ENHANCING THE EXPERIENCE FOR HERITAGE AND NATIVE LEARNERS

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SANTA FE, NEW MEXICO
YOUR PRESENTERS

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OUTCOMES & GOALS OF TODAY'S SESSION

• I can identify specific needs of heritage and native speakers in both L2 combined classes, and in native/heritage specific classes

• I can utilize differentiated learning strategies to engage all students in my world language class

• I can help all students increase their language proficiency, regardless of their first language

• I can design a unit for a native/heritage specific class

• I can advocate for the addition of and/or maintaining heritage specific classes in my department
WHEN MY SPANISH TEACHER TALKS TO ME IN SPANISH AND I CAN'T UNDERSTAND

R U SPEAKING GERMAN? OR LATIN? CAUSE IT AIN'T SPANISH
PRE-ASSESSMENT

- KAHOOT!
- The winner receives a fabulous prize
THINK – INK – PAIR – SHARE
HOW DO THE NEEDS OF HERITAGE
AND L2 LEARNERS DIFFER?

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<th>HERITAGE SPEAKERS</th>
<th>L2 LEARNERS</th>
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| • Can function in the language in authentic situations  
  • Large vocabulary of TL  
| • Functioning in the language is more challenging  
  • Very limited vocabulary of TL at lower proficiency level  |
| • TL often spoken at home  
| • TL is not spoken at home as primary language  |
| • Often only know colloquial, informal registers  
| • Know and can differentiate between formal and informal registers ("academic" language)  |
| • Extra support of literacy skills is often needed (reading / writing)  
  • Listening comprehension and speaking  
| • Usually learn speaking & literacy skills simultaneously  
  • Listening comprehension and speaking  |
| • Often not challenged in L2 (in their heritage language)  
| • L2 class is very challenging  |
THE TEACHER'S APPROACH TO TEACHING HERITAGE LEARNERS

- Their language is not wrong, or any less valuable/useful than what we want to teach them
- Make sure they know that all language has its context and application
- Make sure they know that we are not claiming to be perfect and know all regionalisms, dialectical differences, lexical variations, etc.
- Show that we can relate to them in the language they speak and also that we learn from them
- We are not there to "fix them"
HOW DO WE ADDRESS THE NEEDS OF ALL STUDENTS?

- Engagement
- Rigor
- Differentiation
- Keeping it interesting and meaningful
- Focus less on traditional approaches
• “Attitudes and activities for the heritage speaker classroom”
  • Jeremy Aldrich and Phil Yutzy, Harrisonburg City, Virginia Public Schools
LITERACY STRATEGY: BEFORE AND AFTER REFLECTION

Use the first half of this template to guide a “before reading” reflection. Once you have completed the reading, use the second half to talk about how your beliefs or opinions have changed or stayed the same.

Before reading ____________________________, I should reflect on how I feel
 about _____________________________.

I believe that ___________________________.

I have come to believe this because ___________________________.

Although ___________________________, I feel that ___________________________.

After reading the text, my view of ____________________________ has (or has not) changed for the following reasons: first, _____________________________.

and second, _____________________________.

This affirms (challenges) my belief that _____________________________.

The most significant question this text raises for me is _____________________________. Overall, this text taught me _____________________________.

(title of text)
LITERACY STRATEGY: MARKING THE TEXT

- Step 1: Number the paragraphs
- Step 2: Read title and make predictions
- Step 3: Read article
  - Underline author's claims
  - Circle key terms
  - Write questions in the margins
- Step 4: When using the text for discussions, writing, etc., students MUST refer to the paragraph number for reference
LITERACY STRATEGY: 30 SECOND EXPERT

• Step 1: Stand and find a partner. Stay standing.

• Step 2: One person shares his/her thoughts while the other listens. You have 30 seconds to share. Begin by saying, in the TL, “I am an expert on this topic because I know…”
  • Speaker shares for 30 seconds. Listener may not interrupt.

• Step 3: Listener will summarize what he/she heard. Listener will begin a summary, in the TL, with “According to” (name) and summarize what he/she heard. After summary, listener will ask, “Did I get that correct?”

• Step 4: Reverse roles.

• Step 5: Partners thank each other and record information about the conversation in their information log.
LITERACY STRATEGY: ONE PAGER
USED TO EXPRESS COMPREHENSION OF, REACTIONS TO, AND CONNECTIONS WITH A PARTICULAR TEXT OR AREA OF STUDY

• Include concept, theme, topic AND title and author of text.
• Create a border that reflects the concept, theme, or message of the unit of study.
• Using the text, display reactions, interpretations, and connections to the unit of study.
• Include visual images that have strong relationships to the unit of study.
• Draw a word cluster around one of the visual images. The visual word cluster should symbolize the theme.
• Write a poem about an important figure, character, or topic.
• Support selections from the text, artwork, and opinions with a personal statement. Begin statement with “I believe…”.
• Create level one, two, and three questions and then answer them with solid support from the text and/or unit of study.
STRATEGY: \textbf{ORTOGRAFÍA DIARIA}
SPANISH IN THE COMMUNITY

- Service learning projects
  - Elementary school volunteers
  - Local businesses
  - Student union
  - Sociedad Honoraria Hispánica/ SOL
- Highlight volunteering at certain events in the Spanish speaking community
  - Independence Days
  - Holidays and festivals
PLANNING A UNIT IN A NATIVE/HERITAGE SPEAKER SPECIFIC CLASS

• Begin with a theme, and a minimum of two essential questions related to that theme that you want for your students to be able to answer by the end of the unit similarly to how we would begin with "I can..." statements when planning for an L2 class.

• Any language structure we choose to address in the unit will be because our learners need that structure in order to answer the essential questions and because it fits the theme.

• Examples of 2 Intermediate Heritage Spanish Units
PLANNING A UNIT IN A NATIVE/HERITAGE SPEAKER SPECIFIC CLASS

• Select your resources for the unit that fit the theme (articles, videos, infographics, music, etc.) These resources should be where your vocabulary comes from.

• **Examples of resources**

• Identify/create formative assessments and tasks that you will do with the resources you chose, always with your essential questions as a guide to you and the learners

• Identify/create summative performance assessments for all modes with a focus and emphasis on literacy skills

• **Example of summative assessment**
STUDENT-DRIVEN VOCABULARY

• Let our students drive the target vocabulary for the unit based on the essential questions and resources you choose. If it is unfamiliar to a majority of them, then it becomes target vocabulary that will be assessed.

• When interpreting a resource (reading or listening), have them identify unfamiliar vocabulary. Colored highlighters help with focused/ close reading. One color for unfamiliar vocabulary, another for main ideas of each paragraph, and another for evidence that can be used to answer essential questions.
BEGINNING AND SUSTAINING PROGRAMS

• Advertise! Recruit!
• Strategically place students correctly
• Examine L2 classes and enrollment, collect data, provide data to administration to justify the need for heritage classes
• Which students have participated in dual immersion programs?
• Share successes
• Additional high school credits for novice classes
• Offer opportunities for students who continue enrollment such as membership in a language honor society/Student Organization of Latinos or trips/activities specifically for upper level language students
• Seal of Biliteracy has been a phenomenal motivator for us in Nevada!
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"Enhancing the Experience for Heritage and Native Speakers"

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