

Appendix 10.7 Statement of Shared Goals and Fundamental Beliefs

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Teachers of heritage languages should:

- understand how complex heritage language learners are.
- have high standards and expectations for their students and believe that the students can achieve those standards.
- have a high level of proficiency in the heritage language they teach.
- acquire the sociolinguistic foundations that enable them to be respectful of the language origins and ever-evolving language varieties, dialects, registers and styles that students bring with them to class and build upon them.
- understand the social, political, and emotional issues associated with having various degrees of proficiency in one's heritage language.
- be aware of their students' attitudes toward and degree of receptivity to learning their heritage languages.
- be sensitive to the cultural backgrounds of their students and incorporate those cultures into their instruction.
- help students to recognize the uses and purposes of their heritage language both in their immediate environment and in a global society.
- enrich the lives of students by giving them options of variety in register so they can communicate with a variety of audiences in the heritage language.
- encourage students to actively engage in exploring and discovering the richness of their linguistic and cultural heritage.
- use the language skills and cultural experiences that students bring with them as an integral part of instruction.
- use a variety of instructional approaches to accommodate the variety of levels of language proficiency in the same classroom.
- incorporate personal voice into the instructional program.
- nurture their own sense of self-esteem and communicate it to their students.
- be an advocate for the heritage language learner and promote the importance of the heritage language program within the school.

Students of heritage languages should:

- develop the sociolinguistic competence necessary to enable them to use their heritage languages to communicate with a variety of audiences and for a variety of purposes: personal, social, academic, and beyond.
- learn what roles their heritage countries have played in the world, what each's role is in the world's technology and economy.
- learn what roles their heritage countries and languages may play in the next century and how they themselves can become important in the society of the future.
- learn how their cultures, customs, and religions were developed.
- be aware of the usefulness of their heritage languages and the reasons for learning them.
- understand and become increasingly confident that continued use of a language both inside and outside of school will result in the re-emergence of "forgotten" lexical and structural elements of the language.
- be able to self-monitor and reflect upon their use of the heritage language.
- be encouraged to teach their teachers as well as their peers the individual or unique characteristics of their heritage languages.
- become independent learners.

A successful heritage language learning environment is one in which:

- the differences among the cultures represented in each language group are recognized and respected.
- the multiple perspectives that arise from students' lived experiences and prior knowledge are respected and validated.
- interaction among the school, the family unit, and the community is ongoing.
- mutual respect between and among teachers and learners is fostered.
- students are guaranteed an opportunity to comment freely and participate in discussions as equals.
- students' attempts at communication are valued; they are allowed to take risks and make mistakes knowing that making errors is part of learning.
- all learning styles are acknowledged and addressed in a variety of ways and settings.

- learning is student-centered and interactive, and makes use of the most effective strategies and technology.

An effective heritage language curriculum:

- is based upon recognized standards for both language arts and foreign language.
- has clearly stated goals that are understood by teachers, administrators, and students and that guide student assessment.
- includes literature, history, geography, social science, and cultural activities related to students' countries, as well as current material related to their daily lives.
- makes use of current technologies to improve students language skills and cultural understanding.
- includes real-life situations that involve the students in the heritage language communities.
- integrates language experiences across the curriculum to ensure the development and use of language skills and concepts necessary to all subject areas.
- combines the language arts skills of reading, writing, viewing, speaking and listening in an integrated process of making meaning. They are not taught in isolation from each other.
- reflects the understanding that language learning is progressive and that students will progress to higher levels in given aspects of a language at different rates.
- uses multiple and varied measures to assess student performance, including listening, speaking, reading, writing, and viewing.
- provides opportunities at regular intervals for students to demonstrate what they know and are able to do.

Source: Webb, J. B. & Miller, B. L. (Eds.). (2000). Teaching heritage language learners: Voices from the classroom. *ACTFL Foreign Language Education Series*, Yonkers, NY: ACTFL, pp. 83-85.