

Principles and Strategies for Teaching HL learners

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Adapting and Creating Activities**

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I. Start with the learner (not the curriculum)

HL learners are neither native speakers nor L2 learners of the target language, though they have commonalities with each of them.

Top reasons why HLLs study their HL:

- Professional reasons (Spanish, Chinese, Japanese);
 - Finding identity;
 - Communicating with family and friends in the U.S.;
 - Communicating with speakers of the HL outside the U.S.;
- (Carreira and Kagan, 2011)

2. When possible, use a macro-based approach

Macro-based approaches teach grammar and vocabulary as dictated by function or context. Accordingly, instruction proceeds from the general message or the big ideas in a text, to the analysis of its linguistic building blocks. The inverse is true of micro-based (bottom-up) approaches: instruction progresses from smaller, simpler units of knowledge to more complex ones – e.g. words -> sentences -> paragraphs -> discourse.

Teaching domains	Macro-based approaches	Micro-based approaches
Vocabulary and grammar	Age-appropriate and integrated. Dictated by function and context.	Carefully controlled and selected. Isolated practice of different aspects of linguistic knowledge.

Reading	Fairly large and complex texts from the beginning. Unaltered authentic texts.	Small texts gradually increasing in volume and complexity. Altered texts to facilitate readability.
Writing	Longer texts from the beginning. Initial emphasis on the content, gradually building toward improving stylistics, grammar, spelling.	Sentence level gradually increasing to paragraph and then longer.
Speaking and listening	Full range of native input (movies, documentaries, lectures, news stories, plays, etc.) and output (discussions, conversations, monologues)	Initially restricted, gradually increasing in length and complexity. Initially restricted to dialogue.
Culture	Full range of topics, integrated.	Initially isolated and decontextualized.

(Carreira, in press, 2016)

3. When possible use a Project-based approach

Best practices in project-based teaching:

- Break the task into small steps;
- When designing the steps and components of the projects, carefully scaffold and recycle material;
- Provide clear and detailed directions for each step, as well as for the task at large;
- Model the different steps and components of the task, including good and bad work;
- Use the "Gradual Release of Responsibility model" - I do, you watch; I do, you help; You do, I help; You do, I watch.
- Provide opportunities to practice the various components and build in opportunities for critique and revision;
- Co-construct grading rubrics;
- Provide multiple sources of feedback: instructor, classmates, community
- Monitor students' progress closely.

(Gura and Reissman, 2015).

Worth considering:

- Students present their work to an audience. The presentations are not just a final project, but they "color the nature of what they do at every phase" (Gura & Reissman 2016, p. 27)

- Student do real things" Projects "re-contextualize the learning of core literacy skills from exercises in which content is learned for the sake of learning to *Authentic Learning* in which students do real things for real purposes" (Gura & Reissman 2016, p. 9)
- Students work in teams and develop collaborative skills (this is a 21st Century Skill/competency)
- Technology is an essential component of the research phase and the creation and presentation of the final product

Strategies to increase access and engagement with HL learners:

- Choose topics and products with a view towards building on HL learners' bilingual and bi-cultural strengths and responding to their goals and motivations vis-a-vis their HL;
- Give learners some choice;
- To make authentic materials accessible and engaging to HL learners, consider Olga Kagan's From-to-Principles:
 1. Aural -> Reading
 2. Spoken -> Written
 3. Home-based register -> General and academic registers
 4. Everyday "real-life" activities -> Classroom activities
 5. HL learners' motivations surrounding identity and group membership -> content
 (Carreira, 2016)

4. Teach grammar in HL-specific ways

What:

Spot treat grammar items (don't start from zero or cover every aspect of a grammar point as you would with L2 learners);

Consider oral v. written language, explicit v. implicit knowledge of grammar, informal v. formal language, spontaneous v. rehearsed language, etc.

How:

- a. Use HL explanations (Beaudrie, Ducar, & Potowski, 2014);
- b. Help HLLs benefit from form-focus instruction (Torres, 2013);
- c. Teach disciplinary literacy (Moje, 2008): This includes knowledge of grammatical terminology and rules, as well as the ability to derive benefit from common pedagogical interventions such as task-based activities and grammar explanations and drills.

Why: Select grammar point with the “Big ideas” in mind.

Why exactly are we teaching this? What won't students be able to do if I don't teach them this? What do HL students want to and need to get out of instruction?

5. Differentiate instruction by varying:

- Pacing: The rate at which students progress through the material; Use agendas (a to do list) to vary pacing.
- Process: How students gain mastery of the material (e.g. read a textbook explanation, listen to a class, do practice exercises); Use learning centers (a resource center), exit cards, and Mini-lessons to vary process;
- Product: How students demonstrate mastery of the material (test, presentation, paper); Use anchoring activities, projects, portfolios to vary product.

(Tomlinson and McTighe, 2006).

6. Orient instruction around the “Big ideas”

(Tomlinson & McTighe 2006)

“Acquiring knowledge and skills and having them readily available from memory so you can make sense of future problems and opportunities” (Brown, Roediger and McDaniel, 2014, p. 2).

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