



HERITAGE LITERACY SYMPOSIUM

Saturday, January 25, 2014

University of Washington Mary Gates Hall



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Center for Spanish Studies *University of Washington*
Centro Español de Recursos

SPANISH & PORTUGUESE STUDIES



Consulate General of
the Republic of Korea in Seattle



Agenda

9:00-10:00 Session 1: **Who are the heritage learners?**

10:10-11:10 Session 2: **How to work with heritage learners?** Research and Pedagogical Implications. Developing Intercultural Competence and Advanced Literacy Skills.

11:20-12:00 Session 3: **Differentiation: together and apart.** When HL and Regular Students Come Together in One Class. When and why to separate?

12:00-1:00 **Lunch** (sponsored by the Korean Consulate). **Materials, displays, websites sharing.**

1:00-2:00 Session 4: **General Q & A session.** Who needs to know about heritage learners? What do universities and K-12 need to do/to know about heritage learners? Where can one find appropriate materials for heritage learners?

2:10-3:00 Session 5: **Next Steps. Brainstorm & Evaluation.**



Session 1

Who are the heritage learners?

Heritage Language
Community Profiles



Overview by Michele Aoki

- Highlights from the National Heritage Language Resource Center (NHLRC) at UCLA
<http://web.international.ucla.edu/nhlrc/>
- Presentation:
<http://www.govtilr.org/Publications/heritage2011.pdf>
- White paper:
<http://web.international.ucla.edu/nhlrc/resources/article/122865>

Who is a heritage language learner?

- **Narrow definition:** those who have been exposed to a particular language in childhood but did not learn it to full capacity because another language became dominant. FUNCTIONAL PROFICIENCY
- **Broad definition:** those who have been raised with a strong cultural connection to a particular language, usually through family interaction. CULTURAL AFFINITY

Source: Polinsky and Kagan 2007



Another way to look at it...

...heritage speakers are early bilinguals who learned the second (majority) language in childhood, either simultaneously with the heritage language, or after a short period of predominant exposure to and use of the minority language at home.

...the heritage language becomes, structurally and functionally, the weaker language.

(The NHLRC White Paper)



Heritage Language Learner (HLL) vs. Foreign Language Learners (FLL)

- HLL's knowledge of the language begins in the home
- FLL's knowledge typically begins in the classroom

UCLA Heritage Language
Research Priorities Conference, 2000



Example: Russian High School

Russian Heritage Students STARTALK Program at UW

Presented by **Dr. Svetlana Abramova**,
Lead Instructor,
Russian Student STARTALK Program at the
University of Washington



Mission

To provide summer language learning opportunities for students and professional development opportunities for teachers in critical languages



UW STARTALK Russian Student Program 2012-12

- *Russian in the Sky and Outer Space;*
- 4-week intensive (5 hours/day) language program at the University of Washington
- Designed for Russian Heritage Learners (high school age);
- Focus on STEM (Science, Technology, Engineering, Math) and academic language style.



Student Pre-program Questionnaire

1. Place of birth
2. If foreign born, how old were you when you came to the U.S.?
3. How old are you now?
4. What languages can you speak?
5. Did you go to school in the country where your home language is spoken?
5a. If yes, where? 5b. For how many years?
6. What language/s does your mother/father, grandmother/grandfather speak?
7. Do you speak your home language in your daily life?
8. With whom do you speak?
9. Rate your own proficiency in Russian from 0 (none) to 5 (fluent):
Listening, speaking, reading, writing



UW STARTALK 2012-13

Student Profiles

	2012	2013
Students (ages 14-18 years old)	21	20
Born in the US or arrived before age 3	10	8
Age at immigration: 4-9	7	7
Age at immigration: 9-14	4	5



Students' Language Proficiency (according to ACTFL Proficiency Guidelines)

At the beginning of the program

- Intermediate or higher in Speaking/Listening
- Novice Mid or higher in Reading/Writing

At the end of the program

- Advanced Mid or higher in Speaking/Listening
- Advanced Low or higher in Reading/Writing



Student's Sample Response

- Katherine , 15:

All my life, I've been able to speak basic Russian, but because I speak mainly English on a day-to-day basis, I haven't had much opportunity to improve my Russian skills, though I have wanted to.

When I got to High School, one of the graduation requirements is a foreign language. The only language I was really interested in was Russian, as I've always wanted to improve my Russian abilities, and I love Russian language and culture. Sadly though, my school doesn't offer Russian classes, so since High School started, I've been looking for a way that I can improve my Russian skills for the language graduation requirement. I'm interested in this program because I would like to learn better Russian, I'm fairly fluent in terms of speaking, but I'm not very good at reading it and I'm even worse at writing, so I'm especially interested in improving those skills. This program seems like a fantastic opportunity for me to do this. I would hope to gain from the program better Russian skills, of course, as well as meeting fellow students who are interested in Russian.



Example: Russian College-level

Russian Heritage Students Department of Slavic Languages & Literatures, UW

Presented by **Dr. Veronika Egorova**
Department of Slavic Languages &
Literatures



Russian Heritage Learners:

- STARTALK vs. Slavic Department – different proficiency levels (speaking and listening vs. reading and writing)
- Self-identification by Russian name
- Before enrolling in language courses, heritage speakers are NOT required to take a proficiency/placement test.
- Non-literate students register for 1st year
- Students that can read and write register for 2nd, 3rd, or 4th year
- No one tracks their results or experience



Challenges

- Mixed classes throughout 5 years
- Burden for instructors (extra work, personal time, lack of training in differentiated instruction)
- Usual practice: pairing up with non-HLL, daily journal/blog
- HLL contribute to enrollments



Other Slavic Languages:

- Bosnian, Croatian, Serbian (BCS)
- Polish
- Czech
- Bulgarian
- Ukrainian

Their presence significantly contributes to enrollments (2nd -year Polish: 40% of students are HLLs)



Example: Spanish College-level

Spanish Heritage Language Program at the 300 level at the UW

Presented by María Gillman,

Principal Lecturer

Division of Spanish and Portuguese



When was it developed?

- 2000 - Proposal for a series of Heritage Language classes at the 300 level.



Why? (Student shortcomings)

- Increasing number of HL students along with monolingual students of Spanish.
- Lack of confidence in their language abilities
- Lack cultural identity
- Low performance
- Feel out of place
- Feel Discouraged and quit



Why? (Faculty shortcomings)

- Lack of awareness of HL needs
- Complain about performance
- No tolerance for other less prestigious variants/dialects
- Lack of appreciation of their abilities
- High expectations because of verbal language skills



What to do?

- Developed a series at the 300 level
Spanish 314, 315, 316



Spanish 314

- Emphasis on spelling, accentuation marks, introduction to reading, to creative and academic writing, awareness of register, intro to presentational skills, and deepen their understanding of their own culture and other Hispanic cultures



Spanish 315

- Focus on reading a variety of texts (newspapers, magazines, essays), vocabulary expansion, great emphasis on argumentative writing as well as creative writing on contemporary topics and interactions with the Hispanic community.



Spanish 316

- Emphasis on the process of writing essays to help students develop a notion of style in Spanish
- Introduction to literary analysis
- Attention to problems particular to Spanish heritage students (grammar usage, and language structures)



What kind of criteria do I use to select them?

- A 15 min. oral interview
- Good verbal skills
- Very good listening comprehension

If in doubt – they take a placement exam for Heritage Speakers (Postowski,K, Parada, M.& Morgan-Short,K)



Other types of organic HLLs.

- Mormon missionaries
- Chinese-Argentiniens, Peruvians
- Korean-Salvadorans, Guatemalan, Mexican, Canarians
- Foster Care students raised by Mexican Families
- Heritage by marriage



Challenges

Many Heritage speakers decide not to take Spanish because

- They feel they can get by with the skills they have
- They are not interested in the language at all
- After taking 314, they decide to abandon the language and learn Italian or Portuguese starting at the 100 level



Example: Korean College-level

Korean Heritage Students
UW , Department of
Asian Languages & Literature

Presented by Dr. Soohee Kim
Department of Asian Languages &
Literature



Korean heritage students

- 130,000 Korean-Americans in WA, about 6,000 in the Seattle area
- 65 Korean community schools with 556 teachers and 3,059 students (Dec. 2013)
- About 40 teachers in the largest community school teaching 200 some students on their Shoreline campus and 400 on the Bellevue campus.
 - <http://usbks.org/home/>
- Department of Asian Languages and Literature offers two tracks for heritage and non-heritage Korean classes for more than a total of 200 students every Autumn.



Example: Vietnamese Middle School

Pilot After School Literacy Program for Vietnamese Middle School Students at Mercer Middle School, Seattle, WA

Presented by Michele Anciaux Aoki,
World Languages & International Education
Program Supervisor,

Office of Superintendent of Public Instruction

Project Director, Road Map World Language Credit Program, funded by the Bill & Melinda Gates Foundation



Vietnamese Student Profiles

- 28 students registered
 - 6 had no prior experience speaking Vietnamese (but felt an affinity and desire to learn it)
 - 15 could speak, but not read or write
 - 7 could speak, read, and write
- 8 Current English Language Learner students
- 7 had exited ELL in 2012, 2011, or 2010
- 6 had exited ELL in 2009, 2008, or 2007
- 1 had never been categorized as ELL



Vietnamese Student Profiles

- Grade Level
 - 15 could speak, but not read or write
 - 3 were 8th graders
 - 4 were 7th graders
 - 8 were 6th graders
 - 7 could speak, read, and write
 - 5 were 8th graders
 - 2 were 7th graders



Example: Chinese Elementary

Mandarin Two-Way Dual Language in Bellevue

Presented by Tina Ying Bogucharova,

National Board Certified Teacher

Mandarin Dual Language Curriculum Developer

Instructional Technology Curriculum Leader

景美Jing Mei Elementary School

Bellevue School District, WA



Chinese Heritage Learners

- Place of birth
In the U.S. vs. Outside of the U.S.
- First Language vs. Dominant Language
- Children of multi-cultural/lingual background
- Parent self-reporting vs. Placement test
- Literacy



Two Profiles

Marina

- Mother-Taiwanese, Father-American
- Languages spoken at home: Mandarin and English
- Dominant language: Both equal
- ELL? No.

Nina

- Mother-Chinese, Father-Chinese
- Language spoken at home: Mandarin
- Dominant language: Mandarin
- ELL? Yes.



ELL Learners

- WELPA placement test
- Transition rate
- Enrollment trend
- Problems facing ELL families



Other Languages Experiences:

- Audience?

