Principles and Strategies for Teaching HL learners

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Teaching HL learners: Essential concepts

Essential concept 1:

Start with the learner (not the curriculum);

Essential concept 2:

When possible, use a Macro-based approach;

Essential concept 3:

When possible use a Project-based approach;

Essential concept 4:

Teach grammar and vocabulary in HL-specific ways;

Essential concept 5:

Differentiate instruction by varying pacing, process, product;

Essential concept 6:

Orient instruction around the Big ideas.

LET'S START WITH THE LEARNER

Defining traits and characteristics of HL learners

Native speakers	Heritage speakers	Second language speakers

As you listen to Arturo consider the following:

- What defining traits and characteristics of HL learners does Arturo exemplify?

http://youtu.be/39d6Lb2f2Aw

Language Use	Native Speakers	Heritage Language Learners	Foreign Language Learners
Family	**Yes**	**Yes**	**No**
Range of interaction	**Full**	**Limited**	**Limited**
Formal education in the target language	**Yes**	**Varies**	**Yes**
Needs vis-à-vis the target language	**To function in society**	**?**	**?**

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HL learner motivations

## Top reasons why HLLs study their HL:

- Professional reasons (Spanish, Chinese, Japanese);
- Finding identity;
- Communicating with family and friends in the U.S.;
- Communicating with speakers of the HL outside the U.S.;

Carreira and Kagan (2011)

Activities that can help further these goals

- Linguistic autobiographies;
- Surveys;
- Community-based assignments:
    - Interviewing HL speakers in the community and family members;
    - Finding/creating resources in the target language for community members.
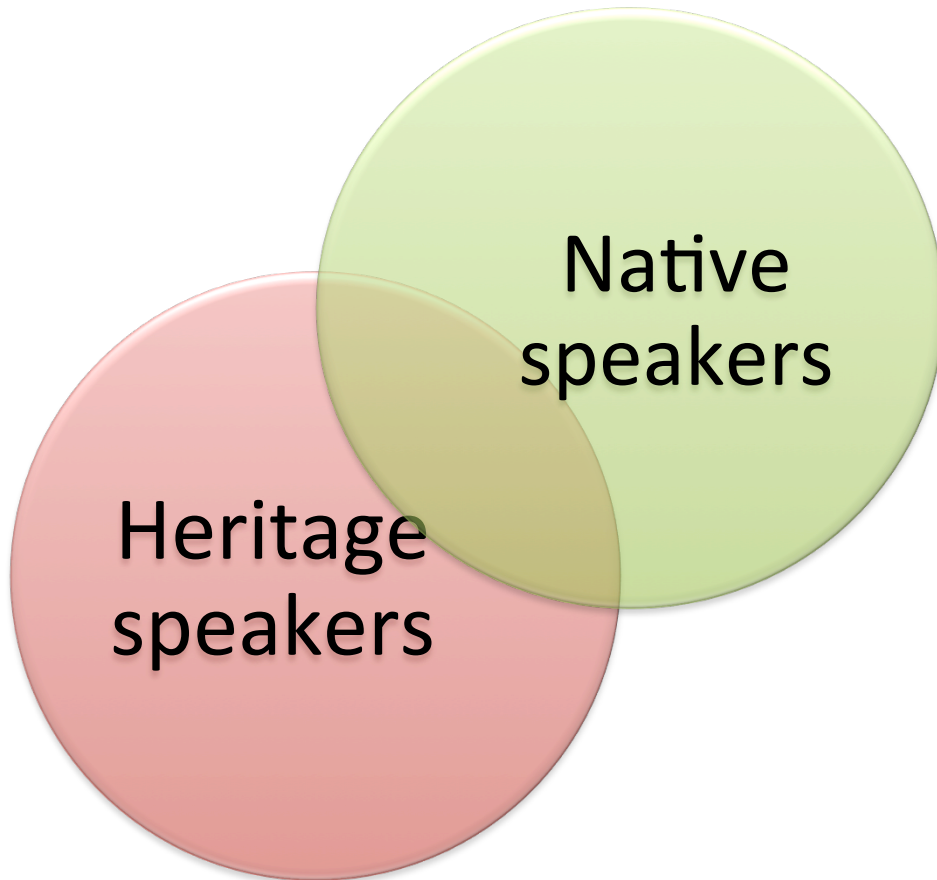
Implications for teaching and learning
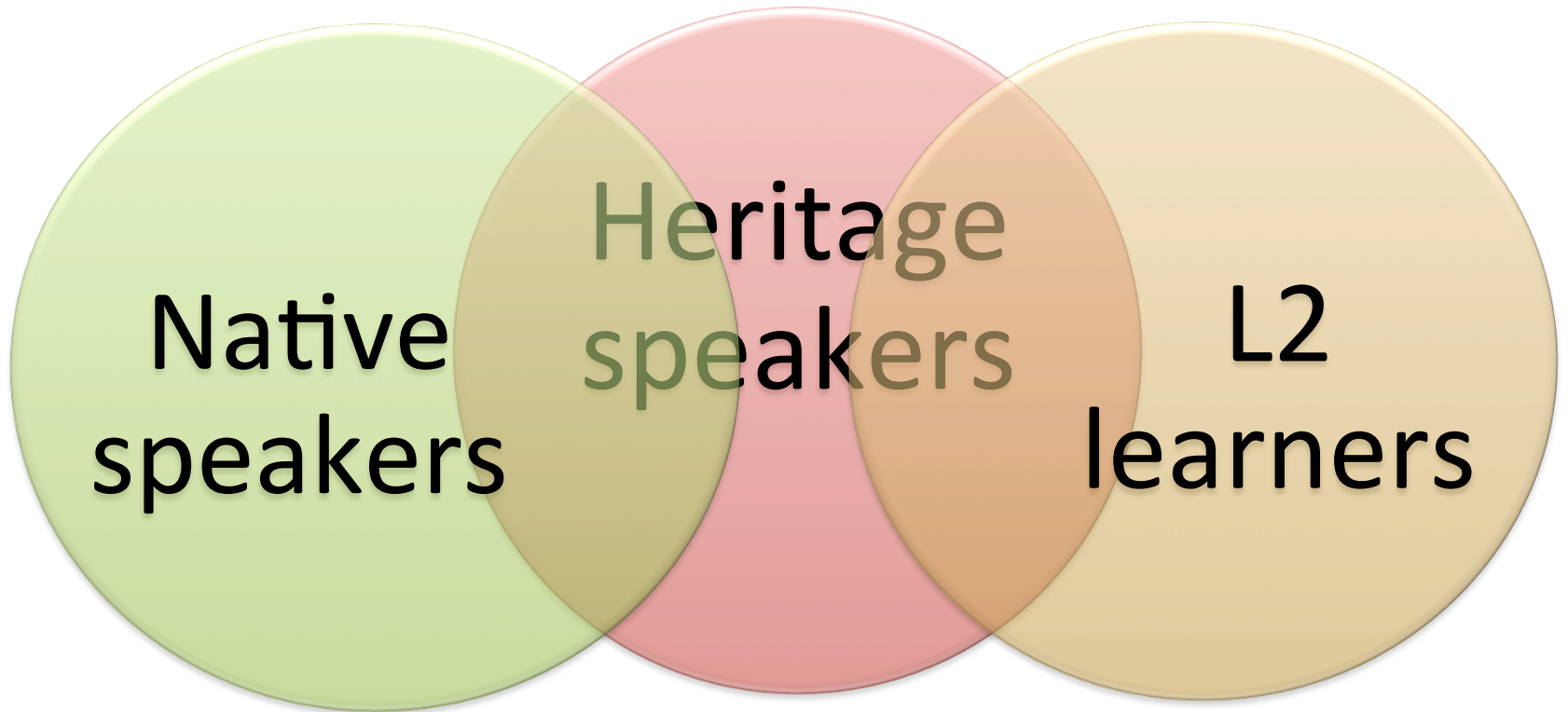
Implications: Focus on communication, language-arts approach

Native speakers

Heritage speakers

- How we teach;
- What we teach;
- Why we teach;

Implications:
Need scaffolding to access the text

L2 learners

Heritage speakers
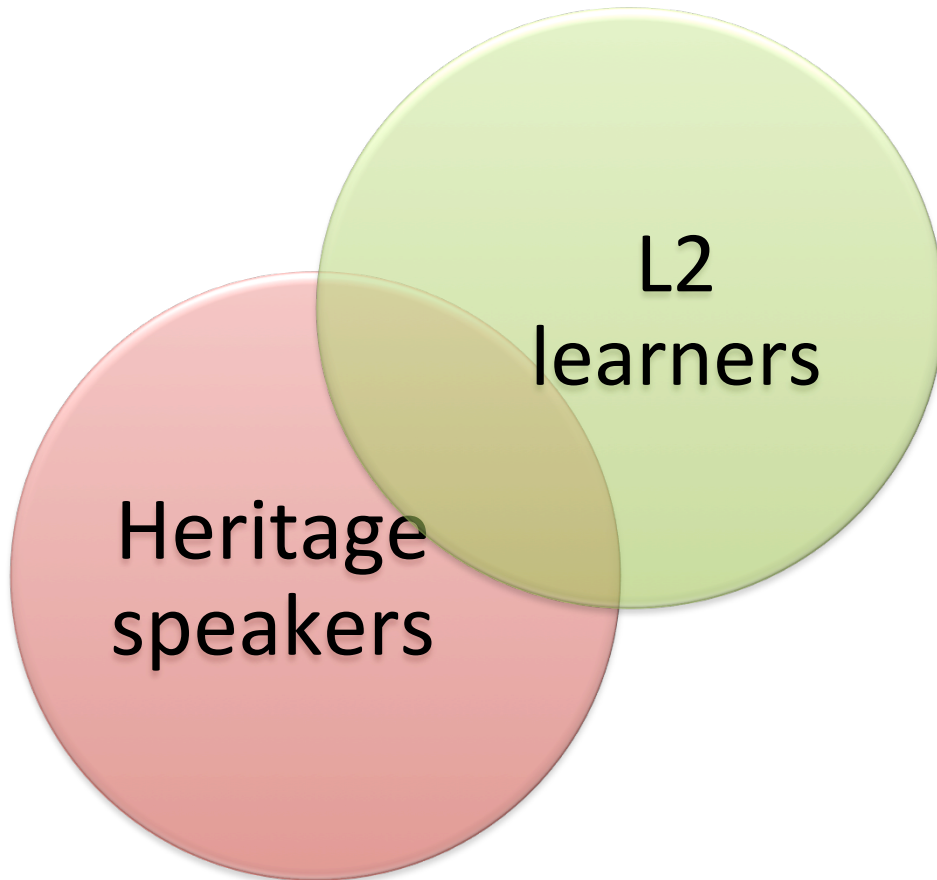
- How we teach;
- What we teach;
- Why we teach;

What about the non-overlapping area (pink)?

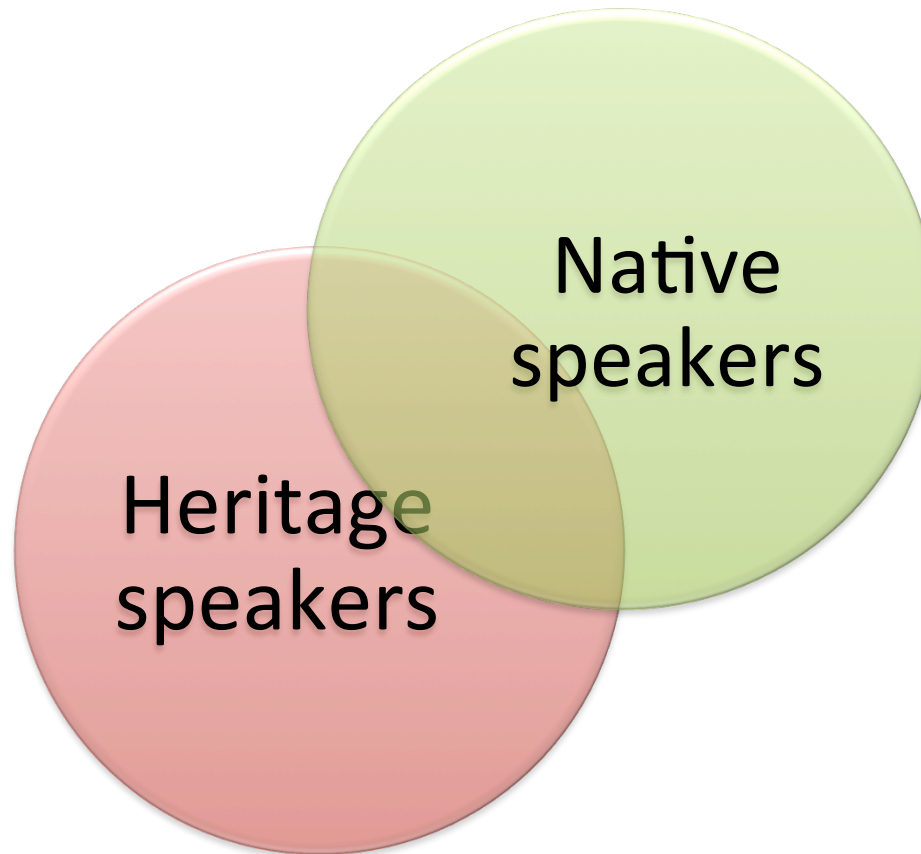
Native speakers   Heritage speakers   L2 learners
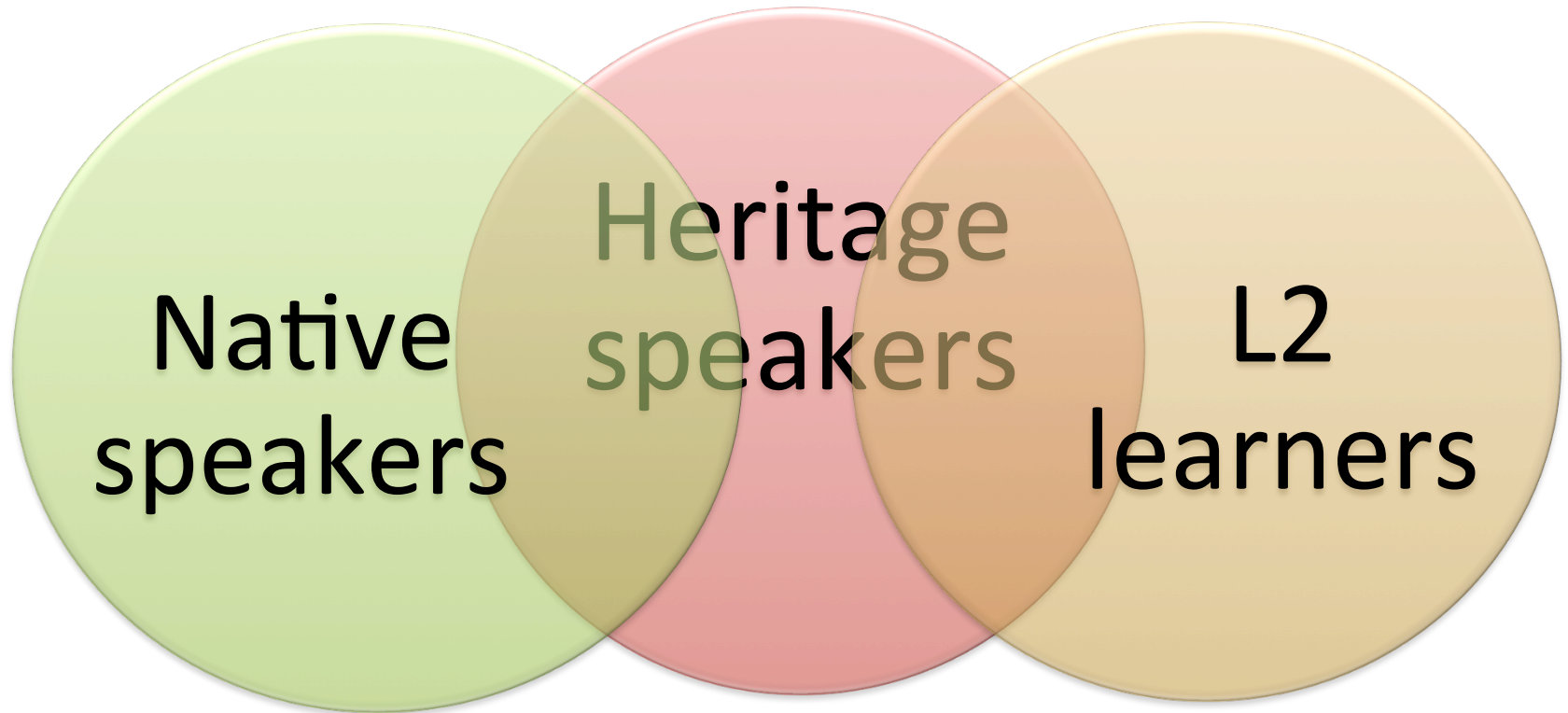
HL-ONLY ZONES

An HL-only zone: The affective domain

In high school I was one of very few Latinos. My friend and I were called the "Mexican kids". This was always funny to me because my Dad's family always told me I was American. In school I was labeled Mexican, but to the Mexicans, I am an American. I am part of each, but not fully accepted by either. In high school, I was considered Mexican because I spoke Spanish but I was considered "Pocho" by my Dad's family because my Spanish was not up to their standard. It's this weird duality in which you are stuck in the middle. Latinos are often told that they are not Americans but also that they are not connected to their heritage. You take pride in both cultures and learn to deal with the rejection. You may never be fully embraced by either side. That's why you seek out other people like yourself. Socializing with people who share a common experience helps you deal with this experience.

Back to..

Native speakers

Heritage speakers
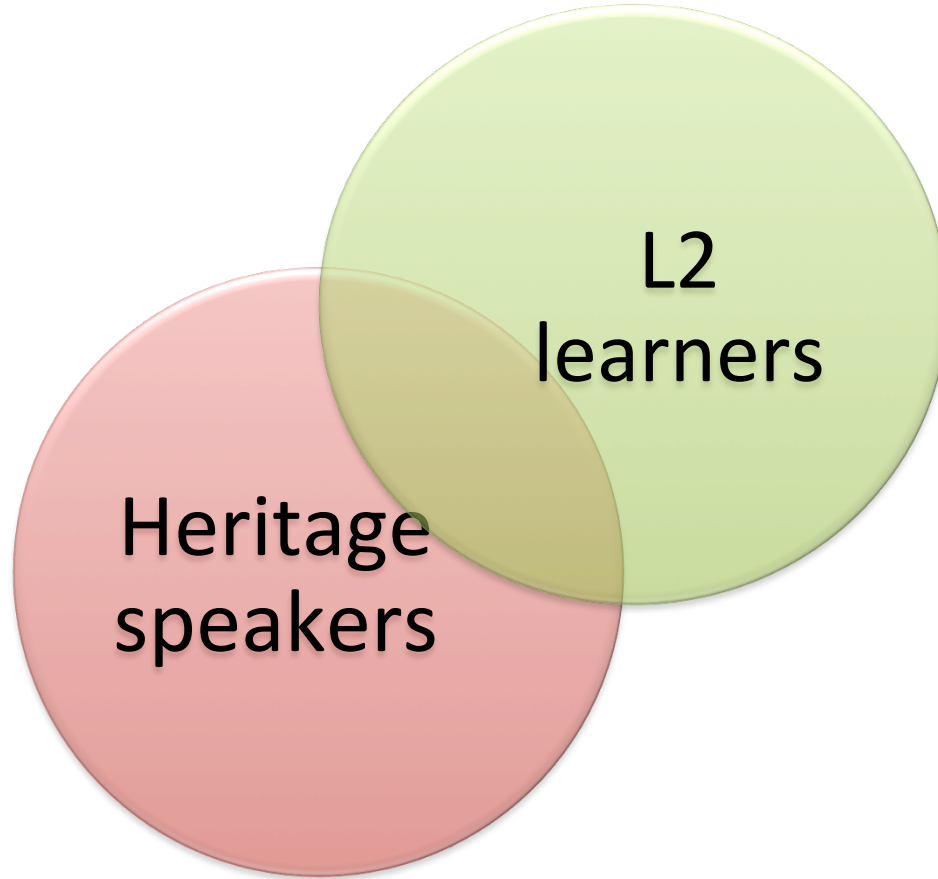
Using native speakers as a reference point

- How did we use this text? What did we just do with it?

- We used it to get information that can help us;

- We started with the big picture and dissected it into smaller parts.

What about?

Using L2 learners as a reference point

- How would you use this text with L2 learners?

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Macro/top down teaching

A reading or authentic task

Pathway to meeting learning goals

Form-focused instruction
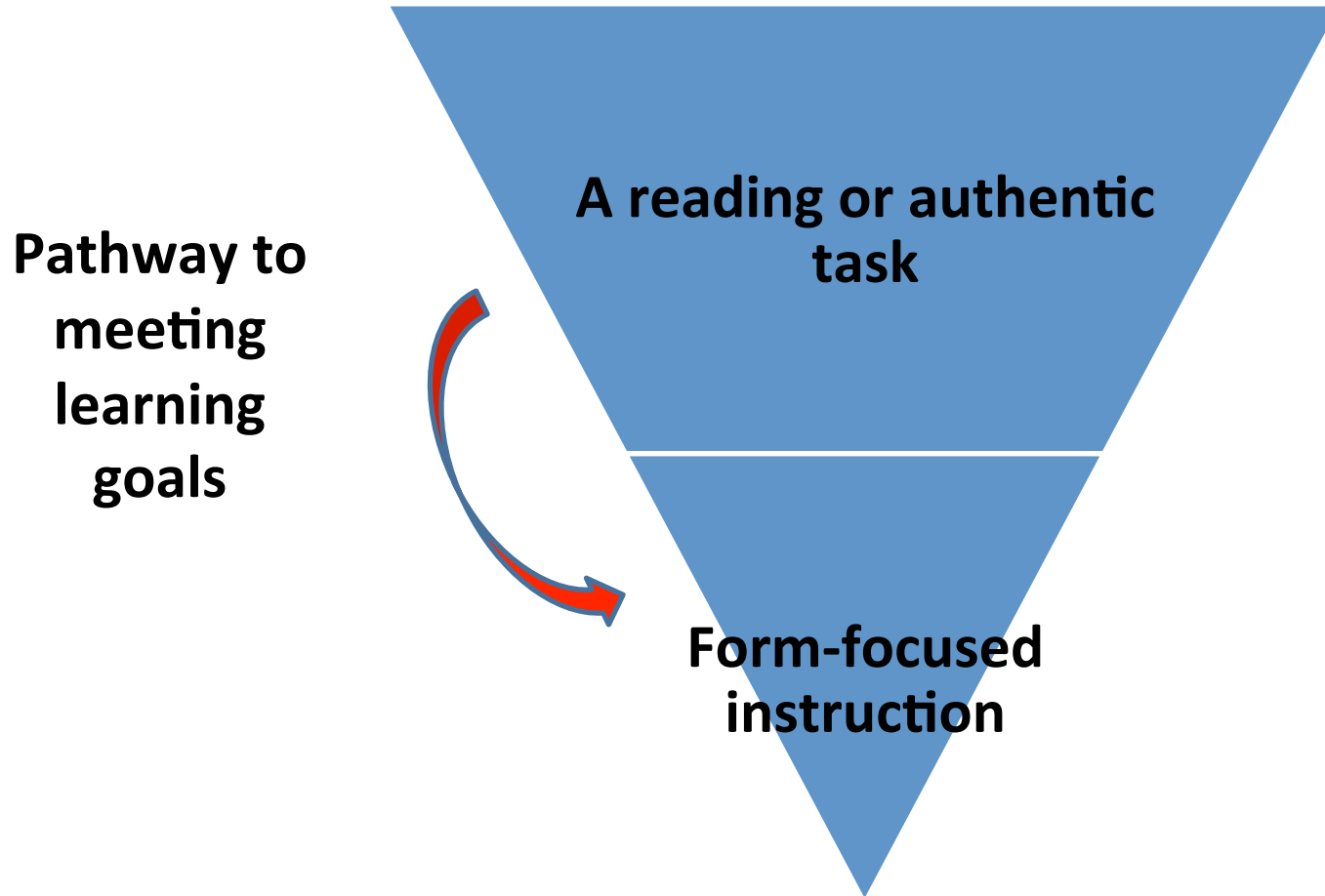
Macro- vs. Micro-based teaching

Macro/Top Down

Micro/Bottom Up

Pathway to meeting learning goals

A reading or authentic task

Form-focused instruction

A reading or authentic task

Form-focused instruction

Important points to note:

- Both approaches include form-focused instruction;

- Both approaches have the same instructional goals;

- But they have different entry-points to those goals.

Macro- vs. Micro-based teaching

Goals of instruction

Engaging with a reading and completing an authentic task using level-appropriate vocabulary and grammatical constructions

Pathway to meeting learning goals

Macro/Top Down

A reading or authentic task

Form-focused instruction

Micro/Bottom Up

A reading or authentic task

Form-focused instruction

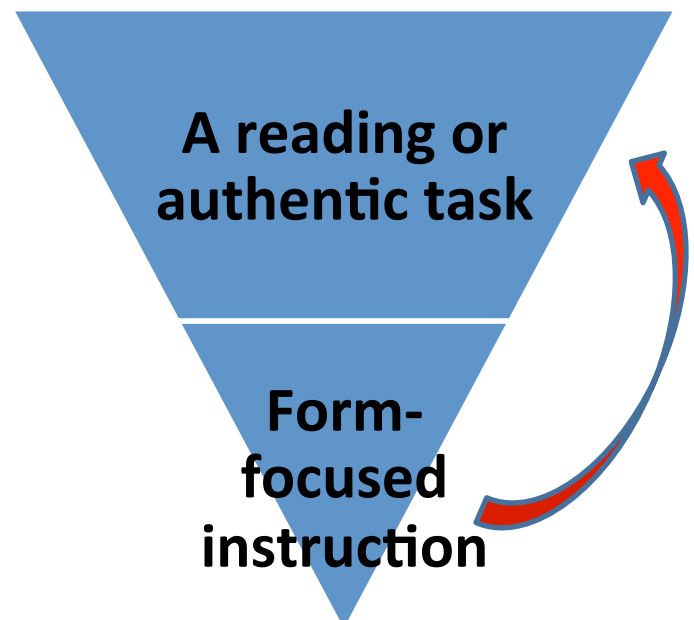| Teaching domain	Macro-based	Micro-based
Vocabulary and grammar	Age-appropriate and integrated. Dictated by function and context.	Carefully controlled and selected. Isolated practice of different aspects of linguistic knowledge.
Reading	Fairly large and complex texts from the beginning. Unaltered authentic texts.	Small texts gradually increasing in volume and complexity. Altered texts to facilitate readability.
Writing	Longer texts from the beginning. Initial emphasis on the content, gradually building toward improving stylistics, grammar, spelling.	Sentence level gradually increasing to paragraph and then longer.
Speaking and listening	Full range of native input (movies, documentaries, lectures, news stories, plays, etc.) and output (discussions, conversations, monologues)	Initially restricted, gradually increasing in length and complexity. Initially restricted to dialogue.
Culture	Full range of topics, integrated.	Initially isolated and decontextualized.

Advantages of the macro-approach for HL learners

- Is more authentic, with regard to materials and tasks;

- Is more engaging form the start;

- Is more conducive to learning because it involves interleaving grammar instruction:

> Mass practice (one point at a time, many practice exercises on the same point);
>
> Interleaved practice (many points mixed together);

Procedure for using a text with a macro- approach

- Step 1: Think of native speakers in a language arts class: Why are we reading this? What is our purpose in reading it? What do we want to do with it?;

- Step 2: What do we need to know in the way of language to fulfill that purpose?

- Step 3: What aspects of language in this text are useful from the point of view of HL teaching and learning?

Up next: An example of a Macro-based HL class

- Represents a "pure" macro-based approach;
  Starts with an authentic task and purpose;
  Students learn the language needed to carry out the task and fulfill the purpose;
- It is also an example of how project-based teaching works.

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BEST PRACTICES OF PROJECT-BASED LEARNING (PBL)

As you listen to the description of this course consider the following….

- What best practices and strategies of PBL are illustrated?

- How is this project responsive to the needs, goals, and preferences of individual learners? In other words, how is instruction differentiated?

- How can this project be adapted to different levels, teaching contexts, etc.?

Core implementation strategies of Project-based teaching

- Break the task into small steps;
- When designing the steps and components of the projects, carefully scaffold and recycle material;
- Provide clear and detailed directions for each step, as well as for the task at large;
- Model the different steps and components of the task, including good and bad work;
- Use the "Gradual Release of Responsibility model" - I do, you watch; I do, you help; You do, I help; You do, I watch.
- Provide opportunities to practice the various components and build in opportunities for critique and revision;
- Co-construct grading rubrics;
- Provide multiple sources of feedback: instructor, classmates, community
- Monitor students' progress closely.

Strategies worth considering

- Students present their work to an audience. The presentations are not just a final project, but they "color the nature of what they do at every phase" Gura & Reissman 2016, p. 27)

- Student do real things" Projects "re-contextualize the learning of core literacy skills from exercises in which content is learned for the sake of learning to *Authentic Learning* in which students do real things for real purposes" (Gura & Reissman 2016, p. 9)

- Students work in teams and develop collaborative skills (this is a 21st Century Skill/competency)

- Technology is an essential component of the research phase and the creation and presentation of the final product

Engagement strategies for HL learners

- Choose topics and products with a view towards building on HL learners' bilingual and bi-cultural strengths and responding to their goals and motivations vis-a-vis their HL;
- Give learners some choice;
- To make authentic materials accessible and engaging to HL learners, consider Olga Kagan's From-to-Principles:

1. Aural -> Reading
2. Spoken -> Written
3. Home-based register -> General and academic registers
4. Everyday "real-life" activities -> Classroom activities
5. HL learners' motivations surrounding identity and group membership -> content

A MACRO, PROJECT-BASED HL CLASS

An adaptation: Anchoring activities

- **What it is:**

A multi-step project or assignment that students work on over a period of time, individually or in small groups.

- **What it does:**

Offers a way to use a macro-based approach in any language class. Support learner centered/ differentiated teaching. Respond to learner interest.

Sample anchoring activities

- Silent reading

- Journaling

- A long-term project, e.g. creating a play or skit; writing an essay; preparing for a presentation; researching a topic

An adaptation:
Anchoring activities

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A multi-step project or assignment that students work on over a period of time, individually or in small groups.

- **What it does:**

Offers a way to use a macro-based approach in any language class. Support learner centered/ differentiated teaching. Respond to learner interest. Can be used with lower proficiency learners.

Let's practice

- http://www.coerll.utexas.edu/spintx/video/417

- http://www.coerll.utexas.edu/spintx/video/442

- Create an anchoring activity (i.e. a small project or multi-step assignment);

- Incorporate at least three concepts from the list of strategies discussed.

Worth remembering…

- Students do real things: Projects "re-contextualize the learning of core literacy skills from exercises in which content is learned for the sake of learning to *Authentic Learning* in which students do <u>real things for real purposes</u>" (Gura & Reissman 2016, p. 9)

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A (very) brief history of grammar in the foreign languages

- <u>All grammar all the time</u>;

    Emerges from the teaching of the classical languages (Greek and Latin);

    Problem: No communication;

- <u>No grammar any time</u>;

    Emerges from the communicative language teaching movement;

    Problem: Some features need explicit instruction to be learned;

- <u>Today</u>:

    Balance of communication and grammar;

GRAMMAR INSTRUCTION FOR HLLS: WHAT, WHY, HOW

HL-only zones (non-overlapping areas)

Native speakers

Heritage speakers
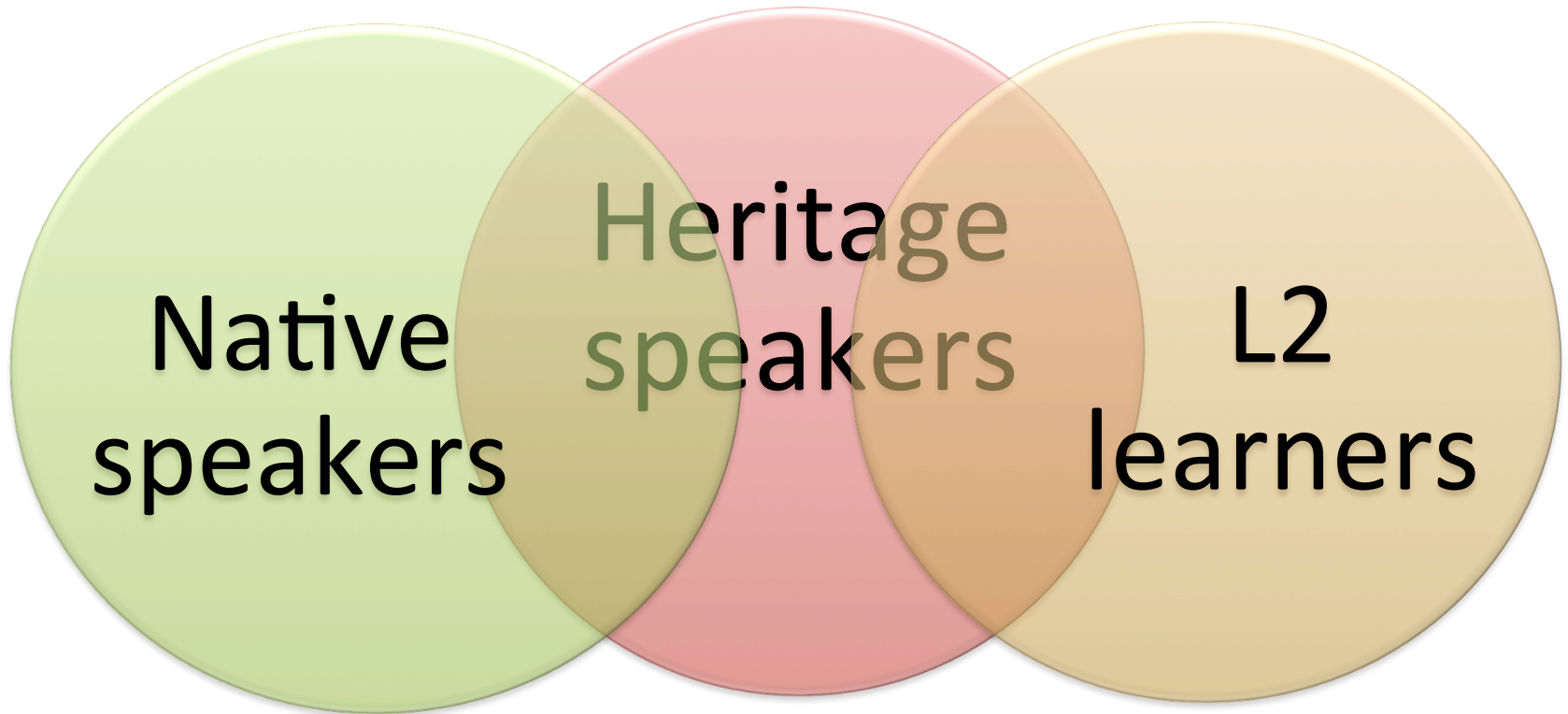
L2 learners

HL-only zones

- Issues of affect: the search for identity, living between two cultures and languages;

- Language needs and strengths;

- Reactivity to instruction;

Language:
Instructional needs?

	Native speakers	HL Learners	L2 learners
Pronunciation of – rr			
Preterit v. imperfect			
Home vocabulary			
The subjunctive			

Language : Instructional needs?

	Native speakers	HL Learners	L2 learners
Pronunciation of – rr	**No**	**No**	Yes
Preterit v. imperfect	No/Maybe	Yes	Yes
Home vocabulary	No	Not much	Yes
The subjunctive	No/Maybe	Yes	Yes

What: Instructional needs?

	Native speakers	HL Learners	L2 learners
Pronunciation of – rr	No	No	Yes
Preterit v. imperfect	No/Maybe	**Yes**	**Yes**
Home vocabulary	No	Not much	Yes
The subjunctive	No/Maybe	**Yes**	**Yes**

What:
Instructional needs?

	Native speakers	HL Learners	L2 learners
Pronunciation of – rr	No	No	Yes
Preterit v. imperfect	No/Maybe	Yes	Yes
Home vocabulary	**No**	**Not much**	**Yes**
The subjunctive	No/Maybe	Yes	Yes

Language instruction for HL learners

When choosing topics, think in terms of domains or areas of knowledge:

➢ Written v. spoken;
➢ Language modules (phonology, morphology, syntax, lexicon)
➢ Registers (formal/informal);
➢ Variants (Standard v. non standard, dialects);
➢ Explicit v. implicit linguistic knowledge;
➢ Rehearsed v. Spontaneous use of language

Also…
Think in terms of big ideas

Teaching and learning priorities:

- – What are your learners likely <u>to know </u>how to do?

- – What are they likely <u>to not know </u>how to do?

- – What do they <u>need</u> to know and be able to do?

Let's practice:
Preterit v. imperfect

- The big ideas behind instruction:

  ➢ What are your learners likely <u>to know</u> how to do?
  ➢ What are they likely <u>to not know</u> how to do?
  ➢ What do they <u>need</u> to know and be able to do?

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Grammar instruction for HLLs: What, Why, How

- **What**: Spot treat language items, as needed (don't start from zero or cover every aspect of a point of language);

Grammar instruction for HLLs: What, How, Why

- **What**: Spot treat language items, as needed (don't start from zero or cover every aspect of a point of language);

- **Why**: Focus on the "Big ideas"

  Big ideas answer questions such as:

  Why exactly are we teaching this? What won't students be able to do if I don't teach them this?

Grammar instruction for HLLs:
What, Why, How

- What: Spot treat language items, as needed (don't start from zero or cover every aspect of a point of language);

- Why: Focus on the "Big ideas"

  Big ideas answer questions such as:

  Why exactly are we teaching this? What won't students be able to do if I don't teach them this?

- How: Use HL explanations. These kinds of explanations build on HL learners' implicit knowledge of the target language.

L2 vs. HL explanations…
(adapted from Beaudrie, Ducar, & Potowski, 2014)

L2 Explanation

To form the imperfect, look at the infinitive, take off the ending, and

(1) if it's an –ar verb, add

-aba, -abas, -aba, ábamos,

-aban

(2) if it's an –er or an -ir verb add, -ía, -ías, -ía, -íamos, -ían

HL Explanation

To figure out if a past tense verb is in the imperfect, decide if it sounds better in (1) or (2). If (2), it's probably a imperfect verb.

(1) *Una sola vez* _____
(only once _____)

(2) *Cuando podía* _____ (whenever he/she could _____)

Let's practice writing HL explanations

- How to form the present subjunctive;

Grammar instruction for HLLs: What, Why, How

- What: Spot treat language items, as needed (don't start from zero or cover every aspect of a point of language);

- Why: Focus on the "Big ideas"

  Big ideas answer questions such as:

  Why exactly are we teaching this? What won't students be able to do if I don't teach them this?

- How: (1) Use HL explanations. (2) Help students discover the rules of language.

Constructivist grammar activities
(López-Sánchez and Mojica-Díaz 2006)

- Students use authentic materials to <u>discover</u> or <u>apply</u> the patterns and principles of their language of study
- Instructor acts as a facilitator

Discovering patterns or rules

Monosílabas	Posibles significados	Oraciones - ¿Cuál de los dos significado lleva acento?
si	Yes, if	Sí se puede. Si fuera más simpático tendría más amigos.
de		
te		
el		
tu		
mas		
se		
mi		

Grammar instruction for HLLs: What, How, Why

- What: Spot treat grammar items;

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- How: (1) Use HL explanations. (2) Help students discover the rules of language. (3) Prepare HL learners for form-focus instruction.

How many times has this happened to you?

- You want to practice the past tense…

- You ask students…What did you do last night?

- The L2L answers…

  I studied, I had dinner, I talked to my mom…

- The HLL answers…

  Oh, I don't know – not much, I'm always tired in the evening. I prefer to work early in the morning.

HLLs and L2Ls approach learning tasks in very different ways (Torres, 2013)

HLLs are oriented primarily to the content of the task – i.e. are concerned with interpreting the meaning of the prompts rather than learning language (grammar).

L2Ls focus on form. In this particular study, they recognized that the task presented contrasting forms of the subjunctive and indicative.

"HLLs' processed the input provided by the task as authentic content rather than directing their attention to establishing new form-meaning connections" (Torres, 2013).

Why this matters

- HLLs' orientation to content over form, reduces their reactivity to form-focused instruction.

- Basically, HLLs' are looking in the wrong direction.

Grammar instruction for HLLs: What, How, Why

- What: Spot treat grammar items;

- Why: Focus on the "Big ideas"

- How: (1) Use HL explanations. (2) Help students discover the rules of language. (3) Prepare HL learners for form-focus instruction. (4) Teach disciplinary literacy;

Disciplinary literacy

- The knowledge and skills associated with particular school subjects (Moje 2008; Shanahan & Shanahan 2008).

- In the foreign languages, disciplinary literacy includes knowledge of grammatical terminology and rules, as well as the ability to derive benefit from common pedagogical interventions such as task-based activities and grammar explanations and drills.

Disciplinary literacy also connects with reactivity to instruction

"My French foreign language students know grammar better than my heritage speaker students. On exams, they can always **fill in the correct forms** of the **subjunctive** or the **imperfect**, but the heritage speakers cannot" (Beaudrie, Ducar, & Potowski, 2014, p. 157) (*emphasis added*)

Disciplinary literacy in mixed classes

- L2Ls have more of it than HLLs…

  because L2Ls tend to have more experience with the target language in a formal context.

- This puts HLLs at a disadvantage, relative to L2Ls.

  This disadvantage is compounded by HLLs' lack of attention to form-function instruction.

To get HLLs to focus on form: Give them a map of learning

- In this unit, you should focus on the past tense (preterit and imperfect).

- In particular, you will need to know how to (1) *conjugate irregular* verbs, (2) spell the verbs on the list, and (3) understand the rules that govern the use of the preterit and the imperfect, and (4) be able to use the two verb forms.

- Today's activities in class will help you learn these points. Focus on them as you take part in these activities.

For disciplinary literacy: Teach grammatical terminology

Two ways of talking about the past

Preterit

(comí, hablé, viví)

Imperfect

(comía, hablaba, vivía)
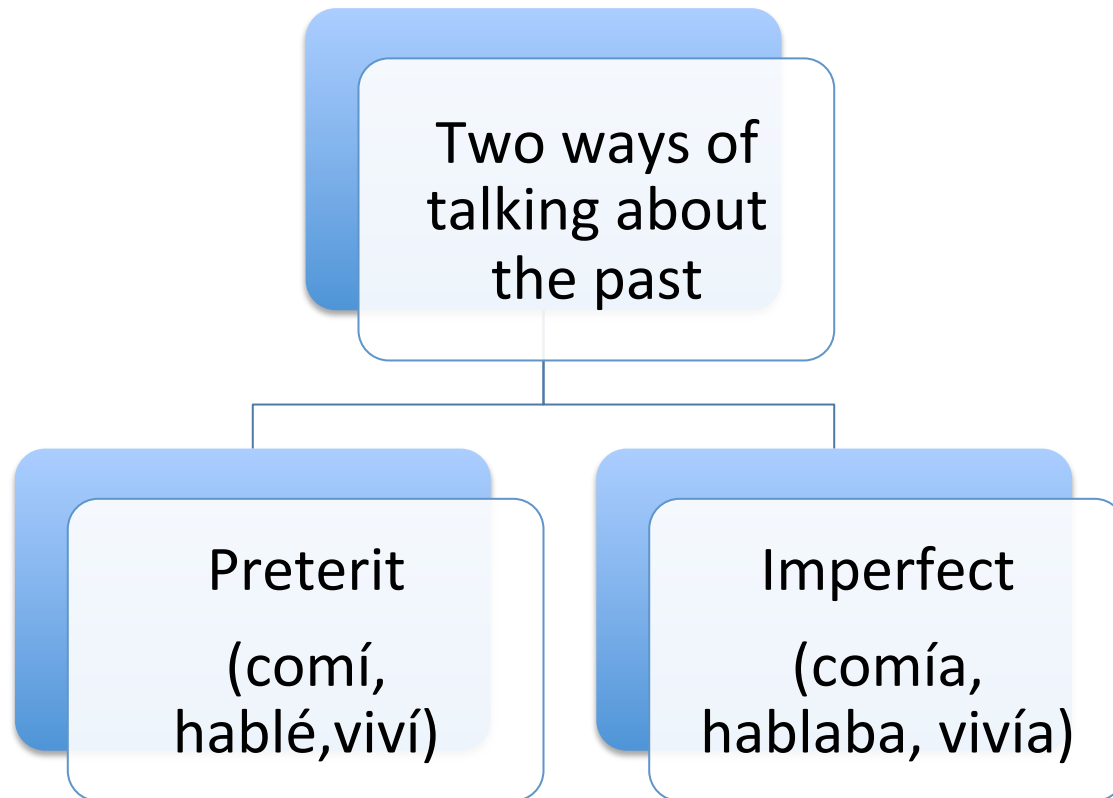
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- **How:** (1) Use HL explanations. (2) Help students discover the rules of language. (3) Prepare HL learners for form-focus instruction. (4) Teach disciplinary literacy;

Putting it all together:
Let's practice

- http://www.coerll.utexas.edu/spintx/video/648

Remember

- Step 1: Think of native speakers in a language arts class: Why are we reading this? What is our purpose in reading it? What do we want to do with it in the way of an authentic task?;

- Step 2: What do we need to know in the way of language to fulfill that purpose?

- Step 3: What aspects of language in this text are useful from the point of view of HL teaching and learning?

- Step 4: How do we teach language in HL specific ways?

Teaching language in HL-specific ways

Figure out the "spots" that you need to touch up and focus on those by:

- Pre-teaching the necessary grammatical terminology using HL explanations;

- Using constructivist grammar activities;

- Focusing students' attention on form;

- Providing extensive practice opportunities;

- Pointing out whenever possible these forms appear in class or other texts;

Other language topics for HL teaching?

Other language topics for HL teaching?

- Subjuntivo;
- Los tiempos perfectos;
- Verbos reflexivos;
- Reglas de acentuación
- Reglas de ortografía (s/c/z; h; g/j; c/qu)
- (Pretérito/imperfecto)

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Learning for the long term

- "Acquiring knowledge and skills and having them readily available from memory so you can make sense of future problems and opportunities" (Brown, Roediger and McDaniel, 2014, p. 2).

The exit card

- Option 1: Describe an "Aha!" moment you had today.
- Option 2: Formulate a question about a point that remains unclear.

THE DIFFERENTIATED CLASSROOM

In a differentiated classroom, teachers can vary

- Pacing: The rate at which students progress through the material;

- Process: How students gain mastery of the material (e.g. read a textbook explanation, listen to a class, do practice exercises);

- Product: How students demonstrate mastery of the material (test, presentation, paper);

Essential tools of Differentiated Teaching

- To vary pacing:

  Agendas;

- To vary process:

  Exit cards;

  Learning centers;

  Flexible grouping: Mini-lessons;

- To vary product:

  Anchoring activities, projects, portfolios;

Agendas

- **What it is:**

A to-do list

- **What it does:**

Make it possible to vary pacing

Support mini-lessons/flexible grouping

Sample agenda from my class
(an HL class)

Date due: (usually in 1-2 weeks)

Work to be completed:

- Workbook # 7, 8, 9, 10 (HOMEWORK)

- Textbook, read "Mi nombre" and answer questions
  1-7. Use a spell check. (HOMEWORK)

- Prepare a "Sum it up" card for this unit.
  (HOMEWORK)

- Blackboard, #1, 2. Must be completed with a
  grade of 90% or better. (ONLINE EXERCISES, CENTER)

Agendas

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- **What it does:**

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Essential tools of Differentiated Teaching

- To vary pacing:

  Agendas, (also projects)

- To vary process:

  Flexible grouping: Mini-lessons;

  Exit cards;

  Learning centers;

  To vary product:

  Anchoring activities, projects, portfolios;

The mini-lesson

- The instructor meets with a group of students to provide targeted instruction.

The exit card

What it is: A prompt that students respond to and turn it on the way out of class.

 e.g. Formulate a question about a point that remains unclear.

What it does: …..

Learning Centers

- **What it is:**

A space, either physical or virtual, offering a variety of activities and materials for students to work independently or with other students to review and expand on the material presented in the classroom.

- **What it does:**

Differentiate *process* by providing any number of additional resources.

Support mini lessons / flexible grouping

My driving center

Components of a Learning Center

- Activities that practice particular points
- Authentic materials
- Old tests
- Samples of student work

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Support mini lessons / flexible grouping

How to manage mini-lessons

• Use *agendas, learning centers, anchoring activities, projects,* and *portfolio work* to assign work to learners who are not taking part in the mini-lesson.

Essential tools of Differentiated Teaching

- To vary pacing:

  Agendas, (also projects)

- To vary process:

  Learning centers;

  Flexible grouping: Mini-lessons;

- To vary product:

  Anchoring activities, projects, portfolios;

An adaptation:
Anchoring activities

- **What it is:**

A multi-step project or assignment that students work on over a period of time, individually or in small groups.

- **What it does:**

Offers a way to use a macro-based approach in any language class. Support learner centered/differentiated teaching. Respond to learner interest.

Differentiates <u>product</u>.

Product: What you use to demonstrate mastery of the material (e.g. test, paper, presentation).

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Essential concept 2:

   When possible, use a Macro-based approach;

Essential concept 3:

   When possible use a project-based approach;

Essential concept 4:

   Differentiate instruction by varying pacing, process, product;

Essential concept 5:

   Teach grammar and vocabulary in HL-specific ways;

Essential concept 6: