth of Texas has skyrocketed. Texas received a 14.1% population change from April 2010 to July 2018 (US Census Bureau), and the state is now a majority-minority area, with most immigrants coming from Mexico. Mexicans comprise, by a large margin, the largest group of Latinos in the United States, as they represent 31.8 million (63%) of all Latinos living in the country.

The Mexican population in Texas continues to grow, and this trend is not expected to stop any time soon. As Latino influence increases, Spanish-English code-switching has made its way into mainstream popular advertisements, music, and television (Pascual y Cabo & Delarosa-Prada, 2015). Children of first-generation Mexican immigrants often grow up exposed to Spanish as their home language—the heritage language—while using English in the broader speech community. Such second-generation Spanish speakers are called Heritage Speakers (HSs).

Spanish HSs often grow speaking Spanish only at home, while not receiving much formal Spanish instruction in the outside community. Most become either simultaneous bilinguals, who learn the heritage language (Spanish) simultaneously with the majority language (English), or sequential bilinguals, who acquire Spanish as a first language during the first years of life and are later exposed to English (Hoff, 2014; Montrul, 2008; Polinsky, 2006). In both cases, many Spanish HSs do not receive many opportunities to speak Spanish outside the home, and English quickly becomes the dominant language.

The dominance of English often results in substantially reduced proficiency in Spanish, which particularly affects HSs' use of morphosyntax (i.e., Spanish grammar). As

a result, heritage children often do not reach first-generation rates of subjunctive use (Dracos and Requena 2020).

Silva-Corvalán (1994, 2014, 2016), Polinsky (2006), Montrul (2008, 2016), and O’Grady et al. (2011), among others, consider that “insufficient input and use of the heritage language during childhood contribute to incomplete acquisition, or better yet acquisition without mastery, of several aspects of the language.” However, Controversies remain among linguists about whether the unbalanced bilingualism (with stronger command of English than of Spanish) is due to attrition, the erosion of linguistic abilities with time, or incomplete acquisition, a failure to reach full linguistic development. In their forum, Pascual y Cabo and Rothman (2012) argue that term incomplete acquisition is problematic partly because HS “competence is simply different, not incomplete.” Consequently, Montrul (2009) makes the following claim:

“Indeed, both incomplete acquisition and attrition as processes may even affect different grammatical features in the same individual at the same time, subsequently, or even together, depending on their acquisition schedule. Without longitudinal data collected during childhood, it is difficult to assess which of these processes are responsible for language loss and non-native outcomes into adulthood.”

Reemphasizing Montrul’s point, Potowski et al. (2009) state that it is “very difficult to distinguish incomplete acquisition from attrition phenomena without longitudinal data.” Regardless of the explanation for the divergences, scholars agree that there are differences in the grammar of adult HSs compared to native Spanish speakers, including significant gaps in various grammatical areas (Montrul 2009) such as the subjunctive, a certain mood used in grammar “to connote states of uncertainty, subjectivity, and hypothetical situations” (Montrul 2018).

Such differences lead to practical concerns, as many heritage speakers have missed the opportunity to develop productive use and written comprehension of more complex



grammatical structures (Montrul, 2009) in Spanish, leading to an inability for some to fully communicate with Spanish speakers around the globe. In fact, heritage speakers shift into monolingualism in the dominant language so quickly that by the third generation of descendants of immigrants, the process of Anglicization has, by and large, prevailed, leading to a conversion to speaking only English (Alba et al, 2002). Other linguists such as Portes (2001, p. 140) have also found a decline over time in competence in the mother tongue, as US residence leads to a net decline in the probability of bilingualism of about 1% per additional year in the country. In this study, I hope to find what factors affect Spanish proficiency, encouraging HSs to engage in methods to decrease and prevent gaps in HS Spanish.

Using both previous and independent research, this thesis investigates what specific factors influence Spanish proficiency and the use of subjunctive, a grammatical mood in Spanish widely used to relay when the speaker or actor believes that the event cannot be stated as factual (Bergen, 1978), in both child and adult Spanish-English bilinguals. Such grammatical mood has been shown to be very vulnerable in heritage speakers (Montrul, 2009), as heritage speakers often do not reach first-generation rates of subjunctive use (e.g., Dracos & Requena, 2020; Montrul, 2016).

In order to contextualize and motivate the study, in Chapter 2, I review relevant background literature on heritage speakers, the subjunctive mood, and factors that have been shown to influence the grammar of Spanish heritage speakers. In Chapter 3, I describe the experimental design and outline the specific method and materials used. I present the results of the study, which are guided by seven main questions, in Chapter 4. In Chapter 5, I analyze and discuss the results of the study and relate them back to the background literature. Finally, in Chapter 6, I draw conclusions of the study and pose questions for further research.

## CHAPTER TWO

### Literature Review

This literature review discusses relevant linguistic terms relating to bilingualism and Spanish grammar that will prepare the reader to understand the conducted study, including an overview of heritage speakers, an explanation of the obligatory subjunctive mood and its acquisition, and the role of distinct inputs in language proficiency. Next, this study's research questions are presented, and few hypotheses are explored on what factors influence the use of subjunctive in heritage speakers.

#### *Who are Heritage Speakers (HSs)?*

The heritage Spanish-speaking population, “a truly massive and heterogeneous population” (Viner, 2018) is greatly diverse, making it difficult to associate all heritage speakers to a sole definition. Furthermore, HSs' level of proficiency varies greatly from person to person (Kondo-Brown, 2003). While some HSs may pass as monolingual speakers, others are hardly able to communicate in the heritage language (Pascual y Cabo & Delarosa-Prada, 2015).

Although a very heterogenous population, HSs do share a few similarities. For example, most parents of HSs are immigrants who arrive in the country of destination as adults and maintain a dominant linguistic profile in their native language (Alba et al., 2002). Furthermore, Montrul (2018) states that “the vast majority of young adult HSs in the United States are unbalanced bilinguals with stronger command of English than of the heritage language.” According to Pascual y Cabo and Rothman (2012), HSs almost always wind up being dominant speakers of the majority language in adulthood as a result of entering formal schooling in the majority society. Sometimes, HSs receive so much

English input during their formative years that they become monolinguals in the majority language (Pascual y Cabo & Delarosa-Prada 2015).

Although there is no perfectly precise definition of a heritage speaker, I will define HSs in accordance with Valdés' definition (2001) of HSs as "individuals raised in homes where a language other than English is spoken and who are to some degree bilingual in English and the heritage language." All 50 participants of both child and adult groups of the present study fit under Valdés' definition of a heritage speaker. Finally, since all 30 child participants of the study were born in the United States, have been raised in homes where Spanish is spoken, and are currently exposed to plenty of English at school, they will all most likely become adult heritage speakers of Spanish. Due to this, I will call the child participants of this study **future heritage speakers** (future HSs).

Since such future HSs can differ greatly in terms of the input received and their proficiency in both languages (Dracos & Requena, 2020), research on both adult and future HSs that is focused on the factors that influence Spanish proficiency and the use of subjunctive can provide a clearer picture of why heritage languages develop the way they do. Consequently, it is important to look at the data of bilingual school-aged children in order to see how the Spanish heritage language develops over time and into adulthood.

To further study HSs, Montrul (2018) has stated that the best way to show that a grammatical property was not mastered by a certain age is to conduct longitudinal studies of bilingual children as they develop their heritage and majority languages from birth to adulthood. However, while necessary and essential, such longitudinal studies are laborious and quite strenuous to conduct. Instead, this study aims to compare identical data amongst future heritage speakers and adult heritage speakers to find common factors that lead to lower Spanish proficiency and lower subjunctive usage in both groups. Comparing the data of both children and adult participants allows for a more detailed

explanation of what factors influence the development of heritage languages among all heritage speakers.

### *What is the Subjunctive (SUBJ)?*

In Spanish, the subjunctive is a certain mood used in grammar “to connote states of uncertainty, subjectivity, and hypothetical situations” (Montrul 2018). Some contexts require subjunctive (obligatory contexts) and other contexts are variable. Variable contexts include those in which monolingual Spanish speakers may choose to employ the subjunctive or the indicative to achieve a certain effect. In certain variable contexts, simply put, indicative clauses are used for events in the actual world and subjunctive clauses are employed for events under the scope of some modal operator. In other variable contexts, such as in possibility clauses, a verb such as *quizás* (‘perhaps’), “permits the use of either the indicative or the subjunctive, depending on what the speaker wishes to communicate” (Viner, 2018):

1. **Quizás** (yo) soy una persona muy estricta.

**Perhaps** I am-IND a very strict person.

2. **Quizás** (yo) sea una persona muy estricta.

**Perhaps** I am-SUBJ a very strict person.

Example 1 above uses the IND is used to express “a more assertive and authoritative view” (Viner, 2018). In other words, the use of IND suggests that the speaker believes the proposition “I am a very strict person” to be true even if others may not believe it to be the case. Next, concerning possibility clauses like the ones above, Viner (2018) states that use of SUBJ shows that “the speaker expresses some degree of doubt or uncertainty regarding the subject at hand.” Therefore, the SUBJ employed in example 2 is simply used to show the possibility that the speaker may be a strict person, but he/she is unsure or even

doubtful about it. A unique aspect of Spanish, in some cases, the SUBJ mood gives the speaker the power to achieve a desired effect, simply by employing such unique grammatical mood.

However, in other cases, the use of subjunctive is required for the speaker to express uncertain or hypothetical situations. Obligatory contexts include Volition cases with *querer* ('to want'), and Adverbial cases with *cuando* ('when') and *antes (de) que* ('before'). The following are three examples of obligatory subjunctive cases:

Volition ( <i>querer</i> )	Adverbial ( <i>cuando</i> )	Adverbial ( <i>antes de que</i> )
(Yo) <b>quiero</b> que (tú) <u>vayas</u> a la escuela.	Avísame <b>cuando</b> (tú) <u>llegues</u> a la casa.	Vámonos <b>antes de que</b> <u>llueva</u> .
(I) <b>want</b> (you) to <u>go-SUBJ</u> to school.	Let me know <b>when</b> (you) <u>arrive-SUBJ</u> home.	Let's leave <b>before</b> it <u>rains-SUBJ</u> .

In all three cases, the speaker utters cases of uncertainty and hypothetical situations, such as arriving home, which cannot be considered a given since the action is in the future. One of the examples above displays the probability of rain, which is considered a hypothetical situation. Although there may be high probability of rain in the forecast, it may not occur, making such scenario uncertain. Again, use of the subjunctive is obligatory in such contexts.

However, mood selection in Spanish HSs differs from Spanish monolingual speakers (Silva-Corvalán, 1994; Montrul, 2009). Furthermore, research across various studies suggests that the subjunctive mood is underemployed by Spanish heritage speakers (e.g., Montrul, 2009, 2016; Silva Corvalán, 1994). As Silva-Corvalán (1994) argues, the subjunctive mood is highly vulnerable to simplification in bilingual speakers. Furthermore, According to Montrul (2015), "many Spanish heritage speakers do not

reliably distinguish between the indicative and the subjunctive moods in comprehension and prefer to use the indicative mood in oral production in contexts where the subjunctive would be required or preferred by monolingual Spanish speakers.” Thus, use of the subjunctive mood is a vulnerable area among heritage speakers that must continue to be studied.

### *Monolingual Acquisition of Subjunctive in Adverbial Clauses and to Express Volition*

Volition is used when a future projection of a desired event is made (Travis, 2003) and are incited by words such as want (*querer*) and desire (*desear*). Vesterinen and Bylund (2013) argue that “Volition verbs like *querer* (‘to want’) and *desear* (‘to desire’) show an overwhelming tendency to trigger the subjunctive,” Such subjunctive mood triggers are achieved at a young age, given that children must express their wants and desires early. In fact, use of the SUBJ “with the Volitional matrix verb *querer*” (Dracos et al., 2019) is one of the first uses of the subjunctive mood acquired by children whose first language is Spanish. Moreover, studies conducted by Dracos et al. (2019) indicate that by age 4-5, target mood selection with predicates of Volitionality are achieved in native Spanish speakers.

Another subjunctive trigger, Adverbial clauses determine subjunctive use with “temporality (whether the event has occurred or not) and the meaning of the clausal connectors” (Sánchez Naranjo & Perez-Leroux, 2010). Adverbial clauses are characterized by conjunctions such as *cuando* (‘when’) and *antes de que* (‘before’). Blake (1983) argues that “from a linguistic point of view, Adverbial clauses seem to offer the most clearly defined semantic criteria for mood selection.” Since they refer to a situation that follows the reference time, *cuando* (‘when’) and *antes de que* (‘before’) are always followed by a subjunctive verb (Sánchez Naranjo & Perez-Leroux, 2010). Furthermore, as Blake (1983) first suggests, children achieve subjunctive proficiency in Adverbial cases by age 5.

Twenty-seven years later, Sánchez Naranjo and Perez-Leroux (2010) further asserted that adult-like subjunctive usage with references such as *cuando* are achieved by age 5 in native Spanish speakers.

In summary, since Spanish speakers are required to use the subjunctive mood in both Volition and Adverbial contexts, the contexts used in the present study are deemed to be **obligatory subjunctive contexts**.

### *Subjunctive Use*

In this section, I will highlight what is known and suggested about role of input, exposure, proficiency, and cross-linguistic influence in the acquisition of the heritage language. Then, I will look further at the factors mentioned to better understand how they may influence acquisition of subjunctive. Finally, I will present some gaps in literature to motivate my research questions and hypotheses.

### *Factors Influencing Subjunctive Use Among HSs*

Although the use of subjunctive among HSs has been found to increase with Spanish proficiency, the use of indicative in place of subjunctive is significantly higher for heritage speakers compared to native speakers (Montrul, 2009). Further studies (e.g., Montrul, 2009; Silva-Corvalán, 1994), have determined that heritage speakers display less subjunctive use than first-generation speakers. In fact, in a study of Mexican-Americans the region of Los Angeles, Silva-Corvalán (1994) concludes that some HSs are not able to discriminate between subjunctive and indicative at all and even prefer to use the indicative mood in oral production in contexts where the subjunctive would be required or preferred by monolingual Spanish speakers. The study further shows that *low proficiency* HSs do not produce subjunctive forms, using the indicative exclusively in both obligatory and variable contexts of subjunctive.

There is a large debate among linguists regarding whether a lower frequency of subjunctive use among HSs is due to attrition, the erosion of linguistic abilities with time, or incomplete acquisition, a failure to reach full linguistic development. Many linguists (Montrul, 2009; Potowski et al, 2009) argue that both incomplete acquisition and attrition may affect different grammatical features in the same individual at the same time or even together, and distinguishing incomplete acquisition from attrition phenomena is very difficult without longitudinal data.

On the other hand, other linguists (Pascual y Cabo & Rothman, 2012) argue that it is wrong to label the lesser use of subjunctive among HSs as “incomplete acquisition” since subjunctive competence among HSs is simply different, not incomplete. Further, Viner (2016) states that when comparing HSs to native Spanish speakers, “different does not imply inferior; nor does the decreased use of a particular grammatical feature make a language any more ‘simple’ than that of one with more.” Regardless of the theory used to explain the variance in use of subjunctive among HSs, most linguists agree that there is a fundamental difference between the way most Spanish heritage speakers and Spanish monolinguals speak. On the matter, Valdés (2005) has stated that within the last few years, people concerned with the disappearance of minority languages, including heritage speakers, have turned to educational institutions in the hope that formal classroom instruction will be able to retard language shift.”

Some factors, such as being a part of a large Hispanic community, have been shown to help HSs preserve Spanish more than other second-generation youths (Portes, 2001, p. 141). However, there are still many gaps in explanatory factors for higher Spanish proficiency as well as a more frequent use of subjunctive among heritage speakers. To further explore the influence of specific factors on subjunctive use, I seek to better understand what role the factors presented above (total exposure, siblings, formal Spanish education) may play in the acquisition of subjunctive.



### *Research Questions and Hypotheses*

As previously stated, there are still many gaps in explanatory factors for the use of subjunctive among heritage speakers:

It is known that most Spanish heritage speakers are primarily exposed to Spanish through their family members: parents, siblings, aunts, uncles, grandparents, etc. (Pascual y Cabo & Rothman, 2010). Such exposure usually happens in places where the majority language is widely spoken, such as heritage speakers' homes. Keating et al. (2011) affirm that "exposure to Spanish begins early in life (at or shortly after birth) in a naturalistic setting (the home)" and consists primarily of aural input, but how much does Spanish exposure in the home influence heritage speaker's language proficiency? Bridges and Hoff (2014) have conducted studies which show that siblings play a role in Spanish heritage language development, and toddlers without a school aged older sibling were found to be more advanced in Spanish than toddlers with a school aged older sibling, but no research has been conducted to determine the role of siblings in the use of subjunctive by HSs.

Many HSs have "turned to educational institutions in the hope that formal classroom instruction will be able to retard language shift" (Valdés, 2005), but the impacts of formal classroom instruction on Spanish grammar among HSs have not yet been properly explored. Furthermore, the use of subjunctive among HSs has been found to increase with Spanish proficiency level (Montrul, 2009), but other factors such as the influence of language spoken at home in Spanish proficiency level have not yet been fully explored.

Montrul (2009) clearly states that "the use of subjunctive varies for Spanish heritage speakers," and this study serves as a deeper look into what external factors may cause such variances in the use of subjunctive by HSs. All previous research points to the fact that heritage speakers exhibit linguistic characteristics worth explaining. Therefore, the present study is an attempt to explain such unique characteristics.

*Research Question 1 (RQ1):* How does subjunctive use in obligatory contexts (Volition and Adverbial clauses) compare between 5-and 6-year old future heritage speakers and adult heritage speakers, and is current Spanish proficiency associated with subjunctive use in these contexts?

*Research Question 2 (RQ2):* How does the language spoken at home (language spoken with parents and siblings) influence (a) future HSs' current subjunctive use and general grammatical proficiency, and (b) subjunctive use and general grammatical proficiency 10-20 years later by adult HSs?

*Research Question 3 (RQ3):* How does formal Spanish instruction affect (a) subjunctive use and (b) objective Spanish proficiency in adult heritage speakers?

Since there is little data about the factors that affect heritage speakers' mastery of subjunctive mood, I propose to examine adult HSs and future HSs' mood selection in clauses that require Volition and Adverbial usage with respect to various elements (linguistic and cognitive) that are potentially relevant for the acquisition of the subjunctive. The hypotheses below outline the potential links between these elements and mood selection:

1. Current grammatical proficiency influences subjunctive use in obligatory contexts amongst future heritage speakers and adult heritage speakers
2. Language spoken with siblings has a greater influence on (a) future HSs' current subjunctive use and general grammatical proficiency, and (b) subjunctive use and general grammatical proficiency 10-20 years later by adult HSs than language spoken at home with parents

3. Formal Spanish instruction affects (a) subjunctive use and (b) objective Spanish proficiency in adult heritage speakers?

## CHAPTER THREE

### Methodology

In order to explore the research questions among participants of distinct age groups, 30 future heritage speakers and 20 adult heritage speakers were tested (IRB ID#: 943465-11).

#### *Future Heritage Speakers*

Thirty Spanish-English bilingual children were tested. Child participants' ages ranged between ages 5;1 and 6;10, with a median age of 6;4. All live in a large Hispanic community in Central Texas, and Spanish is their primary home language. All 30 participants were born in the U.S., and at least one parent (usually both) was born in Latin America, with 87% of parents born in Mexico. Child participants' socioeconomic status ranged from lower-middle class to middle class. Furthermore, all 30 participants were recruited from public elementary school in Central Texas and tested in the elementary school library. As a measure of language proficiency, child participants took the morphosyntax subtest of the Bilingual English-Spanish Assessment (BESA) in both English and Spanish (see Appendix A). To collect demographic information, participants' parents/guardians completed a Language Background Questionnaire (LGBACK) about the child's exposure to and use of English and Spanish during childhood (See Appendix B). Finally, the child participants completed 22 subjunctive trials, which will be later explained in depth.

#### *Adult Heritage Speakers*

Twenty Spanish-English bilingual adults were tested. Participants' ages ranged between 15;1 and 27;11, with a median age of 21;1. Like the child participants, all adult participants live in a large Hispanic community in either the Houston, Texas area or in Central Texas, and Spanish is their primary home language. Out of the 20 adult participants, 15 were born in the U.S., while the other 5 participants were born in Mexico and moved to the United States at or before the age of 2. At least one parent (usually both) was born in Latin America, with 95% of parents born in Mexico. Adult participants were recruited from: Baylor University (n=11) or a Hispanic community through social networking (n=9) and were each paid \$20 to complete all evaluations. Adult participants' socioeconomic status ranged from middle class to upper-middle class, and participants were tested in both public libraries and individual homes. Among other tests<sup>1</sup>, as an objective measure of Spanish proficiency, adults took a 50-question version of the DELE-Diploma de Español como Lengua Extranjera (see Appendix C). Next, as an objective measure of English proficiency, adult participants took the Michigan English Language Institute College English Test (MELICET) (see Appendix D). Adult participants also completed a Language Background Questionnaire (LGBACK) about their exposure to and use of English and Spanish during childhood (See Appendix B) and a Language Experience and Proficiency Questionnaire (LEAP-Q) based on current exposure to Spanish. Finally, adult HSs completed the subjunctive trials explained below.

### *Subjunctive Trials*

All 50 participants completed an oral sentence-completion task adapted from Dracos, Requena, & Miller (2019), with modified vocabulary for U.S. Spanish as well as additional trials added. The oral sentence-completion task examined mood selection in

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<sup>1</sup> Participants completed some additional tasks as part of a larger study, including a Language Attitude Survey

contexts of Volition (*querer*), Adverbials (*cuando, antes de que*), Presupposition (*estar* + adjective), and Nonassertion (*no creer, dudar*), and the Control condition (*sabe que*), totaling 22 trials.

The present study only examines subjunctive use in the following experimental conditions: Volition (4 trials with *querer*) and Adverbials (2 trials with *cuando* and 4 trials with *antes de que*).

All 50 participants were administered the same trials in the oral sentence-completion task. Participants were presented with a large color drawing depicting a situation with two characters. Then, pointing at these characters in the image, the experimenter told the participant a brief story. Next, the experimenter asked the participants to complete a sentence, which consisted of a matrix clause followed by the beginning of a complement clause (the complementizer *que* ‘that’ + NP). In addition to turning in written parental consent forms, the children provided verbal assent before being tested in their school’s quiet library. To help the children become comfortable with the experimenter before beginning the task, the children spent a few minutes playing with Disney™ character figures and engaging in conversation about them. The children then completed all experimental trials. Within each condition, the child chose one of the four corresponding cards at random, so the order of presentation varied across participants.

The procedure was identical for the adult participants, except that they were tested in a quiet location in a public library or in their homes. Responses were coded based on the mood of the finite verb: IND or SUBJ. The All 22 trials took approximately 15 minutes to complete, and responses were audio recorded and later transcribed. The following are example trials of the two obligatory SUBJ conditions that were observed in the present study:

## Volition

**Experimenter:** La mamá está preparando la comida, y la niña está mirando la televisión. La mamá necesita ayuda para poner la mesa.

Completa lo que digo: La mamá quiere que la hija...

Expected Response: ponga-SUBJ la mesa.

(IND Response: pone-IND la mesa.)



## Adverbials

**Experimenter:** A este bebé le gusta tocar todo, pero es peligroso tocar los enchufes. La mamá ve que su bebé está cerca del enchufe y corre hacia allí para mover a su bebé.

Completa lo que digo: La mamá debe mover a su bebé antes de que el bebé...

Expected Response: toque-SUBJ el enchufe.

(IND Response: toca-IND el enchufe.)



## CHAPTER FOUR

### Results

In order to analyze the data, I looked at rates of subjunctive use in each of the two groups: future HSs and adult HSs, who showed very similar exposure to and use of English and Spanish during childhood in the Language Background Questionnaire (LGBACK) (see Appendix B). Each question presented before the figures below presents the query I used to guide my analyses. The figures below, in which participant statistics are compared across multiple categories, are each followed by an analysis and explanation of the data. In the following chapter, I will further discuss the results and present the main findings of the research questions.

#### *1. How Do Future HSs and Adult HSs Differ in Use of SUBJ?*

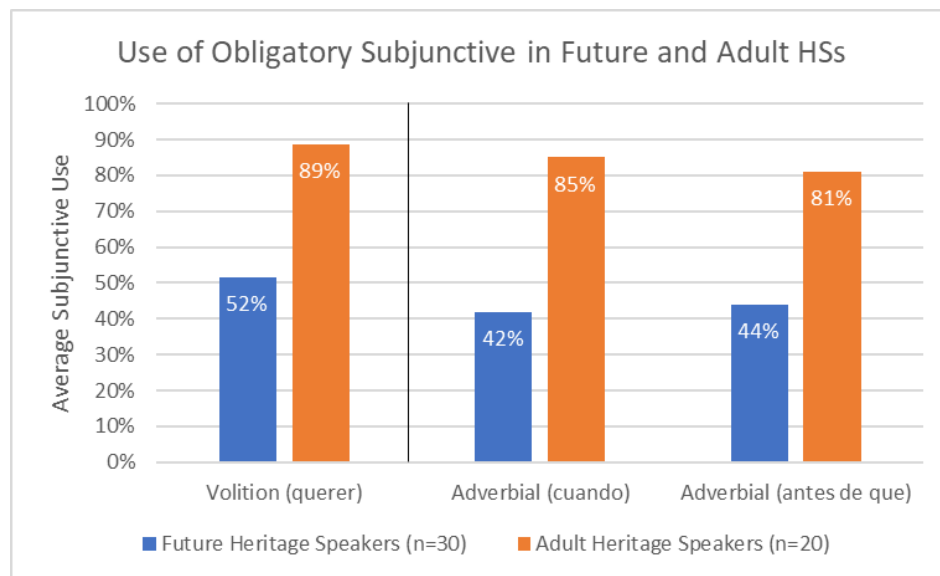


Figure 1: Use of Obligatory Subjunctive in Future and Adult HSs



Figure 1 compares the performance of future HSs to adult HSs in the 10 obligatory subjunctive contexts (4 Volition, 6 Adverbials) given. Because future heritage speakers were 5-6 years of age, only Volition and Adverbial cases were used to ensure that future HSs could fairly be compared to adult HSs on such cases, which monolingual Spanish speakers master by the age of 5 (Dracos et al, 2019; Blake, 1983; Sánchez Naranjo & Perez-Leroux, 2010). Both groups performed slightly higher on Volition contexts, which are acquired by age 4-5 in native Spanish speakers (compared to Adverbial cases, usually acquired by age 5). Adult HSs clearly outperformed future HSs on both conditions, performing an average of 1.8 times better on both obligatory subjunctive cases.

2. Does Current Grammatical Proficiency Influence SUBJ use in Obligatory Contexts (Volition and Adverbial clauses) Amongst Future HSs and Adult HSs?

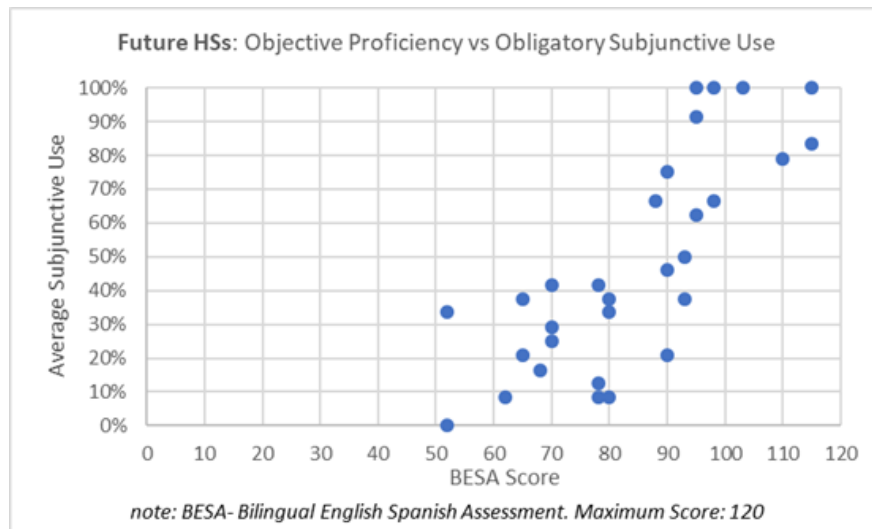


Figure 2: Future HSs, Objective Proficiency vs Obligatory Subjunctive Use

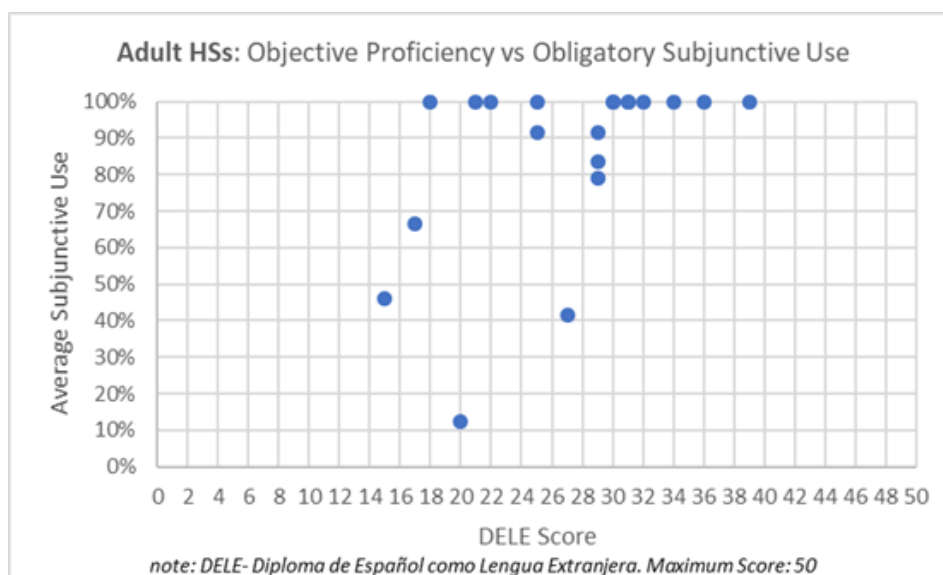


Figure 3: Adult HSs, Objective Proficiency vs Obligatory Subjunctive Use

Figure 2 displays a positive relationship between future HSs' current grammatical proficiency, determined by Spanish BESA scores, and proficiency in obligatory subjunctive contexts. Compared to Figure 2, Figure 3 shows a weaker association between HSs' current grammatical proficiency, determined by DELE scores, and the use of subjunctive in obligatory subjunctive contexts. Adult HSs who made a score of 30 or above (n=8) on the DELE used the subjunctive in 100% of obligatory cases, presenting some connection between DELE scores and subjunctive use in obligatory contexts. However, a perfect use of the subjunctive is also observed among participants with DELE scores as low as 18/50. 12 out of 20, or 60%, of adult participants employed the subjunctive in 100% of obligatory cases as well. The lack of association between Spanish proficiency and SUBJ performance in adult HSs could be explained by a ceiling effect.

3. Do individual analyses for adult HSs reveal higher rates of IND use and more variability in responses across trials for obligatory SUBJ contexts?

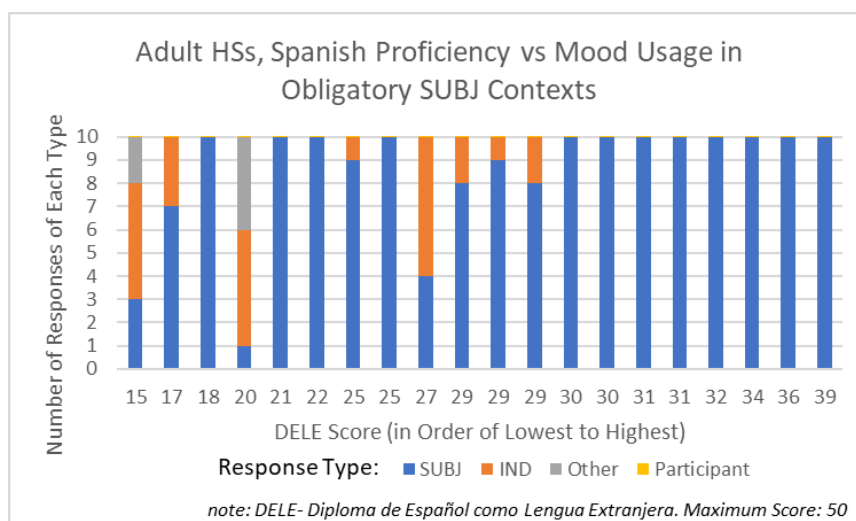


Figure 4: Adult HSs, Spanish Proficiency vs Mood Usage in Obligatory SUBJ Contexts

Figure 4 is created to examine the research conducted by Silva-Corvalán (1994) which links low-proficiency HSs to an exclusive use of the indicative (IND) in obligatory SUBJ contexts. The data is divided by three main categories of responses, with the ‘Other’ category representing responses given in English whose responses were unintelligible. Figure 4 shows that 3 out of the 4 HSs who made a score of 20/50 or below on the DELE used the IND mood in obligatory subjunctive contexts. However, adult HSs with mid-range DELE scores also employed the IND mood in instances where most native Spanish speakers would exclusively use SUBJ. Furthermore, only 3 out of 20 adult HSs (15%) used the IND mood more than the SUBJ mood in their responses. No adult HS was found to use the indicative exclusively in obligatory contexts. Participants with lower Spanish proficiency who still employ the subjunctive in 100% of obligatory cases may be explained by the following factors:

1. Only early-acquired obligatory SUBJ cases were observed in this study; variable contexts may yield different responses

2. Variables other than Spanish proficiency may be playing an important role in adult HSs' use of subjunctive.

Therefore, other variables such as the role of language spoken at home and formal Spanish instruction are examined in the questions that follow.

4. *How Does the Language Spoken at Home Influence Future HSs' Current SUBJ use and General Grammatical Proficiency?*

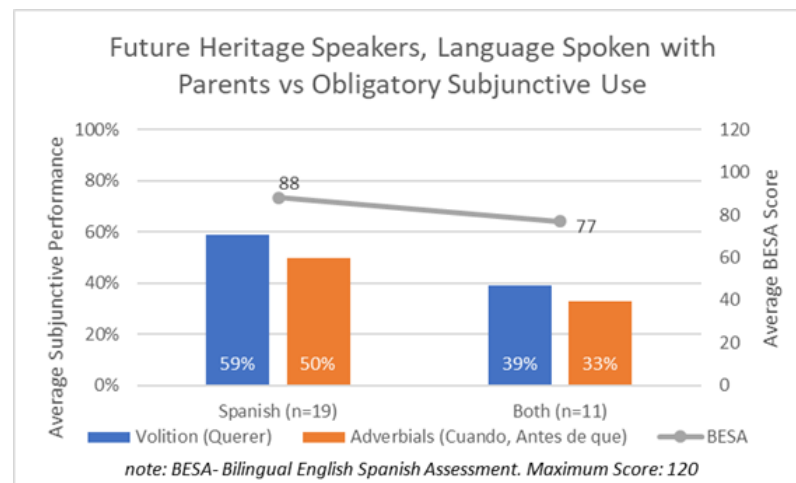


Figure 5: Future HSs, Language Spoken with Parents vs Obligatory Subjunctive Use

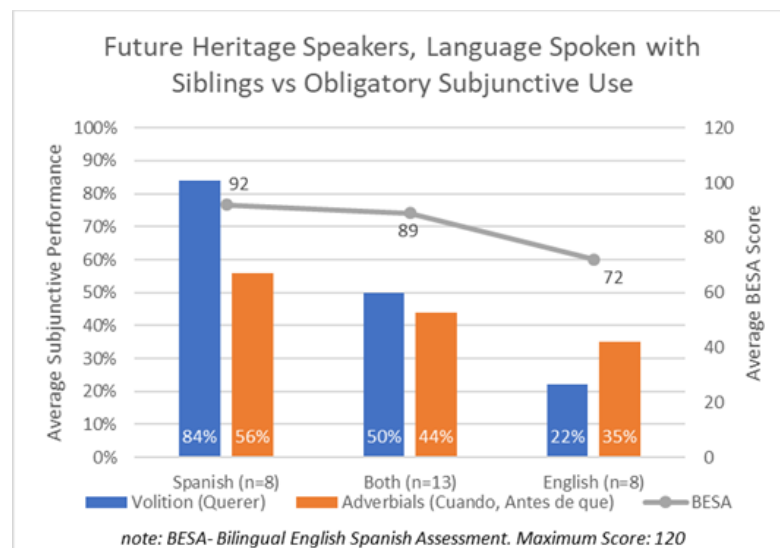


Figure 6: Future HSs, Language Spoken with Siblings vs Obligatory Subjunctive Use

Both Figures above use the Language Background Questionnaire (LGBACK) about the child's use of English and Spanish during childhood (See Appendix B) to determine the language spoken with family members during childhood. Future HSs are then categorically divided by the language spoken at home. Figure 5 displays the effect that language spoken with parents at home has on future heritage speakers' BESA scores (see Appendix A) and the use of SUBJ on obligatory subjunctive trials. As displayed above, no future heritage speakers spoke only English with their parents; 19 future HSs used only Spanish with their parents while the other 11 future HSs used both languages with their parents at home. Figure 5 shows that those who spoke only Spanish at home with their parents performed 1.5 times better on both subjunctive conditions than those who spoke both languages with their parents. BESA scores were 1.14 times greater among those who spoke only Spanish at home with parents compared to future heritage speakers who spoke both languages with their parents at home.

Figure 6 shows the data of 29 future heritage speakers, since one of the 30 child participants was listed as an only child. Figure 6 also shows a significant positive relationship between amount of Spanish spoken with siblings and average rate of subjunctive use in obligatory contexts. The largest contrast is shown in the usage of subjunctive in Volition trials between future HSs who speak only Spanish at home with their siblings during childhood (n=8) and those who only use English with their siblings during childhood (n=8). The average rate of subjunctive use in the Volition condition among those who speak only Spanish with their siblings at home during childhood is 3.8 times greater (381% higher) than the rate of subjunctive use with Volition among those who speak only English at home with their siblings. Rate of subjunctive use in Volition trials is higher than subjunctive use with Adverbials among those who speak Spanish or both Spanish and English with their siblings at home. Conversely, future HSs who only

speak English with their siblings at home produced subjunctive 1.6 times more in Adverbial trials than Volition trials.

*5. How Does the Language Spoken at Home (language spoken with parents and siblings) Influence SUBJ Use and General Grammatical Proficiency 10-20 Years Later by Adult HSs?*

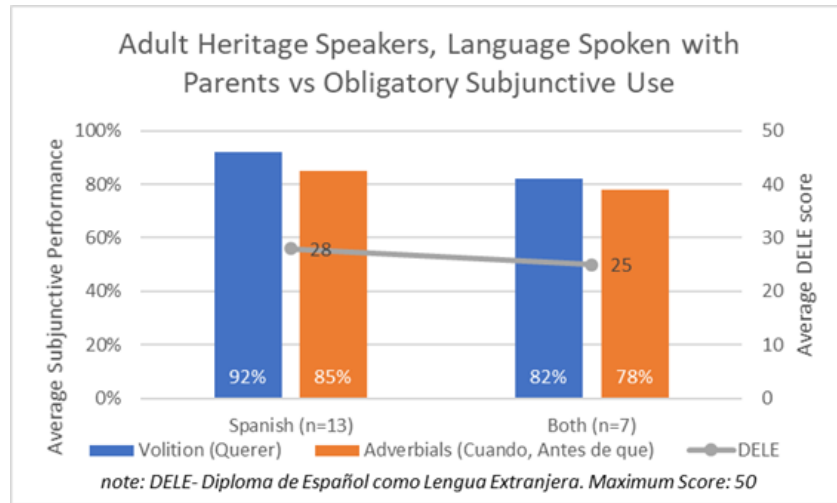


Figure 7: Adult HSs, Language Spoken with Parents vs Obligatory Subjunctive Use

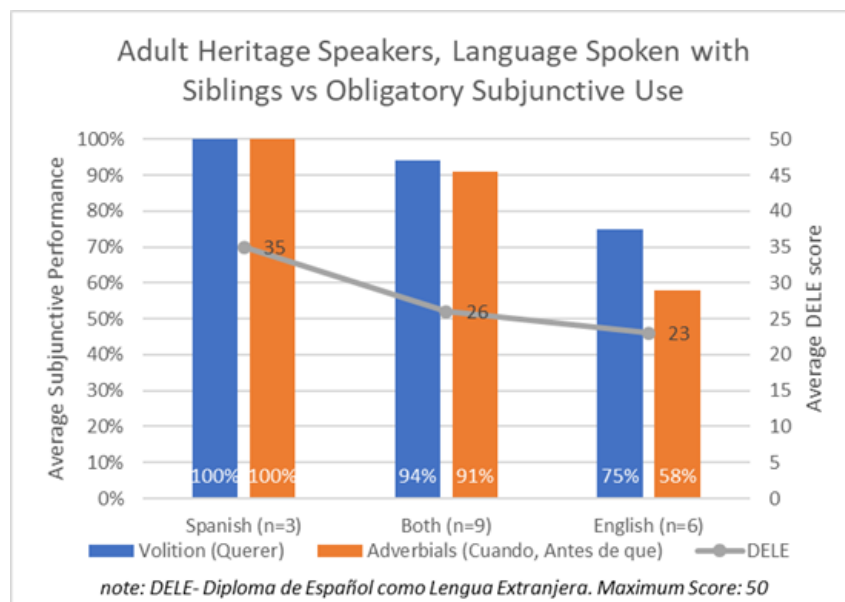


Figure 8: Adult HSs, Language Spoken with Siblings vs Obligatory Subjunctive Use

Figure 7 shows that adult HSs who spoke Spanish at home with their parents as children produced subjunctive at a rate of 92% in the Volition condition, which was 10% higher than the rate for adult HSs who spoke both Spanish and English at home with their parents. Furthermore, adult HSs who spoke only Spanish at home with their parents used had higher rates of obligatory subjunctive use than the other group, as well as higher objective Spanish proficiency (measured by DELE scores). Since 2 adult participants listed no siblings, Figure 8 shows the data from 18 adult participants who lived with at least one school-aged sibling during childhood.

Parallel to future HSs, for adult HSs there is also a positive relationship between amount of Spanish spoken with siblings and average rate of subjunctive use in obligatory trials (see Figure 8). Adult heritage speakers displayed higher rates of subjunctive use in Volition trials than in Adverbial trials, regardless of the language spoken with parents during childhood. Furthermore, adult HSs who only used Spanish with their siblings during childhood performed with 100% accuracy in all obligatory subjunctive trials. On the other hand, adult heritage speakers who only spoke English employed the subjunctive in about 67% of obligatory subjunctive cases. Both Figure 7 and Figure 8 display an inverse relationship between the amount of English spoken with siblings and both (a) overall Spanish proficiency and (b) rate of subjunctive use in obligatory conditions. In summary, both Figure 7 and Figure 8 showed a positive relationship between the amount of Spanish spoken at home and both subjunctive use and objective Spanish proficiency.

## 6. How does Formal Spanish Instruction Affect SUBJ Use in adult HSs?

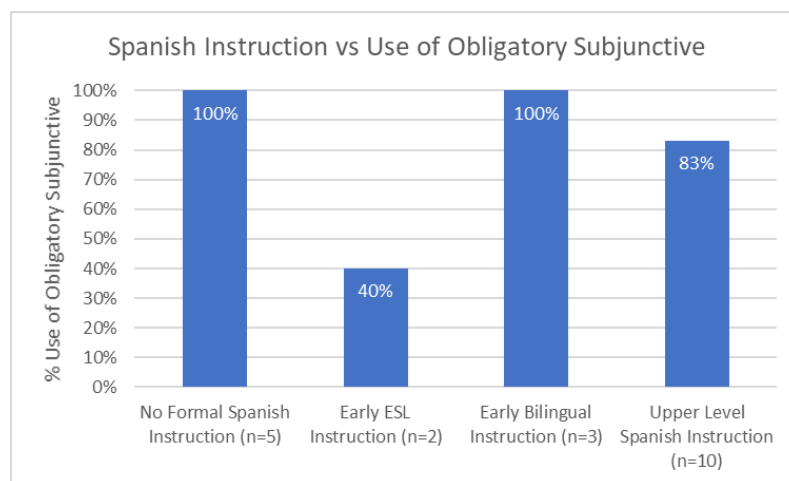


Figure 9: Spanish Instruction vs Use of Obligatory Subjunctive

Figure 9 makes a distinction between all 4 types of formal instruction reported by adult HSs. Only adult HS data is considered, since future HSs are not yet old enough to enroll in upper level Spanish courses. Figure 9 divides adult heritage speakers by the amount of formal Spanish instruction they have received. Participants are separated into the following categories: 1. No formal Spanish instruction or exposure at school (n=5), 2. Early ESL instruction (n=2), where students were placed in an “English as a Second Language” classroom and were instructed in English by a Spanish-speaking teacher 3. Bilingual instruction (n=3) ranging from K through 7th grade, and 4. Upper level Spanish instruction(n=10), including high school courses ranging from levels I-IV and Spanish university formal instruction.

Those who reported no formal Spanish instruction employed the subjunctive mood in obligatory cases 100% of the time. In contrast, adult HSs who reported receiving upper level Spanish instruction in the form of high school or university courses used the



subjunctive mood in 83% of obligatory cases. Only two adult HSs reported receiving early English as a Second Language (ESL) instruction, in which participants were taught in English while supported by little Spanish during the first years of schooling (K, 1st, 2nd). Those participants employed the use of subjunctive in only 40% of obligatory cases. Adult HSs who received no formal Spanish instruction (n=5) and those who received early bilingual instruction (n=3) displayed a 100% use of subjunctive in cases of Volition and Adverbials.

### 7. How Does Formal Spanish Instruction Affect Objective Spanish Proficiency of Adult HSs?

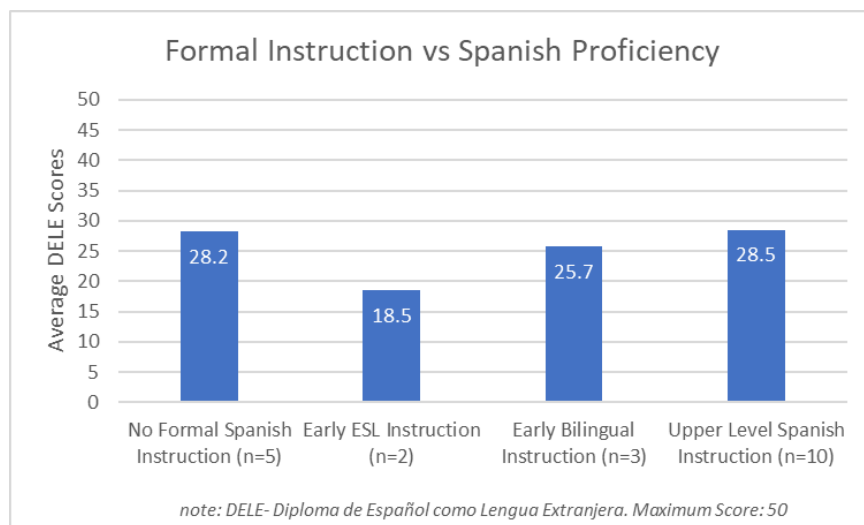


Figure 10: Formal Instruction vs Spanish Proficiency

Figure 10 displays similar average DELE scores for the following three categories: No Formal Spanish Instruction (n=5), Early Bilingual Instruction (n=3), and Upper Level Spanish Instruction (n=10), with an average of 27.5 DELE responses correct, or 55% of all 50 questions. The group of adult HSs who received early ESL instruction performed the lowest on the DELE, leading to an association of the ESL-instructed group with the lowest objective Spanish proficiency of all groups. Finally, since DELE scores are almost identical

(28.5 vs 28.2) among adult HSs who received upper-level formal Spanish instruction and those who have never been received formal Spanish instruction, Figure 10 shows no significant relationship between formal Spanish instruction and objective Spanish proficiency.

## CHAPTER FIVE

### Discussion

It is important to explain that the adult HSs and future HSs in this study can easily be compared, since both groups share many commonalities. To qualify as a HS, acquisition of Spanish “crucially must take place in a situation where the home language is decisively not the language of the greater society” (Pascual y Cabo & Rothman, 2012). All HSs in both groups are a part of a large predominantly Mexican community in Texas, while still exposed to English as the majority language. Next, over 90% of all participants’ parents were born in Mexico and arrived in the United States after the age of 15. Participants in both groups showed a higher average of English than Spanish proficiency. Future HSs show a 2% higher proficiency in English than Spanish (measured by English and Spanish and BESA scores), and adult HSs display a 24% higher proficiency in English than Spanish (measured by MELICET and DELE scores). It is logical for adult HSs to show a higher contrast between Spanish and English proficiency since they have participated in English schooling for over 10 years, compared to only 2-3 years of schooling done by future HSs the major society. Finally, both groups showed very similar exposure to and use of English and Spanish during childhood, allowing for participants in both groups to be easily compared.

My first research question (RQ1) sought to explore how subjunctive use in obligatory contexts (Volition and Adverbial clauses) compares between 5-and 6-year old future heritage speakers and adult heritage speakers, as well as whether current grammatical proficiency influences subjunctive use in obligatory contexts (Volition and

Adverbial clauses) amongst future heritage speakers and adult heritage speakers. RQ1 was guided by previous studies (e.g., Silva-Corvalán, 1994; Montrul, 2009; Dracos & Requena, 2020), which show that HSs do not match first-generation rates of subjunctive use. Figure 1 shows that adult HSs clearly outperformed future HSs on both conditions, pointing to continued development of Spanish subjunctive from heritage speakers' early school years into adulthood, even with increased English exposure and use and decreased Spanish exposure/use. Such observed continued development is important to note since it is not in line with the idea of attrition or incomplete acquisition of subjunctive (e.g., Montrul, 2009), at least not in the obligatory contexts tested. On the topic of attrition, the findings of RQ1 raise the same questions stated by Viner (2016) in a recent article: "how much reduction of a form must occur in order for simplification and/or attrition to be reasonable descriptions? What are the confines of these numbers and who decides them?" Such questions are difficult to answer, especially since many linguists still debate whether such phenomena even happen among heritage speakers.

Although HSs in the current study are not employing the SUBJ mood in 100% of obligatory cases like most monolingual and first-generation Spanish speakers do (Dracos et al., 2019; Dracos & Requena, 2020), adult HSs are performing substantially better than future HSs on the same trials. Such finding is important to note, since it presents an optimistic and promising picture of heritage speaker language development *into adulthood*. Furthermore, high grammatical proficiency in Spanish appears to strongly predict SUBJ use in these contexts for future HSs (see Figure 2), so future HSs with overall *high proficiency* may already be producing SUBJ most of the time in this context, showing no delays compared to native Spanish speakers. However, it is important to note that other future HSs in the present study do lag behind monolinguals in terms of acquisition of SUBJ in the two contexts studied (Volition and Adverbials). This is not surprising given

reduced Spanish input for some future HSs and previous research showing some delay in the rate of development in each language (Hoff, 2014, p. 269). Next, although a ceiling effect may have taken place when giving adult HSs obligatory subjunctive trials, The adult HSs with the top 8 DELE scores did use the SUBJ 100% of the time. As a result, there seems to be some relationship between higher proficiency and SUBJ use. However, no strong association was found between low Spanish proficiency and a lower use of SUBJ, as has been previously proposed by Montrul (2009).

Finally, to further examine the research conducted by Silva-Corvalán (1994) which links low-proficiency HSs to an exclusive use of the indicative (IND), each individual adult HSs' Spanish proficiency was compared to his/her usage of the IND mood in obligatory SUBJ contexts. Although low-proficiency HSs did not use the IND exclusively, the heritage speakers with the lowest Spanish proficiency proved to be more optional in their use of subjunctive than those with the highest proficiency (DELE score of 30 and up), who used the subjunctive 100% of the time. However, no adult HS was found to use the indicative exclusively in obligatory contexts (see Figure 4), as had previously been stated by Silva-Corvalán (1994). Perhaps the participants that Silva-Corvalán (1994) examined had even lower proficiency than the participants of the present study. Nonetheless, it is important to highlighting the fact that all adult HSs in this study have acquired some subjunctive, even if they use it optionally in required contexts. This indicates that adult HSs, no matter what Spanish proficiency level, are not entirely losing the SUBJ mood selection.

Research question 2 (RQ2) first sought to examine how the language(s) spoken at home with parents and siblings potentially influence (a) future HSs' current subjunctive use and general grammatical proficiency, and (b) subjunctive use and general grammatical proficiency 10-20 years later by adult HSs. RQ2 especially examines the role of siblings in future and adult HSs' subjunctive use and general proficiency. Attempting to better understand the role of siblings in overall Spanish proficiency relates to a study conducted

by Bridges and Hoff (2014), which concluded that “toddlers without a school aged older sibling were more advanced in Spanish than the toddlers with a school aged older sibling.” When looking only at the language spoken with siblings, both adult and HSs’ use of SUBJ in obligatory contexts seemed to be affected by the language spoken with participants’ brothers and sisters. In Bridges and Hoff’s (2014) study, school-aged siblings were found to use English at home more than mothers did. Such findings are supported by the current study, which compares the language spoken with siblings to that spoken with parents at home among future HSs and adult HSs during the time of childhood. None of the 50 participants in the study spoke only English with their parents at home. However, 14 out of the 47 participants who reported having siblings spoke only English with their siblings at home. This supports Bridges and Hoff’s (2014) claim that siblings use much more English at home than parents (mothers) do. The language spoken with siblings proved to be a better indicator of both future HSs and adult HSs use of subjunctive and Spanish proficiency than the language spoken with parents.

Research question 3 (RQ3) addressed the following: How does formal Spanish instruction affect (a) subjunctive use and (b) objective Spanish proficiency in adult heritage speakers? Many linguists, such as Valdés (2005), have stated that formal education may be beneficial for HSs to ensure better proficiency in the heritage language:

“Within the last few years, moreover, individuals concerned about the erosion and disappearance of minority languages have turned to educational institutions in the hope that formal classroom instruction, by revitalizing and developing the home languages of young speakers of indigenous and immigrant languages, will be able to retard language shift”

To examine Valdés’ point, I observed how formal schooling affects Spanish proficiency in adult heritage speakers (see Figure 10). The present study found no significant relationship between formal Spanish instruction and neither objective Spanish proficiency

nor usage of SUBJ in obligatory contexts. However, the number of participants in each category was not large enough to provide substantial evidence for or against formal Spanish instruction for HSs. Finally, I must note that while I do not know exactly what the formal Spanish instruction looked like for the adult HSs in the present study, 9 out of 10 adult HSs who stated formal Spanish instruction took courses designed for monolingual English Speakers. The only participant who took a Spanish course designed for Heritage Speakers at Baylor University employed the SUBJ 100% of the time on both obligatory (Volition and Adverbial) SUBJ trials given. Perhaps formal instruction specifically designed for the needs of heritage speakers could have a much more positive influence on the maintenance of specific grammar structures, such as on later acquired, more complex uses of subjunctive, as in variable contexts like following *no creer* ('not to believe') and possibility clauses such as *quizás* ('perhaps'), explained in Chapter Two.

## CHAPTER SIX

### Conclusion and Future Directions

Among future HSs, a strong association was found between Spanish proficiency and rates of subjunctive use in obligatory contexts, which supports previous studies (e.g., Silva-Corvalán, 1994; Montrul, 2009; Dracos & Requena, 2020). Concerning adult HSs, the present study shows some relationship between higher proficiency and use of SUBJ in obligatory contexts, but unlike the statement that “some low proficiency speakers do not produce subjunctive forms” (Montrul 2009), this study does not show a strong relationship between low Spanish proficiency and a lower use of subjunctive in obligatory contexts among all adult heritage speakers. However, since all 50 participants are part of a large Hispanic community, the high use of subjunctive in obligatory cases observed in both future HSs and adult HSs may be explained by the fact that the HSs who participated in the study are more likely than other second-generation youths to preserve Spanish when they are part of a large Hispanic community (Portes, 2001, p. 141). However, if variable SUBJ contexts (ex: following *no creer* (‘not to believe’) and emotional states like *estar+adjective* (‘to be’+adj)) were observed instead, differential effects of proficiency may have been found among HSs.

Importantly, I must note that adult HSs are performing substantially better than future HSs on the same trials. Such finding is significant, since it presents an optimistic and promising picture of heritage speaker language development *into adulthood*, providing evidence against the idea of attrition or incomplete acquisition of subjunctive among HSs (e.g., Montrul, 2009), at least in the obligatory contexts tested.



Next, this study supports Bridges and Hoff's (2014) claim that that siblings play a larger role in language development than previously thought. In fact, results show that siblings may play an even larger role than parents in the use of subjunctive by all HSs.

When seeking how formal Spanish instruction affects subjunctive use in adult heritage speakers, no relationship was found between the amount of formal Spanish instruction and use of subjunctive in Volition and Adverbial cases. However, each category of formal instruction was represented by an average of 5 participants, making it difficult to generalize the results. Further studies with a greater number of adult heritage speakers must be conducted in order to determine the role of formal Spanish instruction in subjunctive proficiency among adult HSs. Furthermore, the fact that the only adult HS who participated in formal Spanish instruction *for Spanish HSs* used the SUBJ in 100% of obligatory cases may hint to the fact that formal instruction specifically designed for the needs of heritage speakers could have a much more positive influence on the maintenance of specific grammar structures. Future studies comparing the usage of SUBJ between adult HSs who took Spanish courses designed for English monolinguals and adult HSs who took Spanish courses designed for HSs could provide some valuable insight into the potential effectiveness of Heritage Spanish courses.

As stated by Pascual y Cabo and Rothman (2012), heritage speaker proficiency differences do not have to be viewed as deficits of any kind. Furthermore, "claiming that these second-generation's subjunctive use is simplified or incomplete alludes to a substandard Spanish" (Viner, 2016). Simply, this study was conducted to explore the contribution of specific factors to the difference in grammatical performance, and specifically subjunctive use, among heritage speakers. This thesis is part of a larger study conducted by Melisa Dracos and Pablo Requena (2020) and is a further attempt to bridge the gap between future HSs and adult HSs with a more comprehensive analysis.

In conclusion, further and more extensive studies seeking what factors need to align in order for HSs to acquire and maintain grammatical abilities in their heritage language must still be conducted. Further research on the role of formal instruction and the type of formal Spanish instruction (Spanish courses for English monolinguals vs Heritage Spanish courses) in subjunctive proficiency must also be conducted, as the number of adult heritage speakers used in this study was not large enough to provide substantial evidence for or against formal Spanish instruction. Finally, while the present study found a high association between the language HSs use to speak with siblings and Spanish proficiency as well as subjunctive use, further research expanding the current study and that of Bridges and Hoff (2014) is encouraged to better understand the impact of language exposure and use. As for future extensions of this research, I suggest examining acquisition of SUBJ in later acquired variable/more complex contexts in both future HSs and adult HSs, as well as conducting research that also includes children between the ages of the ones in this study all the way up to adulthood. Such studies could further explore the promising picture of heritage speaker language development *into adulthood* found in the present study.

For the present moment, to increase heritage language proficiency, I encourage heritage speakers to expose themselves to a larger number of heritage speakers, which, according to Gollan et al. (2015), may be a way of improving without negatively affecting proficiency in the language dominant to the environment. Moreover, until further studies are conducted, I advise heritage speakers to exercise speaking only Spanish at home, especially with siblings, a practice that is in line with the results of the present study.

Spanish heritage speakers are a fascinating subject for linguists to explore, and as the Latino population in the United States inevitably continues to grow and become more heterogeneous, the linguistic profile of heritage speakers will continue to exhibit more and more characteristics worth explaining. I urge and advise for further research on heritage

speakers to be conducted, as heritage language proficiency amidst such a globalized world is more pertinent than ever before.

## APPENDICES

## APPENDIX A

### BESA SPANISH MORPHOSYNTAX

#### **CLOZE ITEMS (Part 1 of Morphosyntax Subtest)**

**INSTRUCTIONS:** Use the demo items to ensure the child understands the task before moving on to the test items. Say, "Mira aquí..." (Then read the first sentence while pointing to the picture on the left. Then point to the picture on the right, and ask the corresponding cloze phrase. If the child does not answer, the examiner can repeat the stimulus cloze phrase once). Additional prompts include: "Tú dime" "A ver" and "Sigue, que bien estás diciéndolo." (Score 1 if correct and 0 if incorrect. Write in the child's response if they produce something other than the target. Only the target in bold needs to be produced in order to be marked as correct. See manual for acceptable semantic substitutions.)

#### **ARTICLES**

If the child counts the items, prompt with, "No digas cuántos. Fíjate en lo que yo digo..." [Repeat the first sentence].

##### **Demonstration Items: Articles**

**S-M Demo A:** María tiene una flor. ¿Y aquí, qué tiene María? María tiene

C: \_\_\_\_\_ (unas/las flores)

**S-M Demo B:** El gato tiró los platos al suelo. ¿Y aquí, qué tiró el gato? El gato tiró

C: \_\_\_\_\_ (unas/las manzanas)

##### **Test Items: Articles**

**S-M1.** Los niños tienen unos carros. ¿Y aquí, qué tienen los niños? Los niños tienen...

C: \_\_\_\_\_ (un/el carro) 1 0

**S-M2.** El perrito está mordiendo los zapatos. ¿Y aquí, qué está mordiendo el perrito? El perrito

está mordiendo... C: \_\_\_\_\_ (el/un zapato) 1 0

**S-M3.** Los panes están en la mesa. ¿Y aquí, qué está en la mesa?

C: \_\_\_\_\_ (El/Un pan) 1 0

**S-M4.** María y Juan están dormidos. ¿Y aquí, quienes están dormidos?

C: \_\_\_\_\_ (Los/Unos gatos) 1 0

#### **PRESENT PROGRESSIVE**

##### **Demonstration Items: Present Progressive**

**S-M Demo C:** Los niños van a nadar. Lo están haciendo ahora. ¿Aquí, qué están haciendo? Los

niños... C: \_\_\_\_\_ (están nadando/nadan)

**S-M Demo D:** María y su perro van a caminar. Lo están haciendo ahora. ¿Aquí, qué están haciendo?

María y su perro... C: \_\_\_\_\_ (están caminando/caminan)

##### **Test Items: Present Progressive**

**S-M5.** El niño va a leer un cuento. Lo está haciendo ahora. ¿Aquí, qué está haciendo? El niño...

C: \_\_\_\_\_ (está leyendo/lee un/el cuento) 1 0

**S-M6.** El papá, la mamá y Juan van a ir a comer hamburguesas. Lo están haciendo ahora. ¿Aquí, qué están haciendo? El papá, la mamá y Juan...

C: \_\_\_\_\_ (están comiendo/comen (unas) hamburguesas) 1 0

**S-M7.** La mamá va a ver televisión. Lo está haciendo ahora. ¿Aquí, qué está haciendo? La mamá...

C: \_\_\_\_\_ (está viendo/mirando/mira/ve (la) televisión) 1 0

### DIRECT OBJECT CLITICS

**Demonstration Items: Direct Object Clitics**

**S-M Demo E:** Aquí la mamá va a regañar a la niña. ¿Y aquí, qué hace la mamá con la niña?

C: \_\_\_\_\_ (La regaña/la está regañando/está regañándola)

**S-M Demo F:** Aquí el papá va a abrazar a los niños. ¿Y aquí, qué hace el papá con los niños?

C: \_\_\_\_\_ (Los abraza/los está abrazando/está abrazándolos)

**Test Items: Direct Object Clitics**

**S-M8.** Los niños van a abrir los regalos. ¿Y aquí, qué hacen los niños con los regalos?

1 0

C: \_\_\_\_\_ (Los abren/los están abriendo/están abriéndolos)

**S-M9.** El niño va a agarrar las manzanas. ¿Y aquí, qué hace el niño con las manzanas?

1 0

C: \_\_\_\_\_ (Las agarra/las está agarrando/Está agarrándolas)

**S-M10.** El perro va a ensuciar a las niñas. ¿Y aquí, qué hace el perro con las niñas?

1 0

C: \_\_\_\_\_ (Las ensucia/las está ensuciando/está ensuciándolas)

**S-M11.** Juan va a asustar a las niñas. ¿Y aquí, qué hace Juan con las niñas?

1 0

C: \_\_\_\_\_ (Las asusta/las está asustando/está asustándolas)

### SUBJUNCTIVE

**Demonstration Items: Subjunctive**

**S-M Demo G:** La mamá quiere que entren. ¿Y aquí, qué quiere la mamá? La mamá..

C: \_\_\_\_\_ (quiere que **salgan**)

**S-M Demo H:** La mamá quiere que tomen la leche. ¿Y aquí, qué quiere la mamá? La mamá

C: \_\_\_\_\_ (quiere que **coman** la ensalada)

**Test Items: Subjunctive**

**S-M 12.** La mamá quiere que se peine. ¿Y aquí, qué quiere la mamá? La mamá...

1 0

C: \_\_\_\_\_ (quiere que **se lave** los dientes)

**S-M 13.** Juan quiere que se baje del carro. ¿Y aquí, qué quiere Juan? Juan...

1 0

C: \_\_\_\_\_ (quiere que le **de** el zapato/se lo **de**)

**S-M 14.** La mamá quiere que pongan la mesa. ¿Y aquí, qué quiere la mamá? La mamá...

1 0

C: \_\_\_\_\_ (quiere que **coman/tomen** la sopa)

**S-M 15.** La mamá quiere que se pongan la pijama. ¿Y aquí, qué quiere la mamá? La mamá...

1 0

C: \_\_\_\_\_ (quiere que **se acuesten/vayan** a dormir/a la cama)

Raw Score Cloze: \_\_\_\_/15

**SENTENCE REPETITION ITEMS (Part 2 of Morphosyntax Subtest)**

**INSTRUCTIONS:** Say, "Voy a decirte una oración. Cuando yo termine, tú me copias. Di exactamente lo que yo digo. Pero no hables hasta que yo termine. ¿Listo/a? Escucha." (*The examiner reads one sentence at a time. If necessary, examiner may point to child when it is his turn for each target sentence. No repetitions are allowed unless there was an interruption*).  
No plates are used for these items.

**Demonstration Item: Sentence Repetition**

**E:** El perro tiene hambre.

**C:** \_\_\_\_\_

**Test Items:**

La niña **que estaba jugando con la puerta** se lastimó la mano.

<b>C:</b> _____	
1. <u>que</u>	1 0
2. <u>estaba jugando</u>	1 0
3. <u>con</u>	1 0
4. <u>la puerta</u>	1 0

El niño **agarró el libro que estaba sobre la mesa**.

<b>C:</b> _____	
5. <u>agarró</u>	1 0
6. <u>el libro</u>	1 0
7. <u>que</u>	1 0
8. <u>sobre</u>	1 0
9. <u>la mesa</u>	1 0

El gato no **quería comer** aunque **tenía hambre**.

<b>C:</b> _____	
10. <u>quería</u>	1 0
11. <u>comer</u>	1 0
12. <u>tenía hambre</u>	1 0

La niña **estaba triste porque se le** había roto la muñeca.

C:		
13. estaba triste	1	0
14. porque	1	0
15. se	1	0
16. le	1	0

Si tuviera dinero me compraría un helado.

C:		
17. Si	1	0
18. tuviera/viese dinero	1	0
19. compraría	1	0
20. un helado	1	0

La señora llamó a los bomberos **cuando** vio que **salía humo** del carro.

C:		
21. La señora	1	0
22. cuando	1	0
23. salía humo	1	0

Antes de abrir la puerta el niño se **fijó** quien era.

C:		
24. Antes de	1	0
25. abrir	1	0
26. fijó	1	0
27. quien era	1	0

Si los niños hubieran llamado por teléfono la mamá los habría ido a recoger.

C:		
28. Si	1	0
29. los niños	1	0
30. hubieran/hubiesen llamado/hablado	1	0
31. por teléfono	1	0



Quando entraron de la calle la mamá les pidió que se quitaran los zapatos.

C: \_\_\_\_\_

32. Cuando 1 0

33. la calle 1 0

34. quitaran/sacaran 1 0

Los niños tenían que ayudar en la cocina antes de ponerse a ver televisión.

C: \_\_\_\_\_

35. Los niños 1 0

36. tenían que 1 0

37. la cocina 1 0

Raw Score Sentence Repetition: \_\_\_\_/ 37

END OF MORPHOSYNTAX SUBTEST

## APPENDIX B

### Language History of your Child

**This questionnaire deals only with time spent OUTSIDE of school**

#### Personal information

Child's Name: \_\_\_\_\_ Date of Birth: \_\_\_\_/\_\_\_\_/\_\_\_\_  
 Place of birth: \_\_\_\_\_ (if outside of the US, age of the child when moved to the US: \_\_\_\_\_)  
 Which language did your child speak **first**, English or Spanish? \_\_\_\_\_

1. Complete with all the people that live in the same house as your child:

Relationship (e.g. father, grandma)	Age	Language(s) that person can speak	Language(s) your child speaks to that person

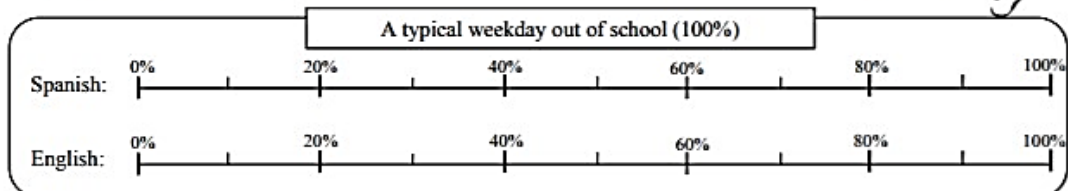
2. Complete with people who DON'T live in the same house with the child but who spend a lot of time with your child **outside of school**.

Relationship (e.g. friend, aunt)	Age	Language(s) that person can speak	Language(s) your child speaks to that person

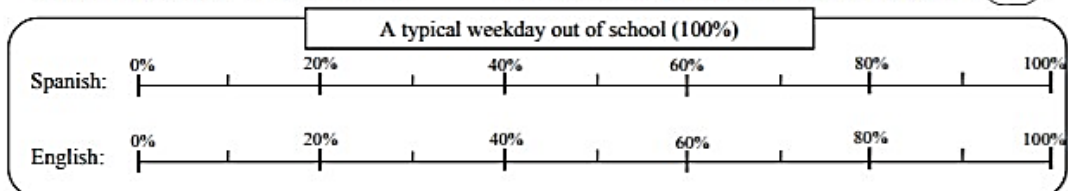
**OUTSIDE OF SCHOOL:** Now think about the time that your child spends outside of school. Answer the following questions indicating with a cross (X) a point on each line.

**A typical weekday (Monday to Friday) counts as 100%. So, in questions #3 and #4 the percentages selected for Spanish and English should together add up to 100% (for example, 60% Spanish, 40% English = 100%).**

3. How much of each language does your child **HEAR** on a typical weekday (Monday-Friday) outside of school?

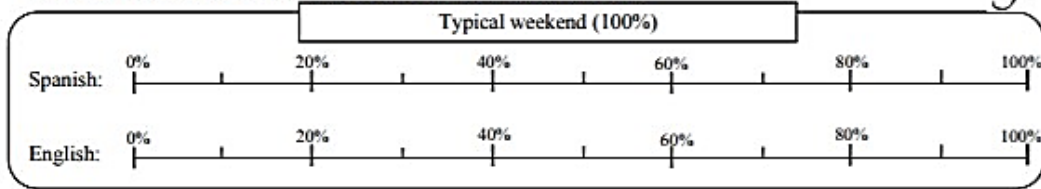


4. How much of each language does your child **SPEAK** on a typical weekday (Monday-Friday) outside of school?

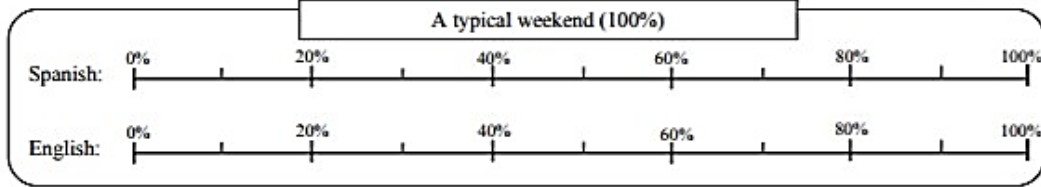


**A typical weekend (Saturday and Sunday) counts as 100%. So, in questions #5 and #6 the percentages selected for Spanish and English should together add up to 100% (for example, 60% Spanish, 40% English = 100%).**

5. How much of each language does your child HEAR on a typical weekend?



6. How much of each language does your child SPEAK on a typical weekend?



7. Questions about the child's MOTHER:

Place of birth of the child's MOTHER: \_\_\_\_\_

If the MOTHER was born outside of the U.S., indicate the age when she moved to the U.S.: \_\_\_\_\_

8. Questions about the child's FATHER:

Place of birth of the child's FATHER: \_\_\_\_\_

If the FATHER was born outside of the U.S., indicate the age when she moved to the U.S.: \_\_\_\_\_

**Thanks for your participation!**

## APPENDIX C

Participante:  

### SECCION 1: Texto Incompleto

#### INSTRUCCIONES:

Complete el siguiente texto eligiendo para cada uno de los huecos una de las tres opciones que se le ofrecen.

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### NIÑOS SALUDABLES

Los padres siempre se están preguntando cómo conseguir que sus hijos sean unos niños talentosos y sanos y las soluciones pueden estar más cerca de lo que creemos. Ni tónicos, ni vitaminas, ni cursos de lectura veloz pueden conseguir tantos resultados en los niños 1 la práctica constante de hábitos saludables. Un sueño reparador, una alimentación sabia, 2 a una actividad física constante y el control del estrés son claves a la hora de potenciar habilidades naturales de los más pequeños.

3 contrario de los que se creía, el sueño está lejos de ser una fase de hibernación mental. 4 que se descansa es la musculatura, pero en el cerebro se inician procesos fisiológicos fundamentales 5 el adecuado funcionamiento del niño, indispensables en la prevención de 6 enfermedad. El sueño es como el supermercado de noche, al momento del 7 no se apagan las luces, 8 que se encienden muchas más para limpiar las instalaciones y reponer los productos.

No solo 9 vital para el niño dormir las horas recomendadas, también que lo 10 a la hora del crepúsculo, pues en ese momento se 11 la disminución gradual de su actividad y la cantidad de estímulos que acuden a su cerebro descende.

En la comida están los nutrientes básicos, 12 cumplen importantes funciones estructurales. 13 nacimiento en adelante, el niño obtendrá de ahí la materia prima para formar su cerebro y organismo. Si se 14 un niño talentoso, lo primero es aplicar en 15 mismo las normas de alimentación saludable.

Las frutas, por ejemplo, deben consumirse más 16 tres veces al día, no hay que permitir que el yogur, otro gran alimento, les 17 protagonismo en la dieta de los chicos.

A pesar de los conocimientos, padres con las mejores intenciones se han topado con la barrera del gusto. Pero la preferencia por la comida sana también se puede educar, acostumbrándolos desde pequeños y explicando el 18 siempre.

El cuerpo humano está diseñado para moverse. Pero, en la actualidad, el sedentarismo ha limitado el crecimiento intelectual y emocional. Para evitarlo es crucial que los niños 19 una actividad física constante, en forma sistemática. Lo preferible es la práctica de un deporte, por ejemplo, el tenis de mesa, que le 20 mucho al niño en términos de coordinación y estrategia.

[Adaptado de *El Mercurio*, Chile]

[Adapted from DELE test]

## SECCION 2: Vocabulario

**INSTRUCCIONES:** elige el significado de la palabra en negrita.

21. Tengo la impresión de que los libros que yo tenía de pequeña están **dispersos** por la casa de mis padres.

elige uno

22. Estábamos en plena reunión y, **de buenas a primeras**, la directora empezó con el tema de la subida de impuestos.

elige uno

23. Es un club muy exclusivo. Tiene una **contraseña** para poder entrar en determinados días.

elige uno

24. Esa decisión es **inapelable**; ahora que, si tú quieres, puedes hablar con Juan a ver qué te dice.

elige uno

25. Es necesario **restituir** el honor de esa persona porque, si no, no querrá asistir a una reunión con todos los demás representantes.

elige uno

26. Llegamos al aeropuerto a las tres y a **duras penas** cogimos el avión, no sin antes hablar por teléfono con una de nuestras familias.

elige uno

27. Decidieron tener una conversación previa a la firma del tratado para **limar asperezas**.

elige uno

28. En medio de los exámenes el hijo de Marta tuvo un **bajonazo**: por eso sigue preparándose para ellos.

elige uno

29. La situación familiar hizo que mi abuelo **tomara cartas en el asunto** en aquella época.

elige uno

30. Con ese aspecto de **pasmado**, es el mejor escritor de su generación.

elige uno

### SECCION 3: Gramática

**INSTRUCCIONES:** Elige la opción correcta para cada una de las siguientes oraciones.

31. En la compañía se está decidiendo estos días si \_\_\_\_\_ nuevos horarios para los trabajadores.

elige uno

32. María no era de la opinión de que \_\_\_\_\_ todos a casa de Juan, pero al final fuimos.

elige uno

33. En las vacaciones en Brasil gasté mucho dinero, más \_\_\_\_\_ pensaba: es que era todo tan bonito...

elige uno

34. A Luisa le dio \_\_\_\_\_ decir que tenía sueño y se fue a casa.

elige uno

35. No tenemos \_\_\_\_\_ idea de qué habrá podido pasar en la última jornada de Bolsa porque hemos estado de vacaciones.

elige uno

36. Yo creo que a Carlos no le gustó nada que \_\_\_\_\_ en su casa sin avisar.

elige uno

37. No estoy dispuesta a irme sin que \_\_\_\_\_ la verdad.

elige uno

38. No sé si a Clara \_\_\_\_\_ han devuelto ya las maletas que perdió en el aeropuerto.

elige uno

39. ¿Dónde han estado los chicos toda la tarde, que no los he visto?  
- No sé, \_\_\_\_\_ porque mañana tienen un examen importante.

elige uno

40. ¿Vas a asistir a la inauguración de la nueva sede?  
- Si tengo tiempo, \_\_\_\_\_ hoy.

elige uno

41. Yo \_\_\_\_\_ tú, hablaría con ella, es lo mejor para aclarar la situación.

elige uno

42. Ella le dijo que, si de verdad la \_\_\_\_\_, se lo demostrara.

elige uno

43. El hecho \_\_\_\_\_ lo eliminaron de la lista de candidatos todavía no está claro.

elige uno

44. \_\_\_\_\_ que se traslade a vivir a esta casa estará encantado con el paisaje alrededor.

elige uno

45. Nadie conseguirá aprobar ese examen \_\_\_\_\_ se prepare a conciencia: es muy duro.

elige uno

46. \_\_\_\_\_ salir de casa, se dio cuenta de que había dejado las llaves dentro.

elige uno

47. \_\_\_\_\_ haber sabido que ibais a venir, habríamos preparado más comida.

elige uno

48. Había mucha gente que quería acudir al estreno de la película, \_\_\_\_\_ decidiéramos ir otro día a verla.

elige uno

49. Cuando llegamos a la oficina \_\_\_\_\_ 15 personas esperando para hablar con nosotros.

elige uno

50. Nuestros hijos ya son mayores. \_\_\_\_\_ arreglan muy bien en casa solos.

elige uno

## APPENDIX D

MELICET Test Adapted

**Participant** 

### Section 1: Grammar

**INSTRUCTIONS:** Choose the word or phrase that best completes the conversation.

1. "What time will we arrive in San Francisco?"

"I'm not sure, because I don't know \_\_\_\_\_ from here."

**choose one**

2. "Did George enter the photography contest?"

"No, but if he had, I think he \_\_\_\_\_."

**choose one**

3. "What's the matter?"

"I feel \_\_\_\_\_ out."

**choose one**

4. "May I bring you a cup of tea?"

"I prefer coffee \_\_\_\_\_ tea."

**choose one**

5. "Have you ever gone to Tahiti?"

"No, but I have \_\_\_\_\_ for a long time."

**choose one**

6. "Will you come to my party on Saturday?"

"\_\_\_\_\_ I'd like to, I can't."

**choose one**



7. "Don't forget to pay the rent tomorrow!"

"Please remind \_\_\_\_\_ in the morning."

choose one

8. "Susan plays the piano very well."

"\_\_\_\_\_ that, she's an excellent singer."

choose one

9. "Which chair should I take?"

"The \_\_\_\_\_ over there."

choose one

10. "Mark isn't very smart, is he?"

"Actually, he's smarter than he \_\_\_\_\_ to be."

choose one

11. "What do you think of American football?"

"I think it's \_\_\_\_\_ sport."

choose one

12. "What shall we do about this problem?"

"John suggests \_\_\_\_\_ a meeting."

choose one

13. "Where did you get those curtains?"

"My wife made them \_\_\_\_\_ an old tablecloth."

choose one

14. "Do you like sugar in your coffee?"

"Yes, \_\_\_\_\_ better."

choose one

15. "Why did John refuse to pay for his dinner?"

"Because \_\_\_\_\_ two hours by the time he was served."

choose one

16. "When is the meeting going to begin?"

"\_\_\_\_\_ Fred comes, we can get started."

choose one

17. "Does John have a lot of accidents at work?"

"Yes. He isn't \_\_\_\_\_ he should be."

choose one

18. "Did David enter the writing contest?"

"Yes, he thinks he has \_\_\_\_\_."

choose one

19. "Does Barbara have a difficult job?"

"Yes. She is responsible \_\_\_\_\_ many important decisions."

choose one

20. "You gave me the wrong amount of money."

"How \_\_\_\_\_? I gave you what you asked for."

choose one

21. "Will Bill's report be ready by Friday?"

"No, I don't think he \_\_\_\_\_ it by then."

choose one

22. "When will this paint be dry?"

"Not long. This is very \_\_\_\_\_ paint."

choose one

23. "Does Sue like circuses?"

"Yes, the clowns always make \_\_\_\_\_."

choose one

24. "Did you do well on the history test?"

"No. I studied all night \_\_\_\_\_ failed."

choose one

25. "How do those shoes fit?"

"My feet are too big \_\_\_\_\_ them."

choose one

26. "Do Mary's children help with the housework?"

"Yes, if she asks \_\_\_\_\_."

choose one

27. "Where's the box I asked for?"

"Over there, \_\_\_\_\_ on the table."

choose one

28. "Let's plan a picnic for Saturday."

"\_\_\_\_\_ it rains?"

choose one

29. "Is Lynn going to buy a new suit?"

"Yes, she's looking for a suit like \_\_\_\_\_."

choose one

30. "That movie isn't very good."

"Just wait. The best part \_\_\_\_\_."

choose one

**INSTRUCTIONS:** Read the passage, then select the word which best fills the blank in both grammar and meaning.

Color is such a constant part of our environment that we tend to ignore its messages. Many people with perfect vision suffer 31 a sort of cultural color blindness. But 32 unnoticed color influences feelings as well. 33 of experiments with both infants and 34 indicate that blue light tends to 35 activity and produce a state of restfulness. 36 more tense a person is, the 37 blue will act as a tranquilizer. Red, 38 the contrary, excites the nervous system, 39 that if this page were printed 40 red paper, electrodes attached to your skin 41 show a definite increase in muscle 42, restlessness, and eye movements compared with 43 reactions to the white page. Studies 44 found that patients in hospital rooms 45 red or other bright colors require 46 attention from nurses than patients in 47 painted in more subdued colors. Furthermore, 48 has been found that school children 49 more alert and learn faster in 50 painted rooms. However, this is unfortunately accompanied by an increase in restlessness and noisiness.

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