This study provides an empirical profile of US Latinx Spanish-English bilinguals who live in the anglophone US in a community with coethnics who use the minority language.

- Research into the patterns of Heritage Speaker (HS) language use are typically built on (implicit) comparisons with monolingual controls (Montrul, 2005; Scontras, Fuchs, & Polinsky, 2015) or L2 language learners.
- This is insufficient in contextualizing their sociolinguistic profile, as monolinguals and L2 learners do not control or regularly use two languages in their daily lives.
- For this reason, this study motivates adult late bilinguals (LB) living and working in a L2-dominant society as an appropriate group for HS baseline comparisons. As their time-apparent parents, LBs are a more appropriate comparison group for sociocultural analyses.
- Using a sociocultural language background analysis, this study probes bilingual Latinx language use, exposure, ability, and identity in a New York City community with rich ties to Spanish language and culture.

**Research Questions**

1. What constructs/patterns underlie the bilingual language (Spanish & English) profile of fluent Latinx bilinguals living and using both languages daily (in Anglophone US community with high percentage of coethnics)?
2. Do Spanish-English HS and LB pattern differently in their use, identity, and ability of the social majority (English) and social minority (Spanish) language?

**Design & Methods**

**Participants**
- Heritage Speakers (HS) (n=43)
- Late Bilinguals (LB) (n=39)

**Data Collection**
- Language background questionnaire
  - 68 questions probing language history (Li, Sepanski, & Zhao, 2006), demographics, language ability, current language use, and language exposure

**Analysis**
- 21 items were used to run a Principal Component Analysis, which is appropriate in reducing the sociolinguistic survey items down to distinct and independent underlying constructs at play in bilinguals’ language profile rather than comparing HS and LB on each item.
- Seven rotated components were retained, cumulatively accounting for 66% of the total variance in the data set
  - 3 use variables (work, media, general English use), 2 ability variables (Spanish and English), and 2 identity variables (Spanish and English)

**Composite Factors**

**Factor Loadings**

**Discussion**

- Three different groups of constructs are characterizing the language profile of Latinx bilinguals in NYC: Language use, language ability, and language identity.
- Language Use
  - Expected group differences in work/media use and self-identity given the dominance differences of the two bilingual groups as defined in literature (Bennamoun, Montrul, & Polinsky, 2013). HSs are dominant in English, LBs are dominant in Spanish.
- Overall English use trends in the expected direction, but both groups use very similar amounts of English (the societal majority language). Given that both Latinx groups are living in the anglophone US, it is not surprising that their daily non-specific English use is similar.
- Language Ability
  - While HS differ from their apparent-time parents (LB) in self-identification and language use, they do not differ in their command of either language. This finding suggests that claimed dominance differences are not related to actual ability.
- Language Identity
  - The LB group self-identifies significantly less as Spanish speakers than the HS bilinguals self-identity with English, even though they were born and raised in Spanish-speaking countries.
  - HSs identify more as non-native speakers of Spanish, despite it being their first-learned and home language.
  - Together this suggests an aspect of language insecurity that affects the Spanish identity of these bilinguals. While these Latinx consider themselves fluent and use the Spanish language daily, they identify less strongly as native Spanish speakers.
- Future steps: Conduct this survey in a community with lower populations of coethnics, where Latinx bilinguals have less opportunities to speak the societal minority language outside of their home.

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