

HL + L2 Spanish Clubs

Teaching Heritage Language Speakers with Second Language Learners

Understanding mixed classes

- Good fit for L2 but not for HL students
 - Instruction micro based (step by step – follow the teacher)
 - Socio-cultural topics and issues geared toward students with no family connection to the heritage language
 - Language topics are fine-tuned to needs of L2 learners
 - H2 students need to engage with authentic materials at the start of instruction – L2 students build toward use of authentic materials

Instructional Strategies that Work for HL & L2

- Engagement with an authentic task (built in that language)
- Classroom interaction
- Form-focused instruction
- Macro-based learning
 1. Break tasks into small steps
 2. Provide clear, detailed directions
 3. Provide opportunities for practice
 4. Model different components of the task
 5. Monitor student progress closely

“Form-focused Instruction”
...intended to induce language learners to pay attention to linguistic **form**, where “**form**” stands for grammatical structures, lexical items, phonological features and even sociolinguistic and pragmatic features of language.

What are Multiliteracies?

- Recognition of communication in global society
- Use of new technologies
- Use of multi-modal text – video/audio/written/photos/graphs etc.
- Shifting meanings among diverse groups
- Use of literacy principles
 - Collaboration
 - Use of conventions (grammar and spelling)
 - Cultural knowledge – multilevel HOLIDAYS, SOCIAL ISSUES, ACTIVISM
 - Problem solving
 - Reflection/Self-reflection
 - Interpretation

Valds, G., & Roca, A. (2016). *Innovative Strategies for Heritage Language Teaching: A Practical Guide for the Classroom*. M. Fairclough, & S. M. Beaudrie (Eds.). Georgetown University Press.

Based on what we have learned, it is clear that in teaching heritage languages we need to approach our classes with low-anxiety, interactional, content-based, and task-based approaches that are flexible and open to a variety of student-centered, creative projects; high-interest, theme-based readings and discussions; and learning activities in and outside of the classroom (such as the Abuelas Oral History Project, started in Spanish but effective for any other language; service-learning assignments; film viewing; discussion analysis; formal written reviews; lectures and panels in the heritage language; and Internet and other research). In the end, HL learners can become more comfortable in their heritage language, developing more advanced abilities in a wider range of discourses and registers appropriate to different environments and circumstances. To achieve this, HL learners first need to be “hooked” on the desire to monitor and direct their own HL learning as a lifelong endeavor, to seek opportunities beyond the classroom, to learn to love reading in the heritage language, and to seek cultural activities and experiences where they can hear and use the heritage language, in order to continue developing it in so many necessary aspects.



- Low anxiety
- Interactional
- Content-based
- Task-based
- Flexible
- Student-centered
- Creative projects
- High interest
- Theme-based readings & discussions
- Service learning
- Film viewing
- Discussion and analysis
- Formal written reviews
- Lectures & panels in HL
- Internet & other research in HL