

Group 1

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#Remembering from Module 1: Three overarching ideas:

1. Macro/Micro: interesting know the grammar and they get interested in conversation but if you miss micro they don't get
Start w/ macro - start class w/ macro but first give a few tips re: micro; they understand
Giving tools to understand what's coming after so they engage more in conversation, they know the meaning and can speak up
2. Using real life experiences to restate information: Example: amazon fires - how to talk about - what would you do if you were pres of Brazil? Then ideas - explain to them the verb tense.
Read article read the opinions
Exciting class and were engaged
Movie talk - giving tools to be able to participate in speaking.
Principle 1 and Principle 2: From listening to reading, from speaking to writing.
3. Defining Heritage Learners: giving them credit for what they already know, and use that knowledge.

#Applying # Comparing: Using their heritage culture and experiences to guide the cultural topics in the classroom. Textbooks often do not reflect that, and therefore fail to engage students.

#Create a typical profile of an HL learner in your language, focusing on the various factors that bear on HL learning (e.g. type and amount of exposure, goals, proficiency, etc.)

- Young HLL adult on different language
- One native speaker parent and one bilingual parent
- Spoke HL from birth through age four
- Attended school from K - 12 in English only
- Attended after-school program in HL
- Attended church in HL
- Participated in social events in HL in the community
- Has a goal of learning HL to fulfill college credit in foreign language
- Personal connection to continue learning the HL due to family

#Evaluate: Explore more about biculturalism affective factors.

Group 2

#Create

“Typical” Characteristics

1. Either born in the U.S. or came as young children
2. Start formally learning the dominant language at school at age 3-5
 - a. At this point, HL input is reduced
 - b. Exposed more to informal register in their HL
 - c. Little academic exposure to HL
3. Proficiency in listening/speaking higher than writing/reading
4. Emotional connection to heritage culture, language, traditions, etc.

Variables

1. Parents’ attitudes toward HL
2. Community attitudes toward the HL
 - a. Stigma attached to speaking HL? (Discrimination?)
3. Existence of a widespread community that speaks the HL
4. Hobbies that require the use of the HL
5. Number of relatives who speak the language
6. Literacy (formal education in HL)
 - a. Are community-based classes available?
 - b. Religious motivations for reading/writing?

#Remember

1. Macro-based approach
 - a. Connect content to existing knowledge and motivation
 - b. From-to principles
2. The “typical” HLL does not exist
3. Broad and narrow definitions of HLLs both include connections to family and heritage culture
 - a. These connections help motivate students

Group 3

Victoria
Varvara
Raquel

3 points

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#

Create

: Create a typical profile of an HL learner in your language, focusing on the various factors that bear on HL learning (e.g. type and amount of exposure, goals, proficiency, etc.)

#

Create

: Build on to Module I. Describe in general terms, the content of a unit that you would add to Module I and explain why this matters.

Survey to identify HL learners in the classroom>

Connections to language in order to create materials that are relevant to their needs

Lesson that is content based, using authentic materials to promote literacy in the HL

Group 4

Group Members: Julianne Bryant, Jazmine Mier, Tonja Byrom, and Xiao Li

#1 Remembering:

3 overarching ideas in module 1:

1. The Five Principles for Heritage Learners
2. Heritage Learners - Who Are They - including Majority and Minority Languages and how this understanding impacts our programs
3. Macro and Micro Approach to Teaching Heritage Learners

#1 Understand:

Micro-based approach focuses on what they already know, whereas the macro-based approach focuses on filling in the gaps. Micro is bottom up and macro is top down.

#3 Create

The heritage learner may have stronger receptive skills than productive skills. They also sometimes have low self esteem related to their heritage language. Often classified within the Intermediate range of proficiency when assessed using the ACTFL OPI. However, they often need to develop literacy skills in the language and may be within the Novice range. Due to the need to develop literacy skills in the heritage language, they often have opposite linguistic needs of the traditional L2 students. The typical heritage learner in our class often fits into the narrow definition of heritage learner.

Group 5

Carolina, Christine Benson, Ching-Hsuan Wu, Tin-Yu Tseng

#Create

Typical (turned specific) Heritage Language Learner Profile:

- Born in the United States, 10 years old
- Self-identifies as more American than Taiwanese or Korean
- One parent speaks Chinese, other speaks Korean
- Mother is more dedicated than father in speaking native language
 - Chinese is fluent with American accent, can be understood if dropped off in Taiwan
 - Korean language is more limited to home language, couldn't survive if dropped off in Seoul
- Current schooling is in Virginia- all in English, community interactions are all in English
- Only reads and writes in English. Interpersonal (OPI listening/speaking) Intermediate-low in Chinese (strings of sentences but not connected)
- For two months lived in Taiwan (Program of Chinese for heritage speakers from overseas) and spoke Chinese in the community, but had a hard time understanding SpongeBob :)
- Has visited Korea once for 3 weeks. Everyone wanted to practice their English, so the opportunity to practice Korean language was minimal.
- At birth, mother's goal was to have her understand Chinese and maybe converse a little. Now, she would like her daughter to be able to read (maybe not write).
- She has gone through a stage of not wanting mom to speak in Chinese in front of them, but now she is willing and interested. Going to school in Taiwan may have helped. She has started to see value of being bilingual.
- The mother has started reading literature to her and her verbal skills were helpful in understanding poetic language use in Chinese children's literature.

#Evaluate

Critique of Module 1

- Only addressed bilingual, not multilingual learners such as our example above