

Heritage Language Education of Chinese Learners in Spain. A Case Study.

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Related to the recent global migration phenomena, the heritage language education, second language studies and plurilinguism represent an increased area of studies around the globe (Trifonas and Aravossitas 2014). This qualitative research paper is part of a larger study on inclusion, identity and affiliation of Chinese Heritage Learners in Spain and provides insights into their experiences and personal views on the HL education, use and maintenance in a nonformal system in relation to their diverse and hybrid identity, all inserted in a specific local social context.

Multiple biographical and in-depth interviews with students, teachers and other stakeholders, as well as artefacts and observation in classroom settings were performed in order to investigate in detail key factors, relationships and conditions involved in the HL learning, use and negotiation and the significance of this process in relation to their cultural identity.