October 10, 2023

Dear Editorial Board,

It is my pleasure to submit the manuscript entitled “Home and School Exposure and Age Effects in the Heritage Language Acquisition of the Spanish Volitional Subjunctive.” This manuscript has not been published before and is not currently being considered for publication elsewhere. There are no conflicts of interest associated with this manuscript, and there has been no financial support for this work that could have influenced its outcome. Please note that this manuscript sources small amounts of information verbatim from my unpublished doctoral dissertation. If necessary, I can furnish a copy of my dissertation upon request.

In this article, I explore how proficiency, self-reported patterns of use, age, and type of schooling affect English-Spanish bilingual children’s acquisition of subjunctive mood. The study makes multiple novel contributions. Firstly, it contributes to the limited amount of data on school-aged bilingual children (all child participants were between ages 10 and 14). Secondly, it compares how different metrics of exposure influence development, and finally, it is one of the only studies to compare heritage speakers in a traditional monolingual school and those in an English-Spanish dual immersion school. Although previous researchers such as Kupisch and Rothman (2018) have argued that schooling should receive more attention in theories of heritage language acquisition, no previous study has incorporated both production and receptive tasks to explore whether frequency of use and context of schooling affect language development. This design also allows for the testing of Putnam and Sánchez’s (2013) theory of HL acquisition. All anonymized data and coding are publicly available on a GitHub repository: <https://github.com/pthane/DLI-Morphosyntax-2023>.

To summarize findings:

* Children recognized more subjunctive mood than they produced;
* Older children produced/selected more subjunctive than younger children;
* Frequency of use, but not type of schooling, affected subjunctive rates.

*Linguistic Approaches to Bilingualism* is an ideal forum for my research article for multiple reasons. Firstly, this journal has remained committed to exposing diverse perspectives on heritage language acquisition, and Putnam and Sánchez’s (2013) contributions published in this journal have been influential both in the present project and in the subfield of heritage languages more generally. Furthermore, previous work concerning language acquisition in dual-immersion schools (Fernández-Dobao and Herschensohn, 2020) has been printed in this journal. Therefore, the present article contributes to multiple previous topics that have important implications for our understanding of how heritage languages develop in childhood, including through bilingual education, a variable that has not been explored systematically in a large number of previous studies.

I look forward to your feedback and hope to collaborate with you in the publication of this manuscript. Thank you in advance for your consideration and I look forward to hearing from you in due course.

Sincerely,



Patrick D. Thane, Ph.D.