



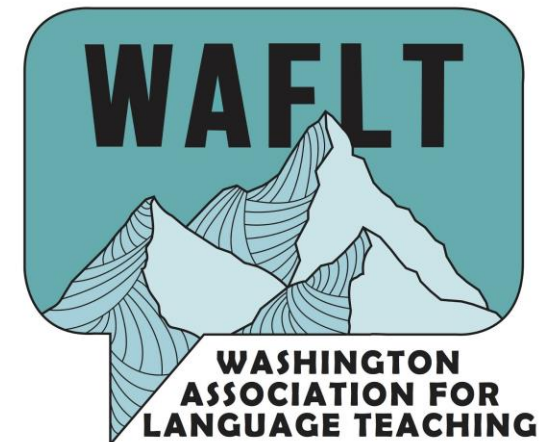
# Heritage Language and Dual Language Learning and Teaching: Idea Sharing with the Lushootseed Community

11th Annual Lushootseed Language Conference:  
Envisioning the Lushootseed World

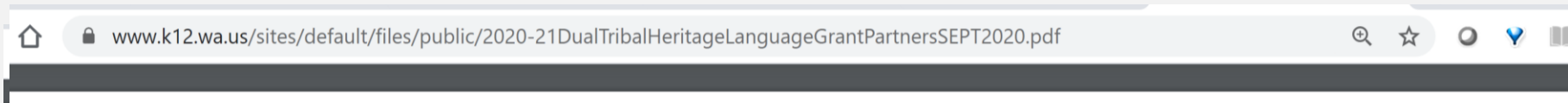
“šuuçəx<sup>w</sup> ti swatix<sup>w</sup>təd ʔə tiəʔ dx<sup>w</sup>ləšucid”

Saturday, October 17, 2020

Presentation by Michele Anciaux Aoki, PhD,  
WAFLT Testing Team and Advocacy Chair



# Congratulations for the OSPI Tribal Language Program Grants!



## 2020-21 Dual, Tribal, and Heritage Language Grant Partners per Proviso 520(10)(b)

### Tribal Language Program Grant

- 10 grants @ \$36,000 each.
- 13 applications. All (6) 2019-20 Grantees\* applied and were automatically selected per 2019 Proviso ESHB 1109.

<b>State-Tribal Education Compact (STEC) School or District with Tribal Language Program</b>	<b>Tribe Approving Language Program</b>	<b>Tribal Language</b>
Cape Flattery School District*	Makah	Makah
Chief Kitsap Academy* (STEC)	Suquamish	Lushootseed
Ferndale School District	Lummi	Lummi
Highline Public Schools	Muckleshoot	Lushootseed
Muckleshoot Tribal School* (STEC)	Muckleshoot	Muckleshoot
Nespelem School District*	Colville	Colville
North Kitsap School District	Port Gamble S'Klallam Tribe	Lushootseed and S'Klallam
Wa He Lut Indian School* (STEC)	Frank's Landing Indian Community	Quilshootseed
Wellpinit School District	Spokane	Spokane dialect of Salish
Quileute Tribal School* (STEC)	Quileute	Quileute



# Starting with Questions

- What is Dual Language Learning and Teaching?
- Is Dual Language Learning and Teaching the same as Heritage Language Learning and Teaching?
- What have we learned about Heritage Language Learning and Teaching during five years of UW Heritage Language Symposia?
  - Who is a heritage language learner?
  - What can we do to better attend to the needs of heritage language learners?
  - How can Project-Based Learning meet the needs of heritage language learners?
- How could WAFLT help support Lushootseed and other Native American Languages?



# What is Dual Language Learning and Teaching?

**Dual language** is a form of bilingual education in which students are taught literacy and content in two languages.

<https://www.dlenm.org/who-we-are/what-is-dual-language-education/> (retrieved 10/16/2020)



# What is Dual Language Learning and Teaching?

- Models depend on the make-up of the students:
- **One-Way:** Usually means all the students **share a language (other than English)** and are learning literacy and content in both English and that language. Most of these programs serve Spanish Heritage Language students.
  - **One-Way:** Can also mean all students are **English speakers** who are now learning literacy and content in both English and another language. The other language is most often Spanish, but could be French, Japanese, German, Mandarin, Portuguese, Russian, or any other language.
  - **Two-Way:** Means that about **half the students are native English speakers** and **half are native/heritage speakers of a different language**. Together they are learning literacy and content in both languages. This has been shown to be the most effective model for Bilingual Education. (Thomas & Collier)



# Is Dual Language Learning and Teaching the same as Heritage Language Learning and Teaching?

Dual Language Education can be a model for serving Heritage Language Speakers

- **BUT...** it depends on having enough speakers of that language to offer an academic program in school
- It also depends on having access to appropriate instructional materials for teaching academic content (like Math, Science, Social Studies) in the language

Heritage Language Speakers deserve to have access to their home or heritage language whether or not the school can offer a Dual Language program for them

- **AND...** it is still helpful for Heritage Language programs to teach literacy and content through the Heritage Language

What have we learned from five years of UW STARTALK Heritage Language Symposia?

<https://depts.washington.edu/startalk/events.php>

- [2020 Heritage Language Symposium at the UW](#)
- [2019 Heritage Language Symposium at the UW](#)
- [2018 Heritage Language Symposium at the UW](#)
- [2015 Heritage Language Symposium at the UW](#)
- [2014 Heritage Language Symposium at the UW](#)



Please type in the chat or speak up

***Who is a heritage  
language  
learner?***

Hint: There is no  
“one” right  
answer.



# Highlights from 2014 Heritage Language Symposium

## Who is a heritage language learner?

- **Narrow definition:** those who have been exposed to a particular language in childhood but did not learn it to full capacity because another language became dominant. FUNCTIONAL PROFICIENCY
- **Broad definition:** those who have been raised with a strong cultural connection to a particular language, usually through family interaction. CULTURAL AFFINITY

Source: Polinsky and Kagan 2007



Please type in the chat or speak up

***What can we do to  
better attend to the  
needs of heritage  
language learners?***

Highlights from 2015 Heritage Language Symposium

# Attending to the Needs of Heritage Language Learners in Mixed Classrooms

Maria M. Carreira, Ph.D.

National Heritage Language Resource Center, UCLA

Professor, California State University, Long Beach

Heritage Language Symposium

The University of Washington, Seattle

Feb. 21, 2015



## Overview of the principles, approaches, and applications that I will present today

- Know your learners;
- Strive for Rich Classroom discourse by choosing and using materials with a view towards making learning meaningful, engaging, and accessible to all learners;
- Make students active and autonomous partners in what happens in the classroom;
- Differentiate learning according to learner needs;
- Design courses and curricula that make linguistic and demographic sense.

Please type in the chat or speak up

***How can Project-Based Learning meet the needs of heritage language learners?***

# Highlights from 2018 Heritage Language Symposium



## Project-based Learning for Heritage Language Learners

University of Washington, Seattle  
February 10, 2018

 Maria Carreira, Ph.D.  
National Heritage Language Resource Center, UCLA  
California State University, Long Beach



# Project-Based Learning (PBL)



## What is PBL?

- A **learner-centered** teaching approach in which **students work over a period of time** on a task which involves engaging with **complex issues**, solving problems, or meeting particular **real life challenges**. To communicate their learning, students develop a **product** (e.g. timelines, blogs, brochures, reports, public-service announcements, etc.)

In summary,  
we have  
learned that  
we need to:

- Recognize **WHO** Heritage Language Learners are in all their beautiful complexity and meet them **WHERE** they are (in terms of proficiency)
- Make their learning **meaningful, engaging, and accessible**
- Make them **active, autonomous** learners
- Use **Project-Based Learning**



Please type in the chat or speak up

***Do any of these ideas make sense for learners of Lushootseed?***

***How could WAFLT help  
support Lushootseed and  
other Native American  
Languages?***

# WORLD LANGUAGE CREDIT PROGRAM



## HOW DOES IT WORK?

### STEP 1: Determine if you're eligible

Do you speak a language other than English?

Can you read and write in it too?

### STEP 2: Take the tests

Learn about the tests and sign up at:

[www.k12.wa.us/WorldLanguages/StudentsEarnCredits.aspx](http://www.k12.wa.us/WorldLanguages/StudentsEarnCredits.aspx)

### STEP 3: Get credit

Contact your high school counselor with your test results to add the credits to your school transcript.

That's it!

**Languages\***

Amharic	Arabic	Chinese
Nepali	Punjabi	Somali
Russian	Spanish	Tagalog
	Vietnamese	

\* For more information and a more complete list of languages go to:  
<http://www.k12.wa.us/WorldLanguages/AssessmentDays.aspx>

## Washington Association for Language Teaching

The WAFLT volunteer testing experts have a decade of experience establishing testing programs in 30+ school districts in Washington.

We can help you create sustainable systems to test your bilingual/biliterate students.

### Learn more at:

<http://depts.washington.edu/wafllttest/>



State Seal of Biliteracy SB Bill 6424  
Signing on March 27, 2014  
Photo courtesy of Washington State Legislative Support Service

# How do students qualify for the Washington State Seal of Biliteracy?



- Students can qualify for the State Seal of Biliteracy through World Language Competency-Based Credit testing
  - Demonstrating Intermediate Mid proficiency in language skills (qualifies for 4 high school credits)
- WAFLT supports Custom Tests for less commonly taught/tested languages. Since 2014, we have tested in over 60 languages
- The model procedure states clearly:
  - “a world language other than English must include American sign language and **Native American languages**”

Please type in the chat or speak up

***Conversation about  
Lushootseed and the State  
Seal of Biliteracy***



*Thank you for inviting me!*

Dr. Michele Anciaux Aoki

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<http://depts.washington.edu/wafltest/>

