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Creating a Curriculum for Heritage Language Learners of Spanish

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Creating a Curriculum for Heritage Language Learners of Spanish

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by

JoAnna Menzie

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An assignment submitted to the
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Creating a Curriculum for Heritage Language Learners of Spanish

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Abstract

The number of Heritage Language Learners (HLLs), specifically those who speak Spanish, is more prominent in the researcher's school system. Language educators have wondered if the Foreign Language (FL) classroom is the correct placement for HLLs, or if there is a curriculum that could be put in place to better benefit the HLLs. Based on surveys completed by four second language teachers, there were many problems they faced when it came to how to teach HLLs and what they (both educators and HLLs) have been experiencing in the classroom. The specific needs of HLLs was not known by many educators nor how to properly educate the HLLs based on their needs.

The research shows that HLLs face many needs when they are learning their heritage language in a classroom that is not focused on their specific language needs. Along with researching the needs of HLLs, it was also imperative to focus on who HLLs are, how educators can develop the language skills of HLLs, what programs have shown to be effective and how to integrate culture and identity issues HLLs may experience. The researcher's investigation revealed that HLLs need to be in a separate language class, a Heritage Language Arts (HLA) class. Creating a curriculum for a HLA class would be the most beneficial for the HLLs at West Irondequoit Central School. Using the research as a guide for what to include in a HLA curriculum as well as focusing on the needs of HLLs, the researcher creating a HLA curriculum with the intended goal of utilizing it for Grade 7 and Grade 8 HLLs. As a result of the research and the creation of the curriculum, a professional development session was also developed to inform other educators of FL of the needs HLLs have as well as provide examples of how they can adjust their curriculum to incorporate different activities and methods to benefit HLLs.

Chapter One

Introduction

In the United States, the population of Spanish speakers continues to increase. Throughout this population, some are considered to be Heritage Language Learners (HLL) of Spanish. Lynch confirms this by stating, “Consequently, heritage language (HL) speakers of Spanish have also become a rapidly growing presence at all levels of education, from elementary school through college (as cited in Alarcón, 2010, p.269). The amount of students that speak Spanish or hear Spanish at home is becoming more pronounced in the classroom, especially in the Foreign Language (FL) classroom. With an increased number of HLLs, teachers are starting to identify more factors to take into consideration while planning in order to reach the needs of these learners. Not only are these students probably learners of English, they are being placed in a class that is focused on learning their language (Spanish) as a foreign language rather than a heritage language. Teachers have a plethora of possibilities that they can incorporate in order to help the HLLs. However, teachers need to understand the needs of the HLLs, who they are (their identity), methods of instruction, and how to properly implement a more supportive environment and curriculum for the HLLs we have if they were placed in a class more appropriate for them.

Problem Statement

The quantity of Heritage Language Learners (HLL), specifically those who speak Spanish, has been more noticeable in many area schools. The class in which HLLs seem to be misplaced is the foreign language (FL) class. According to Valdés, “most of these bilingual speakers have been enrolled either in traditional foreign language classrooms or in remedial courses intended to re-teach the basics of the [HL]” (as cited in Alarcón, 2010, p. 469). In most schools, the Spanish class is for students who are taking it as a second language (L2). However,

HLLs need the class from the viewpoint of Spanish as a native language because many HLLs already have a base knowledge of the language.

In many public schools a Heritage Language Arts (HLA) class is rarely taught. Instead, the HLLs are mixed in with students who have never had experience with learning Spanish before. Heritage Language Learners are not receiving the type of instruction in a FL class from which they would benefit by being enrolled in a separate HLA class. Placing HLLs in a Spanish as a FL class will not allow them to grow and develop at the correct pace or rigor that a HLA class could provide because they are already farther along with their language skills. Right now, there is not a class for the HLLs at many schools nor do many teachers know how to provide the correct type of instruction for a HLL in the classroom. Additionally, there is not a curriculum for a class of HLA made specifically for the HLLs. Teachers are struggling to find ways to teach the HLLs, which is hindering the development of their heritage language. Without the HLA class, the knowledge of HLLs needs, and no curriculum for how to teach them, the schools are not meeting the needs of the HLLs nor providing them with the quality of instruction they deserve.

Significance of the Problem

The researcher currently teaches Spanish as a Foreign Language at Dake Junior High School, a public suburban school in Irondequoit, New York. The researcher taught 110 students in Grade 7 and 43 students in grade 8 during the 2014-2015 school year. During the 2013-2014 school year, the researcher taught 109 students in grade 7 and 14 students in grade 8. Based on this population of students, the researcher had noticed a significant amount of her students were Hispanic. To find out how many of the students were of Hispanic background, the researcher looked on the New York State Education Department site. Based on the information found, the Grade 8 class for the 2014-2015 year had 33 (11%) out of 302 students who were Hispanic.

Meanwhile, the Grade 7 class had 29 (11%) out of 265 students who were Hispanic. In the whole high school, there were 135 (11%) out of 1,236 students who were Hispanic (NYSED). It is consistent year after year that about 11% of each grade level is Hispanic, which is a good indicator of the amount of Hispanic students who may be enrolled in the years to come also.

Even though the numbers provided above are the students of Hispanic heritage, this does not mean that all are necessarily Heritage Language Learners. However, out of the researcher's classes alone, she has counted a total of 13 (11%) of her 110 students in Grade 7 and 5 (12%) of her 43 students in Grade 8 who hear and/or speak Spanish at home, which is one of the factors that identifies them as a HLL. Of the other Hispanic students who are in Grade 8, there are some who are not taking Spanish because they chose a different language to study. Based on the number of students per grade who are Hispanic and those who are considered HLLs, that number could equal one whole class period per grade level that could be made specifically to reach their needs and challenge them as a HLL.

To see how significant the problem is throughout all Spanish classes, the researcher surveyed four Spanish teachers. One of the teachers works in Dake Junior High School with Grade 8 and Irondequoit High School with Grade 9. The other two teachers work in the high school with Grades 10, 11 and 12. To see if other schools have similar problems, the researcher also reached out to a Spanish teacher at a more rural school, Holley Central School. The teacher at Holley teaches Spanish Grades 9-12 where there are 38 (7 %) out of 550 students in the 7-12 building who are of Hispanic heritage (NYSED).

Based on the survey data found, it became evident that the needs of the Heritage Language Learners are not being met in the foreign language classroom. Each teacher mentioned that they currently have HLLs and they have also had some each year. One teacher who teaches

the upper levels of Spanish said that she has about 10 HLLs, which shows that these students continue on with the language through high school. When asked what they have experienced with the HLLs in the classroom there were some answers that were checked by all. All teachers said the HLLs have difficulty with grammar while 3 of the 4 included difficulty with reading and writing. These three areas of a language should be presented to the HLLs differently than they are taught to students in a FL classroom.

Another commonality upon which 3 of the 4 teachers agreed is that the proficiency level of the HLL is above other grade level students. The HLLs who have a higher proficiency level may be bored, unmotivated or act out, as 3 of the 4 teachers also concluded. When the material and instruction provided is not hitting the areas of difficulty the students have, there can be behavior issues and underachievement by the HLLs. The researcher saw underachievement and minor behavior issues in the HLL students she has had as well and she has found that challenging them holds their attention and motivates them. However, in a FL classroom there is only so much challenging you can provide without skipping into other units and grade levels with them when they are in a Grade 7 FL class and learning basic concepts and vocabulary of which they already have a base knowledge.

The teachers responded to two questions that showed the researcher how they differentiate instruction, materials or methods for HLLs along with what they consider to be the needs of the HLLs. Three of the 4 teachers said they differentiate their lessons for the HLLs by allowing them to read and write more extensively, providing more in-depth activities, and providing literacy based work. Two of the 4 mentioned they pull in other content areas for the HLLs so they have a more integrated approach. While these are great things they do, it would be even better if this was something that was happening regularly as part of the curriculum, not just

an extra part of a worksheet testing the same grammar and vocabulary. From observations, sometimes providing extra worksheets that are more challenging can make the students just think they have more work to do than the others. Even though it is more rigorous work, they see that their peers who are not HLLs have different “easier” work and they in turn will not challenge themselves.

In order to differentiate properly or know what to include into a curriculum that would be specifically designed for a HLL, you have to understand the needs of these students. Having an identity with the home culture and language is one area where many students can struggle. Three of the 4 teachers said this is a need they commonly see also. Most times the HLLs are proud of their culture and they need the chance to bring their cultural experiences into the classroom. They need to feel connected to the community and know that the school also accepts their identity and culture, which 3 of the 4 surveyors also agreed upon.

All teachers said that the HLLs need motivation, which can be improved by the type of instruction that is given. All teachers agreed that the HLLs need a variety of approaches to learning such as integrated learning, projects based, socio-cultural and literacy based so that the needs of their language development can be met. Having a variety of in-depth approaches such as those that were just mentioned can be hard when you have a class full of students beginning to learn Spanish intermixed with HLLs. HLLs can take on the challenge of those methods of teaching in their heritage language because it integrates many areas of the language that the HLLs can use at a much higher level than the student who is just starting Spanish as a FL.

In the end, all teachers agreed that they would like to learn more about how to help the HLLs. One area that 3 of the 4 agreed on was to know how a FL class would be different than a HLA class along with how a HLL would benefit from such a class. All four mentioned they

would like to know the needs of the HLLs. Once they know the needs, they also all agreed that they need to know how to create different materials and incorporate different methods of teaching for the HLLs in their classroom. They want to pique the interest and create culturally relevant experiences in the classroom. Incorporating the ideas mentioned above can be done much easier if everyone in the classroom has similar backgrounds (being a HLL) because they can share ideas and help each other grow with the language. If teachers would be putting in all the extra work for the HLLs mixed into the FL classroom, why not take the extra step and try to get them all into the same class period so you can focus your attention more on their specific needs as a HLL?

In the researcher's own classroom, not only from this school, but also in others at which she has taught in the past, she has seen how the FL classroom is not enough for the HLL. They are bored and unmotivated. The boredom and lack of motivation affects their behavior and achievement in class. They underachieve in Spanish as a FL class because the work is not challenging enough for their skill level which makes them unmotivated. Although their reading may be at a level higher than other students, they are not pushed enough in the FL classroom to perform more literacy based work and comprehension of reading in Spanish. Additionally, many HLLs struggle with grammar and writing which should be taught differently to HLLs compared to students taking Spanish as a FL. Simply differentiating the activities when possible is not enough, they still get through the work fairly simply and effortlessly, especially in the beginning levels of Spanish. They need to be pushed even harder with the language. If they were surrounded by other students in the same situation as they are, by being in a class made for the HLLs, they would be developing their language in a more formal educational manner while being immersed in the language and developing their literacy in all activities at a more

appropriate level for them. All of the results of the surveys made the researcher believe even more in providing the HLLs with a separate class made specifically for the needs of a HLL rather than learning the language as a foreign language in school.

Rationale

Throughout her various levels and places of teaching, the researcher has noticed that there is a certain population of students where the instruction of Spanish as a FL provided to them simply is not enough. The instruction of Spanish using a FL curriculum does not provide the students who are HLLs the rigor nor the proper language development they need. “There is something misaligned between students’ linguistic heritage and curriculum expectation... language educators are still debating how to best address the attributes and needs of students with linguistic and cultural heritage in Spanish” (DeFeo, 2015, p.2). The placement of HLLs has not only been going on for a few years now, it has been decades of HLLs being put into the FL class when it is clearly too easy for them. If HLLs can pass the final exam in the beginning of the year, why make them sit through the whole year of Spanish when they have already shown proficiency at that level. Sometimes, it is evident that HLLs should jump forward two levels in the FL classroom; however, for maturity and scheduling reasons advanced placement is usually not sought out. It is really not fair to even just put them in the next level of Spanish either. Even though it is a better fit for them, they still need to be learning the language in a manner suited specifically for the needs as a HLL, because they can be placed in a classroom that uses the language to learn the language.

From teaching in rural schools to more suburban schools, and from speaking with fellow Spanish teachers at different schools, the researcher has come to believe that the FL classroom setting has not been the best option for HLLs for awhile. Is this because FL teachers do not know

how to address the needs of the HLLs in the classroom? Do they know the needs of the HLLs? Do they know how to differentiate for the HLLs? All of these are questions that each language teacher should know how to answer. If there are only a few HLLs throughout your entire enrollment in Spanish, then the least you can do is provide them with the best Spanish instruction geared for them you can provide. However, knowing the needs of HLLs and knowing how to best instruct them should give you the motivation as a teacher to advocate for all the HLLs to be in the same class so you can teach with a curriculum made for this type of student.

Purpose

The purpose of this research is to provide enough evidence that shows that HLLs need to have a separate curriculum made for a class specifically designed for them because their needs are not being met in a Spanish as a FL class. By researching the needs of the HLLs, how they would benefit from a Heritage Language Arts (HLA) class over a FL class along with ideas and research about different methods of teaching, the researcher had enough information to create this curriculum for a HLA class. By having a scope and sequence as a framework for a curriculum that is specifically designed for a Grade 7 and a Grade 8 class of HLLs combined will provide a rich document that the researcher hopes to use and share in the future with other educators who teach HLLs in order to provide the best education possible for this population of students.

Definition of Terms

Attrition- the loss of a first or second language (or a portion of that language)

Differentiation: “a wide variety of teaching techniques and lesson adaptations that educators use to instruct a diverse group of students, with diverse learning needs, in the same learning environment” (Great Schools Partnership)

Foreign Language (FL): A language other than a student’s first language

Heritage Language Arts (HLA): A class to teach the home language (Spanish) to students

Heritage Language Learner (HLL): “a student of language who is raised in a home where a non-English language is spoken” (Valdés, 2005, p. 412)

L1: A student’s first language

L2: A student’s second language

Second Language Acquisition (SLA) – any language other than the first language

Summary

If language educators want what is best for their students, then providing the correct type of instruction at an appropriate level is what should be fought for. The quantity of HLLs at the school at which the researcher teaches has been a consistent 11% of the population. This percentage of HLLs is more than enough to create one or two whole class periods of HLLs where the instruction is geared specifically for their language development. However, educators must understand the needs of the HLLs first in order to provide the best instruction for them. Through the research, the researcher found all possible needs of the HLLs that should be focused on along with the best teaching methods and approaches on which to focus and incorporate while creating a HLA curriculum.

Chapter 2

In order to create a curriculum for a HLA class, there are various parts to understand and research. An educator must know exactly who the population of HLLs are, their needs in the classroom along with the skills they will bring, and an understanding of why they should be in a HLA class instead of Spanish as a FL class. Once the background of the HLLs is known, there are various steps to take to provide the best type of instruction for the HLLs. The educator must understand the most recent pedagogy including methods of teaching and materials to use, how to develop the reading, writing, listening and speaking skills of the HLLs along with how to promote literacy in a classroom so that the HLLs continue to develop their native language through the heritage language instruction.

Definition of HLLs

The first step in the right direction for educators who teach Spanish is to know who the HLLs are in the classroom. What specifically makes them HLLs? Which qualities and/or skills can we expect them to have as HLLs? There are various definitions of who HLLs are. However, in the end, most of the definitions have the same general guidelines. HLLs are students who

(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; and (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).

Even with these five guidelines of who HLLs are, there will be much variation within those steps to identify who the HLLs are. Many times, teachers think that just because the grandparents of a student are Hispanic, then they are considered a HLL. However, if that student does not identify with the language or culture, nor can understand a bit of Spanish because Spanish is not spoken

at home then that student is not a HLL and would be placed in Spanish as a FL class. There are many factors that educators have to look at while figuring out the potential HLLs and those five guidelines mentioned above give a concise outline.

Throughout many other articles, the researcher encountered many other definitions of HLLs that are along the lines of those same guidelines that seem very useful as an extra indicator of students who are HLLs. While the previously mentioned guidelines are probably the first factor to look at, the second most important factor that is imperative to HLLs is the generational differences. HLLs are split into three generations based on when they were first exposed to Spanish. Group 1 are the “third – or fourth-generation US-born Hispanics” who have more receptive skills in Spanish because they are English-dominant, can understand most spoken Spanish but their speaking, reading and writing skills are limited. Group 2 are the “first- or second-generation bilinguals...who possess varying degrees of proficiency in both English and Spanish.” They have received formal education in English, however, very few literacy skills in Spanish. Group 3 consists of “recent immigrants to the U.S. who are Spanish-dominant” who vary greatly with their English proficiency and literacy skills in Spanish (Schreffler, 2007, p. 27). Potentially, an educator could have a wide variety of HLLs in the classroom who can be from any of the generations mentioned. However, Correa (2011) agrees that what they do hold in common is that they are HLLs who need to be placed in a class separately from the students who do not fit any of the guidelines above.

The previous definitions have been more broad and wide but there are a few authors that give narrow definitions to have a quick idea of who the HLLs are. From the definitions above, in general, the HLLs are students who grew up in a house where Spanish is spoken and who “speak or at least understand the language” which gives them some degree of being bilingual in Spanish

and English (Kondo-Brown, 2005, p. 564). In all, HLLs are aware of the Spanish language and have some form of development in any of the skill areas. The way in which HLLs are limited compared to native speakers of Spanish is that they have not achieved a degree of bilingual proficiency. HLLs suffered in their acquisition of language because their first language of acquisition was not completely acquired, somewhere along their development they switched to another dominant language, English (Carreira & Kagan, 2011). Since their acquisition and proficiency of Spanish are not developed, but they identify with the culture and have aural skills, oral skills and Spanish is spoken at home, then the students classify as HLLs and need to learn Spanish as a heritage language instead of as a foreign language in school.

Language Acquisition of HLLs

Are HLLs acquiring and developing their first language (L1) or their second language (L2)? This is a question that arises when looking at acquisition and HLLs. Many times teachers do not understand from which point of view to view their HLLs. For some HLLs they may have started to acquire Spanish as an infant before English but it was interrupted by schooling in English, so neither their Spanish nor their English are fully developed. Other HLLs may have experienced various amounts of Spanish and they can speak English fluently so many teachers assume English is their L1 and consider them as L2 learners of Spanish.

In order to help the HLLs the best way possible, the research about L1/L2 acquisition is needed to serve as a background for why HLLs need to be viewed differently in comparison to the native English speakers. However, “little is known about the linguistic skills of heritage language speakers, and about how these resemble or do not resemble those of L2 learners” (Montrul, 2008, p. 500). Since not much has been developed about HLLs acquisition, many researchers have not been able to pinpoint if HLLs are L1 or L2 learners, which makes it difficult

to know which research to rely upon. The term L1/L2 users was coined when many researchers started to recognize HLLs. This term was suggested because “it foregrounds the importance of conceptualizing such learners as bilinguals, whose diverse linguistic competencies interact and inform one another (Clark, Coryell & Pomerantz, 2010, p. 454). Using the term L1/L2 users informs researchers that HLLs are complex individuals who are going through many linguistic processes at the same time. They are considered bilinguals (L1/L2 users) because they are using many linguistic skills that they have acquired and learned in both English and Spanish. Their linguistic system is very complex and there is still much more research to be done on HLLs to further explain the acquisition processes they are going through.

Since theories already exist about L1 and L2 acquisition, researchers can use L1/L2 theories to predict what type of linguistic knowledge HLLs have throughout their various levels of development (Montrul, 2008). However, there is research that most relates to second language acquisition (SLA) to start to generalize the linguistic processes of HLLs. In general, HLLs are characterized by their social factors and their linguistic processes that attribute to SLA. Ellis (2008) makes one clear distinction that can help clarify a confusing process HLLs are going through; acquisition versus learning Spanish. Acquisition is more the subconscious process where the HLLs have picked up the language through exposure. HLLs have acquired Spanish since infancy and they will continue to acquire the language at home as they are also learning Spanish in school. Learning is distinct from acquisition because learning is where HLLs are studying Spanish, which is what they will do in school. Both processes can be done at the same time, which HLLs are experiencing with Spanish (Ellis, 2008).

Knowing that HLLs are going through both the acquisition of Spanish along with continuing to learn Spanish can give insight into how they are going through both the L1/L2

process. Because of this, there is a need for another facet of SLA; heritage language acquisition (HLA). HLA would use basic theories along with the methodologies of SLA to build upon pedagogical practices. Without a better understanding of the acquisition HLLs possess, it will be harder to convince school administration about why these students need the HLA course. “In the future, heritage language programs must become an integral dimension of SLA theory and research if they are to succeed on academic, ideological, and political grounds” (Lynch, 2008, p. 253).

Heritage Language Arts versus Foreign Language

Now that HLLs are also known as L1/L2 users according to their acquisition of both languages, how would a HLA course be different than Spanish as a FL course? Understanding the acquisition process of HLLs gives educators more insight into who HLLs are and how they are different than students learning Spanish as a FL. However, there are many other important reasons to understand and make clear about why HLLs specifically need a HLA course instead of Spanish as a FL course. Ellis (2008) makes an important point when he generalizes what a language classroom is defined as. In a language classroom, the target language (Spanish) is “taught as a subject only and is not commonly used as a medium of communication outside the classroom” (p. 302). This would be an appropriate description of a class for students who do not have background experience or an identity with the language being taught. Ellis (2008) goes on to mention that in language classrooms, the language taught is seen as an “object to be mastered” and how the teacher is the “knower/informer and the learner as an information seeker” (p. 303). In Spanish as a FL, the HLLs would already be ‘knowers’ of the language and their language skills would not be known as an ‘object’ but rather a part of their identity. One other main difference Ellis (2008) makes is that the FL classroom is different than a second language

classroom (HLA) because in the former ‘native-like cultural and pragmatic competence is not a high priority’ (p. 302). In a HLA class, the goals would be to develop HLLs skills to be native-like, which is what they will not receive if they stay in the Spanish as a FL class.

There are specifics about how Spanish as a FL and HLA classes are different. While looking at how these two types of classes differ, there will be evidence to support why a HLA class suits HLLs more effectively. In order to really understand why HLLs need a HLA class, there will be skills HLLs already possess along with needs they tend to have that stand out compared to students learning Spanish as a FL.

“HL learners’ misplacement into FL courses is detrimental not only to HL learners, but also to instructors and FL learners alike” (as cited by Valdés, et.al, in Correa, 2011, p. 310). For students taking Spanish as a FL, they feel the communicative level of the class is higher than they are capable of while the HLLs feel as if they are in a class that is not at the appropriate pace or addressing their linguistic and cultural needs. When HLLs are placed together, they will not feel threatened and they will be more comfortable attending a class of students with similar experiences and backgrounds. Correa (2011) mentions that HLLs are in a “no-win situation” in FL classes because if they perform well then it is expected but if they do not do well, they it can be a painful experience (p. 310). HLLs being placed in a FL class can put a lot of pressure on the HLLs and can make them uncomfortable in situations where the class expects that the HLLs will automatically receive the grade of an ‘A’. The information mentioned above is just the start to seeing how placing HLLs in Spanish as a FL class is pedagogically inappropriate and schools need to get away from having mixed classes of HLLs and students learning Spanish as a FL (Correa, 2011).

A common phenomenon HLLs will experience if they stay in Spanish as a FL class is the attrition of their heritage language. Montrul (2012) has a great visual, included in Figure 1, that shows what will happen to HLLs' L1 (Spanish) in comparison to their L2 (English) as they go from early childhood to late adulthood.

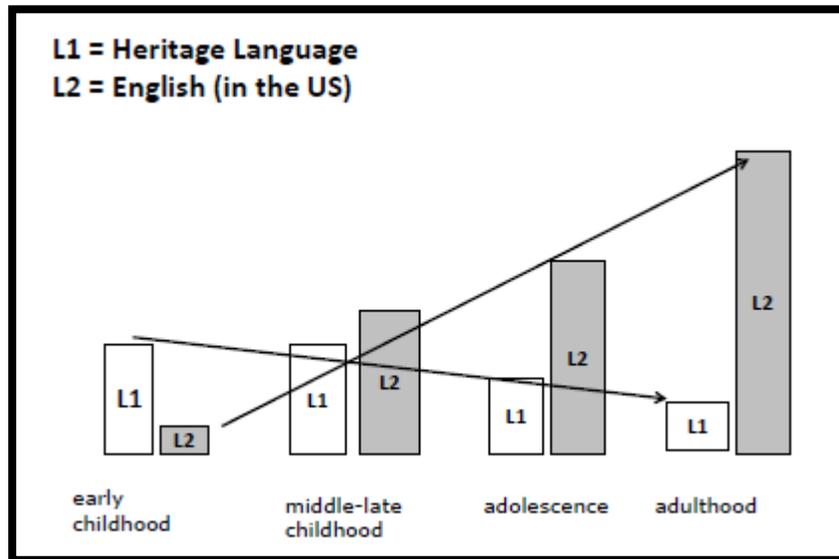


Figure 1. Typical development of a heritage language (L1) in a majority language context.

As the child grows up, there is a shift in the importance of the language in society. Since the HLLs live in the United States, English is going to dominate their language system. If they do not keep up with their heritage language, their L1 will start to become their secondary language to use. Not only will it be their second option of use, but the HLLs will not be as linguistically competent and their fluency in the HL will resemble an L2 rather than an L1 (Montrul, 2012). If schools continue to place HLLs in Spanish as a FL class, Figure 1 will not change nor grow to be more equal. Once HLLs are placed in a HLA class, the graph will change to equal and balance out the two languages. Instead of having the heritage language perceived as the lesser of the two languages in relation to importance, they should be seen as equally important to develop.

Since HLLs are generally put in Spanish as a FL, many educators do not know how to go about teaching them. In many Spanish as FL classes, some educators assign HLLs unique roles such as tutoring others, using them as a teacher's aide, having them help correct other students' work; meanwhile other teachers provide no special roles for their HLLs. However, almost fifty percent of educators rarely ever make accommodations to their instruction for the HLLs.

Although many FL educators use textbooks that have suggestions for how to accommodate HLLs, most educators do not take advantage of them. What a majority of Spanish as a FL educators experience with HLLs in class is that the HLLs are either bored or they dominate the class. If HLLs are given separate work, they notice it is different than their other peers' work and they complain (Bateman and Wilkinson, 2010). Because there are a variety of observations about how HLLs act in the FL class, educators find it hard to make accommodations. Just by seeing how HLLs respond to work in the FL classroom, should give teachers reason enough to start to search for other options in order to help the HLLs find the correct type of environment for their learning and language needs.

The needs of HLLs

When HLLs are placed in FL classes, they also find themselves experiencing other difficulties that deal with identity, linguistic differences, literacy issues, language development and dialectal differences. Researchers such as Lynch (2008), Valdés (2005), Carreira and Kagan (2011), and Geisharik (2004) mention the grammar needs of HLLs along with explanations of how and why HLLs are experiencing the differences mentioned above. Most often when there is a HLL course offered, many HLLs are turned away because they are "not native enough" and are placed into the FL class. However, their social and cultural factors that deal with their identity along with the knowledge of Spanish that HLLs already possess "often goes untapped for further

development” (Lynch, 2008, p. 258). After understanding the needs HLLs typically have in a language classroom, there will be more reason to see how a HLA curriculum can be created in order to address as many of the learning needs and skills that HLLs possess as possible.

Some of the most common struggles that HLLs have relate to vocabulary, grammar and the dialect of Spanish they speak. The vocabulary that is most often taught in the FL classroom is very refined and HLLs have a hard time confining them to this list, as they should (Valdés, 2005). In terms of vocabulary, it is hard for HLLs to understand that they have to pay attention to certain words on a vocabulary list, which they may not necessarily use in their dialect of Spanish. However, they will need to understand that these words on the list in the FL classroom are what they will most likely see on a test in the FL classroom. Since educators know the assessments HLLs will take will not necessarily be altered to fit their language and vocabulary skills, they may not accommodate the HLLs to the best of their ability to challenge them in the FL classroom.

HLLs have a very difficult time with understanding how grammar is taught to students taking Spanish as a FL. Grammar charts are still widely used to teach grammar to FL students. Since HLLs did not acquire their Spanish grammar using grammar charts, grammar lessons become hard to understand. Instead, what they need are activities such as “spelling lessons, books to read, and to be able to write meaningful things in the language” (Bateman and Wilkinson, 2010, p. 341). What is difficult with HLLs is that there are various individual needs and skills each one has. HLLs can be anywhere along the continuum of language and literacy skills which depends on their level of dominance of Spanish (Lynch, 2008). Having students at various places along a continuum is normal in any class; it just means that teachers have to know their students very well to hit their different skill needs within the class.

The more specific grammar needs HLLs come across can have a lot to do with how well they have developed their L1 (Spanish). Carreira and Kagan (2011) mention how the HLLs who were exposed to both Spanish and English since birth have more problems with the core grammar of Spanish than the HLLs who learned English during childhood “after acquiring the structural foundations of their first language” (p. 43). In a HLA class there will be a mix of the two types of bilinguals mentioned above. When there is a mix of different generational Spanish speakers, some will show incomplete acquisition along with a loss of certain linguistic structures (2nd and 3rd generational); some will retain a very limited command of the language (3rd and 4th generational), while the foreign-born Spanish speakers retain very strong skills in Spanish (Carreira and Kagan, 2011). Understanding exactly which specific core grammar has not been fully developed will have to be tested during class. Once the educator sees the core grammar on which the HLLs need to work, they can then take the next step to developing more specific, concentrated work.

The rate at which HLLs and Spanish as a FL learners learn grammar is also a good indicator as to why having a separate HLA class would benefit the HLLs. Montrul (2008) performed studies that looked at grammar knowledge of L1 (specifically HLLs) versus L2 learners of Spanish. Syntax is often acquired early on in childhood and retained well by HLLs. FL learners acquire syntax aspects of grammar much more slowly. This is not to say that HLLs do not make any errors. Morphologically, it has been noted that HLLs and L2 learners both make errors when it comes to gender agreement, but HLLs make fewer overall errors. Montrul had a final conclusion that HLLs have “an advantage over L2 learners in some aspects of morphology and syntax as well, not just in phonology” (p. 503). Although it is usually more obvious that phonologically HLLs are dominant over L2 learners, they still have difficulties with a complete

development of morphological and syntax structures. These are some of the points that should be focused on more throughout activities in a HLA class that may be almost impossible to do on a rigorous level in a FL class.

Grammar needs is just one layer of the needs HLLs have. However, “literacy skills has recently surfaced as a major preoccupation” (Martinez, 2007, p. 32). Durán-Cerda (2008) also mentions how HLLs received the majority of their instruction in English throughout school, and therefore, have little to no experience reading and writing in Spanish. Their understanding of the rules of ‘ser and estar,’ for example, is a concept that seems foreign to them when they are developing their literacy skills in Spanish. Reading and writing are the ‘go to’ needs that most educators point out when asked about what difficulties HLLs have. Many gaps that HLLs have (including those mentioned above) can cause their communicative tasks, more specifically reading and writing, to suffer (Coles-Ritchie & Lugo, 2010).

Literacy itself encompasses many skills. Although reading and writing are two of the main words related to literacy, speaking skills and being able to transfer the skills are also included. HLLs “give primary importance to perfecting speaking and listening comprehension skills, while neglecting to develop writing and reading skills” (Geisherik, 2004, p. 14). Since speaking is the area in which HLLs feel most comfortable, they will want to show off and focus on speaking activities. At first they will neglect their other literacy skills because they may be afraid to delve into the unknown about the language. What is important for the educator to point out to HLLs is that there is a difference between “literary written language and the spoken language” and that these skills have to be “learned in conjunction with, but not secondary to, speaking skills” (Geisherik, 2004, p. 14). Having HLLs understand the complexity of the situation, developing their speaking skills along with other literacy skills, may receive a lot of

resistance at first. The educator may also find him/herself recognizing other difficulties that may come up along the way. Geischerik (2004) also mentions that HLLs are not only going to be deficient in their vocabulary and grammar they bring to the classroom, but also their grammar and vocabulary will be “heavily altered by various linguistic and social influences” (p. 15). This part will be explained more in depth in the section about identity coming up.

Since HLLs are usually working most closely with reading and writing skills in a HLA class, they are being introduced to their second writing system, although Spanish could be their first spoken language developed. While developing their two writing systems simultaneously, it is feared that it may result in two incomplete sets of reading and writing skills. One phenomenon that is very common when creating their writing system is that HLLs are known to write backwards, also known as backwards biliteracy. HLLs will have structural patterns of English writing throughout their Spanish writing. Backwards biliteracy often occurs because they are trying to transfer their skills over but they may not understand the structure of Spanish writing completely. When HLLs are writing in Spanish they will usually write differently if they know it is being graded. In more informal work they will leave out certain grammatical points such as subject pronouns. However, if the writing piece is going to be graded they will overuse the subject pronouns. Many times informal work shows educators that HLLs can in fact write and use the grammar rules they do know based on their speaking skills. However, when asked to write more formally, HLLs tend to get stuck because they may not know exactly what formal writing should look like. Textbooks for HLA classes have started to focus more on literacy instruction. What educators need to continue doing is identify the multiple literacies that students have already developed or are close to developing in both their L1 and L2. If educators line their

curriculum with literacy practices, HLLs will start to develop literacy in many areas in order to develop a more academic discourse (Martinez, 2007).

The skills HLLs bring into the classroom to continue to develop are not to be used independently from other skills, but rather to help develop other skills they may already possess. Bateman and Wilkinson (2010) mention how instruction that is developing L1 reading skills for HLLs not only develops Spanish skills, but also “a deeper conceptual and linguistic proficiency” that they can relate back to their English literacy (p. 326). Creating a deeper proficiency is mostly done through the transfer of skills. There is “an underlying cognitive/academic proficiency which is common across languages” (Bateman & Wilkinson, 2010, p. 326). When developing skills in one language, it is common that those same skills will apply in another language. These cognitive and academic skills many times are literacy related. HLLs need to have academic, cognitive and literacy skills developed in their L1 (Spanish) in order to truly be able to have a full development of skills in English. Having a separate HLA class will bring HLLs much closer to achieving full biliteracy than a FL class would.

Since language acquisition of most HLLs was done at home or in the community, it is hard for them to make the switch to the academic Spanish. Having motivation to continue acquiring Spanish along with connecting with the identity of the culture and language are needed in order to be successful in the HLA class. The following section is not only important to understand the needs HLLs have relating to identity, but it is also the first step to take into consideration while forming the curriculum for the HLA class.

Creating an identity

“Ethnic identity is twin skin to linguistic identity – I am my language. Until I can take pride in my language, I cannot take pride in myself” (cited from Gloria Anzaldúa by Durán-Cerda, 2008, p. 42). The statement above is a feeling that many HLLs deal with while growing up with Hispanic heritage in the United States. HLLs usually question their own sense of identity in mainstream classes, such as Spanish as a FL because they feel they are not accepted. HLLs’ ties to their heritage and identity “creates a positive effect on the personal and collective self-esteem” (cited from Gloria Anzaldúa by Durán-Cerda, 2008, p. 42). It is not until HLLs accept their identity of being HLLs, accepting their language and culture, that they will truly develop a sense of self. One way to make strides towards improving HLLs’ identity, motivation and self-esteem is through placing them in courses such as HLA.

It is more common to find HLLs with a negative self-identity than those that truly embrace their culture and language. HLLs understand that the language is how they communicate with their family and some identify themselves as Hispanic for purely this reason. However, many of these HLLs do not completely understand their language in all forms yet (Alarcón, 2010). Once HLLs develop a deeper understanding of the cultural diversity that exists in their heritage they will feel incredibly proud. Accepting and identifying with the Hispanic heritage is an attitude that more HLLs need to exercise. Once they have a true understanding of all aspects of their heritage they will not only feel proud, but also happier with a sense of who they truly are.

Educators need to learn how to adapt to the HLLs in the classroom in relation to connecting to their identity. As mentioned earlier, many HLLs are generally placed in the Spanish as a FL classroom. However, this is one of the classrooms that seem to make HLLs question their identity and cultural relevancy most.

Even if HLLs are attending a class such as HLA, sometimes they still hold negative attitudes about their language. One of the main common threads in Spanish as a FL class that makes HLLs hold negative attitudes is how the type of Spanish taught and used in class is not similar to what they grew up speaking. This is where the topic of different registers of speaking applies. HLLs may come from a variety of backgrounds; countries, dialects, generational differences; all of which affect the type of Spanish they speak. The language of HLLs usually consists of more casual and informal registers, most of which may not be appropriate for school (Schreffler, 2007). It has become a challenge for educators of Spanish to have HLLs accept anything other than the type of Spanish they speak. Many times HLLs see Spanish as “their ‘house’ language that they use at home... but do not have much concept of it as worthy of rules, form, or being artistic” which makes getting them to value Spanish very challenging (Bateman & Wilkinson, 2010, p. 335). Making sure HLLs see the importance in the type of language they speak will make them start to understand their identity and be more willing to learn Spanish in more formal ways than only being the ‘house’ language. If HLLs are continuously told the type of Spanish they are speaking is incorrect, they will “internalize the negative attitudes” and eventually believe that the way they speak is “bad” (Schreffler, 2007, p. 32). “As long as HL learners hold negative linguistic attitudes about their own language variety, they will be unable and unprepared to learn successfully” (Correa, 2011, p. 308). If HLLs are feeling unaccepted by means of their culture or language (identity) it will end up hurting their education more than anything.

Because HLLs will continue to see many differences in either a HLA class or Spanish as a FL class, they may feel overwhelmed and continue to identify even less with the language. They will hear a lot of pronunciation differences, grammatical structures and words and phrases

that are different than what they hear solely because there may be a very big mix of dialects from which other HLLs come, along with the formal Spanish the teacher may speak (Schreffler, 2007). They may start to form an internal struggle and be confused because what they learn at home does not match with what the school is saying is correct. This is an attitude change that the school and teacher must hold in order to make sure the HLLs understand that they speak one form of Spanish, however there are many other cultures and forms of the same language that are also correct. Once HLLs understand this point of view, they will start to understand and appreciate the language as a whole and identify more with the language and culture.

The type of culture that is taught in the FL classroom is the final part of what will make students question their identity and/or reject the class. Typically, in a FL class the culture presented is usually centered around other Spanish speaking countries, which is appropriate for students who have no identity with any country where Spanish is spoken. Educators usually present about one country or Hispanic event each unit, spend a day teaching the students about the culture of that specific country, and then introduce a different country the next unit. This type of culture integration makes the countries seem distant and foreign (DeFeo, 2015).

One country HLLs say is commonly left out as a country where Spanish is spoken is the United States. The culture presented in a FL class talks about how certain things are said and done in specific Spanish speaking countries. Meanwhile, the HLLs are sitting in class and feeling as if their culture is not being identified. HLLs feel as if their spoken Spanish and their culture are invalidated. Not being able to connect with the culture that is represented throughout the year makes it hard for students to identify with the curriculum. The curriculum presented in the FL class ignores the language that is spoken at home and in the community of the HLLs and they

feel as if their culture and experience of them living in the community in the United States, speaking Spanish, does not have a purpose (DeFeo, 2015, p. 12-14).

If HLLs were placed into a HLA class, how would their culture be accepted and how would they form a more positive identity? Educators' own attitudes regarding students' culture and language proficiency play a huge role in how students perceive "their own linguistic abilities, their culture, heritage and their self-esteem" (Durán-Cerda, 2008, p. 45). One thing DeFeo (2015) mentions is that educators must not stick to the Castilian standards of Spanish, especially regarding vocabulary. While it is good for HLLs to be aware of other dialects in the Spanish-speaking countries, sometimes they feel as if their own language is being rejected. Educators need to accept the dialects that HLLs bring into the classroom and welcome new vocabulary to create more of an accepting atmosphere of learning, sharing and collaborating.

The educator must also be aware of "intercultural and dialectal differences within the Latino/Hispanic student population" (Durán-Cerda, 2008, p. 45). Educators must be sympathetic to any differences the HLLs have and be prepared to teach any and all differences they may encounter in the classroom. Most HLLs will come into the classroom with a very informal Spanish that even they themselves label as slang. However, where many educators go wrong is correcting the HLLs on everything, which makes them devalue their language and think the Spanish they know is not true Spanish. The educator will need to make sure the HLLs understand that they are not repairing their Spanish skills. However, in school, the HLLs will be using an additional register that may focus on more formal, academic Spanish to expand upon the language they already had acquired. The educator's mindset in the HLA classroom will affect students greatly. The educator is there to help HLLs "expand their linguistic repertoires," use more formal Spanish in formal and professional environments, and "communicate more

effectively with a wider pool of individuals from the Spanish-speaking world” (p. 45). If the educator does not believe in the linguistic readiness of the HLLs and does not support them to grow in the Spanish speaking community then the HLLs will not identify with the language or culture in a way that will help them continue to grow.

Once HLLs have formed a positive outlook and acceptance of their language and identity as HLLs, they will have the motivation to continue developing their Spanish in school. HLLs have to have some form of motivation along with interest in the topic. Culture is the main gateway to getting both of those aspects from HLLs. The culture that is presented to students cannot be separated from the language nor can it be irrelevant to the HLLs. Each HLL will bring in their heritage culture that needs to be accepted into the classroom. Once the teacher and other students accept each other’s linguistic skills and culture the classroom will be a supportive atmosphere for each one to learn from each other and grow a more worldly understanding of who Spanish-speakers are.

HLLs will feel pride as they tackle challenging work that connects them to their culture, interests and identity. Coles-Ritchie and Lugo (2010) mention how the same students that were described as “uninterested, unmotivated, and even lazy” in the FL class were now engaged with the material of the HLA because it was a challenging curriculum that did not only focus on basic communication skills (p. 208). HLLs would not find cultural nor active involvement with the content in Spanish as a FL class because very few of the students would be able to connect to the culture. However, in the HLA class the HLLs would prosper not only in their language development but also in their cultural and identity acceptance of their heritage.

How to create a HLA class

The big question when creating a class for HLLs is the ‘how.’ How will the HLA class get started and function? How will educators teach HLLs? What will be the guiding principles of the class? What are the best techniques, methods and materials to incorporate into a curriculum? How will HLLs develop their literacy skills using reading and writing? These questions are what the curriculum for the HLA class will be based upon in order to create the most conducive atmosphere of language learning for HLLs.

The first requirement for creating a HLA class is to have the commitment of the school staff to create such a class. Coles-Ritchie and Lugo (2010) mention how “teachers, school and district administrators, teacher-educators, and families in the community all played significant roles” in order for there to be a successful HLA course (p. 197). Once there is teacher support for the class, the educator must receive the support from the family and community in order to also persuade the administration that there is a need for HLA. Receiving support from other school staff can be a very time consuming and tiring process. The educators must engage the emotions of the school staff and receive their investment into the population of HLLs to see the importance of creating the HLA class. The educators can only do so much themselves and believe in the HLLs with all their heart but not receiving the ‘okay’ from the administration is usually what stops HLA classes from developing in the school system.

Administrators usually do not give HLA classes a chance because they lack a background in second-language acquisition and research about how a HLA class would function (Coles-Ritchie and Lugo, 2010). The educator’s job as a supporter for the HLA class means he/she has to keep pushing the administrators to understand why the HLA class is absolutely needed. The teachers, along with the family and community support, are the best advocates. Once they keep pushing for the creation of the class for HLLs by showing their research and plans for the class

the administrators will have no choice but to allow the teacher to go forth with the implementation of a HLA class.

The next step to take as an educator planning a HLA course is to think of the standards that will be the guiding principles of the class. Since there is not much research or specific standards to use for a HLA class, many teachers become nervous to start planning the class. Not only are educators not sure which standards to use for the course, but how to teach Spanish to HLLs is not a part of course work in formal teacher education programs (Coles-Ritchie and Lugo, 2010).

By looking at all the research of how to best plan the class for HLLs, the researcher decided that a mix of a few types of standards would best benefit the HLLs. Since HLLs may not have a HLA course throughout all of their schooling, it is hard to use the New York State (NYS) Home Language Arts bilingual progressions that are normally used for bilingual education. The Home Language Arts class that is taught in bilingual education is similar to the HLA class being planned. However, the HLLs do not have their other content areas taught to them in both Spanish and English, so to use solely those standards would be unfair. Courses such as Spanish as a FL have national standards through the American Council on the Teaching of Foreign Language (ACTFL) that is used for the FL curriculum. The state standards by which school districts abide are the Common Core State Standards. Since language classes do not have specific NYS Common Core Standards, the curriculum needs to be aligned to the English Common Core Standards. Berne et.al (2008) support the view of using multiple sets of standards to create a HLA class. Many language courses also promote teaching other content areas along with the language, which would incorporate multiple standards.

Culture is another integrative part of a language curriculum. There are three types of culture that are imperative for a language course such as HLA to include. Berne et.al (2008) mention the importance of the cultural dimensions that should be woven throughout the HLA curriculum; intercultural, intracultural and autocultural. HLLs will be relating work to their own culture (autocultural), making connections to other Latino cultures around the world and in the United States (intracultural) and analyzing relationships among other ethnic groups and Latino groups in Latin America and in the United States. These cultural dimensions relate to the ACTFL standards because they are referring to culture and community knowledge. Having a cultural basis to the curriculum goes along with helping the students accept and relate to their identity as HLLs. Since there are not specific standards for a HLA class and they are under different circumstances than FL classes and Home Language Arts classes, using a mix of national, state, bilingual and other content area standards will support the HLA class based on their needs and type of language development that they require.

Goals of the HLA curriculum

Once standards are used as a base for the curriculum, goals and objectives of the course need to be created. Aligning the standards means that educators can use similar goals from the standards; they just need to be altered to match the specific type of class being created, in this case HLA. For example, using the ACTFL standards will give educators a specific goal to focus on which they will use to create specific activities. In order to make activities for HLLs instead of FL students means that the educators will use the aligned ACTFL standards along with the Home Language Arts progressions and/or other content area standards to make the activities fit HLLs by making them have more depth and go further into their thinking. Of course everything will depend on the goals for the specific unit and/or lesson on which instruction is being focused.

Educators will need to change their thinking to that of creating work for HLLs instead of students learning Spanish as a FL which is why a mix of standards is also necessary.

There are other general goals that are necessary to have so that the HLA class is centered on main supporting principles. Four main goals of a HLA class are “(1) Spanish language maintenance; (2) acquisition of the prestige variety of Spanish; (3) expansion of the bilingual range... parallel competencies in Spanish and English; and (4) transfer of literacy skills from one language to another” (as cited by Valdés in Bateman & Wilkinson, 2010, p. 326 and Martinez, 2007, p. 31). Other goals that are also mentioned are “developing students’ competence in grammar and spelling, helping them to become independent learners, and increasing their awareness of their cultural identity” (Bateman & Wilkinson, 2010, p. 326). These are more overarching goals that the educator needs to make sure the curriculum includes on a daily basis. These are also goals that the HLLs themselves should aim towards so that they have motivation to keep working every day.

An additional goal that a HLA curriculum needs to include is to make sure the curriculum is balanced. The HLA curriculum needs to be balanced equally into the following components: language, culture, and content all the while taking into account student interest (Berne et.al, 2008). Having a balanced curriculum allows for the curriculum to spiral not only in content but also linguistically; where the material presented is content-based and thematic, but there are also grammar points and language use at the heart of it all (Berne et.al, 2008). Making sure the curriculum is balanced while relating content as much as possible to student interest will engage students with the content and make them be active learners within the class.

Pedagogy of HLA

The approach taken to teach the HLA class can come in many forms. It is almost impossible to pinpoint one specific method of teaching that will be used while creating a curriculum for a class because there are hundreds of different approaches to teaching that could be incorporated. Instead of recognizing one certain way that the curriculum should be taught and what it should include, the following research will provide a description of a variety of teaching methods that will be included into the curriculum for HLA to show how the curriculum will be portrayed and delivered to the HLLs.

“The design of courses for HL students should not be dictated by any HL or [FL] textbook, or course syllabus, or the instructor’s own agenda, but by the linguistic needs of the HL students themselves” (Alarcón, 2010, p. 280). The curriculum for the HLLs will not rely on one specific textbook nor solely what the teacher believes needs to be taught. The curriculum needs to be based on the needs of the students and their interests in certain topics.

Using the outline of the curriculum as a scope and sequence for the HLA provides a grid of thematic units that will be taught throughout the scope of the course. To start the scope and sequence of the HLA class, the overarching thematic units, goals and objectives that will be taught will first be decided by using a mix of the standards mentioned earlier. While planning the types of materials to be included in the curriculum, educators need to make sure to incorporate the five areas of (1) writing, (2) reading and literature, (3) oral language, (4) language structure and use, and (5) culture (Berne et.al, 2008). These areas of language can be intermixed and many times they will overlap throughout activities and concepts presented each day. One of the foundations mentioned above that will be woven continuously into the curriculum is “authentic, rich literature that engages learners in self-discovery, in making connections, and in analysis of community and world” (p. 31). Once authentic literature is involved in the curriculum, the

students will be engaged not only in reading, but writing, oral language, grammar, and culture at the same time that makes for a well-rounded curriculum.

One of the most important components of the HLA class that may not be noticed if an educator was merely looking at the curriculum is the language in which the class is conducted. Although there will be a range of students in the class according to their speaking skills, many HLLs come into the school year with stronger listening skills. Most, if not all, HLLs will agree that the class “should be conducted entirely in Spanish, with no preference for the dialect of the instructor” (Alarcón, 2010, p. 281). The HLLs support of conducting a class entirely in Spanish will allow the teacher to provide more opportunities for informal and formal speaking about materials presented in Spanish while holding the students accountable for the growth and use of their academic Spanish while in class.

How the curriculum will be taught (theories upon which is based, methods, unit themes, ideas of materials, literature, linguistic skills) are parts of the curriculum that need to be considered. As mentioned earlier, there are a plethora of methods in the research that could potentially be used as a way to teach HLLs. However, within each unit, educators could use multiple types of methods depending on (1) the material being presented, (2) the teaching method that fits the material being taught, and (3) the students’ learning styles and interests related to the unit. There are also many guiding theories that a curriculum follows as the base belief of how the educator will create the curriculum, which give way to the types of methods to use.

The sociocultural theory is a useful overlying theory that educators of HLLs need to continually connect to the HLA curriculum. A few main ideas about why this theory is imperative for a HLA curriculum can be summarized by the following: “human cognitive

development and functioning are mediated by the social and cultural contexts of everyday activities” (as cited by Vygotsky in Ajayi, 2008, p. 641). In order for HLLs to have success in the classroom, each and every unit, lesson, activity and interaction needs to be connected to the students’ social and cultural aspects of life. Language learning cannot be held separate from the social and cultural contexts of which the HLLs are involved. Language is constructed through and constantly refers to the social reality. HLLs will interpret language through “the mediation of their social and cultural identities” (Ajayi, 2008, p. 641). Combs (2012) also mentions the sociocultural theory as a great contribution to language acquisition. He states that “sociocultural theory is thus a *theory of the mind* that embeds the development of human thinking within human social and cultural processes” (p. 151). Since learning is a social and cultural activity, it must also be involved into the school learning process. Allowing students to use their own social and cultural resources, as well as helping them to create their social and cultural identity, will allow for both academic content and cognitive development. In order for HLLs to keep creating their identity and developing their language, the sociocultural theory must be kept in mind during the planning phase of the HLA curriculum.

Educators must create this social and cultural context by knowing and involving the community in which the students live, which is why also having a community-based approach is another underlying theory of the HLA curriculum that will make it even more successful. Part of the social context of HLLs’ learning is the community in which they live including their family. Creating a community (and student) centered pedagogy creates a classroom environment where content emerges from the “context of students’ own lives and concerns” (Helmer, 2013, p. 281). Including the HLLs in the content of the class will not only engage them but also allow them to talk and research about culturally relevant content they self-selected. Once HLLs become “active

creators of knowledge and not passive recipients of their own history,” they will have motivation, interest and create meaningful and purposeful connections that will engage them in the HLA class (Helmer, 2013, p. 281).

A community-based approach allows HLLs to be active learners and the content becomes much more meaningful, engaging and purposeful because it becomes more authentic. The topics created in the community-based curriculum are more relevant and real to the HLLs. Inviting community and/or family members to visit the class and share their cultural practices and experiences in the target culture allows for HLLs to connect to their community and identity more with the language and culture. Carreira and Kagan (2011) also agree that a community-based approach fits a HLA curriculum because “HL learners come to the classroom from the community with their language and culture being rooted in the community” (p. 59). HLLs will not only be allowed to be more active participants in the Hispanic community, but they will also enhance their academic and linguistic skills at the same time. The HL teacher will become a co-learner with the HLLs because part of the curriculum will rely on the students and the community from which they come (Helmer, 2013). In order for a community-based environment to function, the HL teacher needs to have confidence and faith in the students, the community, and the culture they all bring into the classroom and be able to work with it all.

Constructivism and critical pedagogy are two other philosophies that can be included into the mix of creating a well-rounded in-depth HLA curriculum. Some of the main themes from critical pedagogy that would be useful in the curriculum are: critical thinking, reflective thinking, collaborative decision making, problem posing and knowledge gathering. Critical pedagogy also challenges students and teachers to work together in order to “construct new and sometimes different ways of interpreting, understanding, reading, writing and acting in the classroom, with

one another and the world” (as cited by Walsh in Combs, 2012, p. 111). Constructivism also has similar outcomes compared to critical pedagogy and sociocultural theory in a classroom in regards to what is asked of students. Constructivism allows learners to “construct their own knowledge through action and reflection...knowledge is socially and actively constructed from experiences” (Correa, 2011, p. 311). The HLA curriculum will benefit greatly from a constructivist view because the teacher does not play the role as ‘information giver’ but rather the students are creating the knowledge and the teacher becomes more of a mediator.

Using both a constructivist and critical pedagogical approach with parts of the HLA curriculum will allow instructors to give students responsibility for their learning and instructional practices will vary based on how students respond to activities. A few ways this is actually done in the HLA classroom is by seeing what is of real interest to the students. Educators can conduct informal surveys about interest, teach students how to talk, write and read critically, differentiate activities based on interest, allow students to learn deeply according to their learning preferences, include hands-on experiences, and allow HLLs to construct knowledge of material presented (Correa, 2011). Having ideas of constructivism, critical pedagogy, community-based learning and sociocultural theory as the base of the curriculum will provide HLLs with the most supported curriculum (culturally, social and academically) that they would not be able to receive in Spanish as a FL classroom.

Of course there are many other approaches to learning that can take place in a language classroom. However, it would be impossible to try to use every single approach that researchers say is the best way. A few other approaches that may be intermixed into the HLA curriculum are approaches such as the whole language approach, interdisciplinary approach and multicultural/global perspectives. Combs (2012) provides in-depth descriptions of all three of

these other approaches for language learning and brief descriptions of why they will be useful in a HLA curriculum follow. The whole language approach focuses on using authentic language that is meaningful to students “proceeding from whole to part, integrating development of multiple language modes and domains” (p. 157). HLLs need more of a whole language approach because of the language skills with which they come into the classroom. This approach will focus on meaning first and then the parts of the language come more naturally later on. Students focus on the details of the language through reading authentic text as well as their own writing samples.

Multicultural education and having a global perspective integrated into the curriculum connect with critical pedagogy as well as the cultural aspect of the curriculum. The purpose of a multicultural education is to prepare students to “participate equitably in a culturally pluralistic society” (Combs, 2012, p. 200). Since the HLA classroom will have a wide variety of Hispanic cultures, multicultural education will fit in well with global topics that may arise. Students will learn to connect their knowledge with social action, involve content along with relationships between people, and the classroom addresses knowledge as not being neutral (Combs, 2012). Throughout the curriculum, there will be themes addressed using ideas from multicultural education to better address HLLs cultural and identity needs.

The last approach that will be most widely used in the HLA curriculum is thematic, interdisciplinary instruction. Using thematic instruction provides “a meaningful framework for development of units that teach language through exploration of multidisciplinary material” (p. 166). Using thematic units will allow for student interest to take the theme in many directions. Connecting the themes to other content areas allows for a more integrative approach to teaching that allows students to make many meaningful connections to other material they are learning

throughout their school day. The themes usually focus on more universal experiences that allow students to gather information, make connections, “apply, analyze, synthesize, and evaluate the material, creating new knowledge that will lead to additional curiosity and new problems to be solved” (p. 166). In order for thematic, interdisciplinary instruction to work well, educators must collaborate to set objectives and integrate the content with the language. Collaboration with other teachers is imperative not only to make sure the content presented in the HLA curriculum is correct, but also to create a pool of knowledge, creative ideas and more awareness for the HLLs in the school.

Specifics of a HLA curriculum

The more specific aspects of how content will be taught throughout the HLA curriculum is the next step to take. How will grammar be addressed? How will literacy actually be formed? How will the skill areas of HLLs be addressed?

Grammar is often the hardest aspect of language teaching and learning to find a good fit into the curriculum. Since HLLs also will have a hard time understanding the grammatical concepts of Spanish, because of incomplete acquisition, there are times that instruction of grammar from the aspect of Spanish as a FL will be beneficial. There is one process called processing instruction (PI) that has been utilized for grammar instruction. PI means that the student will “make a connection between a form and its meaning” (e.g. knowing that preterit ending –ó on the verb caminó is the past tense) (Jegerski, Morgan-Short & Potowski, 2009, p. 545). The goal of PI is that students will learn how to process grammar principles and correct form-meaning connections. With HLLs, PI is one of the ways to go about grammar topics. Since grammar cannot be separated from the language, many times the grammar will be learned and noted through readings and correct use from the instructor. When grammar topics are addressed,

PI explains the structure, how it is misprocessed, and then there are a series of structured input activities that focuses the students' use of that specific concept. PI gives HLLs a focus on the grammar and they will note how it is used correctly throughout the input activities and make corrections with their future use. It is not until the students have received sufficient input of the grammar structure (through referential activities and moving towards opinion/belief activities) that the students will be asked to produce output using the focused grammar structure. (Jegerski, Morgan-Short & Potowski, 2009).

Literacy is one of the main goals of a HLA curriculum. The teaching of literacy “provides the backbone for any school program and for full development of proficiency in academic language” (Combs, 2012, p. 176). Development of literacy for HLLs is crucial because literacy in their L1 influences their L2 literacy in a positive way. One way literacy will be taught in the HLA curriculum is through the interdisciplinary approach. The reason why teaching literacy is more rigorous and is obtainable in a HLA curriculum is because HLLs will be able to transfer their skills over from their L1/L2. General strategies that are used to develop literacy such as “habits and attitudes, knowledge of text structure, rhetorical devices, sensorimotor skills, visual-perceptual training, cognitive functions, and many reading readiness skills” are skills HLLs will be able to transfer over into the HLA classroom (p. 177).

There are two certain types of units that will be seen throughout the HLA curriculum: literature units and teaching through the visual arts. Literature units involve not only works of literature but culture is also intertwined. Studying literature allows HLLs to “discover and experience the lives of others, different time periods, places, value systems, and the many world cultures” (Pérez and Torres-Gúzman, 2002, p. 118). There is rich language along with many cultural perspectives found in literature. Using literature units will provide HLLs with

meaningful contexts “that encourage students to compare and contrast literature with their own experiences” (p. 118). Literature will help HLLs connect the content with their culture while developing their academic language. They will be exposed to many different types and genres of literature that will teach them how to appreciate the roots of their heritage culture even more. The literature units are themes that are selected around topics of interest, certain genres and/or authors (Pérez and Torres-Gúzman, 2002). There are many avenues that a literature unit can take as the curriculum is developed and also implemented, so there is room for growth and expansion within the unit.

Having an arts-based curriculum, where some units are based on the visual arts, will also allow HLLs to connect with their culture and language in a more engaging manner. Using the visual arts also includes literature while developing the literacy of the HLLs. However, a visual arts unit moves beyond the reading and writing focuses of literacy. The students must be able to connect to the work of art by having familiarity with the topic. Allowing the students to converse about their background knowledge will set the premise for the class and allows students to create meaningful connections between each other’s cultures and the theme. Integrating the visual arts develops the visual literacy of HLLs, where they are able to find meaning in images. Since visual arts units develop both visual literacy and verbal literacy, students are able to develop critical thinking skills and multiple schemas. They will be asked to decipher meanings based on visual cues, process images, interpret symbol and sign systems, symbolic representations, use their senses, emotions, prior knowledge and to create dialogue to come to mutual understandings all the while feeling empowered as a choice-maker in their learning (Smilan and Towell, 2009). The main steps of how to integrate the visual arts are the following: (1) carefully selecting the images and text based on language, culture and interests, (2) educators must familiarize themselves with

the basic artistic elements, (3) conduct a visual read-aloud of the selected text and ask questions about the five senses, (4) discussion of interpretations, (5) have students choose a perspective from the painting/text to create a monologue, share and then create a dialogue with a partner, and 6) students participate in an activity where they create an image based on a new piece of text (Smilan and Towell, 2009). Visual arts integration makes students more enthusiastic about their learning, their culture and their heritage identity that will be an invaluable addition to the HLA curriculum.

The last section goes more in depth about what types of activities to expect in the HLA curriculum once the thematic units are created. One of the main principles that will be used as a reference to help create the activities is the Bloom's Taxonomy (Appendix B). Bloom's Taxonomy ensures that many learning styles and thinking skills are integrated throughout the activities.

Eloia and Mikulski (2011) mention the use of frequent low-stakes writing tasks where students first use informal structures and topics, and then gradually become more formal and academic. Callahan (2010) also mentions specific strategies to teach HLLs, such as learning how to listen to words phonetically in order to spell, orthography, teaching accent mark placement, creative writing, personal correspondence writing, academic essays, translation writing and writing workshops.

Pérez and Torres-Guzmán (2002) also mention activities such as: open-ended discussions, read-alouds, taking field trips, writing newsletters, plays and/or scripts, class-composed books, interactive journals, active activities (e.g. cooking), skits, pre-reading/post-reading activities, and teaching the writing stages. Pérez and Torres-Guzmán (2002) include many other strategies to include such as: clozed reading, creating various organizers for

vocabulary development, teaching study skills, semantic mapping, portfolio assessments, teacher-student conferences, creating illustrations, along with many other resources and suggestions that can be integrated into the HLA curriculum. The ideas listed above provide a good basis for not only the guiding principles and approaches to use in order to create the base of the curriculum but also how to incorporate a mix of strategies, activities and skills to create a research-based HLA curriculum to support and provide the best type of instruction for the HLLs.

Chapter 3

Description of the Product

Creating a Heritage Language Arts curriculum is necessary to appropriately place HLLs in a language class. While most HLLs are placed in Spanish as FL class, many of their needs are being overlooked and their language skills are not being developed in a way that challenges them. HLLs deserve a separate track that “fuse methodologies proper to SLA [Second Language Acquisition] and HLA [Heritage Language Acquisition] and should address the particular issues of identity” that this population of students may deal with (Lynch, 2008, p. 258). The curriculum created not only focuses on helping HLLs understand their identity but also fosters language development through the integration of other content areas, student interest and culture which makes a balanced curriculum (Berne et.al, 2008). While keeping in mind the components of a balanced curriculum along with the research about the needs of the HLLs, the researcher created a curriculum that would best benefit her HLLs.

The HLA curriculum created is for any Grade 7 or Grade 8 student that is classified as a HLL. It is a Level 1 HLA class that will be offered as a full year course. The curriculum includes various components. The components include: the big idea, theme, subtopics, standards

addressed, activities, suggested readings and assessments. The big ideas, theme and subtopics were chosen based on the researcher's experience teaching, understanding which topics are typically taught at Level 1 along with researching what other HLA curriculums include, specifically the NYC Department of Education HLA curriculum. Knowing that this curriculum is the first HLA course for the HLLs, the course includes an introduction to the history of the language, Spanish speaking countries, cultures, and the HLLs identity so that they are provided with a base and understanding of where they come from. Once those topics are set and the students are aware of their identity and their level of language skills are defined, the rest of the topics for the year will continue to focus on the HLLs culture, identity, interest and language skills.

Including a unit based around the visual arts as well as a literature unit gives the students a meaningful context that is a different way to connect to their culture. Students will develop their reading and writing literacy and their visual literacy through the connection to art (Smilan and Towell, 2009). They will be able to use what they learned in the first few units of the year as background knowledge in order to connect to the literature and art units at the end of the year. The art unit and the literature unit will provide the students with an abundance of academic vocabulary, as well as a more advanced degree of literacy that they should be able to reach at the end of the Level 1 HLA course.

The standards used come from the alignment of the American Council for Teachers of Foreign Language (ACTFL) and the NYS Common Core Standards for English. Once the subtopics were created, the researcher decided which content areas would work well to integrate into the curriculum. The standards for the other content areas are also included to show that it is a well rounded curriculum that hits not only on language requirements but also on Science,

Math, Social Studies, Music and Art, as well as Family and Consumer Science and Health. These standards were used to help create ideas for the activities that make up each unit.

The activities included in the curriculum make the curriculum stand out as a HLA class rather than a FL class. Each activity is meant to go more in depth and have the students' research about the topic, present to the class, have discussions and create solutions to any problems that may arise. The activities focus on having the students as the problem solvers and really trying to analyze the topic at hand. There are activities where the students go on field trips to visit local businesses, farms, and talk to people in the community in order to show students how their language, culture and identity can be used outside of school and the home. The readings used to supplement activities will be authentic and provide rich language and cultural connections that also provide self-discovery, which engages the learners to analyze themselves, the community and the world (Berne et.al, 2008). Many activities were also chosen to reflect activities that students would complete in an English Language Arts class since the standards used for each unit connect to the English Common Core Standards. The HLLs also have the language skills to complete more rigorous activities such as reading a novel, researching and presenting on various topics, keeping a journal and completing many other written products to portray the information learned in class. Every activity mentioned connects to not only a community-based approach, but also a sociocultural approach. Having the students' social and cultural contexts in mind while creating each unit and activity included in the curriculum contributes very positively to the students' language acquisition (Combs, 2012).

The assessments component of the curriculum includes the biggest activities/projects of each unit that will have the most weight on the grade for the students. However, each activity is used as an assessment in one way or another. Each unit includes a project, whether it is creating a

flyer, pamphlet, a presentation, conducting an interview, having a debate, creating a poster or cooking. Including projects will give students a different way of showing what they have understood and learned each unit. There are a few units where a formal summative assessment is given because it is also important that the HLLs can demonstrate what they have learned in a more formal manner. Most of the units connect more to another content area, such as Social Studies, where the assessment will be made in conjunction with the Social Studies teacher.

The HLA curriculum produced will provide the HLLs a well-rounded balanced curriculum that will provide them the type of class that addresses their needs as a HLL. The themes, subtopics and activities connect to other content areas, are interactive and make the students feel as if they are truly making connections to the community, their culture, and their identity all the while developing their language skills.

Professional Development

The professional development piece will be in the form of a presentation to the other language educators at West Irondequoit Central Schools. The professional development will be in one initial session of an hour and a half. There will be follow up sessions during the following department meetings as check-ins to see what the other educators have found to be successful and what they need more help understanding while differentiating for HLLs. The presentation will have various components. First, a review of the literature review: (1) Who are HLLs? (2) What are the HLLs needs? (3) Why do they need a HLA class? and (4) What can we do as educators for HLLs?. During this time the researcher will ask the teachers what they think through performing think-pair-shares and then showing them what the research says. This will last about 15-20 minutes. Next the researcher will show the educators examples of a Level 1 Spanish as a FL curriculum compared to the Level 1 HLA curriculum. They will look for

differences and see if there are ways they can incorporate ideas into their classroom for any HLLs they may have. Using the two curricula as a comparison will give the educators a visual for the types of activities and different types of connections that can be included in a HLA curriculum.

The main part of the professional development will be the educators creating work / revising work that they already do with their classes to fit any HLLs they have. The researcher will provide an example of something she currently does in her classroom, and then an example of how this same idea can be switched to be meant for HLLs. The educators will be given time to create activities, either individually or by language groups, for their specific levels. For educators that are interested in creating more, the researcher will encourage them to try to create a unit that would be geared towards HLLs. At the end of the time given, the groups will post their work on the wall. Each person will be given sticky notes and they will walk around analyzing the work and leave a note on each product. As a full group we will have a discussion about what we all created and what the next steps should be as a department to continue to support the HLLs in the school and provide them with the best type of instruction we can provide as educators.

The researcher's hope for creating this curriculum is to present it to the school's administrators. With the amount of HLLs of Spanish in the building there is a definite need for a HLA class. With the curriculum developed it can give the administrators a vision for how this class would look. They would see the outline for the class along with how the standards are connected to each part of the curriculum. If the administration accepts the curriculum and there is enough support for the class, the researcher would use this curriculum as the first HLA class at West Irondequoit with the hopes of more levels being opened up to the HLLs beyond Level 1.

Chapter 4

The problem found by the researcher was that in her school district, the amount of students that are HLLs of Spanish has been more prominent. The HLLs have shown that the Spanish as FL class was too easy for them and simply giving them more difficult differentiated work was not enough of a challenge for them. The researcher was interested in seeing if other educators of Spanish were noticing the same problems. Once the educators responded that they were also having difficulties fitting the HLLs into the curriculum, the researcher decided that a separate class, a HLA class, would best benefit the HLLs. There were a few main questions the researcher had to investigate before understanding how to create this class. The researcher had to understand the needs of the HLLs, what the HLA class would offer them compared to a FL class, how to develop the literacy of HLLs, and which components would make up a curriculum for a HLA class.

Conclusions

After reading the research it became clear that the HLLs were not receiving the correct type of instruction in the Spanish as a FL class. Instead, they needed something much more geared towards their needs. Since HLLs are experiencing both L1/L2 acquisition, their brains are developing the languages differently than their non HLL peers. Therefore, they need a class that will pay attention to their language acquisition needs, as well as the problems they face as finding an identity as HLLs. Once the HLLs accept their identity as an HLL, the HLA class will be able to foster their language and cultural needs while teaching them content in a way that will help them develop their skills at a new level.

The research showed many different methods of teaching to incorporate while teaching HLLs. There are various ways to include culture, literacy, and student interest, as well as other content areas into a HLA curriculum. The most important part to understand is ‘how’ to teach the HLLs rather than ‘what’ to teach them. Having integrated units, literature units, community-based approaches, as well as working with the visual arts are all great bases for any unit. Including a variety of methods to teach the HLLs as well as a section of the curriculum that mentions specific activities that can be taught during each unit will be much more worthy for the HLLs because it is focused on their specific needs that they bring to the classroom as HLLs.

Implications for Student Learning

The HLLs will benefit greatly from taking a HLA class. They will see that their culture is being addressed and that they are learning their language at a deeper academic and social level. They will interact with other HLLs that may be experiencing the same difficulties as HLLs in school. The students will develop their literacy, vocabulary, cultural views, understanding of their history as well as who they are as HLLs in today’s society. The students will be able to connect to the community and see how they can use their Spanish within the community. The HLLs will benefit in their future from taking a HLA class because they will have developed their language and literacy at a more rigorous academic level that they may not receive in Spanish as a FL class. The HLA class will focus on how to allow the HLLs to be individuals who are more aware of who they are and appreciate their language and cultural assets they bring to the school and the community.

Implications for Researcher’s Teaching

The researcher will benefit in many ways from the research done as well as the product that was created. Just the research alone has provided the researcher with a wealth of knowledge. She will know how to better understand the HLLs in her classroom as well as how she can benefit them now even if they are in Spanish as a FL class. The product will provide the researcher with a curriculum that she can use in the future once the administration understands the importance of creating a HLA class. Now that the researcher has the knowledge of why HLLs truly need a separate curriculum, she has research to back up her reasoning when she proposes the class to the administrators. Creating the curriculum, and thinking through the units and subtopics it would include has provided the researcher with a plethora of ideas that she can use as activities for the HLLs in class. It has also taught the researcher how to think out of the box to connect more activities to the culture, interest and identity of all students. The researcher has always known that it was important for the HLLs to take Spanish, but she never knew how much they could benefit from a class such as HLA so that they do not lose their language, culture or identity as HLLs.

Recommendations for Future Research / Limitations

Teacher input

Even with a small amount of educators who were surveyed, the researcher was able to gain an understanding that the needs of the HLLs were not being met. More importantly though, that the educators were not aware of what the needs of the HLLs were nor how to help them in class. It would be valuable to receive information from more teachers on a statewide or national level to see if this phenomenon is happening around the country. Knowing that other educators are experiencing similar problems would help the districts understand the importance of having more HLA classes.

Successful methods of teaching HLLs

While researching current curricula for HLA classes, the researcher mostly found that curricula did not go into detail about what or how they go about teaching the units. The research articles provided different methods and how they are useful, but it would be helpful to read about the actual success these programs have had and which methods teachers have found to be most useful. The research that did talk about specific methods did not go into much detail about how to actually teach using these methods. Of course, these all depend on the group of students who are being taught, but to visualize how a course should look it would be valuable to see what other educators see as having worked well and what has not.

Understanding the HLLs point of view

An important part of an HLA class is the HLLs themselves. To understand their opinion on taking a HLA class and what they would like to get out of the class would be useful information. Understanding the HLLs' point of view on taking the class, their interests to try to fit into the topics beforehand, as well as seeing what they think they are missing from taking Spanish as a FL class would allow the researcher to understand other needs the HLLs identify themselves as having.

Final Thoughts

HLLs are a group of students who seem to be overlooked in the school system. They need the help of an educator who understands who they are, what their needs are, as well as how to properly educate them based on their language, identity and cultural needs. Creating the HLA class would be the correct placement for HLLs so they can develop their language skills, literacy, and feel like they can truly understand who they are as HLLs. The educator has to be well aware

of all the differences HLLs bring into the classroom and be able to teach them according to their needs using techniques and methods deemed appropriate for HLLs. Once HLLs are noticed as a population in need, they deserve to receive the type of instruction that they deserve, in the form of a HLA class, to allow them to grow, develop and be successful as HLLs in school.

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Appendix A: Survey

1. What subject /grades / levels do you teach?

2. Do you have Heritage Language Learners (HLL) in your Spanish class? Yes No

If yes, how many?

3) Have you had HLLs in the past? Yes No

If yes, approximately how many?

4) Which of the following have you experienced with your Heritage Language Learners?

Check all that apply:

- Boredom and unmotivated
- Acting out
- Underachieving
- Difficulty with Grammar
- Difficulty with Reading
- Difficulty with Writing
- Difficulty with vocabulary
- Difficulty with Speaking
- Code-switching
- Rejection of their home culture
- Proficiency level is above other grade level students
- Proficiency level is at the same level of other grade level students
- Difficulty with translating / comparing English to Spanish
- Difficulty with translating / comparing Spanish to English
- Accepting of their home culture

Other:

5) Do you encourage students to speak Spanish at home with their parents if Spanish is the home language? Yes No

6a) If a HLL student code-switches in your classroom, what is your reaction?

6b) What is your feeling about code-switching? Accept it Reject it

7) Do you differentiate your lessons for Heritage Language Learners? Yes No

If yes, **check all that apply**:

- Provide extra worksheets
- Provide different activities that are more in-depth
- Provide integrated work that pulls in other content areas
- Provide literacy based work (reading and writing exercises)
- Provide them with culturally relevant opportunities (e.g. readings, sharing home cultures)
- Allow them to write and read more extensively

Other: _____

8) What do you believe are the main needs of a Heritage Language Learner? **Check all that apply**

- Motivation
- Identity with home culture and language
- Connection to the Latino community
- Opportunities to bring cultural experiences into the classroom
- A class geared towards Spanish Language Arts
- Reading and writing to develop literacy
- Academic vocabulary development in other content areas in Spanish
- A variety of approaches to learning (Socio-Cultural, Expeditionary, Integrated, Projects-Based)

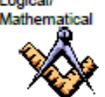
9) If there were a professional development offered, what would you like to have included in the professional development? **Check all that apply**:

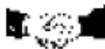
- What it means to be a HLL and who they are
- The needs of a HLL
- How a Foreign Language class is different than a Spanish Language Arts class
- How a HLL would benefit from a Spanish Language Arts class
- How to differentiate for a HLL
- Different methods and approaches for teaching a HLL
- Different materials and resources to use with a HLL
- How to adapt materials and resources to benefit a HLL
- Why students code-switch and how to respond
- How to motivate students and pique interest with their home language
- How to create culturally relevant experiences in the classroom

Other: _____

Appendix B. Bloom's Taxonomy

BLOOM'S TAXONOMY, THINKING STRATEGIES, & MULTIPLE INTELLIGENCES – PLANNING MATRIX

	THINKING SKILLS	THINKING STRATEGIES	Verbal/ Linguistic 	Logical/ Mathematical 	Visual/ Spatial 	Musical/ Rhythmical 	Bodily/ Kinesthetic 	Interpersonal 	Intra-personal 	Naturalist 	Existential 
REMEMBERING	List Name Describe Identify Retrieve Label Remember Memorise State Define Locate Know Fluency	Acronyms Acrostics Answer-Question Key Attribute listing Brainstorming Different Uses KWL Mnemonics Seesaw Silent Card shuffle What if White Hat	Record facts Create a word Search of - Interview -- about	Construct a time line Chart results of surveys	Draw a graph to illustrate – Create a Mind Map showing.. Draw a—	Rap /clap list of –	Use facial emotions to show emotions of... Create an accurate model of – from clay/ etc	If you were --, how would you -- ?	Summarise the key tasks of--	Gathering key facts about nature topics; Identifying, labelling	Recording, listing feelings, beliefs, values
UNDERSTANDING	Interpret Exemplify Summarise Infer Paraphrase Explain Describe Outline Restate Simplify Translate	AGO, APC, Brick Wall Key, CAF, Generalisations Graphic Organisers Metaphor, Mind Map M.I. Model PMI Reverse listing Silent Card Shuffle 6 Hats Visualisation Visuals Word Summary	Explain the cause and effect of...	Given X info, draw a logical conclusion about...	Use material objects as a visual metaphor to describe... Create an order of – by visualising. Check accuracy	Give a clear musical example of ...	Develop a sign language..	If you were --, how would you -- ?	Summarise the key tasks of--	Understanding the environment and related issues; outlining, explaining	Describing, exemplifying Feelings, beliefs, values
APPLYING	Implement Carry out Use Apply Calculate Compile Complete Construct Demonstrate Extrapolate Illustrate Infer Show Solve	Blue hat Brainstorming CPS Different Uses Key Flow Chart Graphic Organiser Reverse Listing Key Silent Card Shuffle	Write a news report about...	Choose the most appropriate procedure for... Show relative similarities and differences on graphs	Design icons to be used for – Make detailed models	-- Develop a rhythmic pattern to help memorise –	Make a combined diorama to represent	Perform a group play... If you were --, why would you-- ?	If you met – what 5 questions would you most like to ask?	Perform experiments using objects from Natural world to answer questions; calculating, demonstrating	Illustrate, demonstrate different beliefs & values of selves & others

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ANALYSING	Compare Contrast Attribute Organise Deconstruct Differentiate Argue Analyse Categorise Complex Summarise Debate Deduce Detecting Discuss Distinguish Examine Explain Identify Investigate Separate	Attribute grouping Brainstorming CAF Commonalities K Decision-making Matrix Different Uses key Disadvantages/ improvements Mind map Fact/Opinion T Five Whys? KNWL Good/Poor Logic Picture key PMI OPV Ridiculous statements SWOT Analysis SCAMPER Silent Card Shuffle 8 hats T Charts Interpretation Key Y Chart 5W & 1 H Community of Inquiry	What really IS - -?	Play 20 questions on --- Select 3 – Show how they are similar & different using a Venn diagram.	Construct a Venn Diagram to compare and contrast....	Change the words of a song to describe an issue	Compare and contrast different types of music used...	Analyse the feelings of... when	Analyse the thinking patterns you use when ...	Comparing, contrasting, debating Natural issues; Classifying; categorizing, investigating,	Compare, contrast, analyse, Debate feelings, beliefs and values of different groups
EVALUATING	Check Evaluate Judge Hypothesise Justify Argue Assess Choose Conclude Decide Determine Judge Justify Prioritise Rate Recommend Select Verify	Advantages/ Disadvantages APC CAP Decision-making Matrix Disadvantages/ Improvements Extent Barometer FIP OPV PMI Relevant/Irrelevant Reliable/Unreliable 8 Hats Y Chart Community of Inquiry	Choose the 5 most important questions to explore the issue of...	Rate the last five – by generating criteria	Have a pros/cons debate about the visual value of ---		Listen to 3 different pieces of music – decide which novels / stories they would best suit.	Play games made by other students – offer positive suggestions for improvements.	Prioritise the most important – - and justify your choices	Evaluating processes e.g. man's impact on nature; Critiquing, Hypothesising assessing, prioritising	Evaluate, critique, draw conclusions about the feelings, beliefs and values of different groups
CREATING – Originality, Fluency, Flexibility, Elaboration	Create Design Plan Produce Complexity Extrapolating Forecasting Formulating Hypothesising Modifying Organising Originality Planning Proposing Risk-taking Synthesising	AGO Bar C&S Brick Wall Key Combinations Key Construction key CPS Disadvantages/ Improvements T Forced relationships PO – random input SCAMPER 8 hats – green Hat 'So what is the problem?' Ridiculous Key TWERP Variations Key What if Key Y Chart Community of Inquiry	Create an argument to persuade people that...	Design a set of criteria to assess the effectiveness of...	Design a board game about ---		Create jingles or songs to help others remember --- Create a tape recording of sound effects/ appropriate music/ rhythms...	Devise an interview format for boosting the esteem of ---	If you were the Minister of – how would you improve ---	Solution finding Environmental issues; Hypothesising; predicting; modifying	recommend changes & improvements in beliefs * values – e.g. laws