

# Heritage Language Education in the United States: Institutionalization and Innovation

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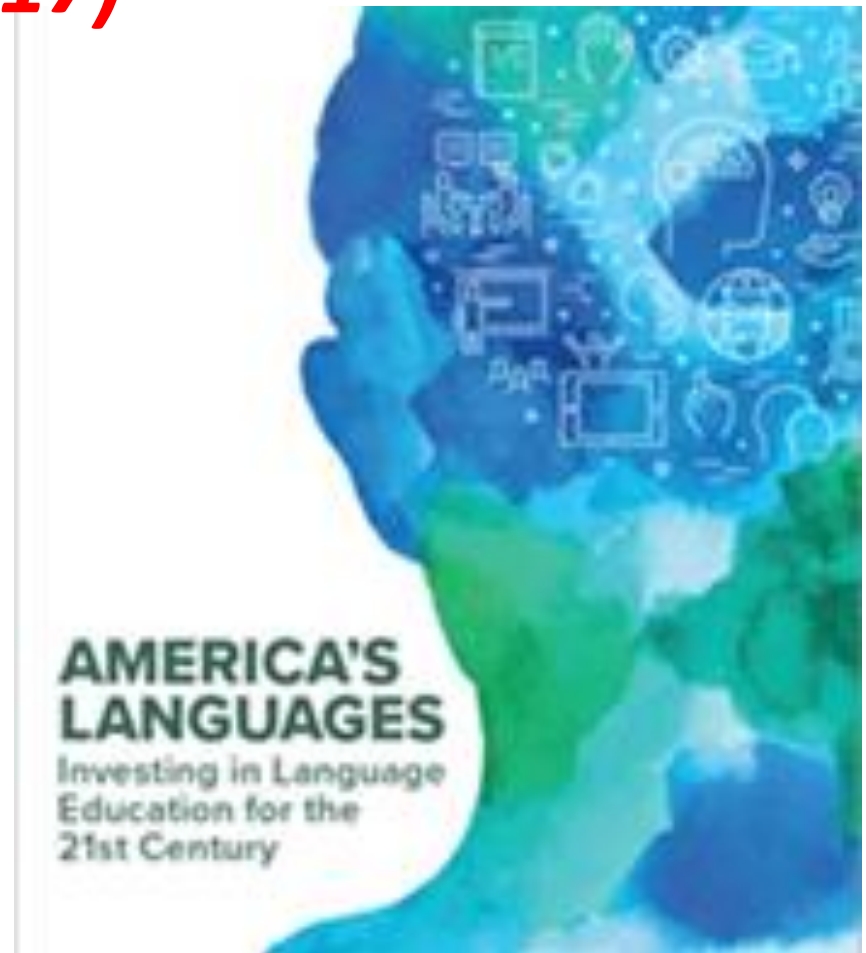
Heritage Language Symposium  
University of Washington, 2022

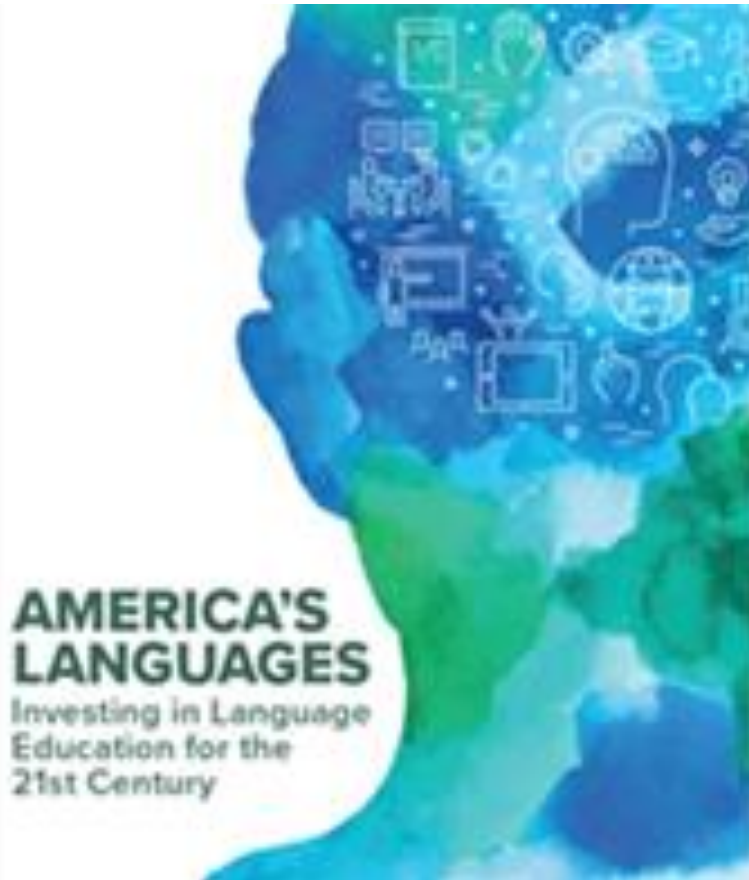
# This presentation

Taking stock of the state of HL  
education to build a stronger future

# America's Languages: : Investing in Language Education for the 21<sup>st</sup> Century (2017)

- Commissioned by a bipartisan group of members of Congress;
- Authored by the Commission on Language Learning of the American Academy of Arts and Sciences





Advocates for building foreign language capacity and outlines a national strategy for expanding language education so as to “improve access to as many languages as possible for people of every region, ethnicity, and socioeconomic background” (viii).



Heritage Language Symposium  
University of Washington, 2022

# However...

Back to the future

- Brecht & Ingold (1998);
- Pufahl, Rhodes & Christian (2002);
- 2007 report by the MLA Ad Hoc Committee on Foreign Languages on the changing structure of language education;
- 2012 report by the US Senate identifying the language needs of the Federal Government;

# *Tapping a National Resource: Heritage Languages in the United States*

Brecht & Ingold (1998)

The United States has an unprecedented need for individuals with highly developed competencies in English and one or more other languages. Because the United States interacts with virtually every nation in the world, and because U.S. society includes individuals and communities from many of those nations, the need for proficiency in their languages for use in social, economic, and geopolitical areas has never been higher. It is for these reasons that the nation needs a strategy for developing an important, but largely untapped, reservoir of linguistic competence “heritage language speakers” ...



# America's Languages: 2017

(P)roficiency in English is not sufficient to meet the nation's needs in a shrinking world, nor the needs of individual citizens who interact with other peoples and cultures more than at any other time in human history... Heritage speakers have a working knowledge of a second language even before they enter the classroom. Prior to any educational investments at the local, state, or federal levels, they have a head start in achieving the kind of biliteracy that would be as beneficial to them individually as it would be to the nation as a whole. Undoubtedly, they can only become proficient in their heritage languages through persistent study and ongoing instruction.

**20 YEARS LATER, WHY ARE WE STILL  
TRYING TO MAKE THE CASE FOR HL  
EDUCATION?  
AND WHY ARE WE CHEERING SO MUCH  
WHEN IT IS MADE?**

# 20 years of vigorous innovation

- Research
- Pedagogy
- Field-level presence

# Research

- HL grammars (Polinsky 2018; Montrul, 2016; Pascual y Cabo, 2016)
- Instructed heritage language acquisition (Bowles, 2019, Bowles, 2011, Bowles, Adams and Toth, 2014)
- Functional skills (Swender et al., 2014; Kagan & Kudyma, 2012)
- Literacy (Colombi & Harrington, 2012; Mikulski & Elola, 2011; Schwartz, 2003; Friedman & Kagan, O., 2008)
- HL v. L2 Learners (Bowles, 2011; Bowles, Adams & Toth, 2014; Henshaw, 2016; Torres, 2018)
- HL learners' aspirational and relational needs (Beaudrie, Ducar, & Potowski, 2014; Leeman, 2015)

# Signature HL Pedagogy

- Targeted approach to grammar instruction (Polinsky and Kagan, 2006)
- Additive approach to developing functional skills (Kagan & Dillon, 2001, Carreira, 2016)
- Top down/Macro-based approach that involves using authentic language for real-world contexts (Carreira, 2016; Zapata & Lacorte, 2017)
- Multiliteracies (Parra, 2013)
- Socio-affective issues (Beaudrie, Ducar, & Potowski, 2014; He, 2016)
- Differentiated approach (Carreira & Hitchins Chik, 2018)

# Field-level presence

- National Heritage Language Resource Center, UCLA (2006);
- Heritage Language Journal, UCLA (2002);
- Spanish as a Heritage Language Journal (2021)
- Conferences, Workshops;
- Mission statements from leading professional organizations (ACTFL, MLA, AATs, etc.);
- Social media presence: Facebook, Twitter
- Certificates in HL teaching (\$)
- **Certification for students**

**SO WHY ARE WE STILL TRYING TO  
MAKE THE CASE FOR HL EDUCATION?**

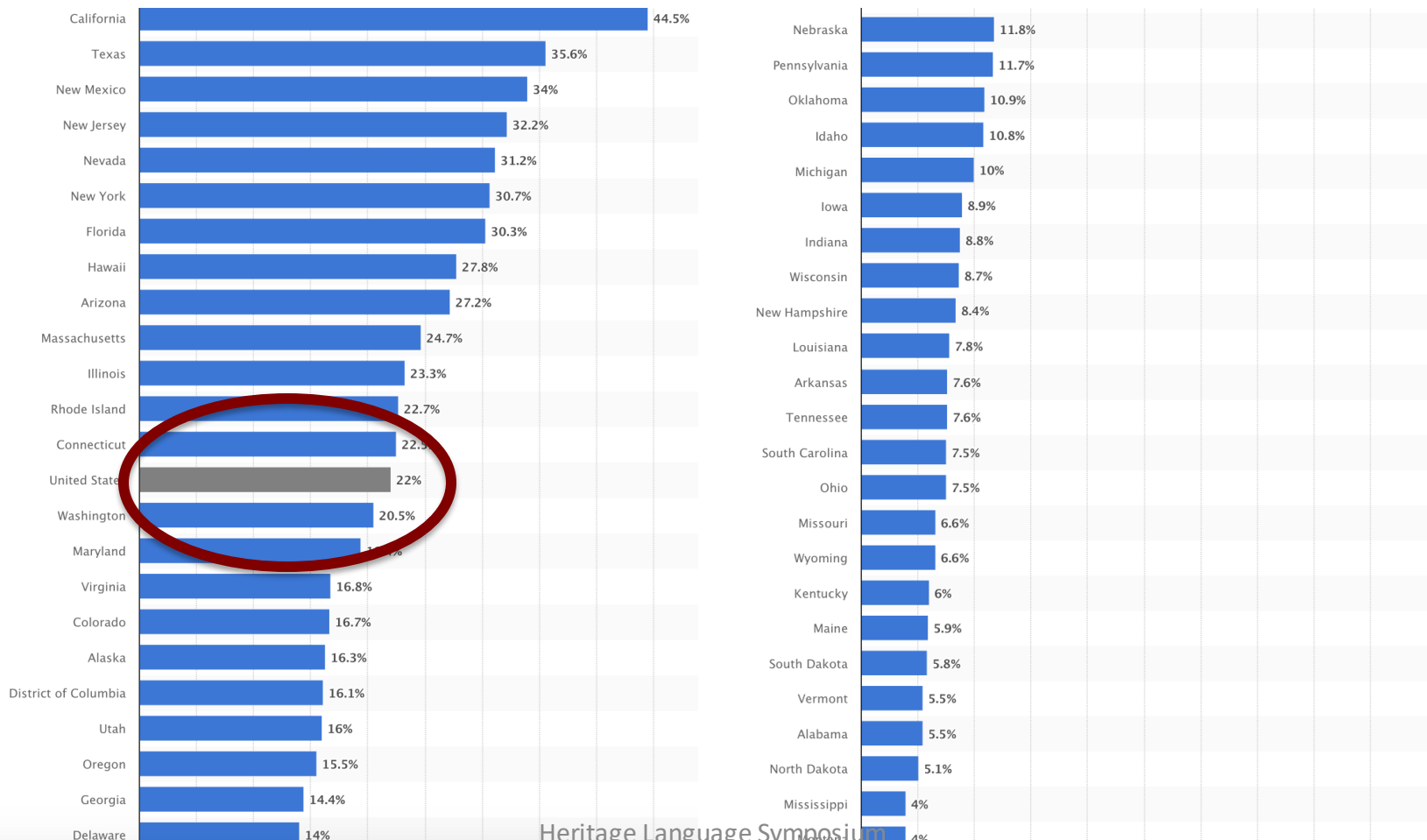
**WHAT DOES THIS SAY ABOUT HOW  
INSTITUTIONALIZED OR ESTABLISHED  
THE FIELD IS?**

# **BEFORE THAT: OVERVIEW OF THE US LINGUISTIC LANDSCAPE**





# Percentage of U.S. population that speaks a language other than English at home, by state



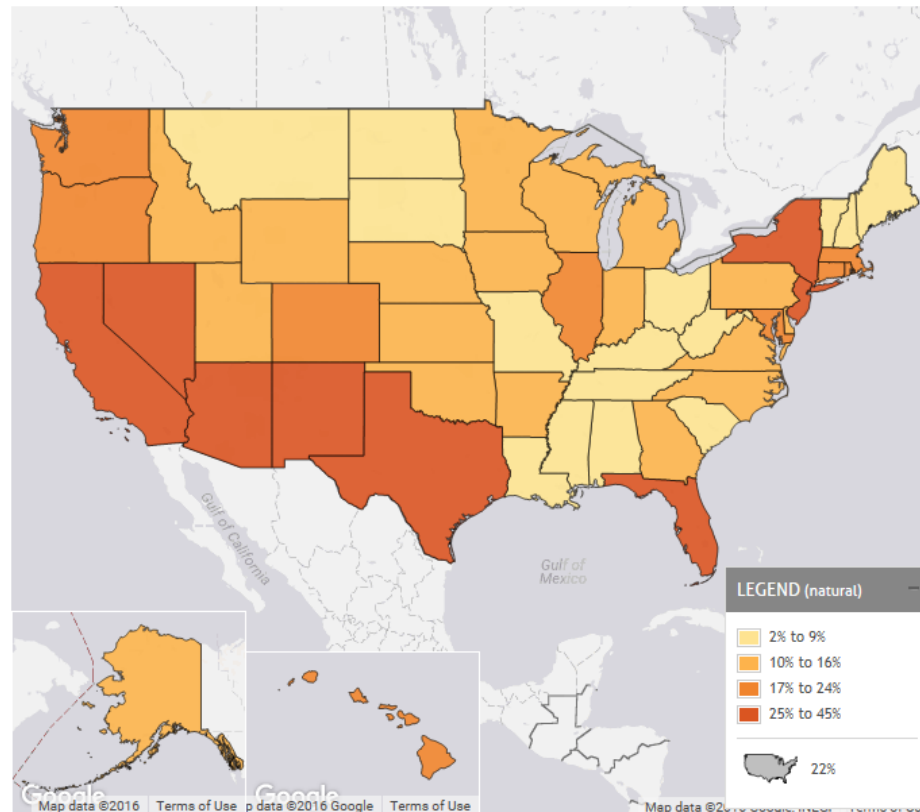
# Languages other than English (LOTEs) spoken at home in the U.S.

- Number of LOTEs: 350+
- Number of LOTE home speakers: 67.3 Million
- LOTEs with more than a million speakers: 7

Spanish (43M), Chinese (3.5M), Tagalog (1.7M),  
Vietnamese (1.5M), French (1.3M), Arabic (1.1M), and  
Korean (1M)

Sources: United States Census Bureau, American Community  
Survey, Tables [S1601](#), [B16001](#)

# More than 1 out of 5 (23%) children in the U.S. are heritage language (HL) speakers



CHILDREN WHO SPEAK A LANGUAGE OTHER THAN ENGLISH AT HOME (PERCENT) - 2015

Heritage Language Symposium  
University of Washington, 2022

**In the educational  
context**



**HERITAGE LANGUAGE (HL) LEARNERS:  
INDIVIDUALS WHO ARE STUDYING  
THEIR HL**

**Numbers: Unknown**

# Tracking the study of LOTEs in the U.S.

- ***The National K-12 Foreign Language Enrollment Report (2017)***

A comprehensive study of foreign/world language enrollments across the formal U.S. education system, K-12

American Councils for International Education (in partnership with ACTFL plus others)

- **Modern Language Association (MLA) (2018)**

Surveys enrollments and course offerings in post-secondary education LOTEs every 3-4 years since 1958

- **State Departments of Education, School Districts**

# Enrollments in LOTEs

## High school

Spanish: ~7.3 M

## Post-secondary education

Spanish: ~712K

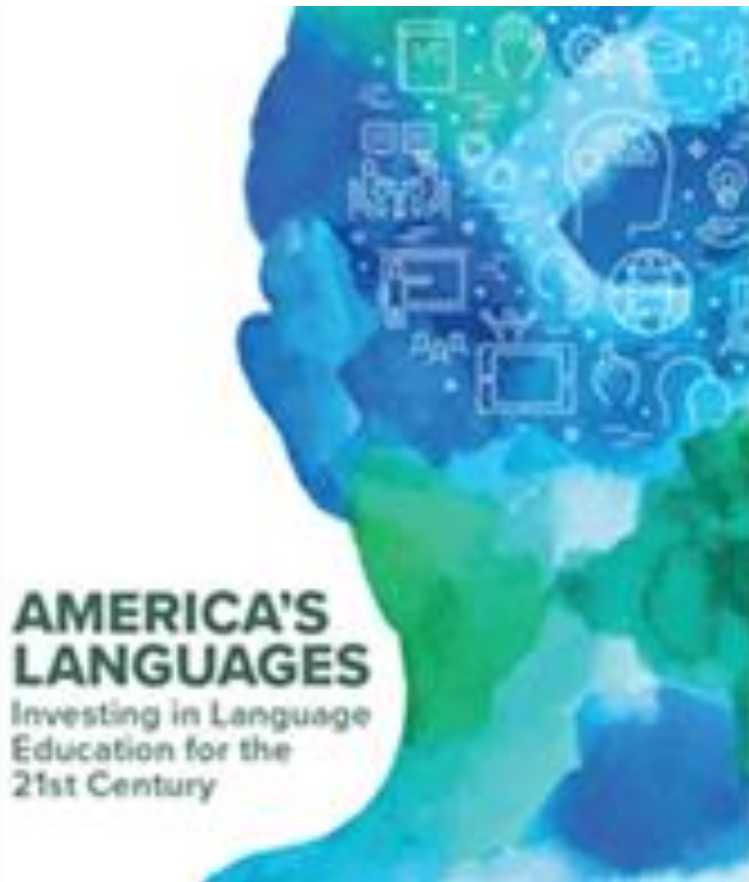
Number of HL learners?  
Availability of HL courses?

Arabic: ~26K

Arabic: 55K

Source: [The National K-12 Foreign Language Enrollment Survey Report, 2017](#)

Source: [Modern Language Association of America, 2018](#)



Advocates for building foreign language capacity and outlines a national strategy for expanding language education so as to “improve access to as many languages as possible for people of every region, ethnicity, and socioeconomic background” (viii).

# **RECALL:** Languages other than English (LOTEs) spoken at home in the U.S.

- Number of LOTEs: 350+
- Number of LOTE home speakers: 67.3 Million
- Percent of U.S. population: 22
- LOTEs with more than a million speakers: 7

Spanish (43M), Chinese (3.5M), Tagalog (1.7M), Vietnamese (1.5M), French (1.3M), Arabic (1.1M), and Korean (1M)

Sources: United States Census Bureau, American Community Survey, Tables [S1601](#), [B16001](#)



# Languages taught

## The 2018 MLA Report (Higher Ed)

Fall Language Enrollments and Percentage Change (Languages in Descending Order of 2016 Enrollments)

|                               | 2006      | 2009      | % Change,<br>2006–09 | 2013      | % Change,<br>2009–13 | 2016      | % Change,<br>2013–16 |
|-------------------------------|-----------|-----------|----------------------|-----------|----------------------|-----------|----------------------|
| Spanish                       | 822,148   | 861,015   | 4.7                  | 789,888   | -8.3                 | 712,240   | -9.8                 |
| French                        | 206,019   | 215,244   | 4.5                  | 197,679   | -8.2                 | 175,667   | -11.1                |
| American Sign Language        | 79,744    | 92,068    | 15.5                 | 109,567   | 19.0                 | 107,060   | -2.3                 |
| German                        | 94,146    | 95,613    | 1.6                  | 86,782    | -9.2                 | 80,594    | -7.1                 |
| Japanese                      | 65,410    | 72,357    | 10.6                 | 66,771    | -7.7                 | 68,810    | 3.1                  |
| Italian                       | 78,176    | 80,322    | 2.7                  | 70,982    | -11.6                | 56,743    | -20.1                |
| Chinese                       | 51,382    | 59,876    | 16.5                 | 61,084    | 2.0                  | 53,069    | -13.1                |
| Arabic <sup>1</sup>           | 24,010    | 35,228    | 46.7                 | 33,526    | -4.8                 | 31,554    | -5.9                 |
| Latin                         | 32,164    | 32,446    | 0.9                  | 27,209    | -16.1                | 24,866    | -8.6                 |
| Russian                       | 24,784    | 26,740    | 7.9                  | 21,979    | -17.8                | 20,353    | -7.4                 |
| Korean                        | 7,146     | 8,449     | 18.2                 | 12,256    | 45.1                 | 13,936    | 13.7                 |
| Greek, Ancient <sup>2</sup>   | 22,842    | 21,515    | -5.8                 | 16,961    | -21.2                | 13,264    | -21.8                |
| Portuguese                    | 10,310    | 11,273    | 9.3                  | 12,407    | 10.1                 | 9,827     | -20.8                |
| Hebrew, Biblical <sup>3</sup> | 14,137    | 13,764    | -2.6                 | 12,596    | -8.5                 | 9,587     | -23.9                |
| Hebrew, Modern                | 9,620     | 8,307     | -13.6                | 6,698     | -19.4                | 5,521     | -17.6                |
| Other Languages               | 33,800    | 39,349    | 16.4                 | 34,746    | -11.7                | 34,747    | 0.0                  |
| Total                         | 1,575,838 | 1,673,566 | 6.2                  | 1,561,131 | -6.7                 | 1,417,838 | -9.2                 |

There is little coordination between local communities and the HLs taught, and there is little variety of languages offered  
(Fee, Rhoads & Wiley, 2014).

# Los Angeles Unified School District

## Kagan (2017)

*A smattering of schools offer instruction in languages spoken in their local communities...**Most schools do not teach the languages of their local communities, and if they do, they don't differentiate between the curriculum for foreign-language and heritage-language learners.***

# Putting it all together

Not tracked:  
Number of HL learners

Not tracked:  
Availability of HL courses/instruction

Relatively few languages are taught (350 LOTEs)  
Little correspondence to US linguistic landscape  
(Missing: Tagalog (#3) and Vietnamese (#4))

How many HL learners?

How many HL courses?

**BUT IT'S NOT JUST ABOUT  
NUMBERS**

How many HL languages?

# Beyond the numbers

Mindsets/dispositions

-> curricula and classroom practices, program-level practices, blind spots, etc.

# California Department of Education

A total of 2,373,563 students speak a LOTE in their homes; 40% of the state's public school enrollment.

The students are referenced in terms of their proficiency in English: English Learners and Fluent English Proficient

# California Department of Education

California Department of Education  
 Educational Demographics Office  
 Prepared: 10/31/2021 11:56:08 AM

State Name: California  
 State Enrollment: 6,186,278

The reports list by language group the number of students speaking a language other than English that constitute 15 percent or more of a school's enrollment and for which translations of parental notifications are needed, pursuant to Education Code Section 48985. The reports allow a local educational agency to identify other schools in California that have common translation needs. Reports may be accessed by clicking on the name of the language.

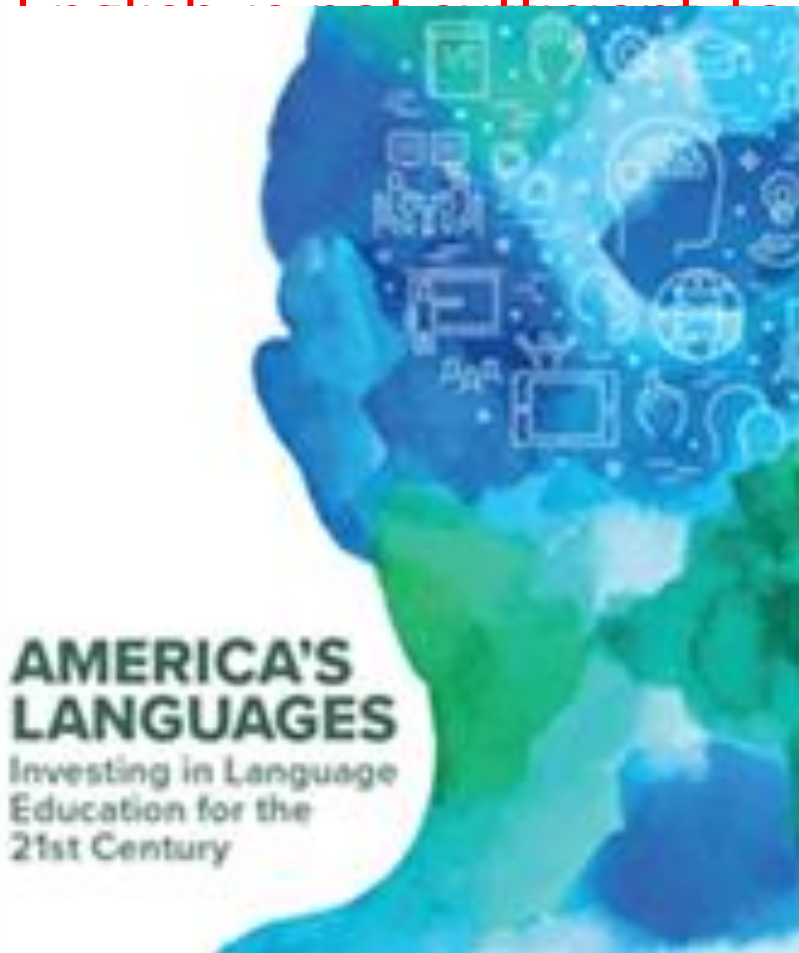
State of California  
 Language Group Data - Statewide  
 for 2018 - 19

| Language                                       | Total Enrollment | Number of English Learners (EL) | Number of Fluent English Proficient (FEP) Students | Total Number of EL and FEP Students | Percent of Total Enrollment that is EL and FEP |
|--|------------------|---------------------------------|--|-------------------------------------|--|
| <a href="#">Albanian</a>                       | 12               | 191                             |  | 320                                 | 0.00%  |
| <a href="#">Amharic</a>                        | 469              | 436                             |  | 905                                 | 0.01%  |
| <a href="#">Arabic</a>                         | 18,341           | 15,796                          |  | 34,137                              | 0.55%  |
| <a href="#">Armenian</a>                       | 6,934            | 11,134                          |  | 18,068                              | 0.29%  |
| <a href="#">Assyrian</a>                       | 552              | 779                             |  | 1,331                               | 0.02%  |
| <a href="#">Bengali</a>                        | 1,005            | 2,667                           |  | 3,672                               | 0.06%  |
| <a href="#">Bulgarian</a>                      | 143              | 159                             |  | 302                                 | 0.00%  |
| <a href="#">Burmese</a>                        | 593              | 1,013                           |  | 1,606                               | 0.03%  |
| <a href="#">Cantonese</a>                      | 14,433           | 31,499                          |  | 45,932                              | 0.74%  |
| <a href="#">Cebuano (Visayan)</a>              | 342              | 824                             |  | 1,166                               | 0.02%  |
| <a href="#">Chaldean</a>                       | 1,908            | 1,242                           |  | 3,150                               | 0.05%  |
| <a href="#">Chamorro (Guamanian)</a>           | 27               | 41                              |  | 68                                  | 0.00%  |
| <a href="#">Chaozhou (Chiuchow)</a>            | 130              | 577                             |  | 707                                 | 0.01%  |
| <a href="#">Dutch</a>                          | 258              | 779                             |  | 1,037                               | 0.02%  |
| <a href="#">Farsi (Persian)</a>                | 7,656            | 10,406                          |  | 18,062                              | 0.29%  |
| <a href="#">Filipino (Pilipino or Tagalog)</a> | 14,971           | 33,822                          |  | 48,793                              | 0.79%  |
| <a href="#">French</a>                         | 1,852            | 4,202                           |  | 6,054                               | 0.10%  |
| <a href="#">German</a>                         | 802              | 3,018                           |  | 3,820                               | 0.06%  |
| <a href="#">Greek</a>                          | 155              | 470                             |  | 625                                 | 0.01%  |
| <a href="#">Gujarati</a>                       | 1,059            | 3,655                           |  | 4,714                               | 0.08%  |
| <a href="#">Hebrew</a>                         | 1,372            | 3,582                           |  | 4,954                               | 0.08%  |



# America's Languages: 2017

(P)roficiency in English is essential to meet the nation's needs in a shrinking global economy. Citizens who are not proficient in English are at a disadvantage than at any other time in our history. They have a working knowledge of English when they enter the workforce, and this gives them a head start in a global economy that is increasingly beneficial to those who are proficient in English as a whole. Under the current system, their heritage language is not being taught, and this is an ongoing instruction.



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# This presentation

## Overview of heritage Language (HL) education in the United States

- The U.S. linguistic landscape
- **Institutionalization: HL education in schools**
- Exciting innovations: Educational entrepreneurship, “new lanes” in HL education, disruptive innovation, Bottom-up (that includes all of us!)

# Institutionalization

“a process through which an organization assimilates an innovation into its structure”  
(Ekholm & Trier, 1987, p. 13).

**Innovation: HL education**

“In education institutionalization can span a wide range of contexts, from individual classrooms, to an entire school or school district, all the way to the national level, including policymaking” (Timmermans, 1987).

# Four indicators of institutionalization

Ekholm & Trier (1987)

1. Acceptance by relevant participants who see the innovation as valuable and as legitimately belonging;
2. Widespread use of the innovation throughout the institution, organization, district, etc.;
3. Firm expectation that use of the practice and/or product will continue;
4. The innovation is stable and routinized in the sense that it does not depend on specific individuals

# Recall what we have learned so far

Not tracked:  
Number of HL learners

Not tracked:  
Availability of HL courses/instruction

Relatively few HLs are taught  
Little correspondence to US linguistic landscape  
(Missing: Tagalog (#3) and Vietnamese (#4))

# Four indicators of institutionalization

Ekholm & Trier (1987)

1. Acceptance by relevant participants who see the

innovation as belonging to the organization

2. Widespread throughout the organization

the innovation is seen as a permanent feature

3. Firmly embedded in the organization's structure and/or

production processes

4. The innovation is stable and enduring in the sense

that it does not depend on specific individuals



# Carreira, 2017

Online survey of 296 **post-secondary language programs** in the U.S. that teach HL learners (+ selective follow up interviews and class visits/observations);

Geographical sites: 34 states;

Institution types:

Roughly two thirds (202/296) of the institutions represented are public and the rest are private. One third (99) are Ph.D. granting institutions, 21.9% (65) are terminal M.A. granting institutions, 16.2% (48) are terminal B.A. granting institutions, and 11% (34) are community colleges

# 27 Languages

Spanish (76), Chinese (50), Arabic (44), Russian (36), Hindi/Urdu (32), Korean (13), Farsi (11), Vietnamese (5), Japanese (4), Tagalog (3), Hebrew (2), Portuguese (2), Punjabi (2), Serbo-Croatian (2), Yoruba (2), Armenian (1), Bulgarian (1), French (1), Greek (1), Hmong (1), Hungarian (1), Indonesian (2), Italian (1), Polish (1), Tamil (1), Thai (1), Yiddish (1).



# **SIX KEY FINDINGS**

# 1. A significant number of programs offer HL-specific courses

- Close to half (47%, 141/296) of the programs surveyed have separate instruction for HL learners (cf. Beaudrie (2011, 2012) for similar numbers for Spanish) – (keep in mind, self-selection bias).

## 2. The HL track is transitional and limited in curricular scope

47% of surveyed programs

HL track

L2

**AMERICA'S  
LANGUAGES**  
Investing in Language  
Education for the  
21st Century

range of  
courses

### **3. HL learners are frequently taught in out-of classroom formats**

- 53% of programs in the survey do not offer HL classes
- Among such programs, roughly half (48%) offer HL instruction in some kind of alternative/out-classroom format: independent studies, service learning, tutoring, internships, etc.
- If we factor these in, the percentage of programs that offer HL-specific instruction, in one form or another, rises to 73% (215/296).

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# **THE PROBLEM OF LOW ENROLLMENTS**

# Dealing with this problem through out-of classroom formats

## The positive:

- (1) Not subject to minimal enrollments
- (2) Offer personalized/ individualized instruction

**However**

# Four indicators of institutionalization

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# 4. Faculty are the “secret sauce” of HL programs

Faculty with initiative, expertise, authority, as well as special access to institutional resources are essential for an HL Program to thrive

Faculty can get around the problem of low enrollments, as well as block advances in departments with high enrollments

# An Arabic professor

In the end, I think that the success of this program is based on a lot of reasons. First, I built the program methodically and realistically (not over anticipating enrollments, as is often the case). Second, I have spread out expenditures by, say, offering certain courses through the evening program, which is another budget. Or, I open sections of courses (languages or content courses) specifically through the Honors Programs, which attracts a highly motivated and high achieving group of students. Partially, I also frequently take on students in independent studies, usually graduate students or upper class students, to accommodate the need for advanced language, literature, and culture courses.

# Indicators of institutionalization:

## Person independence

4. *The innovation is stable and routinized in the sense that:*

*Continuation does not depend on the actions or motivations of specific individuals but on the culture or structure of the organization or on procedures that have been put in place to support the innovation; and*

- Time, space, personnel, funding, and other resources are routinely allocated.*

Adapted from Eckholm & Trier (1987, p. 17); Eiseman, Fleming, & Roody (1990, p. 12-13); Miles & Louis (1987, p. 26).

# 5. HL courses are typically taught by part-time, non-tenure track instructors

- As a result, in many programs the availability of HL instruction fluctuates from one term to another, creating problems of articulation across the curriculum.

# Four indicators of institutionalization

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3. Firm expectations that use of the practice and/or product will continue
4. The innovation is stable and institutionalized in the sense that it does not depend on specific individuals

# 6. Roadblocks to institutionalization

1. The persistent problem of low HL enrollments
2. Teacher qualification
3. Pedagogical materials
4. HL teaching is not on the path to tenure
5. Colleagues and administrators

# Roadblocks to institutionalization

- The persistent problem of low HL enrollments
- Teacher qualification
- Pedagogical materials
- HL teaching is not on the path to tenure
- Colleagues and administrators

# Teacher qualification

McGinnis (2014): “the question is not whether there are current or potential HL students, (but) the more critical, crosscutting need is for teachers – certified or not, by alternative or traditional means – who are sufficiently qualified and committed to the teaching and learning of their language and cultural heritage” (p. 147).

- Pedagogical materials
- HL teaching is not on the path to tenure
- The persistent problem of low HL enrollments



# Roadblocks to institutionalization

- ✓ The persistent problem of low HL enrollments
- ✓ Teacher qualification
- ✓ Pedagogical materials
- ✓ HL teaching is not on the path to tenure
- **Colleagues and administrators**

# Overall assessment of the institutionalization of HL education

1. Levels of acceptance: **Mixed picture**
2. Widespread use of the innovation: **Mixed picture**
3. Expectation of continuation **Weak**
4. Person independence

Significant, interconnected roadblocks to institutionalization

20 YEARS LATER, WHY ARE WE STILL

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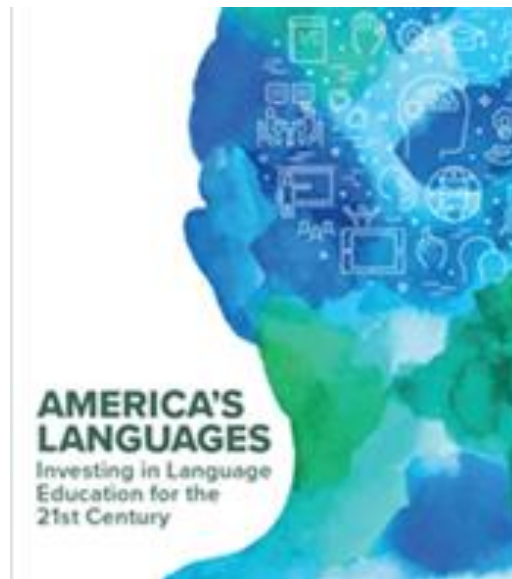
HL education is not  
institutionalized

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WHEN IT IS MADE?



Heritage Language Symposium  
University of Washington, 2022

**THIS WAS THE PICTURE 5 YEARS  
AGO**

# Overview of this presentation

## Heritage Language (HL) education in the United States

- The U.S. Linguistic landscape
- Institutionalization: HL education in schools
- Exciting innovations: Educational entrepreneurship, “new lanes” in HL education, disruptive innovation, bottom-up (that includes all of us!)

# Recall: The Arabic Professor

In the end, I think that the success of this program is based on a lot of reasons. **First, I built the program methodically and realistically (not over anticipating enrollments, as is often the case).** **Second, I have spread out expenditures by, say, offering certain courses through the evening program, which is another budget.** **Or, I open sections of courses (languages or content courses) specifically through the Honors Programs, which attracts a highly motivated and high achieving group of students.** **Partially, I also frequently take on students in independent studies, usually graduate students or upper class students, to accommodate the need for advanced language, literature, and culture courses.**

**THIS IS NOT AN EXAMPLE OF  
EDUCATIONAL ENTREPRENEURSHIP!**

# EXAMPLE OF PERSON DEPENDENCE, LACK OF ROUTINE ALLOCATION OF RESOURCES

1. Acceptance by *relevant* participants
2. Widespread use of the innovation
3. Firm expectation that use of the practice and/or product will continue;
4. The innovation is stable and routinized. There is person independence



# Isolation, lack of dissemination

(Nworie, 2015)

- It becomes difficult to innovate and institutionalize when efforts to redesign or improve courses rests on a few faculty or teaching support staff whose work remains isolated
- Institutionalization requires maintaining a repository to collect and preserve best practices and developing a mechanism for dissemination.

# Roadblock: Colleagues and administrators

*While these innovators are essential for driving the cutting edge of practice, their impact on the wider culture of teaching and learning is often highly limited due to being subsumed by larger forces within institutions, such as departmental culture, inertia and resistance to change, funding issues, and lack of management support*

(Glover, Hepplestone, Parkin, Rodger and Irwin, 2016)

# Networks

Dumay, Cattonar, Maroy & Mangez (2013)

*Interorganizational networks serve as conduits for the diffusion of practices and ideas*

Create an enabling culture that bypasses problems associated with departmental cultures

# Five examples of enabling networks that are

- Expanding access to instruction, information and resources;
- Addressing roadblocks to institutionalization;
- Opening new lanes in HL education;

# **1. THE COALITION OF COMMUNITY-BASED HL SCHOOLS**



Founded in 2013 by a core group of community-school teachers and administrators, led by Dr. Joy Kreeft Peyton

**Need:** The field of HL education was not differentiated, not enough focus on community-based schools.

**Goals:** To make community-based schools visible in the national language learning landscape and to connect them, to facilitate the sharing of information and resources.

**Membership:** 97 language representatives who work with 35 languages

**Partnerships:** CAL (Center for Applied Linguistics), JNCL/NCLIS (Joint National Committee for languages), NHLRC, NNELL (National Network of Early Language Learning), Office of English Language Learning (OELA)



## SELECTED ACTIVITIES:

### DISSEMINATION OF INFORMATION, NETWORKS, ENABLING CULTURE, MATERIALS AND TEACHER TRAINING

#### 1. DATABASE OF COMMUNITY-BASED SCHOOLS

- 457 schools, geography, structure of instruction, student and instructor characteristics, supplementary activities, etc.
- Inclusion in a national guide of exemplary language programs

#### 2. RESOURCES FOR EDUCATORS, LEARNERS, PARENTS, ADMINISTRATORS

- Database of curricula and projects
- International Guidelines for CBHL schools

#### 3. YEARLY CONFERENCES, REGULAR WEBINARS ON ISSUES OF PRACTICE

- This year's conference featured speakers from organizations in Australia, Canada, Ireland, Iceland, the Netherlands, as well as workshops
- Webinars focused on issues of practice – online teaching, educational innovation

## **2. SAVA ONLINE SCHOOLS**





COALITION of Community-Based  
Heritage Language Schools

IN A COLLABORATION WITH



**SAVA** ONLINE SCHOOL  
Serbian language, culture and tradition

# Heritage Language Instruction in a Virtual Context

Professional Development Webinars

Model for increasing the variety of HL  
languages taught and aligning instruction  
with local communities of speakers

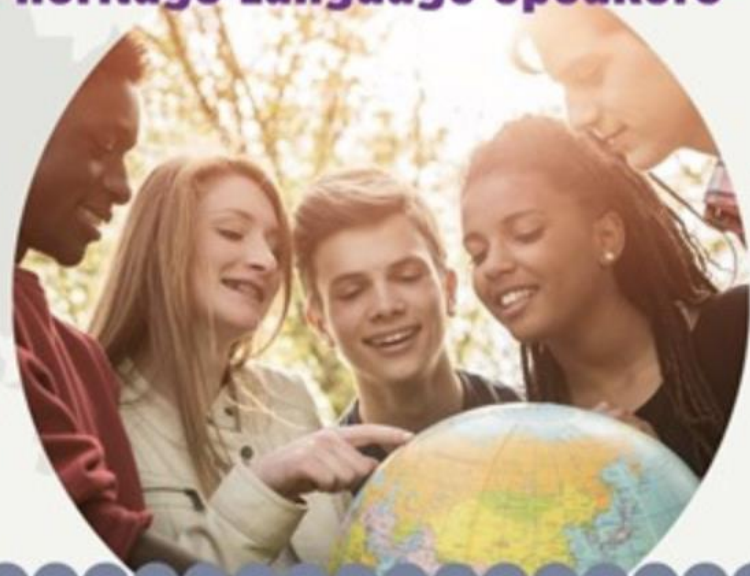
# **3. COMPETENCY-BASED CERTIFICATION**

# Global Competence Certificate for Heritage Language Speakers

**RUSSIAN**

**SPANISH**

**ROMANIAN**



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**  
**IN PARTNERSHIP WITH**



**NEW VIRTUAL COURSE**  
2021-2022  
CONTACT US AT  
INTLEDWA@GMAIL.COM  
[WWW.INTERNATIONALELWA.ORG/PROJECTS/  
HERITAGE-LANGUAGE-GRANT](http://WWW.INTERNATIONALELWA.ORG/PROJECTS/HERITAGE-LANGUAGE-GRANT)

# **4. VIRTUAL PD OPPORTUNITIES: WORKSHOPS, LECTURES, MEETINGS, ETC.**

**FEB. 5 – MAR. 8TH**

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nieshl

Network of Illinois Educators  
of Spanish Heritage Learners

Online Spring  
Conference

SAVE THE  
DATE **March 8, 2022**

**Luz Yadira Herrera, Ph.D.**

Luz Yadira is a teacher, researcher, author, and co-founder of the En Comunidad Collective. She has over fifteen years of experience in the education of emergent bilinguals in both mainstream and bilingual settings.



Dr. Herrera's teaching and research are in culturally and linguistically sustaining pedagogy, translanguaging, critical pedagogies, and bilingual education policy. She is the co-author of En Comunidad: Lessons for Centering the Voices and Experiences of Bilingual Latinx Students with Dr. Carla España. Find her on Twitter @Dra\_LuzYadira.

In this webinar, we will begin by guiding educators in enacting a critical bilingual literacies approach to teaching and learning with bilingual/multilingual students, specifically considering ways to plan around the Temas, Textos, and Translanguaging framework in HL (and ESL) contexts. We will also guide participants in choosing mentor texts and conducting text analysis to develop Reading-in-Community plans, which centers the reading practices of bilingual/multilingual learners in our classrooms and creates greater opportunities for children and youth to engage with a text.



Online  
Conference

Registration materials coming soon: [www.nieshl.org](http://www.nieshl.org)



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**THAT'S 12 EVENTS IN FOUR WEEKS!  
ALL FREE AND ACCESSIBLE TO  
EVERYONE**

# The impact of these innovations is huge

## Roadblocks to HL institutionalization:

- Professional development/networks of support: The Coalition of Community-based schools
- Expanding access to HL education: The Sava School
- Growing enrollments and relevancy: Certification
- Dissemination of information and ideas: Virtual events

## Disruptive innovation

In business theory:  
making services available  
to a broader market,  
creating a new market and  
value network  
(Christensen, Raynor and  
McDonald, 2013)

## Transformation

In educational technology:  
the use of technology to  
create new tasks  
previously inconceivable  
(Romrell, Kidder and  
Wood, 2014)



# Two tracks to innovation



## Easy Wins

**Easy Wins** are the ideas that show an obvious, demonstrable benefit right away and are so straightforward to implement that they don't require large budget approval or team cooperation to make happen. You can just take action and start implementing right away.



## Projects

**Projects** also show promising value but will require more discovery and more planning in order to demonstrate that value and roll them out at scale. More data and planning is necessary to take these good ideas and bring them to life.



### What's the Difference?

# The Heritage Language Exchange

## A site for and by teachers



**HLXchange.com**

Heritage Language Symposium  
University of Washington, 2022

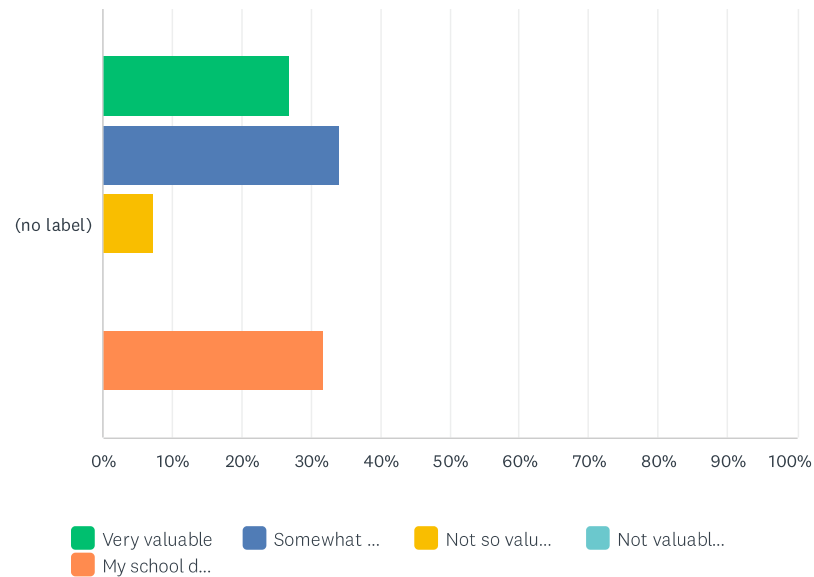
# An example of an easy win

- *The Question of the Week* – a crowdsourcing approach to gathering information
- A one-minute survey posted every two weeks and widely distributed through social media
- The survey probes teachers on mindsets, practices, needs, etc.
- Results are distributed to be applied to the creation of initiatives, projects, other easy wins, etc.

# Question of the Week (1)

Q1 Specific to teaching HL learners, how valuable are the professional development opportunities available through your school?

Answered: 41 Skipped: 0



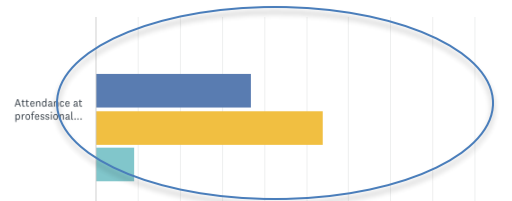
|            | VERY VALUABLE | SOMEWHAT VALUABLE | NOT SO VALUABLE | NOT VALUABLE AT ALL | MY SCHOOL DOES NOT PROVIDE PROFESSIONAL DEVELOPMENT OPPORTUNITIES IN HL TEACHING | TOTAL | WEIGHTED AVERAGE |
|------------|---------------|-------------------|-----------------|---------------------|--|-------|------------------|
| (no label) | 26.83%<br>11  | 34.15%<br>14      | 7.32%<br>3      | 0.00%<br>0          | 31.71%<br>13   | 41    | 2.76             |

# Question of the Week (2)

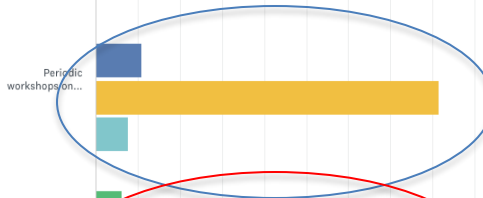
In terms of HL teaching, how valuable are the following professional development activities for you?

Answered: 65 Skipped: 0

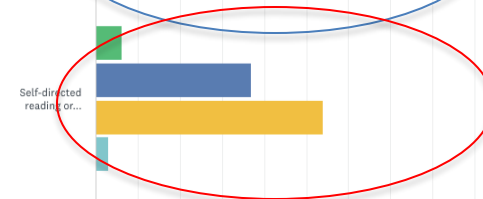
Attendance at professional conferences



Periodic workshops



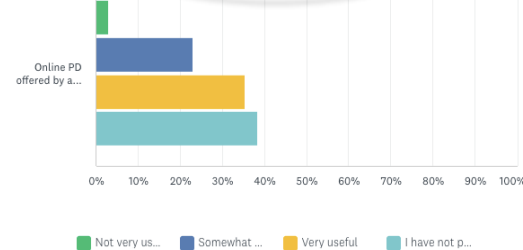
Self-directed reading or viewing videos



Collaborations with other teachers



Online PD courses by a university or other institution



# Ways to use this information

Organize opportunities for collaborations across HL teachers in your district

Host a collegial circle among HL teachers in your area

Curate a repository of useful readings and videos

Create a database of information on HL programs in your district, share this information

# Summary and look ahead

**PLEASE ANSWER THE QUESTION OF THE  
WEEK!  
[HLXCHANGE.COM](https://hlxchange.com)**



# Summary and look ahead

- The teaching of HL languages is far from being institutionalized in U.S. schools and universities
- **Promising new direction:** Educational entrepreneurship, networks, dissemination, enabling culture, easy wins + projects

# These innovations

- Create networks that transcend departmental cultures and address roadblocks
- Open “new lanes” in HL – new markets
- Offer opportunities for continuous improvement that are accessible, flexible, meaningful, inclusive, varied, wide-reaching, affordable (free)
- Engage with front-line educators, who best understand the systemic problems

**WHAT WILL YOUR INNOVATION BE?**

**THANK YOU**  
**MARIA.CARREIRA@CSULB.EDU**  
**HLXCHANGE.COM**

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# LOTEs spoken in L.A. Languages taught in LAUSD

Local (heritage) languages are not  
adequately represented in LAUSD

Are HLs even seen?

Heritage Language Symposium  
University of Washington, 2022

# Applying this information

| For students  | For colleagues and the larger teaching community  |
|---|---|
| Organize a bilingual poetry-reading night with your students, invite the school and parents | Create opportunities for collaborations across HL teachers in your district             |
| Display your students' work for the school to see   | Host a collegial circle among HL teachers in your area                                  |
| Create a virtual museum of HIs in your area   | Create a repository of useful readings and videos                                       |
| Organize a tip exchange: student-to-student, and students-to-teacher                        | Create a database of information on HL programs in you district, share this information |