



Institute for Language Education in  
Transcultural Context

# ACTFL 2023 Convention and World Languages Expo

November 17-19  
Chicago, IL

## Creating Extended Scaffolded Writing Tasks for Heritage Language Learners

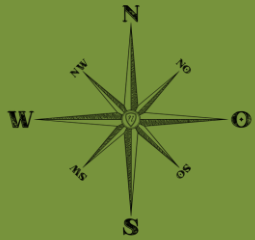
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# Roadmap



- Talk about writing, writing goals, research
- What and why: The Investigating Pedagogies for Advanced Proficiency (IPAP) Curriculum  
<https://iletc.commons.gc.cuny.edu/ipap/>
- Extended Scaffolded Writing (ESW)

# How do we write?



# My Key Instructional Goals for HLLs



- Develop *multiliteracy* – Learners will be able to
  - “do more things” with language,
  - in more contexts, across contexts,
  - with more communicative range (be understood by a wider audience),
  - critically evaluate what they and others do with language in multimodal communication.

# How do we ask learners to write?

Several assignments

One draft -> Individual feedback -> Final copy



Loose connection with other class activities

How many students move up the proficiency scale  
with a  
*first draft* → *final draft* model?

# Writing Proficiency Development of Heritage Language Learners\*



## Study 1

# Subjects	T1 Level Range	Up at least one sublevel
134	IM-AH	21%

## Study 2

# Subjects	T1 Level Range	Up at least one sublevel
9	IM-AM	22%

Is this outcome good enough?

Can it be improved?

# Investigating Pedagogies for Advanced Proficiency Curriculum



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## Who Are Heritage Language Learners?

### General Definition

The most widely used definition of heritage language learners (HLLs) in the US, taken from Valdés (2000), identifies HLLs as those who are raised in a home where a non-English language is spoken, speaks or at least understands the language bilingually in that language and in English.

The heritage language is a complex phenomenon in itself, existing as a heterogeneous set of linguistic features in the US context, rather than as an extension of the language and culture of a community outside the US. An HLL is someone who is raised in a home where a non-English language is spoken, speaks or at least understands the language bilingually in that language and in English.

HLLs are not a monolithic group—there is robust variation among HLLs with respect to whether and how the elements presented here. For example, some HLLs will have high levels of proficiency in the language, others will have strong connections to the heritage culture, others minimal. In this site, we focus on HLLs who have at least a moderate proficiency in the heritage language.

Here we examine some of the key elements that shape the language of heritage learners and consider which elements are most important in writing in order to leverage this information in placement and pedagogical decisions.

- Unpacking the Definition: Heritage Language Learners
- Unpacking the Definition: The Heritage Language
- Implications for Instruction



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## Writing Proficiency of Heritage Language Learners

WPHLL Home

Writing Proficiency

Profiles

Questions

The WPHLL project is a research study on the writing proficiency of college-level Spanish heritage language learners (HLLs) who are raised in a home where a non-English language is spoken, speaks or at least understands the language bilingually in that language and in English.

What are the key elements that shape the language of heritage learners and consider which elements are most important in writing in order to leverage this information in placement and pedagogical decisions.

How do we assess the writing proficiency of heritage language learners?

What are the implications for instruction?

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IPAP



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Writing Proficiency

Profiles

Questions

Complexity

Team

Presentations

What are the implications for instruction?

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## Genre-Based Pedagogy

The Genre-Based Pedagogy component of the IPAP project is a research study on the effectiveness of genre-based pedagogy on the writing proficiency development of college-level Spanish heritage language learners (HLLs). This component is conducted in collaboration with the Modern Languages and Literatures Department at John Jay College, and it has three stages: curriculum development, piloting and data collection, and data analysis.

- Macrobased Approaches to Language Education
- Macrobased Pedagogy Resources

### General

Carreira, M. (2016). Supporting heritage language learners through macrobased teaching: Foundational principles and implementation strategies for heritage language and mixed classes. In M.A. Fairclough & S.M. Beaudrie (Eds.), *Innovative strategies for heritage language teaching: A practical guide for the classroom* (pp. 123-142). Washington, DC: Georgetown University Press.

This chapter discusses the use of macrobased (also known as top-down) approaches in heritage language (HL) teaching, focusing on foundational principles, classroom strategies, and issues of

Byrnes, H., Maxim, J., & ... (2016). ... Advanced Foreign Language Writing Development in Collegiate Education: Curricular Design, Pedagogy, and ... *Journal*, 94, i-235.

Calkins, & ... (2016). ... the writing workshop. *FirstHand*.

Derewianka, ... (2016). ... teaching language in context (2nd ed.). Melbourne: Oxford University Press.

Martin, J. (2016). ... language learning: A social semiotic perspective. *Linguistics and Education*, 20(1), 10-21.

Troyan, F. (2020). ... Genre in World Language Education: Contextualized Assessment and Learning. In *Genre in World Language Education*. Taylor and Francis. Etc...



# Testing the IPAP Curriculum\*



Study 1		
# Subjects	T1 Level Range	Up at least one sublevel
134	IM-AH	21%

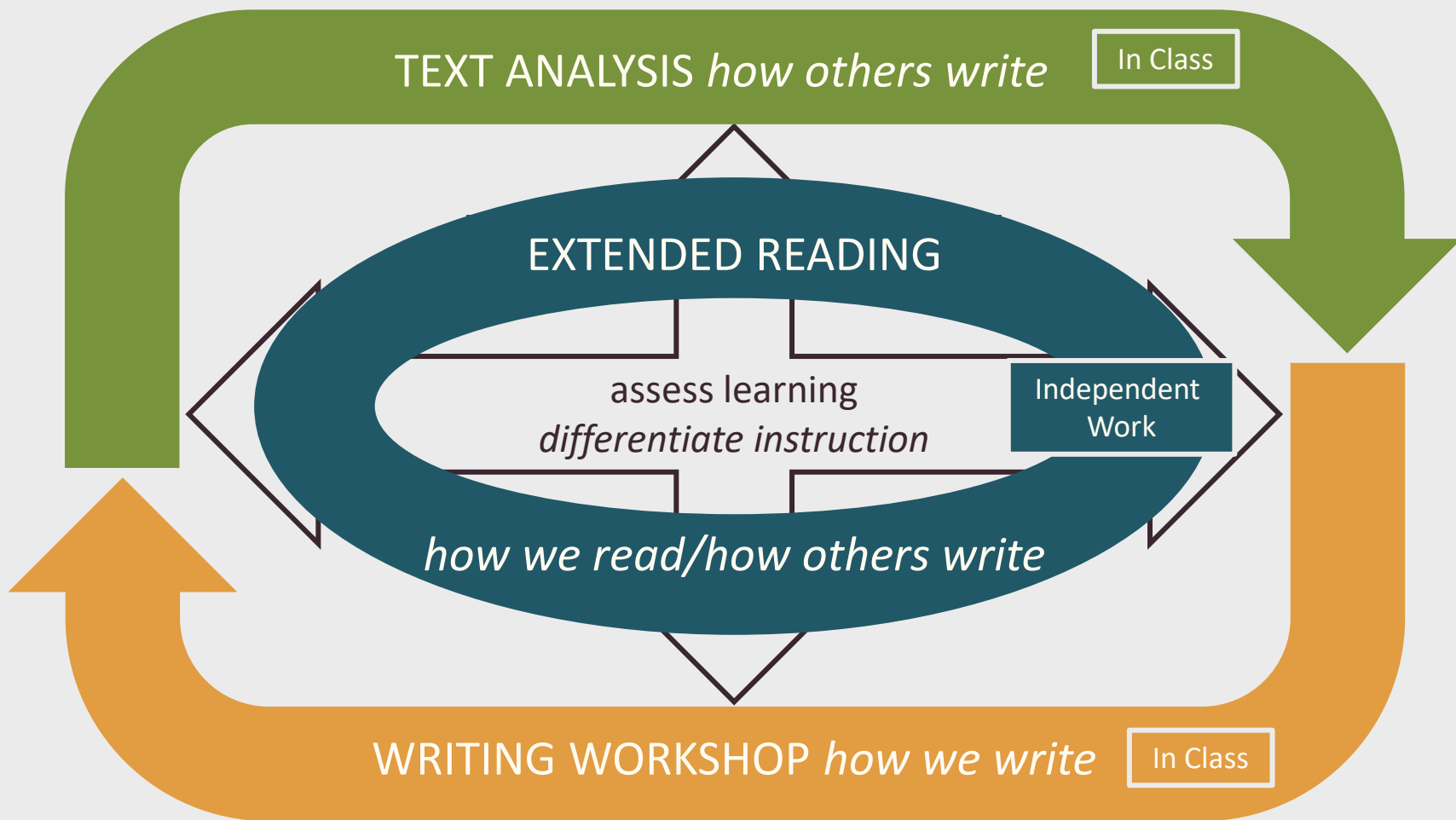
Study 2		
# Subjects	T1 Level Range	Up at least one sublevel
9	IM-AM	22%

Study 3   IPAP Curriculum		
# Subjects	T1 Level Range	Up at least one sublevel
12	IM-AH	58% (1)
		17% (2)

75%

# The IPAP Curriculum

# The IPAP Curriculum Components



# Extended Scaffolded Writing for Biliteracy Development



- Extended
  - Many weeks
- Scaffolded
  - Many steps (guided agency)
  - Modelled (demonstrate the act of writing)
  - Ongoing feedback
- Multiliteracy/biliteracy development
  - Focus on learning how to write -- critically
  - Fully integrated linguistic, metalinguistic, sociocultural, and discursive elements

# ESW Teaching-Learning Cycle and Implementation

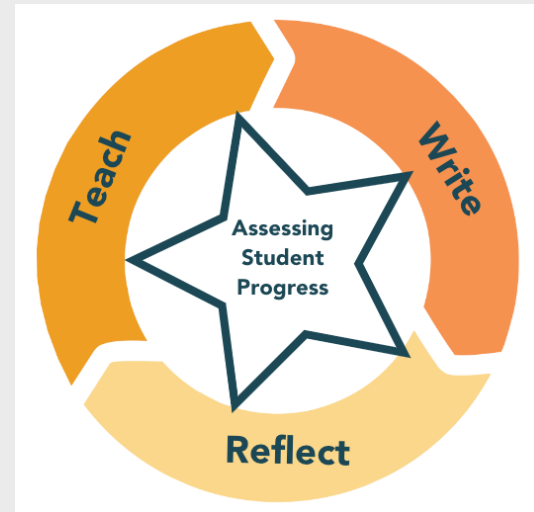


- ESW TLC

- Teach/model
- Write
- Reflect

- Implementation

- Write **IN CLASS** every week
- Writing document shared with instructor



# ESW for Writing a Chronicle

# Chronicle



## Text analysis

1. Read 3-4 chronicles
2. Discuss genre, audience, context of publications
3. Identify structure/stages (Orientation-events-reorientation)
4. Focus on
  - use of chronology,
  - Integrating the words of others,
  - Transitions between stages/paragraphs

## ESW

1. Write a chronicle
2. Discuss genre, audience, context of publications
3. Identify structure/stages (Orientation-events-reorientation)
4. Focus on
  - use of chronology,
  - integrating the words of others,
  - transitions between stages/paragraphs

# Chronicle



You will be writing a chronicle intended for the *We Authors* site.

The content of your chronicle will come from a conversation/interview with a person of your choice.

A screenshot of the We Authors | Heritage Writing website. The page features a header with the title "We Authors | Heritage Writing" and the subtitle "Multilingual Student Voices in Heritage Languages". Below the header is a navigation menu with links for "WELCOME", "SPANISH", "LANGUAGES COMING SOON", "STUDENTS SUBMIT", "FACULTY", and a search icon. The main content area includes a large abstract painting with vibrant colors and a section titled "RECENTLY POSTED WRITING" which lists several articles with their titles and authors. At the bottom right, there is a link to "VIEW WRITING BY CAMPUS".

We Authors | Heritage Writing

Multilingual Student Voices in Heritage Languages

WELCOME SPANISH LANGUAGES COMING SOON STUDENTS SUBMIT FACULTY Q

Welcome to We Authors, a space for work by heritage language students across the City University of New York.

Visit our sister site, *We Authors | Second-Language Writing*, at [slweauthors.commons.gc.cuny.edu](http://slweauthors.commons.gc.cuny.edu).

RECENTLY POSTED WRITING

El otro lado  
Trapped  
Mario Moreno Cantinflas  
Nayib Bukele: CECOT  
Simón Bolívar: El Libertador de América

VIEW WRITING BY CAMPUS



# ESW | Chronicle | 7 Steps



- Step 1: **Prewriting activities** – genre, audience (*We Authors* website)\*, review instructions, conduct interview and transcribe
- Step 2: Write a short profile of the person you interviewed (the subject of your chronicle). Include an **appraisal**
- Step 3: Prepare the content for each of the **stages** of the chronicle (Orientation, Events, Reorientation)
- Step 4: Work on **chronology**, check shifts from present to past, etc.
- Step 5: Focus on **integration of the words of others**
- Step 6: Work on **transitions between stages and paragraphs**; revise sentence structure\* (from oral to written modality); and check conventions/surface issues\*
- [Instructor's final check (edit and suggestions)]
- Step 7: Final edit and publish on *We Authors* website

The best text the  
writer can  
create

# Step 2 | Checklist



	Not Yet	Starting to, doubts, questions	Yes! (Evidence?)
<p><b>Developing the main subject, I</b></p> <p>I prepared the main subject's profile. I included context for my reader and for myself: Who is this person? What is s/he like in general? What are specific characteristics that I need to describe for the specific story I am telling about?</p> <p>I decided how I will refer to the person in the chronicle.</p>			
<p><b>EXTRA: Developing the main subject, II</b></p> <p>I revised the descriptive words and phrases I used, focusing on: (i) the precision of my description and (ii) the agreement between nouns and adjectives</p>			
<p><b>EXTRA: Developing the main subject, III</b></p> <p>I revised the verbs I used, focusing on verbs of condition, making sure they are helping convey the meaning of my text.</p>			

features worked during writing of personal recount the first 5 weeks of the semester

# Step 3 | Checklist



	Not Yet	Starting to, doubts, questions	Yes! (Evidence?)
<p><b>Identifying Content</b> Using the interview transcript, I identified content.</p>			
<p><b>Creating an Outline</b> Keeping in mind the stages of the chronicle, and what I want to be the focus of my chronicle, I created a preliminary outline. [<b>Intermediate Mid</b> and <b>Intermediate High</b> writers, create an outline in chronological order. <b>Advanced</b> writers create an outline in chronological order <u>and</u> start identifying sections that might be moved at a later stage to create a non-chronological narration.</p>			
<p><b>Creating the First Draft of the Text</b> (a) Using the transcript and/or the recording, I created paragraph-length text for each of the stages and substages. (b) I wrote a third-person text, making sure the person who does the action, and the action(s) are clearly stated [Keep an eye on this, especially if you are an <b>Intermediate-level</b> writer]. (c) I kept an eye on the fact that most of my readers on <i>We Authors</i> will not be members of my family or be my friends.</p>			

# Summary | Key Components



- Model/teach (connect critical reading and writing)
- Write in class -> ongoing feedback, observe learner's writing habits
- Scaffold/ break-down tasks
- Make tasks explicit (checklists)
- Differentiate instruction

# Advantages for Learners



- Focus on development from where each writer is at at Time 1
- Understand writing as a sustained effort
- Receive plenty of instruction through scaffolding, feedback, modelling
- Have time to evolve and revise their pieces
- Achieve proficiency growth

# Opportunities for Instructors



- Observe students' writing behaviors
- Provide immediate feedback (less grading time?)
- Demonstrate the what and the how of “revising”
- Teach peer review

Abundant time invested in create the steps and checklists, but once they are ready you will reuse

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