



**HERITAGE LITERACY SYMPOSIUM**  
 Saturday, January 25, 2014  
 University of Washington Mary Gates Hall

STARTALK  
 Start Talking!

Session 2

**How to work with heritage learners?**

Developing Intercultural Competence and Advanced Literacy Skills

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**Exploring Linguistic Profiles of Heritage Speakers of Spanish and Russian**

Presented by Dr. Cynthia Martin  
 at the Sixth Heritage Language Research Institute

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**Similarities across languages**

- For both language groups, talking about a current event was the most challenging at the Advanced level
  - These speakers tend to use language only in familiar, informal environments that do not move beyond the autobiographical

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**Similarities across languages**

- For both language groups, sustaining the *functions* at the Superior level was the most challenging
  - The ability to support opinion, deal abstractly, and hypothesize in cohesive and internally organized extended discourse

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**Similarities across languages**

- Proficiency levels increased with
  - More contact with heritage culture
    - In both cases, Advanced and Superior groups either lived in a country where the heritage language is spoken or spent significant time there
  - Use of heritage language
    - The higher the proficiency level, the greater the use of heritage language or a mixture of heritage language and English
  - Formal instruction in the heritage language at the college level

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## Implications for instruction

Instruction should focus on:

- Awareness of what is defined as Superior level language
  - Functions, contexts and content areas, the text type, and the expectations for accuracy
- Expansion of contexts and content areas beyond personal and anecdotal
- Expansion of the lexical base to include precise (rather than generic) vocabulary
- Producing coherent extended discourse that goes beyond the single paragraph
- Dealing with topics from abstract perspective (issues)



## See the full presentation...

[www.international.ucla.edu/media/files/martin.workshop.2013.ppt](http://www.international.ucla.edu/media/files/martin.workshop.2013.ppt)



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## HL Instruction: Using Authentic Materials and Authentic Tasks

Presented by Olga Kagan,  
Director of NHLRC  
at 2013 STARTALK FALL CONFERENCE



## HLL's 'resistance' to learning

- HLLs are used to naturalistic acquisition
- They rely on incidental acquisition
- They can typically comprehend oral speech
- They can typically express themselves in a limited way
- They need to be 'convinced' that what you teach them is relevant

How are you going to convince them?



## Convincing HLLs...

...that classes are relevant:

- Show them what they CAN do
- Explain what they NEED to learn
- Make sure they are enjoying the process
- **Use authentic materials**
- **Adopt authentic tasks**



## From the UCLA HL Startalk Teacher Workshop 2013 :

### activities that worked

- ...[students'] experience interpreting as children for their parents and their health providers. ... they lacked the vocabulary and concepts of illnesses and other related ailments, and some would even change the entire doctor's statement. This was a great lesson plan to teach vocabulary for body parts, illnesses, etc.
- The whole process of creating a project involves learning new vocabulary, grammar, literacy, formal and informal language and so on. Therefore, students are going to be able to produce language in a context that is interesting to them, [such as] their culture and history.



### Authentic Tasks: Real Life Purposes

- Conversing
- Communicating in writing (e-mail, blogs)
- Reading (a variety of genres)
- Interviewing
- Translating
- Interpreting

**Purpose: Acquiring linguistic and cultural literacy while engaged in a meaningful task**



### Authentic Tasks: Real Life Purposes

- Real life situations determine how we engage with the text (either written or aural/oral) (H.Byrnes in The Routledge Handbook of SLA, 2012)
- Example: We don't read a newspaper article to enjoy it, but for information or opinion; we read literature/fairytales/poem for enjoyment, not for information

**Authentic texts combined with real life purposes > tasks that are easy for students to relate to**



### Authentic Tasks: Examples

- Job Interview (an online personality test)
- Eurovision
- A Fairytale



### Assignments (job interview)

- Listen to advice (listening comprehension)
- Decide which advice is most important (analytical skills/speaking)
- Work on pragmatics (speaking/writing-resume)
- Blog/internet forum: your advice (writing)
- Discuss what you would like to look like at an interview (description) – Higher level skills
- Give examples of interviews that went well/ didn't go well (narration) – Higher level skills



### Assignment: concert

- Find information about the singer
- Find more songs
- Transcribe songs
- Sing songs



### Assignment: A Fairytale

- Watch it and enjoy!
- Tell the version you know
- Narrate the events – why would you do it?
- Think of a different ending
- More...



## Authentic Materials and Authentic Tasks

- Selecting authentic materials
- Designing tasks with 'real life purposes'
  - building on HLLs' strengths
  - from best developed to less developed proficiencies



## How to Implement a Project Presentation to Develop Intercultural Competence and Advanced Literacy Skills

Presented by María Gillman,  
Principal Lecturer  
Division of Spanish and Portuguese



## See the full presentation...

[https://startalk.umd.edu/conferences/sites/default/files/2013\\_fall\\_presentations/Kagan\\_HL\\_Authentic\\_materials\\_development.pdf](https://startalk.umd.edu/conferences/sites/default/files/2013_fall_presentations/Kagan_HL_Authentic_materials_development.pdf)



Olga Kagan,  
STARTALK 2013

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## Unit "Fairy Tales Through Children's Eyes"




Russian HL Teachers' Project

NHLRC/STARTALK 2010  
Heritage Language Teacher Workshop  
July 18-23, 2010  
Los Angeles, California



## Standard-Based Unit

- **Theme:** Road to Childhood (holidays, games, songs, fairy tales)
- **Age of Students:** 13-14
- **Language Level:** Intermediate- Advanced Low
- **Time Frame :** 6 class periods (60 minutes each)
- **Standards:** All

## Russian HL Learner: Profile

- HL students were born:
- In the US;
- In Russia or former USSR;
- Mixed marriages;
- Adopted children;
- Immersion school HL students;
- Families of Old Believers.

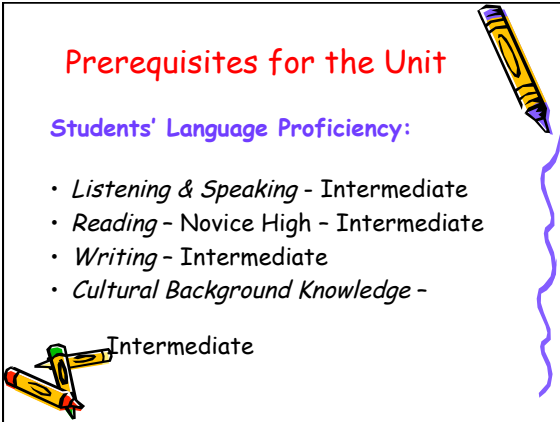





## Prerequisites for the Unit

**Students' Language Proficiency:**

- *Listening & Speaking* - Intermediate
- *Reading* - Novice High - Intermediate
- *Writing* - Intermediate
- *Cultural Background Knowledge* - Intermediate



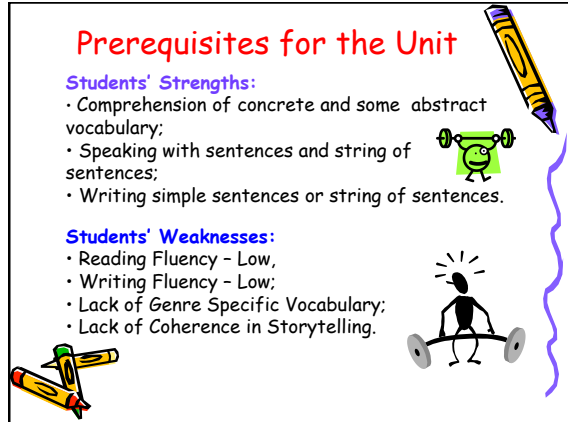
## Prerequisites for the Unit

**Students' Strengths:**

- Comprehension of concrete and some abstract vocabulary;
- Speaking with sentences and string of sentences;
- Writing simple sentences or string of sentences.

**Students' Weaknesses:**

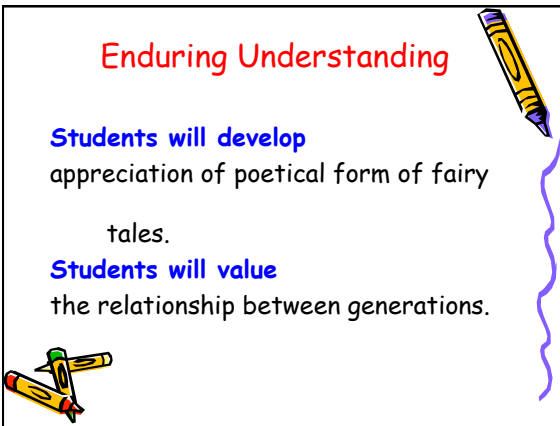
- Reading Fluency - Low;
- Writing Fluency - Low;
- Lack of Genre Specific Vocabulary;
- Lack of Coherence in Storytelling.



## Enduring Understanding

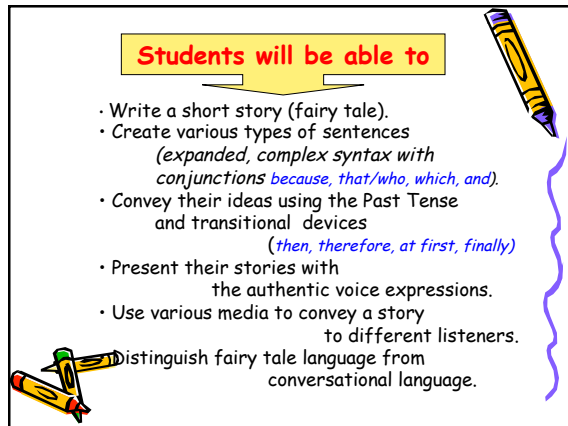
**Students will develop** appreciation of poetical form of fairy tales.

**Students will value** the relationship between generations.



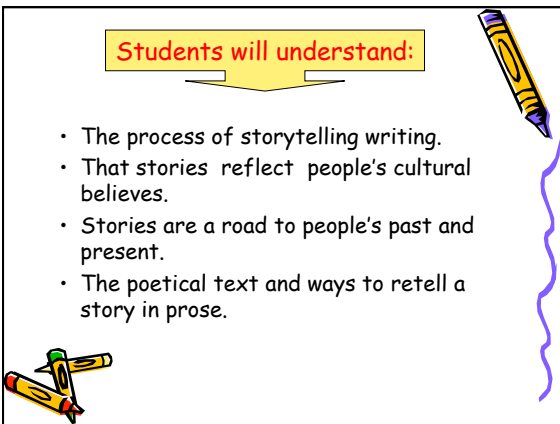
## Students will be able to

- Write a short story (fairy tale).
- Create various types of sentences (*expanded, complex syntax with conjunctions because, that/who, which, and*).
- Convey their ideas using the Past Tense and transitional devices (*then, therefore, at first, finally*).
- Present their stories with the authentic voice expressions.
- Use various media to convey a story to different listeners.
- Distinguish fairy tale language from conversational language.



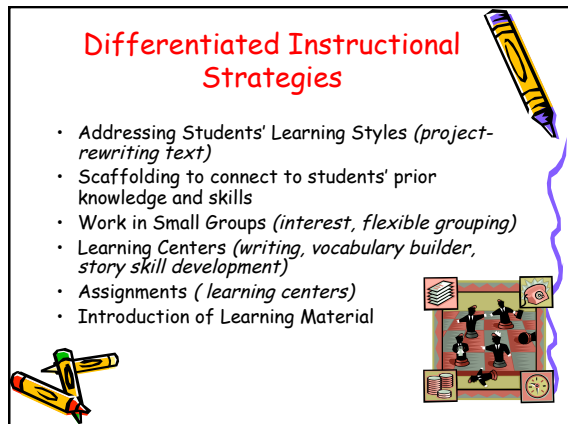
## Students will understand:

- The process of storytelling writing.
- That stories reflect people's cultural beliefs.
- Stories are a road to people's past and present.
- The poetical text and ways to retell a story in prose.



## Differentiated Instructional Strategies

- Addressing Students' Learning Styles (*project-rewriting text*)
- Scaffolding to connect to students' prior knowledge and skills
- Work in Small Groups (*interest, flexible grouping*)
- Learning Centers (*writing, vocabulary builder, story skill development*)
- Assignments (*learning centers*)
- Introduction of Learning Material



## Unit Sequence

- Day 1: Scaffolding activities/Student roles/Brainstorm activities/Survey
- Day 2: Viewing/Speaking/Reading/Listening Activities
- Day 3: Learning Centers/Writing/Reading Activities
- Day 4: Work on Project
- Day 5: Work on Project
- Day 6: Project presentations



## Materials used

- Authentic Printed Text  
"Сказка о рыбаке и рыбку" 1833



## Materials used

- Authentic Lacquer Box "Palekh"
- Fairy tale Illustrations



## Materials used

- Samples of Russian Fairy Tales published from 1980-present (books featuring people and animals, colorful illustrations)



## Materials used



Portrait of **Alexander Pushkin**, the fairy tale author.

1799-1837



## Materials used

- The Russian Cartoon "The Tale of the Fishman and the Fish", 1950



<http://www.youtube.com/watch?v=PPnhYKIy3CA>



## Materials used


Russian Chocolate Wrappers





## Performance Task



- Students will rewrite an original fairy tale with a happy ending.
- Presentation Forms:**
  - Book project
  - Power Point Presentation
  - Fairy Tale Dramatization
  - Movie
- Audience:**  
Classmates, Parents, Younger Siblings, Community Programs, Church




## Unit Assessments

**Combination of Formative and Summative assessment:**

- Pre-unit Assessment (Knowledge of content, vocabulary) - KWL chart and brainstorming (classroom)
- Ongoing Assessment (i.e., "exit cards" or "ticket out," writing work in learning centers, informal observation)
- Holistic Rubric (Project evaluation)

## Holistic Assessment: Project Evaluation




(100 pts.)

**Writing:**

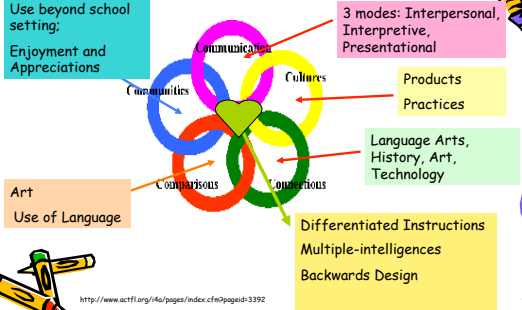
**Text:**

- sentences 3-5 per illustration (expanded, complex syntax, coherence, connectors, conjunctions)
- Use of idioms (1-2)
- "Must-List" Vocabulary (10-15)
- Chronology of the story (beginning, middle, end)
- Use of proper punctuation
- Neatness

**Speaking:**  
Use of Voice Expressions (intonation, stress, tones)  
Fluency  
Accuracy (use of tense)







## Conclusion/Reflection



- Use beyond school setting, Enjoyment and Appreciations
- 3 modes: Interpersonal, Interpretive, Presentational
- Products Practices
- Language Arts, History, Art, Technology
- Differentiated Instructions, Multiple-intelligences, Backwards Design
- Art Use of Language

<http://www.actfl.org/rla/pages/index.cfm?pageid=3392>

## Thank you

- Arabic Shukran
- Mandarin [Chinese] Xie xie
- Persian Moteshakera; Merci
- (Spain) Gracias
- Hebrew (Israel) Toda
- Yoruba [Ḑwe]
- Korean (Korea) [very informal] Komawoyo
- Russian (Russia) Spasibo







## "Spanish for Heritage Speakers Courses at EWU: an advantage, not a burden"

Presented by José M. García-Sánchez,  
Professor of Spanish

## Statistics at EWU

- Hispanic Population: 1,500 students
- Students taking HS courses:
  - Spanish for Native Speakers (1998): 3 students
  - Spanish for Heritage Speakers (2014): 65 students
- Students in the Spanish Heritage Speakers Program at EWU (last two years): 55-60 students
  - Double Majors: 10-15
  - Majors in Education: 5-6
  - Minors: 20-30

## Resources at EWU

- President (Rodolfo Arévalo)
- Chicano Studies Program
- [TRIO Student Support Services](#)
- Women and Gender Studies Program
- General Advising
- Spanish Program

## An advantage, not a burden...

- Advanced Placement test.
- ACTFL (OPI)
- [Policy for Spanish Heritage Speakers](#)

The Spanish program offers a course specifically designed for heritage speakers of Spanish (SPAN 312). Successful completion of this course fulfills the EWU language requirement. Students who place into this course and complete it with a minimum grade of 2.5 can also earn a minor in Spanish.

## Future proposals:

- Span 212 (2<sup>nd</sup> generation)
- Span 313 –Spanish Composition for Heritage Speakers (2 sections under experimental courses)
- Cultural and Gender Diversity requirement will be satisfied.
- Writing Center

## Benefits of taking HS courses

- Fulfill the language requirement for some BA degrees when you have completed course work at an appropriate level
  - Complete a minor in Spanish
  - Satisfy the language requirements for various other programs (such as International Affairs or Latin American and Iberian Studies)
  - Advance into a Spanish major or double major
- Your academic experience in Spanish will allow you to:
  - Improve your academic skills
  - Enhance your career with more employment opportunities
  - Ensure that you are proficient in Spanish
  - Embrace your cultural heritage
  - Become more involved in your community
  - Promote a better understanding of the various Hispanic cultures
  - Increase your global comprehension of other cultures
  - Extend your study to other languages (especially Romance languages such as French, Italian, Portuguese)
  - Strengthen links with your families and friends