

Teaching Native Speakers

Diana Pérez
Institute of Technology (SCSD)
dperez@scsd.us



Agenda

1. A Paradigm Shift
2. Know Your Students
3. Assess Their Skills
4. Assign Meaningful, Rigorous Work
5. Monitor and Provide Accountability



A Paradigm Shift

- Recognize that we don't know everything we need to know
- Accept & validate the diversity of students' language varieties
- **WE** are the bridge between “those kids” and our co-workers or administrators who are frustrated by them or don't understand them
- Sometimes we need to be advocates
- A change in “proficiency”



Proficiency for FL Students

Mastery (Advanced)

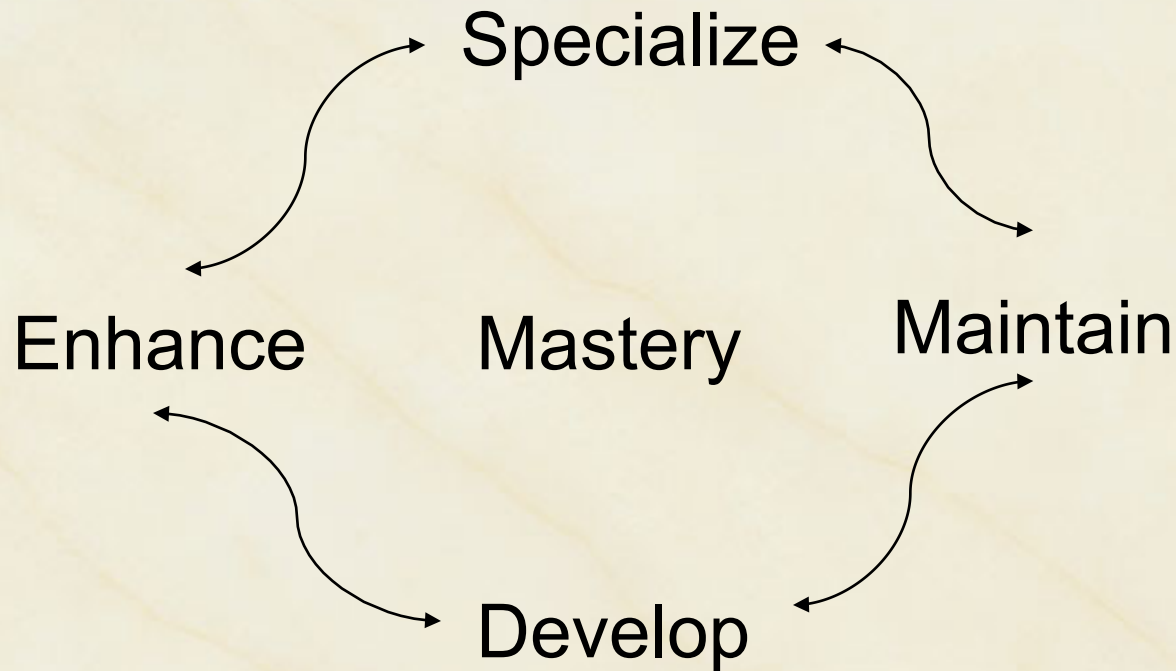


Practice (Intermediate)



Exposure (Novice)

Proficiency for NS Students



Exposure & Practice

Agenda

1. A Paradigm Shift
2. *Know Your Students*
3. Assess Their Skills
4. Assign Meaningful, Rigorous Work
5. Monitor and Provide Accountability



Know Your Students

- ◆ Identified as a Native Speaker/HLL
- ◆ Consistently finishes tasks early
- ◆ Frequently bored
- ◆ Verbally proficient, but not as literate
- ◆ Expresses interest in pursuing alternate or advanced topics



Know Your Students

- ◆ Says “You’ re not teaching ‘real’ Spanish”
- ◆ Finishes work quickly and then socializes, disrupts, checks out etc.
- ◆ Frequently the translator or interpreter for peers
- ◆ Frequently absent
- ◆ Intimidates me
- ◆ Skill level???



Know Your Students

- Heritage Language Student Survey & Oral Interview
- Guidance or Team Teachers



Agenda

1. A Paradigm Shift
2. Know Your Students
3. *Assess Their Skills*
4. Assign Meaningful, Rigorous Work
5. Monitor and Provide Accountability



Assess Their Skills

- Placement Test
 - *Prueba de Ubicación para Hispanohablantes* by Ricardo Otheguy & Ofelia García (McDougal Littell)



Agenda

1. A Paradigm Shift
2. Know Your Students
3. Assess Their Skills
4. *Assign Meaningful, Rigorous Work*
5. Monitor and Provide Accountability




Assign Meaningful and Rigorous Work



“Teaching should respond to what we know about the learner(s).”






Assign Meaningful and Rigorous Work

What do we know about the student?

What do we know about their language skills?

What will work realistically in our classrooms?





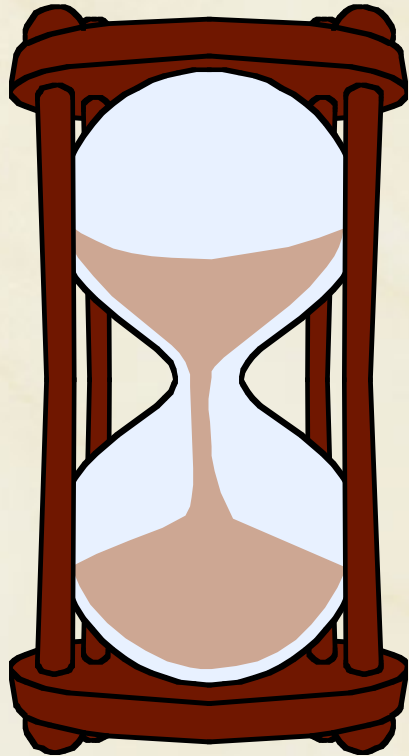
Assign Meaningful and Rigorous Work

Curriculum Compacting A STRATEGY FOR “RESPONSIVE TEACHING”

Material drawn from *It's About Time* by Alane J. Starko,
Copyright 1986



Goals of Compacting



- Create a challenging learning environment
- Guarantee proficiency in basic curriculum
- Buy time for enrichment and acceleration



Curriculum Compacting

CURRICULUM

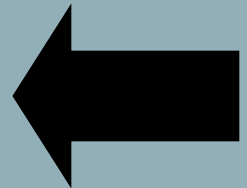
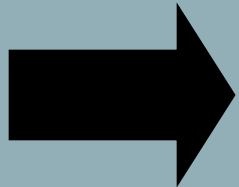
- 1) What's important?
- 2) What can be skipped or eliminated?
- 3) What do students already know or are able to do?
- 4) What will they grasp easily?
- 5) What can be accomplished quickly?



Por ejemplo: Travel Unit

CURRICULUM

- 1) **What's important?** (*airport vocab; travel verbs; preterite*)
- 2) **What can be skipped or eliminated?** (*whatever they can show 85% proficiency on*)
- 3) **What do students already know or are able to do?** (*test them, ask them! Also, what can they contribute?*)
- 4) **What will they grasp easily?** (*depends*)
- 5) **What can be accomplished quickly?** (*depends*)



Curriculum Compacting

- Give test/quiz on content they need to know
- If they can show proficiency (85% or higher), give them independent work
- But wait!!! Make a note of what they still haven't mastered (ex: accents, spelling, synonyms, etc.)



¡Al estilo mío!

- Use when you have Native Speakers “sprinkled” in your classes
 - List of Expectations & Statement of Agreement
 - List of Activities/Tasks



Nosotros Radio, Inc.

- 103.9 & 95.3 FM
- Thursdays 8-9:30, Fridays 8-10, Saturdays 3-7
- Latino music
- On-air education, interviews, info
- 15 minute news bulletin in Spanish every Saturday at 5:00 p.m.
- Looking for student produced educational content



Agenda

1. A Paradigm Shift
2. Know Your Students
3. Assess Their Skills
4. Assign Meaningful, Rigorous Work
5. *Monitor and Provide Accountability*



Monitor & Provide Accountability

- Letter home to Parents (in target language)
- Rubric, Work Plan/Timeline for each activity
- Class Presentations



Other Ideas

- Para Hispanohablantes materials
- Guest Speakers
- One-on-one Coaching/Mini-lessons
- Career Exploration/Shadowing
- Country/Capitals Study
- History
- Tutoring
- Advocating for “_____ for Native Speakers” courses/diploma distinction
- Anyone want to meet for coffee?



More Information

Google Search (Keywords: *Heritage Language Learners; Native Speakers*)

Heritage Language Instruction in the
21st Century

By Diana Pérez

New Waves

Educational Research & Development Journal, 2010

<http://www.caerda.org>





Mil gracias

- ¿Preguntas?

