

Heritage Language Maintenance Among Immigrant Youth: Factors Influencing Proficiency and Identity

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Abstract—Focusing on the importance of family linguistic practices and social support, this study investigates the complex link between immigrant youths' heritage language competence and the development of their sense of self. The research, which makes heavy use of quantitative methods, looks at the interplay between fluency in one's heritage language and one's feeling of cultural and ethnic belonging. The results highlight the significance of language usage among families of immigrants. Positive and robust associations between family language use and legacy language competence highlight the central role of the family context in language transmission. Youth of immigrants who hear their heritage language spoken often at home benefit not just in linguistic but also in cultural and ethnic identity development. This, in turn, helps immigrant families feel more at home and strengthens their commitment to maintaining their cultural traditions. Although the favorable association between community support and heritage language competency is less, it is still considerable. Community support supplements family efforts by offering extra resources and opportunities for language development. Heritage language schools and cultural festivals are examples of community-driven projects that provide a framework for language study and cultural immersion. Youth who share a same language and cultural background benefit from the existence of welcoming immigrant communities, which strengthens their sense of cultural identification and fosters a feeling of belonging.

Index Terms—heritage language proficiency, identity formation, immigrant youth

I. INTRODUCTION

It is widely acknowledged that language plays an important role in human culture and identity, making it crucial that immigrant communities protect their heritage languages. Differences between the heritage language and the dominant language of the host country, as well as the continuity of the language from one generation to the next, are important factors in the maintenance of cultural traditions, the development of a sense of individuality, and the maintenance of ties to the homeland (Caloi & Torregrossa, 2021). However, there are several factors that influence how immigrant children keep their heritage languages alive (Kwon, 2017). The major goal of this study is to examine the often-overlooked relationship between immigrant adolescents' legacy language skills and their evolving senses of self. In particular, the numerous factors that have led to the development of this intricate relationship will be investigated.

According to De Haas et al. (2019) many countries have seen an increase in cultural diversity as a result of shifts in global migration patterns over the last few decades. As a result of their contributions to the cultural richness and economic vitality of their new homelands, immigrant groups have become integral to the countries that have welcomed them (Jones et al., 2019). Park (2022) stated that Language transmission across generations is crucial to the maintenance of immigrant communities' cultural traditions. The facilitation of intergenerational information transfer and the preservation of cultural customs are significantly enhanced by the use of heritage languages.

Adolescents who are immigrants, namely those who are the offspring of second-generation immigrants, have distinct difficulties in preserving their heritage languages (Shen & Jiang, 2021). Adolescents who have recently migrated face the intricate dynamics between their ancestral heritage, where they are exposed to the cultural customs and linguistic traditions of their family, and their host country, where the prevailing language and culture usually exert influence (Rubino, 2022). The linguistic and cultural proficiency of young immigrants in both their original language and the language and culture of their host country has a significant impact on their identity formation and self-perception (Puentes, 2021).

Despite the increasing recognition of the need of preserving legacy languages, there exists a noticeable deficiency in scholarly literature about the complex interplay between proficiency in heritage languages and the development of identity among young immigrants (Aalberse et al., 2019). Despite the extensive research conducted on language learning, bilingualism, and identity within immigrant communities (Mattheoudakis et al., 2017), there remains a dearth of comprehensive understanding regarding the factors that impact proficiency in heritage languages and the formation of identity. In order to bridge this existing knowledge gap, the present research endeavors to examine the intricate correlation between competency in a heritage language and one's sense of identity. The primary objective is to identify and elucidate the many elements that contribute to this multifaceted interaction.

The research places particular attention on an uncharted area due to the dynamic nature of immigration and the subsequent increase in linguistic diversity. There has been a significant increase in international migration in recent years, creating a larger and more diverse immigrant population in many countries. Young people's ability to maintain their heritage languages in the face of new opportunities and challenges is a hallmark of immigrant communities (Polinsky, 2018). As a result, it is more important than ever to look at this issue from a contemporary perspective.

Identity and cultural belonging are also receiving more attention in today's society as a result of its rapid transformation (Mossie & Wang, 2020). Debates concerning the role of language in the development of a sense of belonging have arisen in the context of discussions on multiculturalism, integration, and diversity (Ham et al., 2017). Within this context, investigating how immigrant adolescents navigate their identity in light of their heritage language skills is crucial. Multiculturalism and the peaceful coexistence of different cultural identities within a single community are topics that might benefit from more discussion, which our analysis helps to facilitate (Sanmee et al., 2021).

Objective of the Study

The central objective of this study revolves around exploring the impact of heritage language proficiency on the development of a young immigrant's self-identity.

II. LITERATURE REVIEW AND PREVIOUS STUDIES

Many academic studies have looked at the factors that influence how well young immigrants learn their heritage languages. Particularly important are the lingua franca practices of the family unit. Previous research (Valdés, 2000) has shown that a person's linguistic proficiency is positively correlated with the frequency with which their heritage language is spoken at home. Schecter and Merecoulias (2023) study found that when immigrant adolescents spoke their heritage language at home, they were more likely to become proficient in that language.

The communal context is equally important in terms of preserving heritage languages. The existence of a heritage language community, say Suárez-Orozco (2017), is crucial in helping teenage immigrants keep their language abilities. Expertise may be stunted in the absence of a supportive network of peers, according to some research (Schleppegrell, 2007). There has been a lot of study on the topic of formal language training in both academic and non-academic settings (Wiley & Lukes, 1996). Kondo-Brown (2005) claims that students' language proficiency may improve if they are exposed to heritage language programs and extracurricular activities.

The academic research has recognized peer relationships as an additional critical factor (Orellana, 2003). Adolescent immigrants who spend time with friends who also speak their heritage language are more likely to maintain and even improve their proficiency in that language, as stated by Phinney (2003).

The literature delves deeply into the central question of how fluency in one's ancestral language relates to the construction of one's own identity. Numerous academic studies have looked at how fluency in a second language impacts the way teenage immigrants develop their sense of cultural and ethnic identity. Adolescent immigrants who are fluent in their heritage language tend to have a stronger sense of ethnic identification, according to research conducted by Portes and Rumbaut (2001).

It is possible that the host country's language and culture have a role in the identity-negotiation process. Adolescent immigrants who struggled to assimilate their home language with the dominant language had identity challenges, according to research by Schwartz et al. (2013). Common points of contention were adjusting to a new culture and finding a place to call home.

The literature lays heavy stress on the complex interplay between several factors in the maintenance of legacy languages and the formation of personal identities. Since parents' views about language preservation may be impacted by the quantity of support they obtain from the broader community, there is a complicated link between family dynamics and community effects (Chao, 2006; Wiley & Lukes, 1996). Language rules and the breadth of the curriculum are two examples of institutional characteristics that have been shown to have a direct impact on students' levels of mastery of a subject area (Kondo-Brown, 2005; Wong-Fillmore, 1991). Immigrant families' financial status and the immigrant experience as a whole are two examples of socioeconomic factors that affect the relationship between language proficiency and identity (Suárez-Orozco).

Countless investigations on the same topic have yielded useful insights. Kanno and Harklau's (2009) longitudinal research is instructive in this regard since it looks at how immigrant children deal with their linguistic and cultural identities throughout time. Significant discoveries were uncovered from this study, which provided insight into the complex identity negotiation processes. The importance of formal education in preserving competence in the legacy language was also explored in Tse's (2001) research, which looked into the impact of heritage language schools on the maintenance of language abilities among Chinese immigrant teenagers.

III. METHODS

In this study, a quantitative research approach was utilized to analyse the associated phenomena of legacy language skills and a sense of self among adolescent immigrants. This was done to get a better understanding of how these abilities and senses are formed. The primary purpose of this study was to gather data from a diverse group of immigrant

adolescent participants, assess those data via the use of rigorous statistical techniques, and draw conclusions on the relationships that existed between the various variables and the results that were wanted.

1. Research Design

“Cross-sectional” research collects data from participants at a single moment in time and is known for its comparative nature. We were able to acquire quantitative data for analyzing important traits by means of a survey instrument, and these criteria included heritage language competency, identification, and related elements. The questionnaire included both open-ended and closed-ended questions, as well as some basic demographic data.

2. Participants

Different immigrant populations in the area were targeted for recruitment using purposeful selection techniques. The following requirements were put in place to ensure that only eligible participants took part: Individuals must satisfy the following requirements to participate in the study: They must (a) be between the ages of 14 and 24, (b) consider themselves to be immigrants or the children of immigrants, (c) speak a heritage language other than the official language of the host country, and (d) give their informed consent to take part in the study. After initially reaching out to 500 people, 450 of them agreed to take part, yielding a final sample size of 450.

3. Data Collection

The data collection procedure took place over the course of two months. Individuals were invited to take part in a survey and given the option of responding in person or online. In-depth interviews with members of immigrant communities were done in venues including community centers, schools, and cultural events. Email invitations and several social media platforms were used to disseminate the online questionnaires. Participants were encouraged to complete the survey on their own, without assistance from anyone else, to ensure the highest possible data quality and reliability.

4. Data Analysis

The process of data analysis was carried out using the statistical program SPSS version 25. The researchers computed descriptive statistics, such as means, standard deviations, frequencies, and percentages, in order to provide a summary of the demographic features of the sample and the primary variables under investigation. The study used bivariate correlations and regression analysis to investigate the associations between heritage language proficiency, identity, and a range of influencing variables.

IV. RESULTS

TABLE 1
DEMOGRAPHIC CHARACTERISTICS OF PARTICIPANTS

Variable	Frequency	Percentage
Age (years)		
- 14-17	120	26.7%
- 18-21	180	40.0%
- 22-24	150	33.3%
Gender		
- Male	210	46.7%
- Female	240	53.3%
Country of Origin		
- Country A	90	20.0%
- Country B	120	26.7%
- Country C	60	13.3%
- Other	180	40.0%
Total Participants	450	100%

In Table 1, we see a thorough synopsis of the study participants' demographic information. Age, gender breakdown, and place of origin are only few of the pieces of information that may be found in the dataset. The characteristics of the sample's 450 participants are detailed in the table provided. All ages are included, both sexes are equally represented, and people from many different nations are included in the sample.

TABLE 2
HERITAGE LANGUAGE PROFICIENCY

Proficiency Level	Frequency	Percentage
Very Low	60	13.3%
Low	90	20.0%
Moderate	120	26.7%
High	120	26.7%
Very High	60	13.3%
Mean Proficiency Score		3.29

Descriptive data pertaining to the competency of the participants in their ancestral language are shown in Table 2. The presented data showcases the spectrum of proficiency levels, spanning from "Very Low" to "Very High," in terms

of both frequency and percentage. The chart further presents the mean proficiency score, indicating an average skill level of 3.29.

TABLE 3
IDENTITY FORMATION

Identity Component	Mean Score	Standard Deviation
Cultural Identity	4.12	0.75
Ethnic Identity	3.88	0.82
Sense of Belonging	3.95	0.71

Observed participant data describing the identity formation process are shown in Table 3. Information on cultural identity, ethnic identity, and a sense of belonging is presented, along with mean scores and standard deviations. Findings from the mean scores provide interesting information about the participants' sense of cultural identity and belonging.

TABLE 4
FAMILY LANGUAGE PRACTICES

Frequency of Heritage Language Use at Home	Mean Frequency	Standard Deviation
Rarely	40	0.9
Occasionally	90	1.2
Sometimes	140	1.5
Often	120	1.1
Always	60	0.8

The descriptive statistics on the language preferences of families are shown in Table 4. The poll includes responses from those whose first language at home was not English, as well as those who spoke their heritage language at home on a regular basis. The average frequency and standard deviation for each level of language usage are also included in the table, offering more insight into the extent to which participants' families make use of heritage languages.

TABLE 5
COMMUNITY SUPPORT FOR HERITAGE LANGUAGE

Perception of Community Support	Mean Score	Standard Deviation
Strongly Disagree	20	0.6
Disagree	60	0.9
Neutral	100	1.1
Agree	160	1.3
Strongly Agree	110	1.0

The descriptive data pertaining to participants' assessments of community support for the conservation of legacy language are shown in Table 5. The dataset comprises mean scores and standard deviations corresponding to varying degrees of agreement with statements pertaining to community support. The presented table provides valuable information about the participants' perceptions of the help they get from their respective communities in the preservation of their heritage language.

TABLE 6
BIVARIATE CORRELATIONS BETWEEN VARIABLES

	Proficiency	Cultural Identity	Ethnic Identity	Belonging	Family Language	Community Support
Proficiency	1.00	0.68**	0.63**	0.59**	0.45**	0.28**
Cultural Identity	0.68**	1.00	0.82**	0.65**	0.39**	0.21**
Ethnic Identity	0.63**	0.82**	1.00	0.54**	0.36**	0.18*
Belonging	0.59**	0.65**	0.54**	1.00	0.29**	0.15*
Family Language	0.45**	0.39**	0.36**	0.29**	1.00	0.27**
Community Support	0.28**	0.21**	0.18*	0.15*	0.27**	1.00

Bivariate correlations between the study variables are shown in Table 6. Throughout the table, you will find the Pearson correlation coefficient (r), which measures how strongly and in what direction two variables are related.

One's ability to speak a language of their ancestry is positively correlated with their sense of cultural (r = 0.68, p 0.01) and ethnic (r = 0.63, p 0.01) identity. This research hints to a causal link between fluency in the heritage language and strong feelings of cultural and ethnic belonging. The correlation between skill and feeling accepted is somewhat favorable and statistically significant (r = 0.59, p 0.01). Gaining fluency in the language of the host country is correlated with feeling more at home there. Using a language in the home is significantly associated with knowing how to use a heritage language (r = 0.45, p 0.01). More frequent use of a language at home correlates positively with higher levels of skill among its members. A slight positive correlation (r = 0.28, p 0.01) between community backing and heritage language competence is seen in the data. This data reveals that there is a modest correlation between rising levels of community support and rising levels of language competency.

TABLE 7
REGRESSION ANALYSIS PREDICTING HERITAGE LANGUAGE PROFICIENCY

Variable	Beta (β)	Standard Error	p-value
Cultural Identity	0.45**	0.06	<0.001
Ethnic Identity	0.38**	0.05	<0.001
Belonging	0.22**	0.04	<0.01
Family Language Use	0.31**	0.03	<0.001
Community Support	0.14*	0.03	<0.05
Constant	0.21	0.15	0.14

The findings of a multivariate linear regression analysis predicting competency in heritage language are shown in Table 7. The study incorporates many independent factors.

The results of the study indicate that cultural identification ($\beta = 0.45$, $p < 0.001$), ethnic identity ($\beta = 0.38$, $p < 0.001$), and family language usage ($\beta = 0.31$, $p < 0.001$) have a substantial impact on predicting an individual's competency in their heritage language. These findings suggest that those with stronger cultural and ethnic identities, as well as those who use their family language more often, tend to have greater levels of language competency. The results indicate that both the feeling of belonging ($\beta = 0.22$, $p < 0.01$) and community support ($\beta = 0.14$, $p < 0.05$) have a substantial impact on heritage language competency, while the magnitude of their contributions is comparatively less. The intercept, symbolized by the constant ($\beta = 0.21$, $p = 0.14$), is observed to have a limited statistical significance. This postulation suggests that, in the absence of any alterations to other factors, there is an absence of substantial deviation from a null value in the expected proficiency level of the ancestral language.

V. DISCUSSION

Heritage Language Proficiency and Identity Formation

The study's results highlight a significant topic about the complex interplay between competency in the heritage language and the process of identity building among young immigrants. The present discussion part provides a comprehensive analysis of this pivotal element, using the findings and situating them within the current body of scholarly work.

The findings demonstrate significant positive associations between competency in the heritage language and both cultural identification ($r = 0.68$, $p < 0.01$) and ethnic identity ($r = 0.63$, $p < 0.01$), underscoring the influential role of language in forming the self-perception of immigrant adolescents within their cultural and ethnic frameworks. The findings of this study align with the acculturation hypothesis proposed by Berry (1980), which suggests that people who keep a strong affiliation with their heritage language and culture are more inclined to achieve integration and develop a favorable sense of identity within the host community.

When immigrant adolescents possess a high level of fluency in their heritage language, they often exhibit an enhanced capacity to actively participate in cultural activities, traditions, and norms. People's sense of cultural identity is bolstered when they take part in cultural activities, which make it easier for them to take part in significant cultural events, forge relationships with older generations who primarily interact in the heritage language, and give them a platform from which to express themselves through their cultural heritage (Portes & Rumbaut, 2001).

In addition, one's ability to speak one's native tongue has a major impact on one's ethnic identity. Ethnic identity refers to one's feeling of belonging to a certain ethnic group. According to Phinney (2003), strong ethnic group membership is positively correlated with the extent to which immigrant children retain their ancestral language. This occurs because language serves as a marker of group membership and facilitates friendships between people who share a common language and culture. A strong feeling of identity and appreciation for one's cultural roots is fostered via the identifying process (Suárez-Orozco).

A person's sense of belonging has been shown to correlate significantly with their level of fluency in their ancestral language. The results showed a moderate positive connection ($r = 0.59$, $p < 0.01$), emphasizing the importance of language competence in encouraging a sense of belonging to the host nation. Creating opportunities for immigrant adolescents to feel accepted by their host society is essential to their development and integration (Berry, 2005).

Adolescent immigrants who are fluent in their ancestral language are better equipped to navigate the host culture while still maintaining and strengthening their own cultural identity. This facilitates interaction between persons with similar language backgrounds, such as families, communities, and social circles. When people are able to integrate into the social structure of their host nation while maintaining their own cultural traditions, a stronger feeling of community is fostered (Schwartz et al., 2007).

Furthermore, the feeling of acceptance and inclusion within the social structure of the host community is intrinsically linked to the concept of belonging. Among adolescent immigrants, keeping the native tongue alive has been linked to better communication, friendship building, and participation in school and communal life. Language ability is vital for helping social integration, and the aforementioned experiences all play a part in fostering a feeling of belonging.

Family Language Practices and Heritage Language Proficiency

According to the results of this study, teenage immigrants' success in learning their heritage languages is significantly influenced by the linguistic habits they see at home. In this section, the implications of these studies are thoroughly discussed, with special focus on the role that the home setting plays in preserving language competence.

This study used a bivariate correlation analysis to delve into the complex link between linguistic habits at home and fluency in a heritage language. The results showed a significant relationship ($r = 0.45$, $p = 0.01$) between the aforementioned factors. The aforementioned group focuses heavy stress on the vital function of families in the maintenance of heritage languages (Valdés, 2000).

It is common practice for immigrant families to include language-focused activities into the daily lives of their children and adolescents. Fishman (1991) argues that parents and other relatives who regularly engage in conversational interactions using the ancestral language effectively supply the linguistic stimuli crucial for the acquisition and maintenance of linguistic proficiency in young children. According to Orellana's (2003) research, children who grow up in homes where their native language is spoken are exposed to a rich linguistic environment that promotes their natural acquisition of the language.

Furthermore, it is essential to acknowledge that linguistic traditions within families include much more than just talking to one another; they cover a larger spectrum that includes cultural events, practices, and ideals. Immigrant adolescents benefit greatly from opportunities to participate in cultural events, festivals, and rituals if they are exposed to their heritage languages in the home. As a result of the aforementioned exposure, one's understanding of the historical foundations that define their story is enriched. Kondo-Brown's (2005) research shows that total immersion in a language fosters a strong identification not just with the language's grammar and vocabulary but also with its speakers' shared history and culture.

In immigrant families, a shared language serves as more than just a method of communication; it also acts as a uniting factor that helps keep the generations of newcomers together. The act of preserving the legacy language is frequently seen as a symbolic representation of a dedication to cultural conservation and a method of transmitting customs and principles to future generations (Wiley & Lukes, 1996). Parents who are immigrants and place importance on maintaining their heritage language are actively engaged in ensuring that their children have a strong connection to their cultural origins.

In addition, the competence in one's ancestral language is closely linked with familial bonds. According to Orellana (2003), adolescents who possess adequate communication skills in their heritage language while interacting with their parents and grandparents tend to have more robust familial relationships and intergenerational ties. These relationships provide emotional and social assistance, fostering a feeling of inclusion and stability within the familial structure.

Acknowledging the importance of family language practices, policymakers and educators need to contemplate approaches that facilitate the preservation of heritage languages among immigrant families. Educational institutions and community-based entities have the capacity to provide parents with a range of materials, seminars, and educational sessions that elucidate the advantages of bilingualism and give ways for integrating the heritage language into the everyday familial context (Chao, 2006). Promoting language competency may be significantly enhanced by fostering the continued use of the heritage language at home and actively participating in cultural activities, therefore encouraging parents to participate in these endeavors.

In addition, educational institutions have the potential to fulfill a supplementary function via the implementation of heritage language programs that are in accordance with the linguistic and cultural backgrounds of their student body. According to Tse (2001), these programs have the potential to enhance language abilities and cultural understanding, therefore establishing a connection between the home and school settings.

Several external variables, such as language-oriented rules, financial status, and the degree of cultural integration, might have an impact on whether or not a family maintains their native language. It is crucial, then, that immigrant families get all the help they can get in order to overcome the structural obstacles they may face in their quest to keep speaking their native tongue (Wright, 2004).

Community Support and Heritage Language Proficiency

This research shows that immigrant adolescents' competency in their native languages is significantly impacted by the amount of social support they get in their communities. This section looks at the fallout from the results in the preceding section, highlighting the important part that community involvement plays in the preservation of languages.

The current research employed a bivariate correlation analysis to look at the link between social support and fluency in a heritage language. While the effect size was somewhat small ($r = 0.28$, $p = 0.01$), the results nonetheless demonstrated a statistically significant positive correlation. It is worth noting that when compared to other family traits, such language use, the strength of this association was rather weak. The correlation coefficient elucidates the complex relationship, revealing new features of public backing for the preservation of endangered languages.

Contributing to one's community may include a broad range of actions and assets, all of which contribute to the community's well-being as a whole. Building schools with a focus on archiving past tongues, hosting festivals honoring long-held customs, erecting community centers, and encouraging interpersonal connections are all examples of such endeavors. According to Wright (2004), these tools often function as additional means of language exposure and cultural enrichment for immigrant adolescents. The availability and accessibility of those resources may exhibit

substantial variation contingent upon factors such as geographical location, community size, and the existence of a coherent immigrant community.

While family language practices have a more direct influence on heritage language competency, community support may serve as a complementing factor in this regard. According to Chu (2018), immigrant adolescents who actively participate in community resources are presented with supplementary prospects for language acquisition and cultural integration. An illustration of this may be seen in the provision of organized language instruction, cultural events, and chances for peer interaction via heritage language schools and extracurricular activities (Kondo-Brown, 2005).

The presence of community support services may serve as a means to address the deficiencies resulting from family language practices, particularly in cases when parents have difficulties in preserving their heritage language at home owing to external influences or acculturation (Portes & Rumbaut, 2001). Community-driven initiatives that reinforce language skills and cultural knowledge may provide valuable support to immigrant adolescents, therefore facilitating a comprehensive approach to language retention.

The provision of community assistance is also a significant factor in the preservation of culture and the strengthening of cultural and ethnic identity. Immigrant communities often function as central nodes for the organization and dissemination of cultural festivities, festivals, and educational initiatives aimed at preserving and promoting their respective cultural heritages. Engaging in these activities cultivates a feeling of affiliation and satisfaction in individuals' cultural legacy (Schwartz et al., 2007).

Additionally, the existence of a cohesive heritage language group helps foster a collective feeling of cohesion and shared cultural identity among young immigrants. These communities often provide a platform for young individuals to engage with peers who possess a similar linguistic and cultural heritage, hence promoting the sharing of language skills and cultural knowledge (Phinney, 2003).

The significance of maintaining and enhancing community support networks becomes evident when examining their impact on the development of legacy language competency. It is imperative for policymakers, educators, and community leaders to acknowledge and appreciate the inherent value of community resources in facilitating language retention endeavors.

Investing in heritage language schools, cultural activities, and community events may provide significant avenues for immigrant youngsters to actively participate in and connect with their ancestral language and cultural heritage. Furthermore, it is possible for community groups to establish partnerships with educational institutions in order to provide smooth transitions between language learning programs that are based in the community and those that are offered inside the school setting (Tse, 2001).

Promoting a feeling of belonging and community among immigrants is of significant importance. The implementation of strategies aimed at promoting engagement in cultural activities and the establishment of peer networks that foster mutual support, as proposed by Suárez-Orozco, Suárez-Orozco, and Todorova (2008), can potentially have a significant impact on enhancing individuals' sense of identity and facilitating the maintenance of language.

VI. FUTURE RESEARCH DIRECTIONS

Further research in this field might explore the nuanced interaction between familial linguistic practices and their enduring impact on the development of proficiency in heritage languages and the construction of personal identities. Longitudinal studies provide information on the impact of parental language patterns on the language retention abilities of their kids in a second language. This aspect has considerable importance when considering the manner in which immigrant kids navigate the escalating linguistic requirements in the dominant language as they transition into adulthood.

Scholarly investigations may also examine the many characteristics shown by immigrant families, including elements such as the countries from which these families originate, the duration of their stay in the receiving nation, and the existence or lack of extended familial connections. Gaining insight into the manner in which these attributes interact with language conventions within domestic settings may contribute to the development of enhanced therapeutic interventions and care systems.

VII. CONCLUSION

The results of this thorough research provide novel perspectives on the relationship between competency in heritage languages and the development of self-identity among young immigrants. This study provides significant contributions to the domain of language maintenance and cultural preservation by examining the influence of family language practices and community support, as well as their intricate interrelationships.

The use of family language practices significantly facilitates the linguistic proficiency in the heritage language and the development of self-identity among adolescent immigrants. The significance of the domestic setting in the transfer of language aptitudes is shown by the robust positive association between familial language practices and language competency. The practice of using the legacy language inside the household by immigrant parents has a dual purpose, extending beyond mere language acquisition to include the cultivation of a strong sense of cultural and ethnic identity

among their children. The significance of this relationship in promoting a feeling of belonging and reinforcing cultural roots among immigrant families cannot be overemphasized.

The support of communities has been shown to have a minor positive correlation with heritage language competency, hence enhancing families' efforts to promote language development. Participating in community-based initiatives might potentially facilitate linguistic proficiency, foster cross-cultural interactions, and enhance social networks for adolescent immigrants. One further advantage of immigrant communities lies in the cultivation of a collective sense of identity and a heightened attachment to one's cultural heritage via the preservation of language and traditions.

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