SESSION OUTCOMES

• I can identify heritage languages learners’ unique literacy needs

• I can create intentional scaffolding strategies within the cultural context to build learners’ literacy skills

• I can identify and incorporate effective technology tools in classroom instruction to support language learners literacy skills
The purpose of this session is to demonstrate how intentional scaffolding, technology, and integration strategies with familiar cultural products and practices can be effective for learners in building meaningful literacy skills in formal settings.
Implementing a **Standards-Based** and Thematically Organized Curriculum

“The reason a student studies a second language ultimately is to use that language in its natural context. Communities is really the point of everything we are doing. **Cultures** and **Communication** give us the tools to function in the **community** and the **Connections** and **Comparisons** help build up the depth and breadth of the language we speak.” - Pablo Muirhead, instructor of Spanish and Teacher Education at Milwaukee Area Technical College
Implementing a Standards-Based and Thematically Organized Curriculum

- The thematic unit is standards-based. The content is cognitively engaging and relevant to the learner
- Every unit assesses a student’s increasing ability to use language for real-world purposes
- Each lesson supports the goals of the unit by having clearly stated learning targets that indicate what students will know and be able to do by the end of the lesson
- Lesson design is research based and learning experiences are sequenced in ways that allow for maximum student learning
- Grammar is not the focus of the course, unit, or lesson. The teacher teaches grammar as a tool for communication, avoiding meaningless rote drills and ensuring that all practice requires attention to meaning.
TELL Domains

- P2: plan learning experiences to address the unique needs and interests of students

- P6: use the backward-design process to plan lessons that lead students to meet the unit performance objectives

- P7: plan lessons containing activities that are contextualized, connect to prior learning, and require attention to meaning
Changing Definition of Literacy

★ traditional literacy skills- reading and writing

★★ “new literacies” skills of 21st century- reading, writing, and communication via 21st century technologies

★ https://www.actfl.org/assessment-professional-development/languages-and-literacy#1

https://www.literacyworldwide.org/
Heritage Language Learners’ Unique Literacy Needs

- To build literacy skills in formal settings HLLs need to rely on their Incidental Learning (prior knowledge) of the language and culture

- Instruction based on content and context(s) that are culturally meaningful for HLLs

- Need highly structured and intentional scaffolding to build literacy skills
Strategies and Activities:

- Native Music
- Visuals
- Rebus stories
- Manipulatives
- Technology
Native Music:

- Building literacy skills based on HLLs prior phonemic and phonological awareness of TL as most HLL’s are exposed early on to the sounds of Indian classical, semi classical and popular music in formal and/or informal settings.

- Familiar native music provides low pressure immersion experiences and opportunities for developing literacy skills via choral singing and reading.

- Provides motivation for further growing literacy skills beyond classroom for participation in the community, lifelong enjoyment and advancement.
Native Music:

Using song(s) lyrics for building literacy, NM/NH -1-5 Grade (Examples):

- Step 1: Instructor purposefully select 3 to 4 simple native popular rhymes and/or songs (1-2 minutes long) which consist most all basic units of Hindi Devanagari script
- Step 2: Learners listen/watch and learn to sing these poems/songs at their own pace
- Step 3: Learners sing along with the songs’ lyrics (in print and/or video screen), keeping their fingers on lyrics as they sing along, and make the connection with written script to its sound
- Step 4: Learners complete scaffolding reading and writing tasks based on learned lyrics
- Step 5: Learners pair up and create and write new lyrics for the song(s) and share with the class
Visual Script Recognition

Using background knowledge for building literacy, NM/NH -1-5 Grade (Examples):

- Learners retrieve and rely on prior lexical knowledge triggered by visuals (of familiar cultural products and practices) for learning remaining basic units of Hindi Devanagari script that are not in the previously learned native songs
can explain different festivals celebrated.

पिता, माता के पास रहने का आन्दोलन

समाज के अंदर मनोरंजन

कबीर आदि के आदर

नवरात्रि, गुरुवार, मार्गशीर्ष और बैंगलुरु के लोक उत्सव

सुशासन, शिक्षा, वित्त

बुद्धिजीविता
Rebus Cultural Stories

NM/NH -1-5 Grade (Example):

- Step 1: Learners watch (silent animation) [https://youtu.be/eF1vkfyvtdg](https://youtu.be/eF1vkfyvtdg) (pre activity)
- Step 2: Learners draw as they watch the images of 5-7 objects from the animation video
- Step 3: Learners identify and read the words (using newly acquired literacy skills) in the rebus story by matching the images they drew to the images in the rebus story
- Step 4: Learners complete scaffolding reading & writing task based on the rebus story
- Step 5: Learners then create their own story with partner and present it to the class in a gallery walk presentation
Manipulatives

- Devanagari Script Blocks
- Rhyme(s) Boards
- Sentence Stripes for Sequencing
अ आ इ ई उ ऊ ऋ ए ऐ ओ औ अं अः
आओ एक
चू चू करती आई चिड़िया
रंग बिरंगी पारी चिड़िया।
तुमकु मुसक बजे आया मोर,
चू चू सुने बजे आया मोर,
बाबा क्या हम नव दिखाई
विच बढ़ाने आया मोर।
चू चू करती आई कीली,
बूढ़ी बुढ़ी भाई की बाबा।
चू चू करती आई चिड़िया,
हर चिड़िया के भाई चिड़िया
पंख फिरफिरे नहीं रहेंगे,
तोनी फिरफिरे गीत मानेंगे।

एक कीआ पासा था
एक कीआ पासा था,
हड़े में बोझ पानी था।
कीआ लाया कंकड़,
पानी आया ऊपर,
कीए ने पीया पानी,
खाच हुई कहानी।

मछली जल की रानी है
मछली जल की रानी है,
जीवन उसका पानी है,
हाथ लगाय दर जारी,
बाहर निकलो मर जाएगी।
Technology: for script familiarization

Online Script Course:

http://bolca.international.ucla.edu/Default_startalkhs.aspx

Smart board for:

- script practice
- digital story presentation
ये सभी लोहर के, किस तरह विभिन्नता में भी एकता है, और कैसे उनका जीवन का आनंद प्राप्त कर सकते हैं
Technology: for further developing literacy

Tools For NM/NH -6- 8 Grade (Examples):
(based on authentic materials)

- Google Form
  https://goo.gl/YK51Zt (interpretive reading)
  https://goo.gl/KHhJjc (interpretive listening)
- Padlet
  https://goo.gl/MtKK9p
- PlayPosit
  https://goo.gl/RNAZEf
- Blog post
LESSONS LEARNED

• Step 1: Avoid overexpectation- Assess heritage language learners’ prior knowledge of literacy (most have virtually no literacy skills) prior to the program starts for providing differentiated instruction in the classroom.

• Step 2: No transliteration from day one instead integrate scaffolding literacy building strategies in instruction. Learners need to be exposed to TL script to learn the script.

• Step 3: Do not penalize inaccuracies- HLLs are highly conscious of their reading and writing weakness in TL.
POTENTIAL PROBLEMS

• Tip 1: Be careful to avoid scaffolding that is not age appropriate, cognitively engaging and culturally relevant

• Tip 2: Avoid one size fits all approach. Be sure to think about incorporating differentiated strategies (using visuals, manipulatives, tangible/intangible cultural products and practices) to address varied needs of learners that are culturally meaningful to individual learners

• Tip 3: Avoid bottom up approach. Utilize learners background knowledge to help them make connection with their spoken language to written language
CHALLENGES

• Transliteration

• Multilingual HLLs

• Not enough time
BENEFITS FOR PARTICIPANTS

● Tip 1: Pre-assessing learners' literacy ability is important to identify HLLS need and provide differentiated instruction.

● Tip 2: Utilize HLLs relatively higher level oral skills (strength) to bridge their literacy gaps.

● Tip 3: Incorporate technology tools in instruction to motivate learners to use literacy skills and connect with real world for meaningful communication.
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Ardsley, NY
CONCLUSION

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