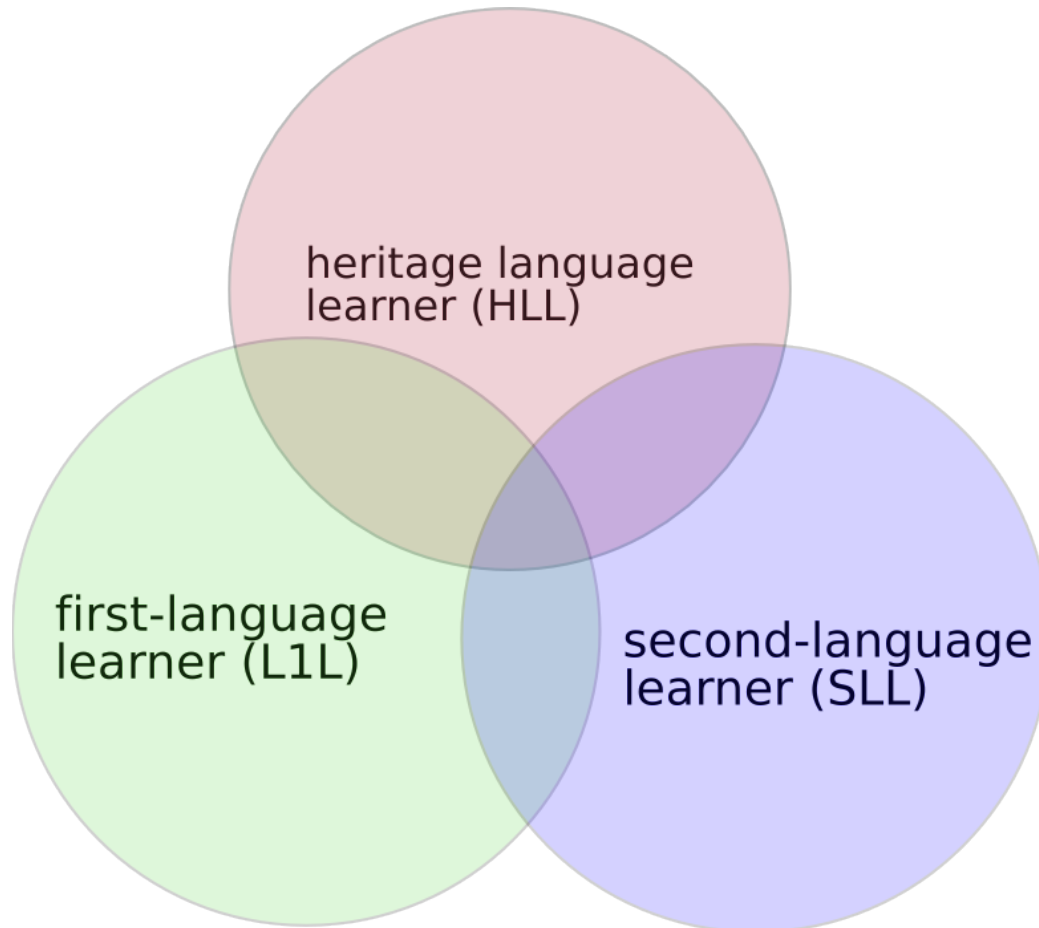


Heritage Language Learners

Are they receiving the best education possible?



Presented by : JoAnna Menzie

With a partner, answer the following questions:

- 1) Who are HLLs?
- 2) What are their needs in the classroom?
- 3) How do you accommodate for HLLs?



Who are HLLs?

- (1) acquired English in early childhood, after acquiring the HL
- (2) has limited exposure to the HL outside the home
- (3) has relatively strong aural and oral skills but limited literacy skills
- (4) has positive HL attitudes and experiences
- (5) studies the HL mainly to connect with the communities of speakers in the United States and to gain insights into his or her roots.

(Carreira & Kagan, 2011, p. 40)





What are their needs?

What do they experience in the classroom?

- Language acquisition – L1 vs. L2
- Language is not an ‘object’ to them, rather part of their identity
- Dialectal, linguistic, and literacy issues
- Academic vocabulary is usually very low
- Need to learn the transfer of literacy skills



- Creating a positive identity and acceptance of their language and culture is imperative!

A decorative border with black and white floral and scrollwork patterns surrounds the text. A small yellow square is located in the top-left corner.

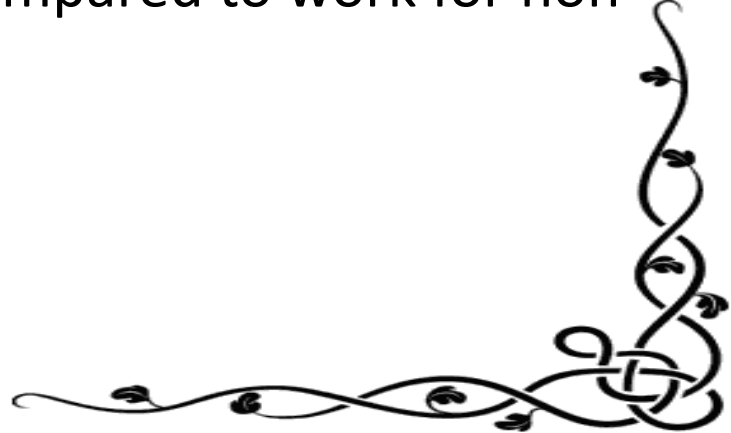
How can we accommodate HLLs?

- Focus on the following areas:
 - Set specific goals and objectives
 - Integrate other content areas into curriculum
 - Intertwine culture through literacy
 - Provide rich, authentic literature
 - Various teaching methods & activities
 - Community-based approaches
 - Learning through the visual arts
 - Active activities based on student interest
 - If there are a significant amount of HLLs, advocate for a separate class!



Work for L2 learners vs. HLLs

- **Looking at the work for Spanish as a FL:**
 - How could this activity be altered to benefit HLLs?

 - **List of activities for HLLs:**
 - How do the activities created for HLLs benefit them?
 - How do they go more in depth compared to work for non-HLLs?
- 

Take out your examples of work!!

Discussion

- Does this type of activity address the needs of HLLs? Could it? Why or why not?

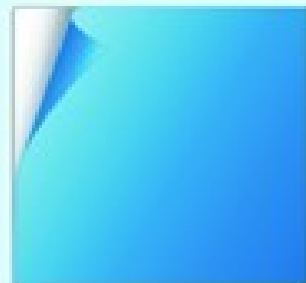
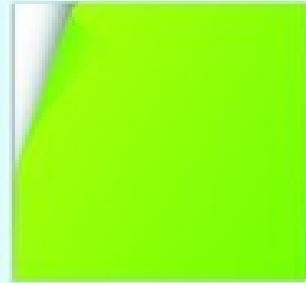


Work period

- In which ways could your activities be altered to reflect work for HLLs?
 - You will have 20-25 minutes to work either by yourself or with other educators that teach the same language to create one of the following:
 - Alter the materials you brought and re-create them for HLLs
 - Create an outline for a unit specifically for HLLs
- **When done:** Post your work on the board of the “before” (if available) and the “after”

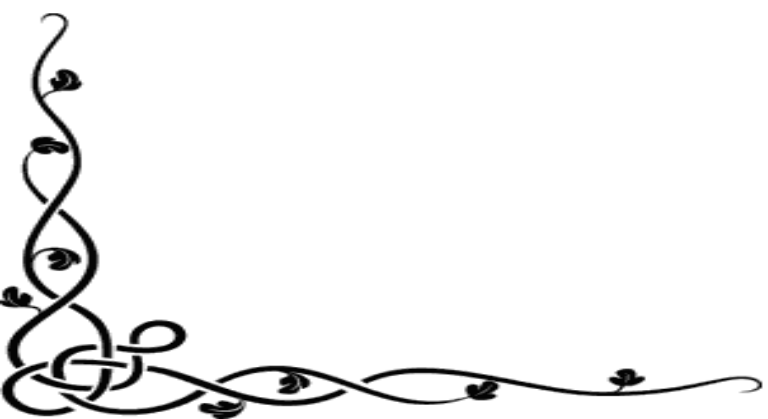
Carousel Activity

- Take a stack of sticky notes
- Walk around to the materials created
- Analyze the materials for HLLs and leave comments / suggestions on a sticky note & leave it on the wall next to the work





Reflection:

- On a sticky note write down one take away from today's experience.
 - Post it on the board labeled "reflection"
- 
- 