



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

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Session 3

Differentiation for Mixed Classes: together or apart?
 When HLL and FLL Come Together in One Class. When and why to separate?

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Highlights from Maria Carreira's Presentation

When Heritage and Non-heritage Learners Come Together: Differentiation for mixed classes

Maria Carreira, Professor, CSU Long Beach
 National Heritage Language Resource Center, UCLA
 STARTALK Fall Conference, Oct. 19, 2013

https://startalk.umd.edu/conferences/sites/default/files/2013_fall_presentations/Carreira_When_Heritage_Non-Heritage_Learners_Come_Together.pdf

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Mixed Classes

There are three types of mixed classes:

- Type 1: Very few HL learners (one to three);
- Type 2: Small but significant numbers of HL learners;
- Type 3: HL-learner majority (some are the mirror image of type 1)

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Findings of the NHLRC Programs Study

- Type 1 (very few HL learners)
 - Needs of HL learners tend to be disregarded
- Types 2 and 3 (significant minority or majority HLL population)
 - Apply L2 methodology, materials, etc.

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To teach mixed classes...

- Understand the needs and strengths of each type of learner (i.e. HL and L2 learners);
- Address the needs and tap into the strengths of each type of learner through strategies of Differentiated Teaching

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Who is a heritage language learner?

- Narrow definitions – based on proficiency
- Broad definitions – based on affiliation

Learners who fit the narrow definition also fit the broad definition

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Who is a heritage language learner?

- Affective Needs (Broad definition)
 - Find identity
 - Navigate two worlds
 - Connect to others (find community)
 - Deal with rejection
- Linguistic Needs (Narrow definition), function of:
 - The context of learning
 - The timing of learning
 - The amount input
 - The type of input

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Linguistic Needs of HL

- The context of learning: **primarily, home**
-> **informal, home register, perhaps non-standard**
- The timing of learning: **early years, diminished or discontinued upon starting school**
-> **similar to the language of children**
- The amount input: **limited, relative to natives**
-> **incomplete knowledge of the HL (missing features acquired later in life)**
- The type of input: **oral, informal, spontaneous**
-> **implicit knowledge of the HL**

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L2 learner needs and strengths

- The context of learning: **school**
-> **formal, standard, academic, rehearsed, controlled**
- The timing of learning: **adolescence, early adulthood**
-> **adult-like with respect to certain features**
- The amount input: **limited (relative to native speakers and HL learners)**
-> **incomplete with respect to certain features (those acquired early in life)**
- The type of input: **formal, focused on form**
-> **explicit knowledge of rules**

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Two studies of paired interactions between HL and L2 (Bowles 2011, 2012)

- HL and L2 learners were matched for proficiency;
- They worked together on an information gap activity;
- In the first study, L2 learners benefited more from the activity than HL learners;
- In the second study, both types of learners benefited equally from the activity.

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What made the difference?

Material + task

- HL learners are better at tasks that tap into intuitive use of language, L2 learners, on the other hand, do better at tasks that require meta-linguistic knowledge (knowledge of rules);
- HL learners are more familiar with home vocabulary; L2 learners, on the other hand, are more familiar with academic vocabulary

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First study: Only L2 learners benefited

Material + task

Information gap activity with a picture of a kitchen (home vocabulary). All tasks were oral.

- HL learners already knew this, so they did not gain new knowledge.
- L2 learners benefitted from HL learners' expertise.

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Second study

Information gap activity with a picture of an office; Oral and written tasks.

- Vocabulary was unknown to both learner types, so both benefited.
- Oral task benefited L2 learners.
Written task benefited HL learners.

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Take home lesson about HL + L2 pairings

- Take advantage of complementary strengths of L2 & HL learners
- Mix tasks that require intuitive knowledge (hard for L2s) and meta-linguistic knowledge (hard for HLS)
- Hold both students accountable for contributing to the task (assign the harder task to each type of learner)
- Match HL & L2 learners for proficiency??

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Example Activities

- Long Distance Dictation
 - L2 says it; HL writes it
- KWL Chart
(What I Know, What I Want to Learn, What I Learned)
 - L2s and HLLs talk about what they know and what they need to learn

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See the full presentation...

https://startalk.umd.edu/conferences/sites/default/files/2013_fall_presentations/Carreira_Wheritage_Learners_Come_Together.pdf

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