

## A brief review of key ideas of Heritage Language instruction

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## Heritage <u>Speaker</u>

- Heritage language speakers are early bilinguals
- They grew up in families where a language other than English was spoken;
- Their heritage language is typically the weaker language of the two

Source: The NHLRC White Paper, 2010



## **HL learners' strengths**

- Functional skills (can do a lot with the language);
- "Everyday" language, including vocabulary;
- Near-native perception, if not, pronunciation;
- Faster progression to the advanced levels of proficiency;





- The formal/academic registers;
- Literacy;
- Vocabulary (academic, formal, abstract);
- Aspects of grammar learned by children later in life (e.g. structures associated with subordination, non-canonical gender, some aspectual features);



HL learners' linguistic needs and strengths are a function of

- The context of learning
- The timing of learning
- The amount linguistic input received
- The type of linguistic input received



# HL learner needs and strengths are a function of

• The context of learning: primarily, home

-> informal, home register, perhaps non-standard

• The timing of learning: early years, diminished or discontinued upon starting school

-> similar to the language of children

• The amount input: limited, relative to natives

-> incomplete knowledge of the HL (missing features acquired later in life)

• The type of input: oral, informal, spontaneous,

-> implicit knowledge of the HL



# As these factors vary from one HL learner to another, so does proficiency

- The context of learning
- The timing of learning
- The amount input
- The type of input

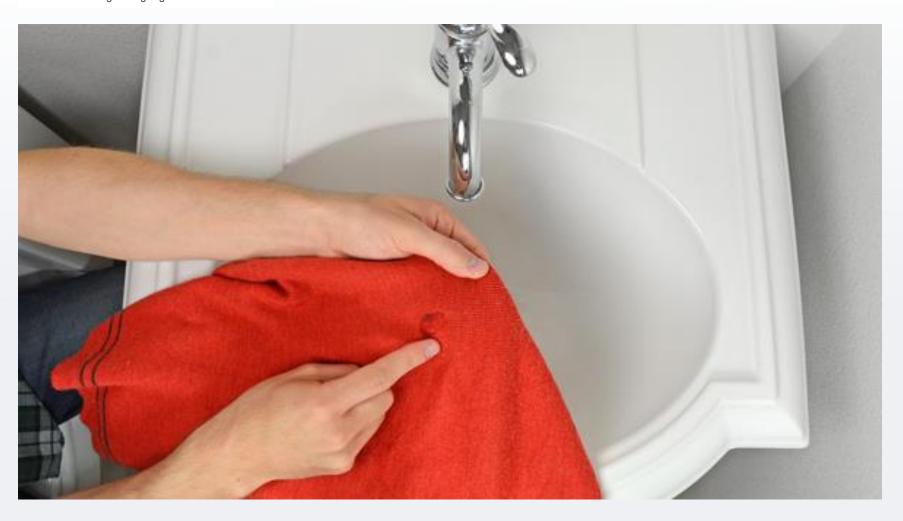


# Implications for teaching and learning

- Grammar instruction should be HL specific;
- Instruction should build on HL learners' skills;
- Instruction should be differentiated;



### **Spot-treat grammar**





# Curriculum and instruction

Home register



Facility with other registers

Grammatical and conversational features learned during early childhood Facility with grammatical and conversational features associated with schooling and higher levels of proficiency

Functional skills in the oral language



Literacy, formal registers



### The essence of the From-to Principles: Scaffolding to build

### Familiar → Unfamiliar



The From-To Principles: HL v. L2 learners L2 learners



- reading listening ➔ reading  $\rightarrow$ speaking writing → writing general/ general/ home-based academic academic register register register everyday classroom classroom "real-life"  $\rightarrow$ activities activities activities
- listening → re speaking → w home-based ge register → aca
  - everyday "real-life" activities
- motivations + identity

content

motivation?  $\rightarrow$