

Children's Hakka Language Education: How The Taiwanese and Taiwanese Diaspora Revitalize Hakka Language and Culture

兒童客家語教育：台灣與台灣離散族群如何推廣客家語與文化

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Introduction 導論:

The Hakka people are a language-defined group originating from China.

This study examines:

- The promotion of the Hakka language and culture by Taiwan's national government and the diaspora's NGOs
- The role of children's education in the perpetuation of social hierarchy

Through:

- application of Sociologist and theorist Pierre Bourdieu's (1930-2002) "linguistic capital" theory (語言資本)
- interviews with two Taiwanese Hakka American NGOs' presidents, online survey, and Taiwan's Hakka Affairs Council's (HAC) (客家委員會)'s Blue Book

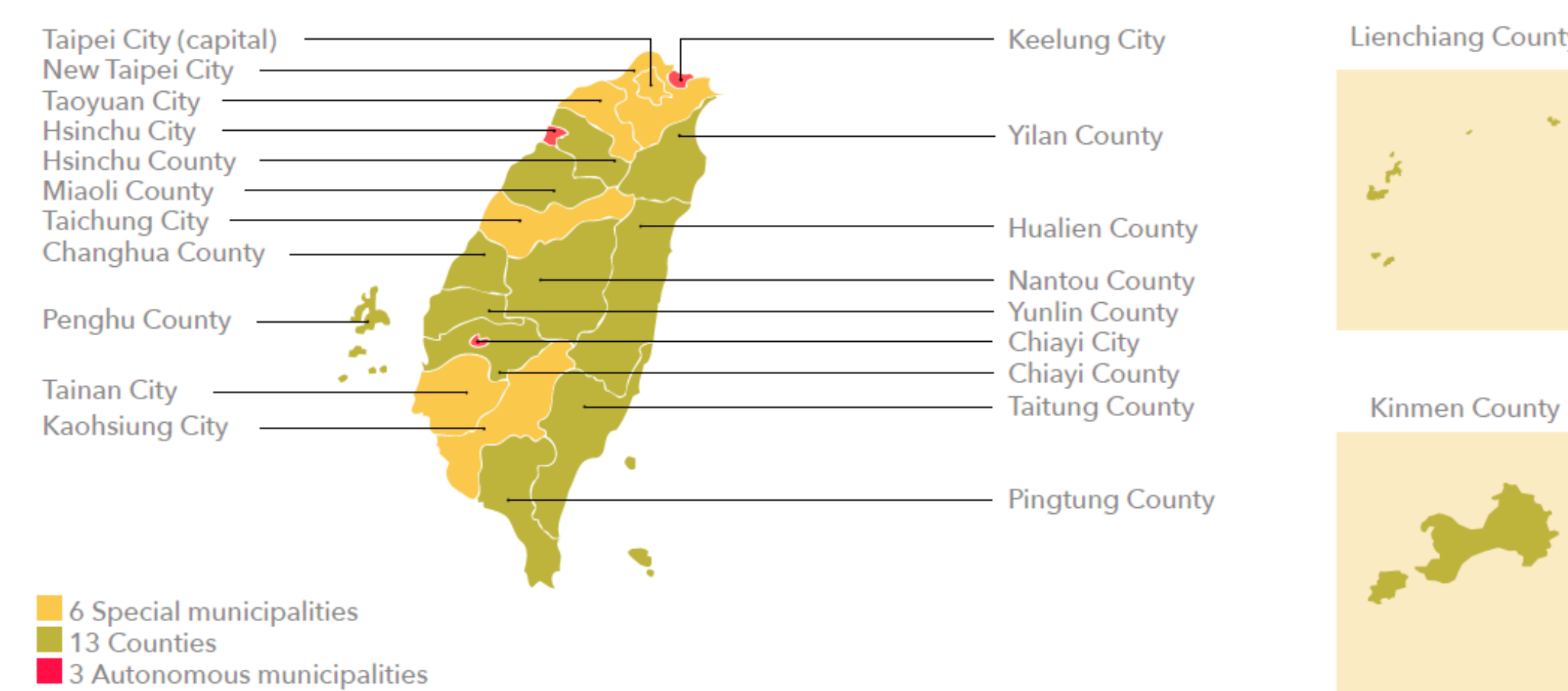
Historical Background 歷史背景:



- Hakka migration is thought of as 5 waves (e.g., Hashimoto 1973)
- Hakka people migrated because of war or for better job opportunities
- 1554: first official documentation of Hakka migration (migrating southward)
- Taiwanese Hakka ancestors originated from Northeast Guangdong, Western Fujian, and Southeast Jiangxi provinces. Final wave of immigration to Taiwan was during the mid-19th century.
- Japanese occupation of Taiwan (1895-1945): 'encouraged' the adoption of the Japanese language, including Japanese name adoption
- China's Guomindang (國民黨) Regime's "Mandarin-Only Movement" (1945-1987): Mandarin adopted as the national language (國語), other languages banned from being used, including in schools (fined and/or punished)
- After 1987: Martial law lifted, revitalization efforts taken by the country (example HAC in 2001, Development of National Languages Act 2019)

Research Question 研究問題:

How has Taiwan's current governmental system and nongovernmental organizations (NGOs) of the Taiwanese diaspora affected the Taiwanese Hakka population?



Data and Analysis 資料與分析:

2 of the survey questions with the participants' responses:

請將這些語言在你的生活中或依你的看法的重要性排序，並從最重要到最不重要進行排名： 中文、客語、和英文 Please rank these languages in order of importance in your life or opinion. Please rank them from most to least important. Mandarin Chinese, Hakka, and English. 5 responses	你是否注意到客家語使用者有減少的情況？你認為原因是什麼？ Have you noticed a decrease in Hakka speakers? Why do you think that is? 5 responses
中、英、客 英語、國語、客語 (不同意以中文代替國語或漢語) 中文、英語 中文、英文、客語 客語、中文、英文	大像日常生活工作中用到的地方不多 社會環境 在國外沒有講客語的環境 自然愈來愈少人講客語 Hakka are a minority group in Taiwan, many Hakka people tried to assimilate the society by speaking Mandarin, which is taught at school and speaking Hokkien at the workplace. 有，時代變遷

- Both Taiwan's HAC and the Taiwanese Hakka American NGOs recognize the importance of language and acknowledge its decrease
- Mr. A's (from Miaoli County, Taiwan) personal experiences, especially growing up, are similar to the survey participants' experiences.
- Mr. A and Ms. B's NGOs are unable to afford or provide language assistance. They are more limited in resources compared to Taiwan's governmental HAC.
- Survey participants voiced the lack of a Hakka environment and the opportunity for their children to use the language, including in school; thus, the usage decreases.
- Taiwanese Hakka Americans are further challenged in the language hierarchy as they make up an even smaller population in the U.S. They look to use Mandarin Chinese as a second language because it is more spoken than Hakka.
- The governmental positioning of the HAC allows for more protection and further preservation efforts to be made; however, it also imposes further limitations by creating Hakka-only places rather than integrating these systems into 'the norm'

Conclusion 結論:

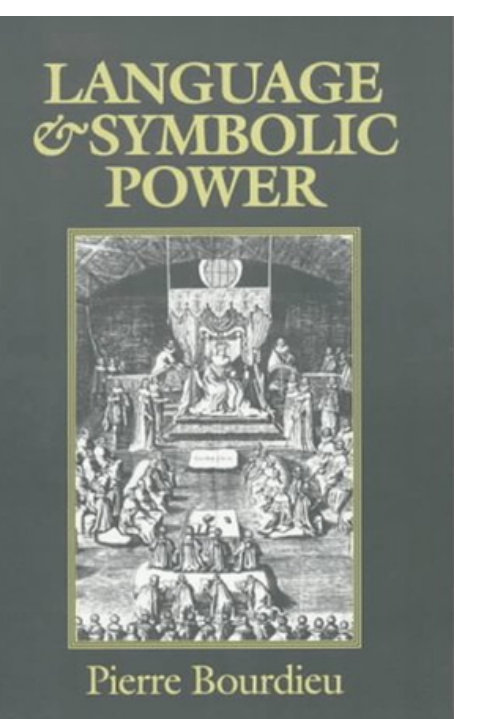
My study shows how past suppression has created long-lasting social hierarchies that continue to limit Hakka language transmission and cultural identity. My findings from the HAC's Blue Book, interviews, and survey results support my conclusion that Taiwan's educational system continues to reproduce social hierarchies through a lack of minority language learning opportunities. Taiwan's culturally specific institutions are thus isolating groups like the Hakka rather than integrating them into societal norms.

Literature Review and Theory 文獻綜述與理論:

I gathered scholarships about the Hakka language and cultural identity of Taiwan, organizing them into three intertwining themes:

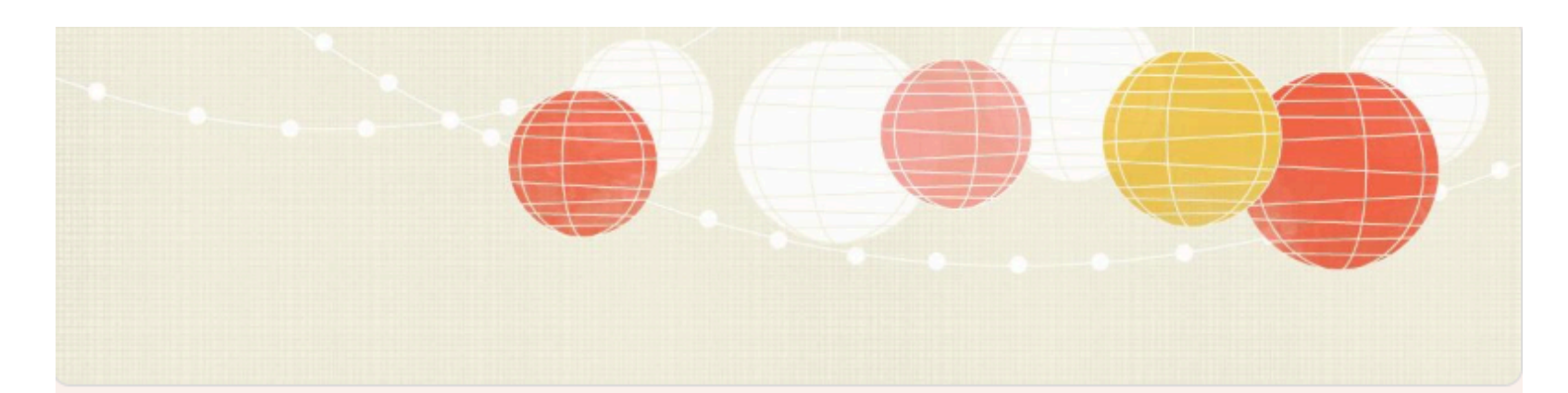
1. cultural identity
2. policy
3. educational curriculum

I then use Bourdieu's linguistic capital to illustrate how language regulation within education status has shaped the overall status of the Hakka language.



Linguistic Capital: a specific form of social mechanism, one that reproduces social disparities through the extent of unequal knowledge and high recognitional values, specifically through language.

Methodology 研究方法:



臺灣兒童客家語教育的線上網路問卷調查
by Meghan Neville

誠摯邀請你參與一項關於臺灣兒童客家語教育的線上網路問卷調查。本研究由伍斯特學院 (The College of Wooster) 的學生 Meghan Neville 所進行。完成此問卷大約需要 10 至 15 分鐘。

5 survey participants, 2 interviews with Taiwanese Hakka American NGO presidents (Referred to as Mr. A and Ms. B)

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