

Building a bridge between heritage and second language learners: pedagogical approaches to foster collaboration and reciprocal learning

W

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BE BOUNDLESS

Goals of HL and L2 teaching

L2 teaching

- A. **Communication:** Communicate effectively in the language to function in a variety of situations and for multiple purposes
- B. **Cultures:** Interact with cultural competence and understanding
- C. **Connections:** Connect with other disciplines
- D. **Comparisons:** Develop insight into the nature of language and culture to interact with cultural competence
- E. **Communities:** Communicate and interact with cultural competence to participate in multilingual communities at home and around the world

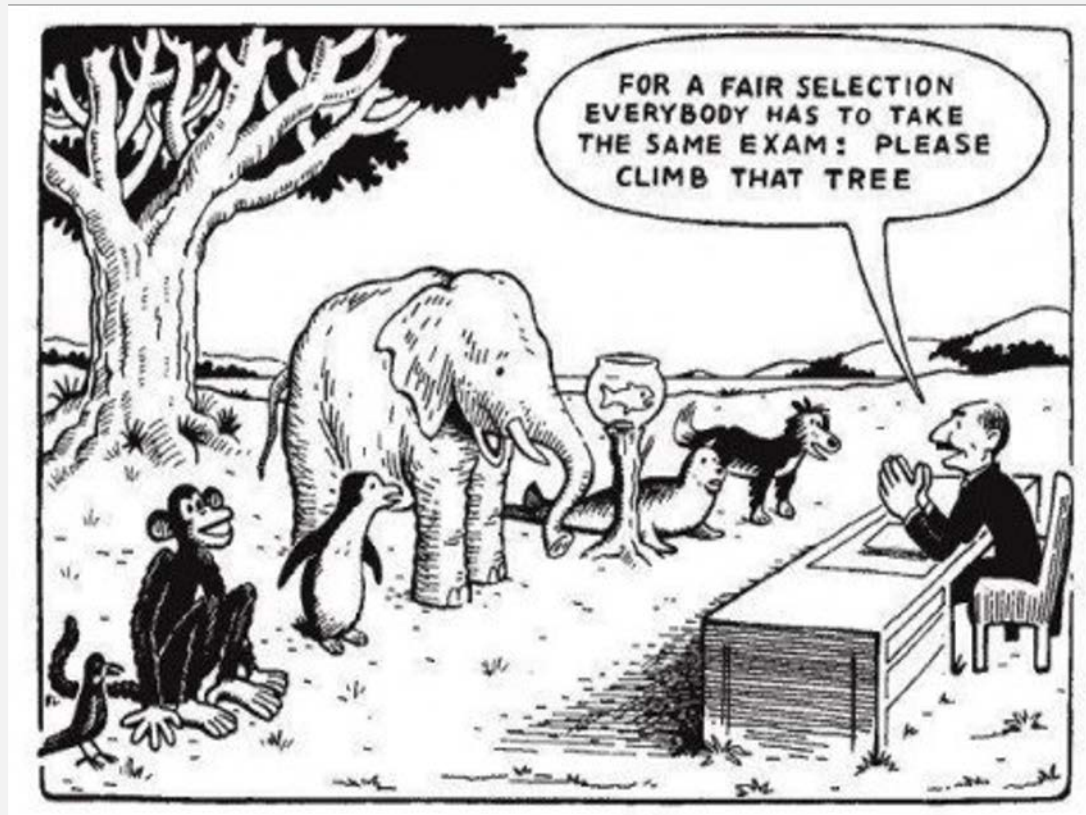
(ACTFL, 2015)

HL teaching

- Language maintenance (Valdés, 1995) **A & E**
- Acquisition or development of a prestige variety (Valdés, 1995) **A**
- Expansion of bilingual range (Valdés, 1995) **A**
- Transfer of literacy skills (Valdés, 1995) **C**
- Acquisition or development of academic skills (Valdés, 2005) **C & D**
- Developing positive attitudes towards the language, its dialects, and its cultures (Valdés, 2005) **B**
- Acquisition or development of cultural awareness (Aparicio, 1997) **E & D**

Pedagogical approaches

Differentiating Instruction



Top-down instruction

makes use of HL knowledge in order to analyze and process new information and carry out new tasks.

Top-down approaches to HL instruction are the **most effective** because they take into account the learner's global knowledge of the language, and grammar and vocabulary instruction is provided within the context of discourse-level activities

student-centered

Vocabulary

HL learner's weaknesses and strengths:

- Mostly familiar with home vocabulary and informal registers
- May know the word but not necessarily its orthography
- Overall, larger vocabulary than their L2 classmates

L2 learner's weaknesses and strengths:

- Mostly familiar with academic vocabulary and formal registers
- May know the word and its orthography, but not necessarily be able to use it in spontaneous communication

Other challenges:

- The vocabulary presented in the textbook often does not reflect the HL learner's home variety

Clothing

The activity in the textbook



10. Mira los siguientes fotogramas y relaciona cada uno con su descripción.



- Se prueba una blusa rosa y unos pantalones negros.
- Él lleva unos pantalones negros y una camisa de rayas y ella unos pantalones negros y una camiseta azul. Los dos llevan botas negras y una mochila.
- Se prueba un vestido negro con estrellas y unos zapatos amarillos.
- La camisa estampada y la pajarita le quedan muy bien.

11. Ve el video y marca si las siguientes afirmaciones son verdaderas o falsas.

	V	F
a. A la chica le gustan mucho los vestidos.	<input type="checkbox"/>	<input type="checkbox"/>
b. Los zapatos plateados no le gustan.	<input type="checkbox"/>	<input type="checkbox"/>
c. Al vendedor le gusta mucho el vestido con los zapatos.	<input type="checkbox"/>	<input type="checkbox"/>
d. Los zapatos son de una marca argentina.	<input type="checkbox"/>	<input type="checkbox"/>
e. La blusa es de algodón.	<input type="checkbox"/>	<input type="checkbox"/>
f. Prefieren la blusa al vestido.	<input type="checkbox"/>	<input type="checkbox"/>
g. Toda la moda de la tienda es de diseñadores mexicanos.	<input type="checkbox"/>	<input type="checkbox"/>

EN PAREJAS

- En parejas, comparen sus respuestas a las actividades 10 y 11.
- ¿Cuáles de las prendas de ropa te gustan? Habla con un(a) compañero/a.

EN GRUPO

- ¿Qué significan las palabras en negrita? Hablen entre todos.

HL learner:

1. Read the video script. Write down the names of all clothing items and accessories mentioned
2. Identify all the names of clothing items that are new for you. What words do you use at home to name these items?

e.g., chaqueta = chamarra

L2 learner:

1. Watch the video again. Write down the names of all clothing items and accessories mentioned
2. Identify all the names of clothing items that are new for you. Can you guess their meaning using the clues in the video?

e.g., chaqueta = *jacket*

HL-L2 learner pairs:

3. Compare your words from activity 2. Do you know the meaning of all the words in this list? If none of you knows the meaning, check a dictionary.
4. Share, with the rest of the class, those names of clothing items and accessories that you have in your list but do not appear in the video.
5. In pairs, write down a script for a situation similar to the one in the video. Imagine you are at a store and both of you need to get clothes for a special event. Make sure to include in your script **ALL** the words from activity 3.

Goals:

- Incorporate and validate the home vocabulary and varieties of the HL learners in the classroom
- Create opportunities for learners to work individually, on their own needs
- Offer different challenges for each group of learners, e.g., L2 learners watch the video (listening) but HL learners read the script (reading)
- Offer tasks that integrate speaking and writing, helping HL learners develop their writing skills and L2 learners their oral skills
- Use flexible grouping to “leverage the complementary skills of HLLs and L2Ls for reciprocal learning” (Carreira, 2016, p. 165)

16. Lee el texto y subraya las palabras “no transparentes”, es decir, aquellas palabras que no entiendes por el contexto o por su similitud con otras lenguas. Después, consúltalas en el diccionario.

TEXTO LOCUTADO +

TEXTO MAPEADO +

LA COCINA PERUANA



1. La gastronomía peruana, una de las más ricas y diversas del mundo, es el resultado de la fusión de las técnicas culinarias del antiguo Perú, de la gastronomía española y de las cocinas china, japonesa y subsahariana de sus inmigrantes.

El arroz chaufa es el plato nacional y el plato estrella de la cocina peruana es el ceviche (pescado o marisco crudo con jugo de limón, cebolla picada, cilantro, ají y sal).



2. Los ingredientes más usados en la cocina peruana son la papa, el camote (*sweet potato*), el ají, el tomate, las frutas (hay 650 especies de frutas en Perú, entre las que se encuentran la chirimoya y la lúcuma), el achiote, el pescado (2000 especies), el tarwi y el maíz (con más de 30 variedades).



3. El país es actualmente una referencia gastronómica en el mundo. Hay 80 escuelas o institutos y cinco universidades dedicadas a la gastronomía, donde cada año se gradúan 15 000 estudiantes. Según los datos del sector, la gastronomía beneficia directa o indirectamente a 5,5 millones de personas, desde la agricultura y la ganadería (*livestock farming*) hasta los restaurantes, pasando por el transporte. El gasto global en alimentación supone anualmente algo más del 9 % del PIB peruano.

17. Ahora busca un título para cada párrafo.

1.
2.
3.

Food

The activity in the textbook

18. En parejas, compartan sus títulos de la actividad 17.

19. En grupos, elaboren una infografía con texto e imágenes a partir de este título: “La restauración peruana y su impacto económico”.

20. Presenten su infografía al resto de la clase.

21. Comenten estas preguntas en grupo.

- ¿Conocen la **gastronomía** peruana u otra cocina del mundo hispano? ¿Les gusta?
- Si la respuesta es afirmativa, ¿cuándo la probaron?
- ¿Qué platos conocen?



ESTRATEGIAS

In general, Spanish speakers around the world use the same vocabulary, but in some areas there are more changes. Fruits, vegetables, and other foods, in particular, can have different names, as in the cases of **ají**, **papa**, **chile**, **camote**, **jugo**, and **pimiento**. Don't worry; you don't have to learn them all! The people you speak with will teach you the local names and will try to understand you if you use a different name.

HL learner:

1. Read the text again. Write down the names of all foods
2. These are the names commonly used in Peru. What words do you use at home to refer to these foods?
e.g., maíz = elote
3. The text cites the common ingredients of Peruvian gastronomy. What are the 10 most common ingredients of the gastronomy of your community?

L2 learner:

1. Read the text again. Write down the names of all foods
2. These are the names commonly used in Peru. Is there any name you do not know? Look it up in the dictionary.
e.g., camote = sweet potato
3. The text cites the common ingredients of Peruvian gastronomy. What are the 10 most common ingredients of the local gastronomy of your region?

HL-L2 learner pairs:

4. Compare the common ingredients in your lists. Which are common to the two types of cuisine? Which are different?
5. In the Internet, find a Latino grocery store located in your neighborhood. Does it specialize in products from a particular region or country? What are the open hours? Make a plan to visit the store together.
6. In pairs, write a short review about the store. What products do they offer that cannot be found in a chain store? Is Spanish used in the store? Are there signs in Spanish? Do the customers and/or the shop assistants speak Spanish? Would you recommend it to the rest of your classmates?

Goals:

- Incorporate and validate the language and the culture of the HL learners in the classroom
- Legitimize local communities and showcase the use of the HL in the US to “deforeignize” the language curriculum (Tecedor & Pascual y Cabo, 2020)
- Take the language out of and beyond the classroom. Open opportunities for learners to use and maintain their HL and L2 as part of their everyday lives
- Create opportunities for learners to work individually in activities that address each group’s needs, and in pairs in tasks designed to encourage collaboration and reciprocal learning

Writing

HL learner's weaknesses and strengths:

- Strong oral skills but more limited writing skills; difficulties with alphabet, orthography, and/or accentuation
- Implicit knowledge of grammar (knowing how)

L2 learner's weaknesses and strengths:

- Relatively strong reading and writing skills; knowledge of alphabet, orthography, and/or accentuation
- Explicit knowledge of grammar (knowing the rule) and metalinguistic terminology

Other challenges:

- The written academic language presented in the textbook does not reflect the HL learner's non-standard, sometimes stigmatized, variety

Collaborative writing tasks

Collaborative writing: “the joint production or the coauthoring of a text by two or more writers ... the defining trait of collaborative writing is the joint ownership of the document produced” (Storch, 2011, p. 275)

- Two or more learners work together to produce one joint text
- They collaborate throughout the entire writing process (planning, writing, and editing phases)
- They share ownership of the final product and responsibility for both its content and its linguistic accuracy
- In HL-L2 learner pairs, the HL learner writes down the text

Example 1

- 1 HL learner: okay, Panchito (.) **nomás**
(okay, Panchito, only)
- 2 L2 learner: no-**MÁS**, (.) **con acento en a**
(only, with an accent on a)
- 3 HL learner: **nomás**
(only)

Example 2

- 1 L2 learner: e:h *cómo se dice* (.) eh (.) **to discriminate?**
(how do you say to discriminate)
- 2 HL learner: **discriminar?**
(to discriminate?)
- 3 L2 learner: **discriminar?**
(to discriminate?)
- 4 HL learner: uh-huh

Collaborative writing tasks



5. In pairs, write down a script for a situation similar to the one in the video. Imagine you are at a store and both of you need to get clothes for a special event. Make sure to include in your script ALL the words from activity 3.

6. In pairs, write a short review about the store. What products do they offer that cannot be found in a chain store? Is Spanish used in the store? Are there signs in Spanish? Do the customers and/or the shop assistants speak Spanish? Would you recommend it to the rest of your classmates.



Reading

HL learner's weaknesses and strengths:

- Home literacy practices
- Motivation
- Sociocultural background
- Top-down processes: use their background knowledge and contextual cues to make sense of the text

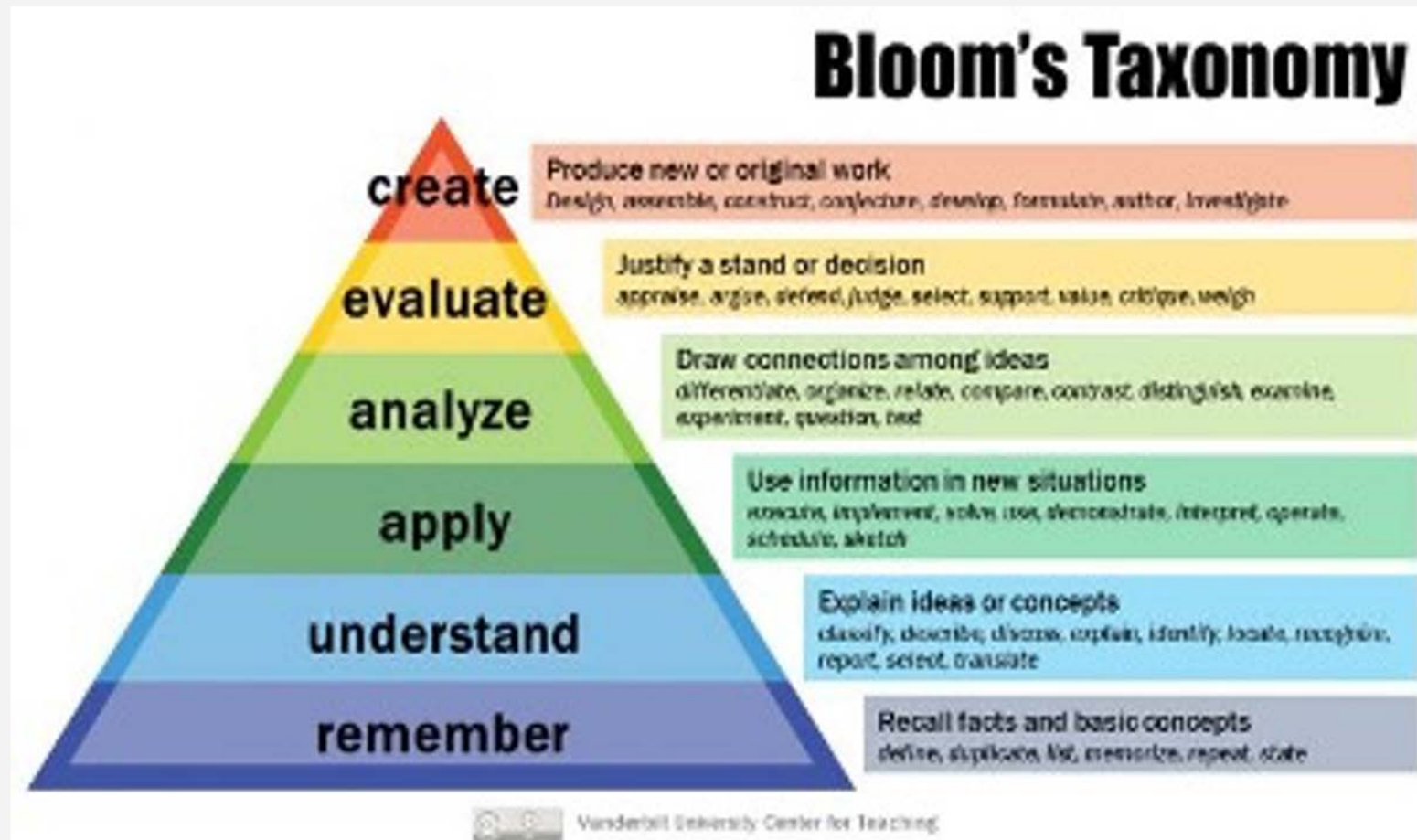
L2 learner's weaknesses and strengths:

- Exposed to diverse genres
- Struggle with longer texts
- Reading comprehension
- Vocabulary development

Other challenges:

- Reading strategies
- Having readings that highlight their linguistic and cultural backgrounds
- Diverse genres
- Encourage students to read beyond the classroom

Recommendation: Use authentic/relevant readings about bilingualism and diversity. **Scaffold activities to lead to higher level thinking**



LA TORRE DE BABEL¹

(Adaptado) de Belkis Cuza Malé

A principios de los años 80, durante la temporada de las Navidades, trabajé en una lujosa tienda de Nueva Jersey, envolviendo regalos, atando cintas y lazos. Era una labor que me hacía sentir satisfecha cuando veía en qué se convertía una simple cajita de cartón. Pero un día la jefa me pidió que no hablara en español con otra compañera y por primera vez sentí un extraño sabor a gente humillada.

Al año siguiente, en un viaje a Barcelona, la tierra de mis ancestros, mi hijo y yo entramos a una mercería en busca de sobre y papel, pero por mucho que le repetía al empleado lo que andaba buscando no se tomó la molestia de contestarme. Me miraba larga y sopesadamente y permanecía en silencio. Luego supe que mi delito había sido hablar español y no catalán.

Luchas en la familia

Esas luchas por acallar la lengua materna fueron más claras para mí cuando Teresa, mi tía abuela catalana, que nunca se había movido de su aldea, me recibió en su casa por esa misma época. La señora sólo hablaba catalán y toda su vida, cuentan sus hijos, había sido renuente a aprender castellano. Aunque yo le caía muy bien, sentía una extraña satisfacción en decir—en catalán—que yo tenía que entenderla.

La Torre de Babel no es una invención del profeta, sino una realidad más vieja que los tiempos, y eso nos ha llevado a la discriminación más feroz, a las guerras, al odio. Despreciamos al que no entendemos; nos repugna el eco de esos sonidos que no alcanzamos a descifrar. Nos dan miedo los que hablan otro idioma.

Una paradoja

Hace dos o tres décadas, aprender lenguas era la meta de mucha gente. Los traductores eran bien pagados, con una profesión privilegiada, pues se les tenía por muy inteligentes, con dones especiales. Había escuelas de idiomas y en las universidades las especialidades en lenguas eran respetadas. Hoy, todo eso es puro pasado. Nadie quiere oír hablar otro idioma. Resulta una paradoja que siendo los Estados Unidos el país con

Reading about
language
diversity and
bilingualism

The activity in our class

In pairs:

Both complete the following steps together and assigned a specific task to a student based on their abilities. **The L2 student will read out loud the readings**, both students will discuss their understanding of the reading, and **the SHL student will write down the answers to the comprehension questions.**

Reading strategies:

Pre-reading

During the reading

Post-reading

Reading continuation...

Pre-lectura (activar conocimientos)

- *Ver los títulos, sub-títulos y las ilustraciones para tener una idea de que se va tratar la lectura*

Durante la lectura

- *Hojea la lectura (skimming)*
- *Ojea (scanning) ideas y vocabulario nuevo*
- *Vocabulario nuevo: intenta interpretar las palabras por el contexto*
- *Interacciona con la lectura: escribe preguntas, recalca (highlight)*
- *lo más importante, escribe ideas importantes*

Post-lectura

- *Resumir lectura*
- *Contestar preguntas para comprensión y procesar lo que aprendieron*
- *Reflexionar sobre alguna conexión personal con la lectura*

Goals:

- Motivate HL students and L2 to read outside of the classroom (read for fun)
- Increase engagement with the reading
- Learn new vocabulary
- Expose students to diverse genres of literature
- Develop and strengthen students' reading literacy skills
- Real life content (bilingualism, language diversity) can increase students critical thinking

Speaking

HL learner's weaknesses and strengths:

- Although many SHL speakers grew up listening to Spanish, many SHL students don't feel very confident speaking in Spanish. Therefore, it is important to have students discuss topics they are familiar with and topics that they have already been mentioned in the course.
- Activities must be real life situations.

L2 learner's weaknesses and strengths:

- Depending on the course: L2 students have less practice speaking Spanish in and outside of the classroom
- Language diversity

Other challenges:

- Societal pressure and expectations to sound like...

Speaking activities to building confidence via scaffolding (Structured----open discussions)

Structured:

Role plays: topic about language diversity and/or bilingualism

In groups: HL and L2 students will write a **script** about a situation when they encountered a miscommunication situation about a word or they did not understand everything the other person was saying, they must include strategies of what they could do to understand each other.

Open discussions:

Continuing with the topic of the readings, in pairs...

HL students should mention if they can relate to any information mentioned in the reading La Torre de Babel

L2 students should discuss what they think about the paradox in the US regarding bilingualism.

Structured and formal:

A presentation about a specific topic

Goals:

- Build on/increase students' linguistic confidence
- Increase students functional proficiency
- Expose students to different contexts and language diversity
- Increase the use of Spanish in and outside the classroom >social networks> **language maintenance**

Conclusions

Linguistic benefits

HL learners' comments:

“I was better at the vocabulary, but needed some extra help on accents”

“my partner knew a lot about grammar, but was not as fluent”

“seemed to know some of the spelling and grammar rules much better than me which motivated me to sharpen my skills as well”

“most of the time they seemed to be extremely skilled in grammar”

L2 learners' comments:

“heritage language learners were always happy to answer my ‘how do you say...’ questions”

“it really helped my vocabulary ... they know a lot more words ... so I got some new content not from books ”

“most of the mistakes that I make with writing ... they always caught them which was great”

Confidence booster

HL learners' comments:

“the main benefit was how much I was able to teach them ... I was able to gain more of teaching experience”

“sometimes they did not know very much about the culture, but that gave me the opportunity to share some of my knowledge”

“I felt like expectations were higher, so I would put more effort in the assignment”

L2 learners' comments:

“benefited from hearing native speakers use their language ... from the exposure to how things are actually written or said in Spanish”

“made me feel more confident speaking to an actual Spanish speaker”

“I had to get over the feeling awkward about being inferior but once I got past that it became a lot more easy”

Thanks!

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