



COMMUNICATIVE LANGUAGE TEACHING TO SUPPORT PROJECT-BASED LANGUAGE LEARNING IN HERITAGE LANGUAGES

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DEMO OF COMMUNICATIVE LANGUAGE TEACHING (CLT) FOR NOVICE LEARNERS

This is a snippet of a course I have created called “Lifejacket”, which prepares novice learners to participate in an immersive, PBL classroom in 30 lessons

A Dakhóta version was tested with our teacher trainees (see LanguagetoLiveIn.com)

Talk to your neighbor



What did you
see the teacher
doing/not
doing?

Why do you
think this was?

Before I Forget! I'm Anke.

- I chair the MAELL Program at WGU
- I teach Language Pedagogy for Vitality at INALCO
- I coach teachers in adopting CLT & PBL
- I collaborate with teachers to develop endangered language curricula
- I am a student of Dakhóta language at the University of Minnesota

I'm honored & excited to work with y'all today.

Today (90 mins) =

- ≡ demonstration
- ≡ what you want to talk about
- ≡ realities of HL teaching
- ≡ why these CLT techniques
- ≡ victories & challenges
- ≡ how to plan a CLT lesson like this
- ≡ terms & takeaways
- ≡ Q & A



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Why do you
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4 GROUNDING REALITIES OF HERITAGE LANGUAGE TEACHING

No Instrumental NEED → Integrative Motivations

No Organic “Soil” → Grow Them In “Pots”

No HL Without Trauma → “Willingness To Communicate”

Change Is Life → Use Before Perfection



A NON-TRADITIONAL/TRADITIONAL FORMAT



Engagement

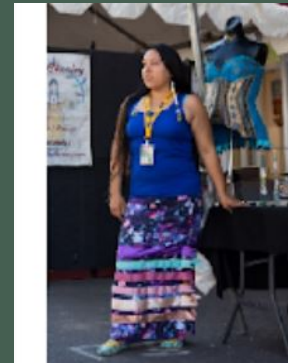
Low Threat

Aural Learning

Without Translation

Unfamiliar Meaning Packages

Role Of Pronunciation In Identity
& Motivation



Chunks upon Chunks, in the Right Order

- ❖ Full chunks of interaction (grammar-embedded)
- ❖ Build on each other in a way that makes their function clear
- ❖ Consider L1 influences
- ❖ Zone of Proximal Development (ZPD)



GOUZES, GOUZEM, CHEM OUZER

WA

EMAKIYAPI, ENICHIYAPI, ECHIYAPI

Dakhóta

WA

GOU DAS, GOU DAM, CHEM DAR

Dakhóta

TAKU ENICHIYAPI HE?
TAKU ECHIYAPI HE?

Communicative Competence → Project-Based Learning

- **Why this works**

- Targets skills most critical for comprehension
- Risks & rewards - builds confidence
- Lived meaning, lived memories

- **Why that matters, especially for heritage languages**

- HL anxiety
- Instrumental vs. integrative motivations
- Intergenerational transmission
- Regaining domains (as opposed to “speak that at home!”)



Chapa chuitha buduhe!
Chapa chuitha wachi he?
Ohihuaje
Hakh anakaha mazaska wachi !!
Mazaska MAK U\$\$\$\$\$

Victories:

- Confidence & risk-taking
- Translanguaging & creative use
- Independent practice

Challenges:

- Pacing is highly variable, by group and by individual
- They complain about repetition but don't succeed without it
- Some form-function mapping issues in abstract verbs-- *I want to do vs. I can do*
- Conjugations don't take right away, although they understand the concept

**Usage-Based
Sequencing +
Communicative
Language
Teaching =
*Willingness to
Communicate
on 1,000***

Backwards Planning, Student-Centered Course



YOU TRY!

- Target interaction → bit.ly/languageinventory
- “Script” interaction
- From student’s perspectives - highest-leverage forms
- Sequence & scaffold
- Non-linguistic supports?
- Gamify!!! & repeat
- Spiral scaffolding
- Authentic applications → PBL revitalearn.com





Key Terms for Teachers of Heritage Language Speakers

Translanguaging

Language Domains

Elite Multilingualism

Language Contact (Contact Influences)

Linguicism

Historical Trauma

Generational Trauma



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Resources for
Further
Learning:
bit.ly/startalk20

