

# Principles and Strategies for Teaching HL Learners: Focus on mixed classes

Maria M. Carreira, Ph.D.

Professor of Spanish

California State University, Long Beach

Co-director

National Heritage Language Resource Center, UCLA

# Overview of this presentation

- Essential concepts in HL teaching;
- Mixed classes;
- Project based teaching;

# First...Introductions

- Name
- Language
- Level
- One goal for this workshop

# Overview of this presentation

- Essential concepts in HL teaching;
- Mixed classes;
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# Essential characteristics

Native speakers	Heritage speakers	Second language speakers

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

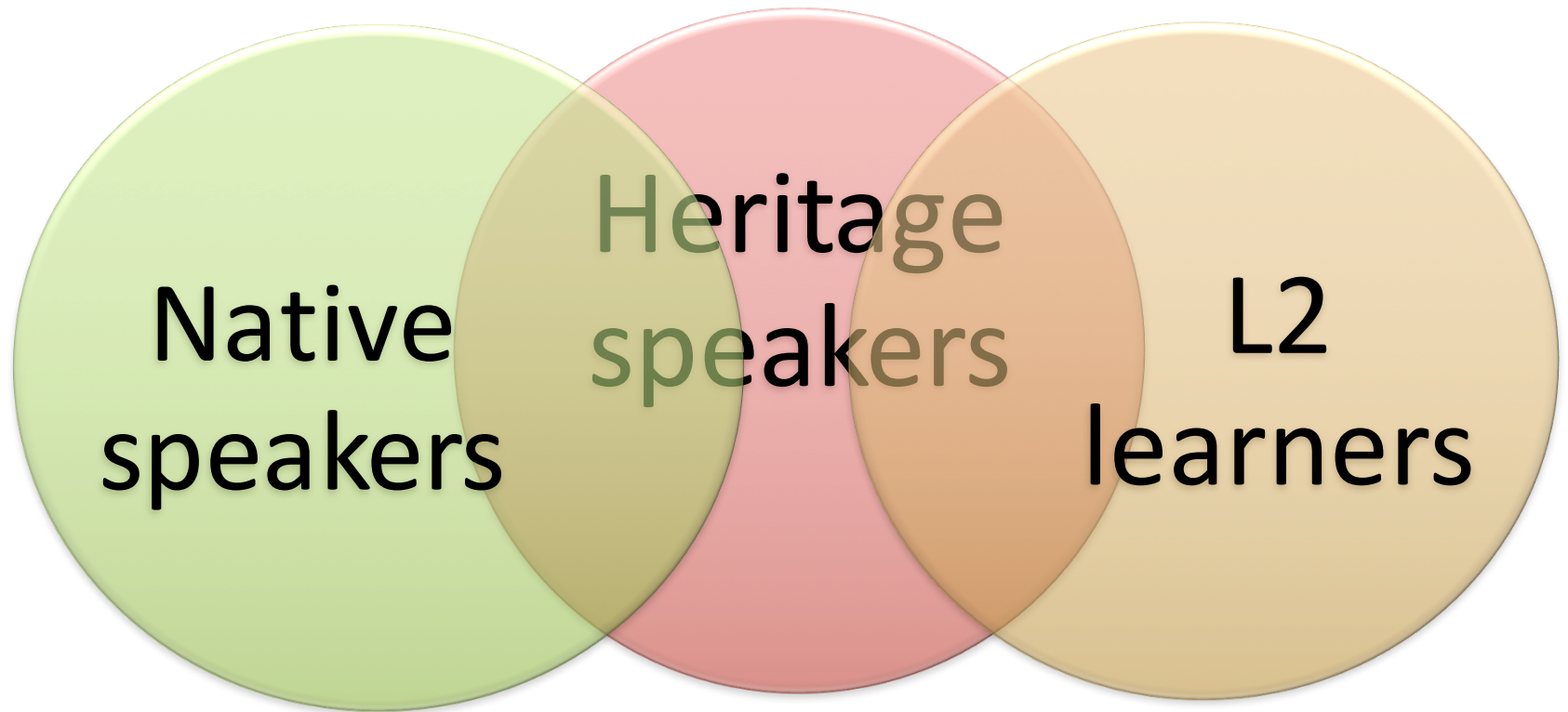
# HL learner motivations

## 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.;

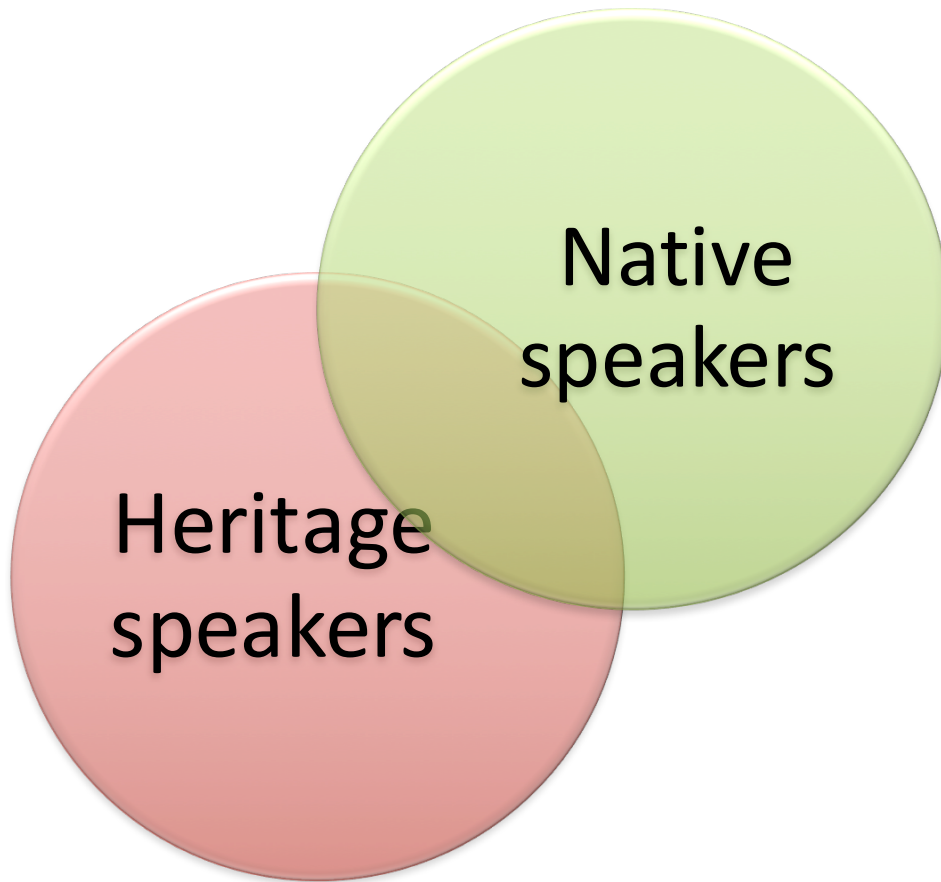
Carreira and Kagan (2011)

# Implications for teaching and learning



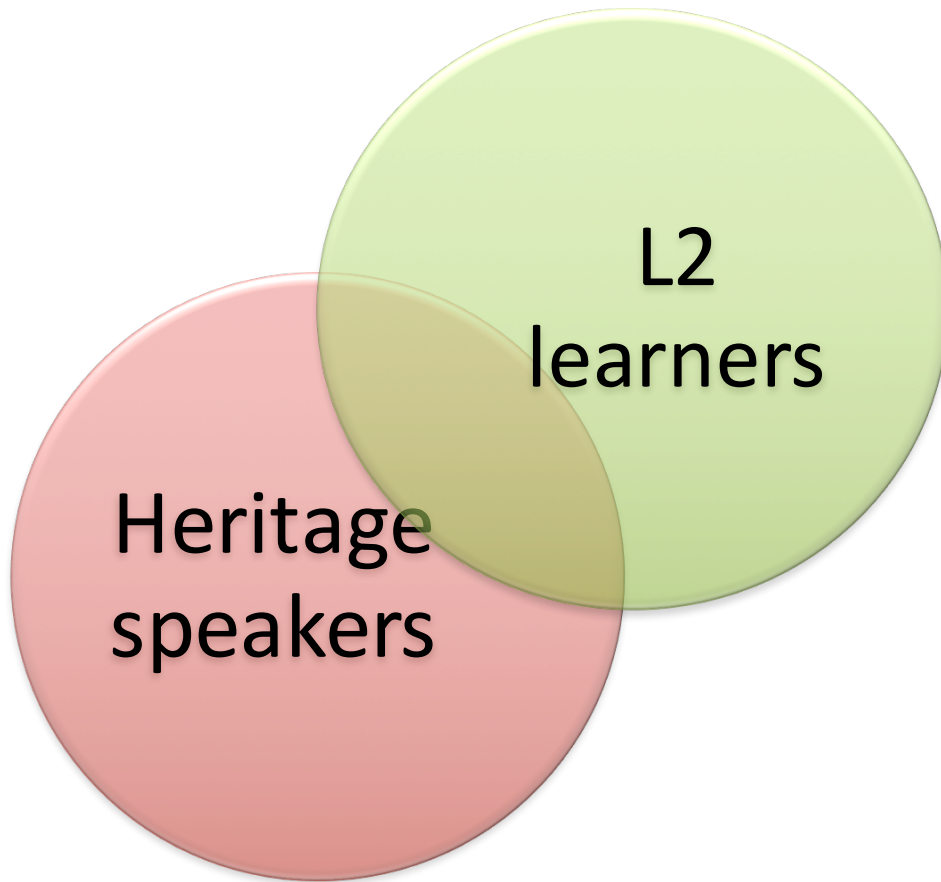


# Implications for teaching and learning



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

# Implications for teaching and learning



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

# Discussion: How we teach

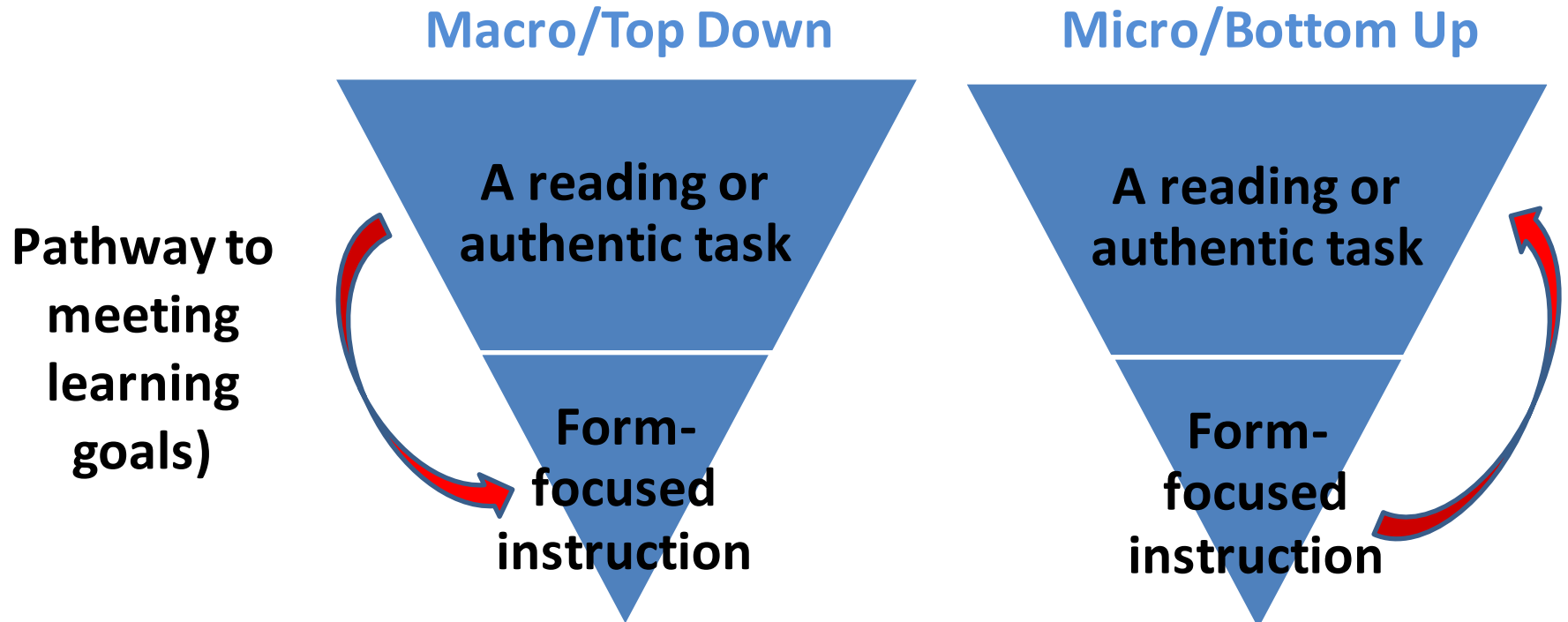
*Papa who wakes up tired in the night*

- How would you use this reading with native speakers?
- How would you use this reading with L2 learners?

# What and how we teach

## Goals of instruction

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



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.

# Sample macro activities

## (Richards, 1990, 61-63 )

- Guess what news headlines might refer to, then listen to or read the complete piece;
- Identify a picture from a description of it;
- Identify key ideas in a message;
- Listen to conversations containing small talk and recognize when the speaker is preparing to introduce a real topic;
- Read information about a topic, then listen to a talk on the topic and check whether the information was mentioned or not;

# Practice

*Papa who wakes up tired in the night*

- How would you use this reading using a macro approach?
- How would you use this reading using a micro approach?

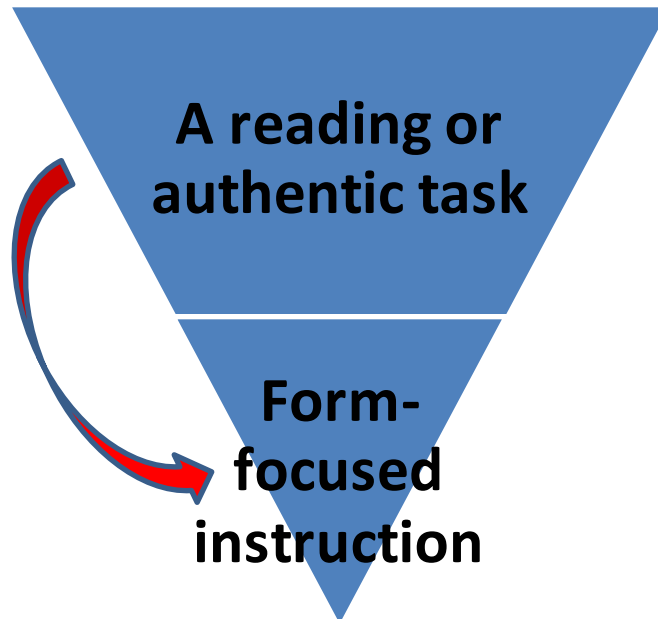
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# Learners for this approach?

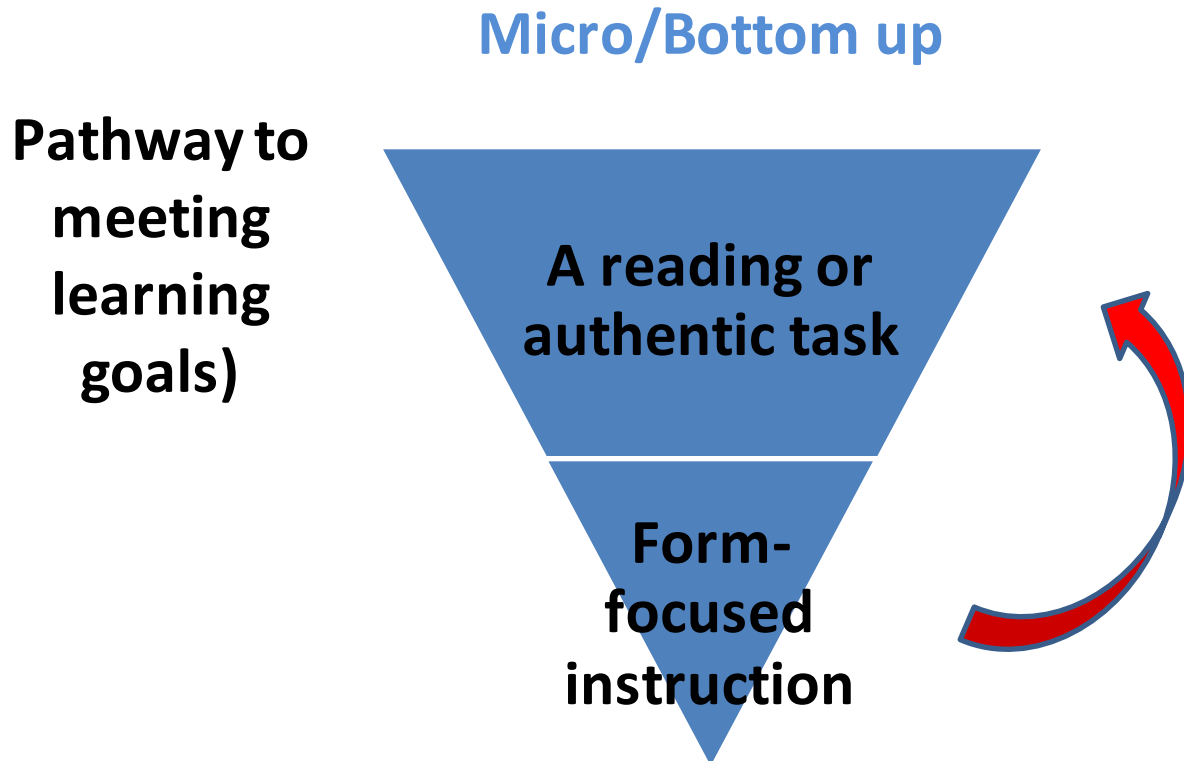
Macro/Top Down

Pathway to  
meeting  
learning  
goals)



Native speakers, HL learners, advanced L2 learners

# What about micro-based teaching?

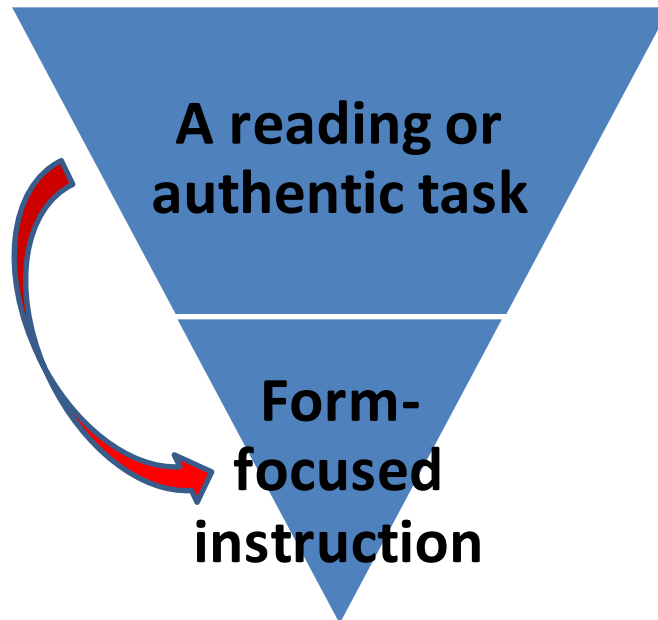


**L2 learners at the lower levels of proficiency, HL learners (sometimes)**

# Back to macro-based teaching

Macro/Top Down

Pathway to  
meeting  
learning  
goals)



Native speakers, HL learners

# Macro approaches: Native vs. heritage learners

- How to use them;
- What materials to use;

# Macro approaches: Native vs. heritage learners

- How to use them;  
**Scaffolding**
- What materials to use;  
Content  
Level

# Scaffolding

- **Scaffolding** provides critical support for effective macro-based teaching and the use of authentic materials and tasks;

# Scaffolding: Key concepts

- *Building;*
- *Supporting*
- *A step-by-step approach;*

# Scaffolding in the classroom

- Scaffolding can include modeling a skill, providing hints or cues, tapping into background knowledge, breaking a task into small, more manageable tasks with opportunities for intermittent feedback (Copple & Bredekamp, 2009).

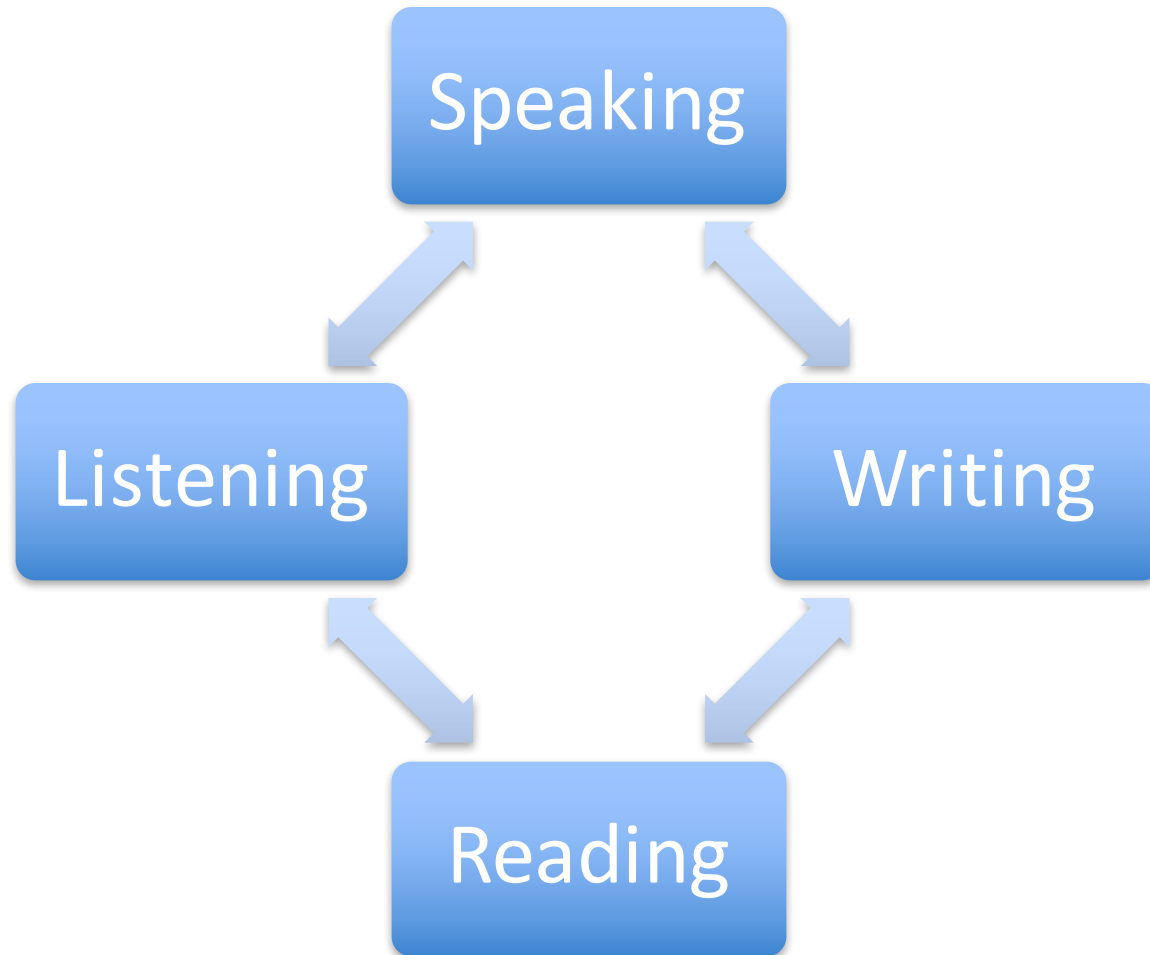


# **A model of scaffolding for HL teaching: From-to principles**

(Olga Kagan)

- Listening -> Reading
- Speaking -> Writing
- Home-based register -> General and academic registers
- Everyday “real-life” activities -> Classroom activities
- HL learners’ motivations surrounding identity and group membership -> content

# Other configurations that also serve to scaffold and build



# Practice

*Papa who wakes up tired in the night*

Question: How would you use one of the From-to principles with this reading?

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# Macro approaches: Native vs. heritage learners

- How to use them;  
Scaffolding
- What materials to use;  
Content  
Level

# Socio-affective issues

- Serve to differentiate HL learners from native speakers and L2 learners;
- Often relate to the challenges of balancing two different cultures and living between worlds;
- Are a critical component of HL teaching/learning

# Socio-affective issues

In high school I was one of very few Latinos. My friend and I were called the American 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. It's this weird duality in which you are stuck in the middle... 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.

(Carreira & Beeman, 2014, p. 88)



# Activity: Finding HL appropriate content

- What themes and topics that are likely to be engaging to HL learners in your reading?
- CAUTION: This may take some creativity  
e.g. Little Red Riding Hood  
Grandma living alone?  
Little girl being allowed to walk alone through the forest?

# Macro approaches: Native vs. heritage learners

- How to use them;  
Scaffolding
- What materials to use;  
Content  
Level

# Readings

- ✓ What in the way of content is particularly well suited for HL learners?
- What about level? Is it appropriate?
- How can you scaffold this reading?
- How can you use the From-to principles?

# From-to Principle: Listening -> Reading



From

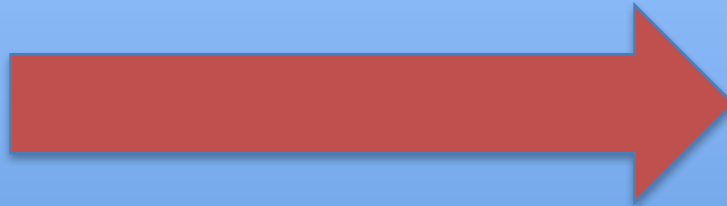
To

Listening to a dinner conversation?  
Listening to a political debate?  
Listening to a UN speech?

Reading a recipe?  
Reading an academic paper?  
Reading a novel?

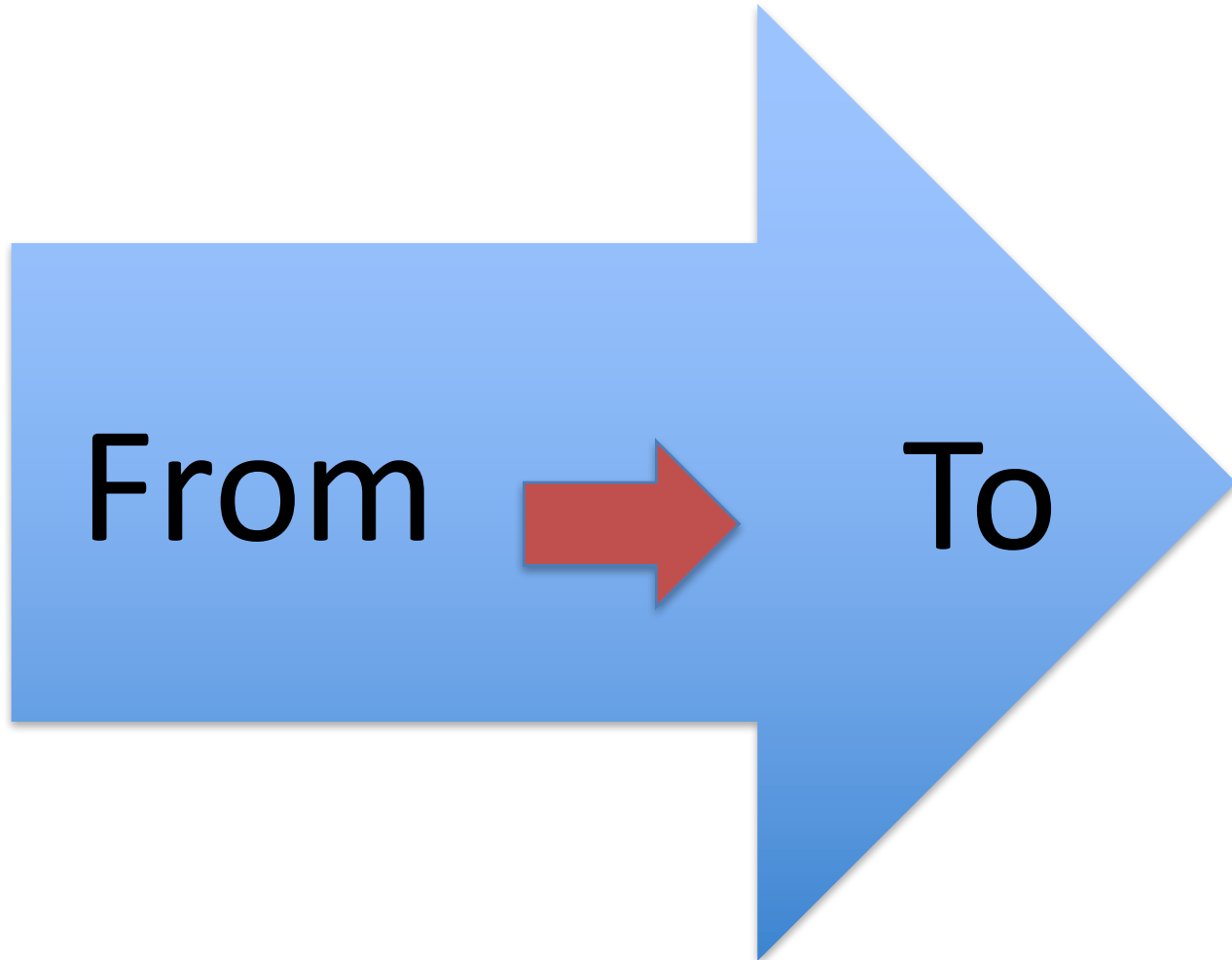
# Scaffolding

From



To

# From-to Principles



# Vygotsky's Zone of Proximal Development (ZPD)

- The ZPD is the difference between what a child can do independently and what he or she is capable of doing with targeted assistance (e.g. scaffolding).
- In terms of thinking about level -> Aim for the ZPD

# To keep in mind

- Knowledge that is **beyond** the learners' ZPD will not likely be grasped, even with extensive scaffolding.
- Knowledge that is **under** the learners' ZPD will not lead to learning.



# **MIXED CLASSES**

# Mixed classes: Problem 1

Goals of instruction

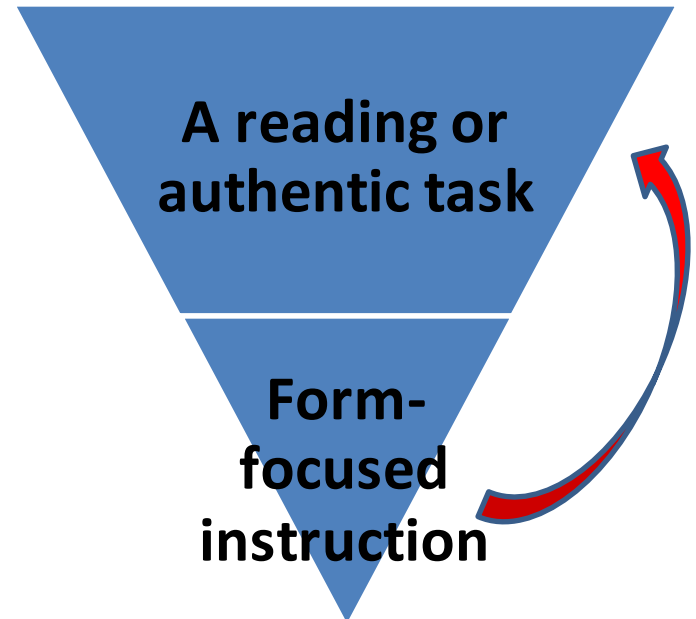
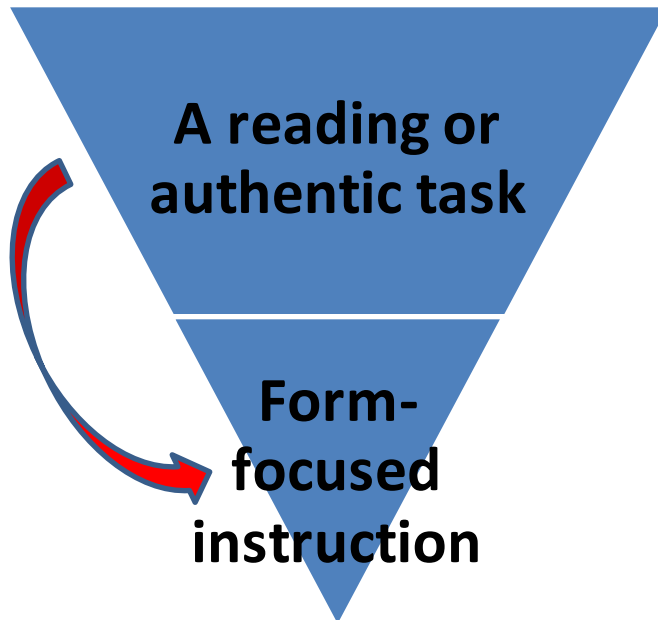
Engaging with the reading, movie, etc., and completing an authentic task using level-appropriate vocabulary and grammatical constructions

Macro/Top Down

Micro/Bottom Up

Preferred instructional approach

(i.e. pathway to meeting learning goals)



HL learners

L2 learners

# Mixed classes: Problem 2

## HL learners

1. Listening -> Reading
2. Speaking -> Writing
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

## L2 learners

1. Reading -> listening
2. Writing - > speaking
3. General and academic registers-> Home-based register
4. Classroom activities -> Everyday “real-life” activities
5. Motivations?

# Mixed classes: Problem 3

- Content: HL themes v. L2 themes

# Summary

- HL learners are like native speakers with regard to some aspects of the target language and like L2 learners with regard to other aspects;
- Macro- v. micro-based teaching;
- The From-to principles can help scaffold instruction;
- Vigotsky's ZPD can guide the crafting of learning goals and activities.

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# References

- Carreira, M. & Beeman, T. (2014). *Voces: Latino students on life in the United States*. Santa Barbara, CA: Praeger.
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