PDRC

PROFESSIONAL DEVELOPMENT & RESOURCE CENTER for
RELIGIOUS & INDEPENDENT SCHOOLS

.

NYS/NYC Region – Fordham University – Center for Educational Partnerships

AGNÈS N. TOUNKARA

THE FRENCH HERITAGE LANGUAGE PROGRAM (FACE FOUNDATION)

THE INTERPRETIVE MODE IN TEACHING HERITAGE LANGUAGE LEARNERS

WHO ARE HERITAGE LANGUAGE LEARNERS (HLL)?

Heritage Language Learners (HLL) generally fall into four major categories:

1. New arrivals/migrant students.

2. Foreign-born students who arrived at a young age but have been in American schools for several years.

3. Ethnic-American students who were born in the United States to immigrant parents.

4. Students who were born in the U.S., but have no one at home with whom they speak the heritage language. The students would like to strengthen their ties to their heritage language and culture.

HERITAGE LEARNERS: SOMEWHERE ON THE BILINGUAL CONTINUUM

- Heritage Language Learners who are not L2 are always moving on the continuum as they go through life.
- Not all on the same spot on the continuum
- As a result, heterogeneous classes.

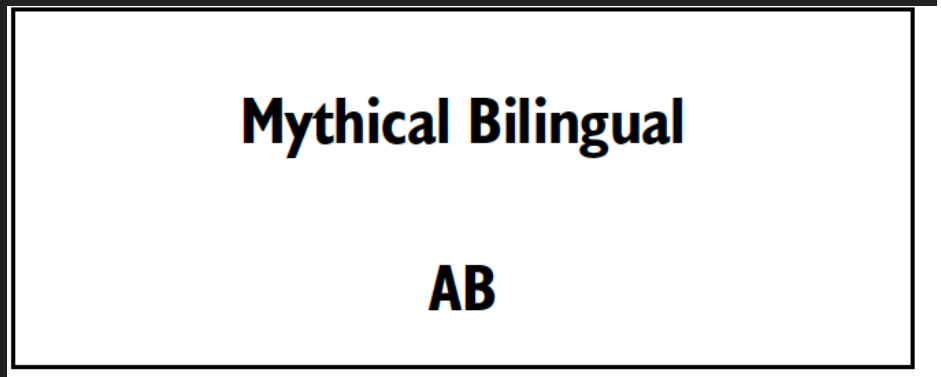

Figure 1. The Mythical Bilingual

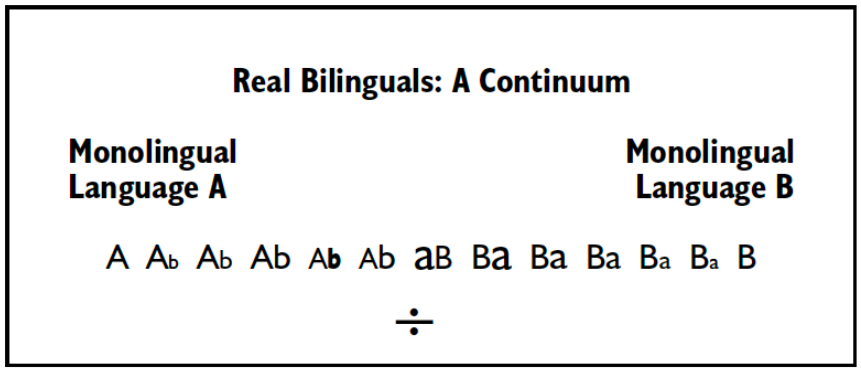

Figure 2. The Bilingual Continuum

LINGUISTICS CHALLENGES FOR HLL

1**. Academic language** – For many HLL, most their heritage language usage occurs informally with their family. Thus, they do not have the formal academic language that their overall L2 proficiency would suggest.
2. **English influence on the second language** - English influence can include the use of cognates instead of the correct word, inventing words, and spelling errors.
3. **Vocabulary** – HLL may not always understand the subtleties of meaning of words and registers or may need academic vocabulary.
4. **Spelling:** This is often the area that needs the most emphasis with HLL, since the exposure to language is mostly oral.

TEACHING PRINCIPLES (NHRLC: NATIONAL HERITAGE RESOURCE CENTER, UCLA)

- **Know your students:** assess and survey for accurate placement and for student's engagement: *English language learners' cultural knowledge and language abilities in their home language are important resources in enabling academic engagement;*
- Choose materials to **make learning meaningful, engaging and accessible**.
- **Make students active and autonomous partners** in what happens in the classroom
- **Build pathways for all learners** using differentiated instruction, formative assessment and learning strategies:
- **Design curse and curricula that make linguistic and cultural sense**: *English language learners will engage academically to the extent that instruction affirms their identities and enables them to invest their identities in learning.*
- → **PROJECT-BASED PEDAGOGY**

IN A CLASS WITH L2 AND HLL: BALANCING MICRO AND MACRO APPROACHES

"The macro-based approach or top-down approach makes use of previous knowledge to analyze and process information. *So, the prime knowledge is applied to help understand new information or carry out new tasks.* ***Heritage language learners come to the classroom with a big picture****, it's not a perfect picture. Their grammar is not perfect, their comprehension may not be perfect, but it's considerable. They heard the language and they spoke the language for many years at home, even if they stopped for a while and they bring all that knowledge to the classroom.*

The traditional micro-based approach or the bottom-up approach makes use principally of the information which is present in the data, that is, for example, words and sentences could be decoded to get to the bigger picture. *This is pretty much what we do with foreign language learners. They come to us without any previous knowledge of the language and we start building it up from the bottom and then gradually they get a bigger picture.*

EXAMPLES: BALANCING MICRO AND MACRO APPROACHES

Type of knowledge required in basic activity	Learner comparison (stronger -> weaker)	Sample add-ons to make the activity more challenging for the stronger learner
Intuitive, spontaneous use of language	HLL > L2L	An additional writing component. An activity with explicit manipulation of language (e.g. analysis of vocabulary or verb forms)
Academic language	L2L > HLL	An activity that uses colloquial language (e.g. a skit, acting as an intermediary to explain)
Colloquial language	HLL > L2L	An activity that takes language to a higher register (e.g. write a letter to the editor, write a summary)
Home vocabulary	HLL > L2L	A formal debate. An activity with explicit manipulation of language (e.g. write a glossary of key home vocabulary)

INTERPRETIVE MODE

PRESENTATIONAL MODE

INTERPERSONAL MODE

PRESENTATIONAL MODE

IN A CLASS WITH L2 AND HLL: BALANCING MICRO AND MACRO APPROACHES

HLL find micro- approaches confusing because they lack the meta language of instruction and/or a mental map of the instructional objectives.
L2 learners find macro- approaches inaccessible because they lack the fluency to decipher spontaneous language on their own.
Scaffold and assist them to do this.

FILM AND VIDEOS: THE PERFECT TOOL TO TEACH THE INTERPRETIVE MODE

Authentic movies or videos: authentic documents by and for native speakers

Full range of native input

Full range of cultural topics, integrated vs decontextualized and isolated.

The vocabulary is dictated by function and context vs carefully controlled, simplified and selected (Bonjour Magazine)

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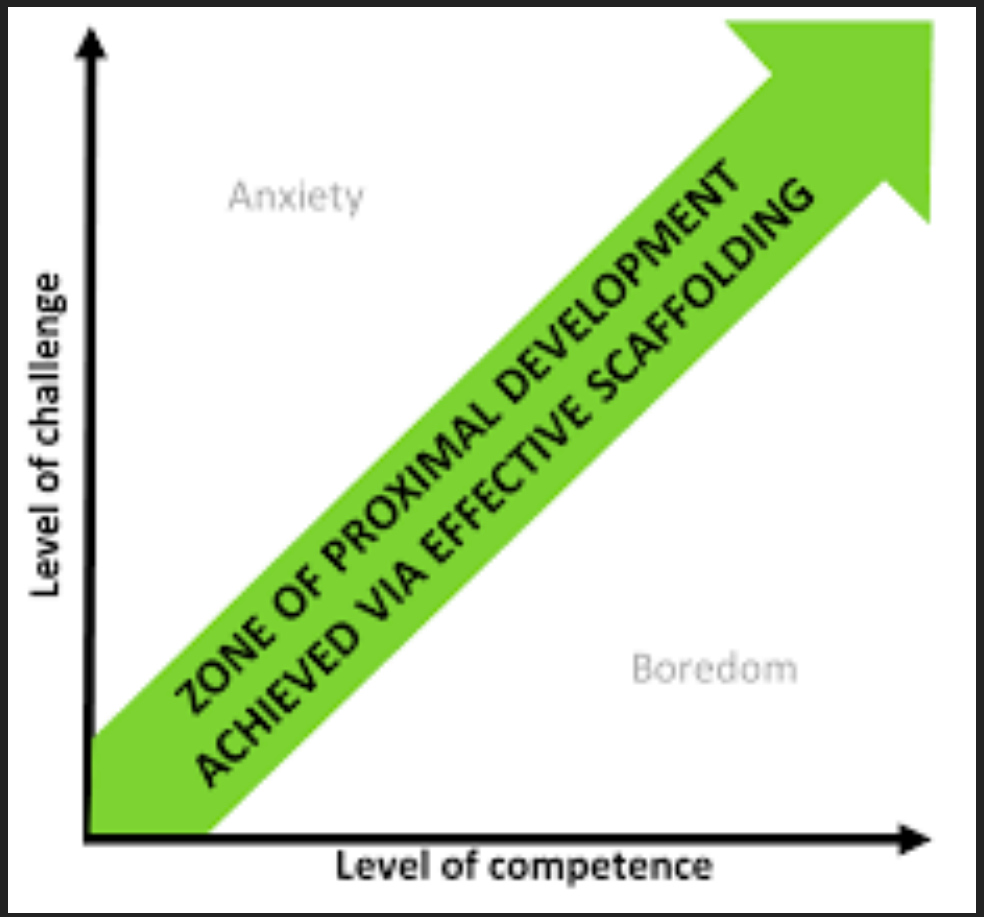
SCAFFOLDING IN A CLASS WITH L2 AND HLL



- Use of visuals
- Use of native language
- Intentional grouping
- Connect to background knowledge
- Pre-identify and pre- teach new vocabulary

INTERPRETIVE MODE DURING DISTANCE LEARNING

- **ACTIVITIES FORMAT:**
  - *Movie club*
  - *Watch in advance or together in class*
  - *Contests: autoportrait, movie critic contest: Essay, Flip grid*
  - *The news: watch, analyze, debate.*
- **FAVORITE ONLINE PLATFORMS:**
  - Movies Cultureteque- NETFLIX
  - TV5 Shows: Tv5 Afrique -
  - News Cultureteque- Tv5 Afrique -Tv5 Monde
  - Documentaries: Cultureteque- Tv5 Monde -- ARTE documentaries (20 to 55 min)
  - YouTube Channels: Phosphore, National Geographic
  - Practice: TV5 Monde Apprendre

HONING THE INTERPRETIVE MODE THROUGH FILM

II. POUR TRAVAILLER AVEC LE FILM EN CLASSE

«ÉMOUVANT, D'UNE FORCE VIVE, JOYEUSE ET CONTAGIEUSE»

LE MONDE

SWAGGER

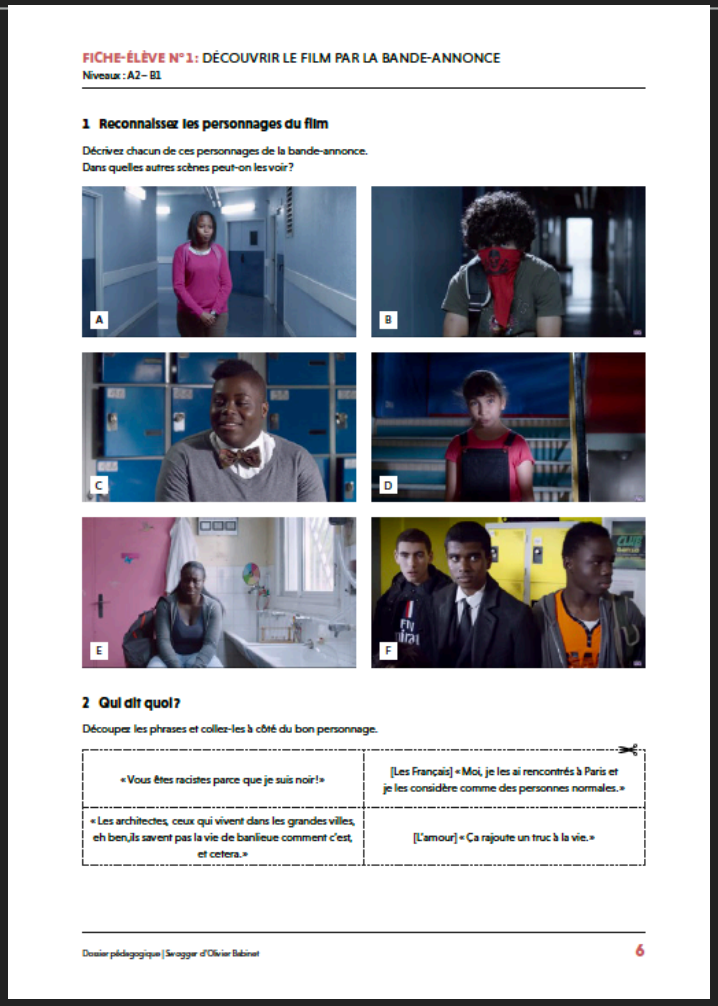
UN FILM DE OLIVIER BABINET

ACid CANNES

Dossier pédagogique | Swagger d'Olivier Babinet 5

A teen-movie documentary, Swagger carries us in the midst of the astonishing minds of eleven teenagers growing up in one of the most underprivileged neighborhood in France.
Despite their life difficulties, Aulnay's and Sevran's kids have dreams and ambitions.
And no one will take that from them!

BEFORE THE MOVIE: PREPARATION PHASE



FICHE-ÉLÈVE N°1: DÉCOUVRIR LE FILM PAR LA BANDE-ANNONCE
Niveaux : A2 – B1

1 Reconnaissez les personnages du film

Décrivez chacun de ces personnages de la bande-annonce.
Dans quelles autres scènes peut-on les voir?

A B C D E F

2 Qui dit quoi?

Découper les phrases et collez-les à côté du bon personnage.

« Vous êtes racistes parce que je suis noir! »	[Les Français] « Moi, je les ai rencontrés à Paris et je les considère comme des personnes normales. »
« Les architectes, ceux qui vivent dans les grandes villes, eh ben,ils savent pas la vie de banlieue comment c'est, et cetera. »	[L'amour] « Ça rajoute un truc à la vie. »

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- Watch the trailer
- Study the socio-political context
- Study the protagonists: describe them, match pictures with lines, in groups, match descriptions with protagonists
- Provide useful vocabulary words lists and pre-teach concepts

BEFORE THE MOVIE: PREPARATION PHASE

FICHE-ÉLÈVE N°1: DÉCOUVRIR LE FILM PAR LA BANDE-ANNONCE *suite*

3 Swag ou pas ?

Entourez les noms entendus pendant la bonne annonce.
Qu'en pensent les personnages ?

Nicolas Sarkozy | Mickey | Barack Obama
Al Qaïda | François Hollande | Beyoncé

4 Qui a le swag ?

Quel est votre personnage préféré ? Pourquoi ?

5. Où habitent les personnages ?

Décrivez ces trois images.
Comment est leur ville ?

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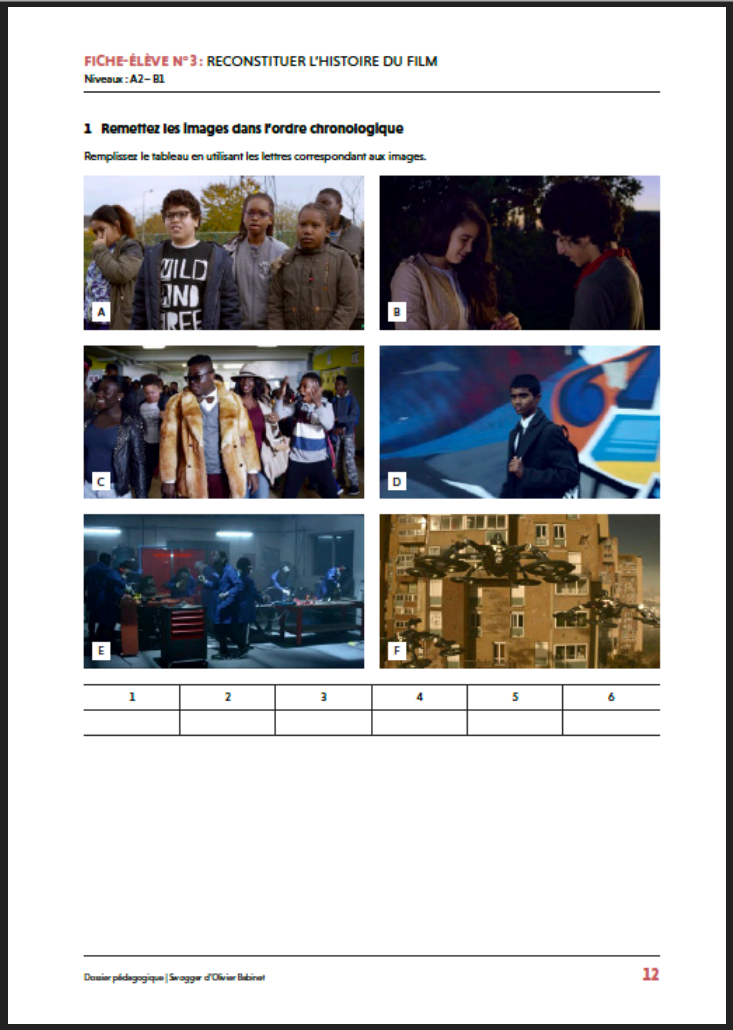
- Use class discussion to activate background knowledge on the topic and to generate the essential vocabulary
- Study the socio-political context
- Study the protagonists: describe them, match pictures with lines, in groups, match descriptions with protagonists
- Pre-teach useful vocabulary words

AFTER THE MOVIE: COMPREHENSION PHASE



FICHE-ÉLÈVE N°3 : RECONSTITUER L'HISTOIRE DU FILM
Niveaux : A2– B1

1 Remettez les images dans l'ordre chronologique

Remplissez le tableau en utilisant les lettres correspondant aux images.

1	2	3	4	5	6

- Put the images in chronological order
- Describe the scenes orally or in writing (scaffolding: vocabulary words list to help, oral description, writing, intentional grouping with native speakers).

AFTER THE MOVIE: COMPREHENSION PHASE

FICHE-ÉLÈVE N° 5 : COMPRENDRE UN DIALOGUE DU FILM
Niveaux : B1 – B2

1 Situez la scène

Naïla explique ce qu'elle veut faire plus tard. À quel moment du film se passe cette scène ? Que se passe-t-il avant et après cette scène ?

2 Les mots entendus

Regardez bien cette scène. Ensuite, cochez dans le tableau les mots que vous avez entendus.

☐ cabanes	☐ bois	☐ draps
☐ collège	☐ école	☐ maison
☐ diplôme	☐ architecture	☐ immeuble
☐ bébés	☐ mère	☐ ballon

3 Vrai ou faux ?

Si une phrase est fausse, corrigez ce qui est faux.

PHRASES	VRAI	FAUX	CORRECTION
a) Naïla veut être maçon pour construire des maisons.			
b) Dans son ancien immeuble, un enfant est tombé du septième étage.			
c) Selon Naïla, les Français d'origine aiment vivre dans de grands bâtiments.			

STUDY A SCENE

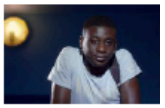
- Situate the scene in the movie: when did this happen? What happened before and after?
- Recognize words, sentences from the movies

AFTER THE MOVIE: INTERPRETATION/DISCUSSION

FICHE-ÉLÈVE N°4 : ÉTUDIER LES PERSONNAGES DU FILM
Niveaux : A2– B1

1 Identifiez les personnages

Retrouvez les noms des personnages du film :
Aaron, Abou, Aïssatou, Astan, Elvis, Mariyama, Naïla, Nazario, Paul, Régis, Salimata.



Aïssatou

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FICHE-ÉLÈVE N°4 : ÉTUDIER LES PERSONNAGES DU FILM *suite*

2 Qui a dit quoi ?

Découpez les phrases et placez-les à côté du bon personnage.

« Être amoureux, je sais pas moi. Si tu réussis pas ça à un moment de ta vie, t'as rien fait. »	« Populaire, populaire, je suis pas Beyoncé ... Mais je suis apprécié des gens, on va dire ça comme ça ! »	« Je me suis plus ennuyé à l'église qu'à la mosquée ... »
« À douze ans, je suis venu ici en France pour vivre avec mes parents. Mon plus beau souvenir, c'était de venir ici. »	« Je connais pas des Français de souche. Je sais pas, c'est quoi souche. »	« Parler avec d'autres personnes, ça m'a rendue optimiste. »
« En fait, avec la politique, on reçoit pas ce qu'on attend, c'est pour ça que ça m'intéresse pas. »	« Le plus important, pour moi, c'est d'aller au paradis. Le paradis en or, en argent, Dieu, Jésus, tout ça ... »	« Si je revivais mon enfance, j'essaierais de parler plus fort, de parler plus, être moins discrète. »
« Il y a une photo de moi, je suis à côté de Mickey. Et franchement, cette photo, j'ai envie de la brûler. »	« Son copain, il l'a invitée au grec, cinq euros le grec, manque de respect. Ça, c'est pas romantique. »	

3 Décrivez les personnages

Qu'avez-vous appris sur les personnages du film ?
Quels sont leurs rêves ? Leurs passions ? Leurs peurs ?

Nom du personnage choisi : _____

- Identify the characters
- Table: Who said what:
- Describe the characters with more insights :
  - what are their dreams?
  - passions?
  - fears?

TO GO FURTHER: CREATIVITY/EXTENSION

- ONLINE GUIDED TOUR OF ONE THE CITIES DESCRIBED IN THE MOVIE (GOOGLE TOUR CREATOR)
- GROUP PRESENTATION ON "LA SAPE" (GOOGLE SIDE)
- DEBATE LIVE (ZOOM): *Summarize/discuss what was heard: (debate, film critic, who is your favorite character and why?)*
- MOVIE CRITIC CONTEST (FLIPGRID)
- SELF PORTRAIT CONTEST (FLIPGRID)

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Merci!

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