



Nurturing Cultural Roots: A Quest for Effective Heritage Language Instruction

Trang Tran (Brown University)

GUAVA 2024 Workshop



- ***Xin chào***, my name is Trang Tran.
- I have been teaching Vietnamese at Brown University in Providence, RI, since 2021.
- Most of my students are heritage learners.

Trang Tran



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with Cô Trang
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HỌC TIẾNG VIỆT

VIET 100

Beginning Vietnamese

Build up a solid pronunciation and grammar in the Vietnamese language and learn to communicate confidently in everyday situations

M/T/W/Th/F
1 - 1:50 pm



BROWN
East Asian Studies

VIET 300

Intermediate Vietnamese

Expand your knowledge of the Vietnamese language and culture and express your ideas more naturally with idioms, proverbs, and more advanced structures

M/W/F T/Th
11 - 11:50 am 12 - 12:50 pm

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HỌC TIẾNG VIỆT

VIET 200

Beginning Vietnamese

Continue interacting with the Vietnamese language to navigate short social exchanges and solidify your knowledge of basic structure and vocabulary

M/T/W/Th/F
1 - 1:50 pm



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VIET 400

Intermediate Vietnamese

Dive Deeper into topics relevant to the culture and history of Vietnam and learn more complex grammar structures and vocabulary

M/W/F T/Th
11 - 11:50 am 12 - 12:50 pm

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Welcome Party Fall 2024

Agenda

1

Who are the Heritage Language Learners?

2

Challenges in Heritage Language Instruction

3

Key Strategies for Effective Heritage Language Instruction

4

Inspirations for Heritage Language Instruction


I. Who are the Heritage Language Learners?

Native Speaker	Heritage Learner	L2
Raised monolingual	<p>Broad: Those who have been raised with a strong cultural connection to a particular language, usually through family interaction . <u>No measurable proficiencies.</u>(Fishman, 2001; Van Deusen-Scholl, 2003)</p> <p>Narrow: Those who have been exposed to a particular language in childhood did not learn it to full capacity because another language became dominant but an understand it and speak it to a degree. <u>Measurable proficiencies.</u> (Polinsky & Kagan, 2007)</p>	A language known in addition to one's first language; a second language. A non-native speaker of that language learned through second language acquisition.

I. Challenges in Heritage Language Instruction

- Diverse learner backgrounds and needs
- Limited resources and support
- Balancing language learning with cultural identity
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“The main goal of heritage language (HL) education is **to empower learners to explore and develop their cultural and linguistic heritage.**” (Beaudrie & Sara, 2023)

5 Key Strategies for Effective Heritage Language Instruction

#5: Plan for individual learners.

Consider if students are HLs or L2s in ALL aspects of planning, including:

- Types of activities
- Flexible grouping of students
- Programming, such as with “mixed” or HL classes
- Areas of focus for developing language proficiency. HLs may have unique needs, with generally stronger speaking and listening skills, while L2s are generally stronger with reading and writing. HLs may need more help understanding language registers.

#4: Connect with students as individuals.

Survey them early in the year to find out their experiences with languages, including culture, their linguistic abilities, and their motivation for learning languages.

- HLs and L2s may have wildly different reasons for taking a class; the activities in class matter.
- Match activities to their skills, needs, motivations, and experiences.
- Celebrate and honor student experiences, including those with bilingualism (which may include things like “Vietlish” or “code switching”).
- Include activities that explore and delve into identity, such as sharing meaningful objects or home remedies.

#3: Include critical language awareness.

Critical language theory examines how language shapes and perpetuates power dynamics and social hierarchies, emphasizing its role in reinforcing or challenging societal norms and inequalities. It aims to deconstruct linguistic practices to reveal underlying power structures and promote more equitable communication frameworks. Ideas include:

- Acknowledge prejudice or biases that HLs may have experienced
- Acknowledge and value language variation
- Discuss and analyze why certain language varieties are perceived as more prestigious than others
- Acknowledge that HLs have lived experiences that may have reinforced definicity-based or eradication-based views.
- Engage in feedback that validates experiences; do not use “eradication-based feedback.”

#2: The community should connect to all we do.

This includes building a classroom community and also linking the target language to local communities.



#1: Keep identity at the core of learning.

This is especially critical for our HLs. The NHLRC has many sample activities and ideas on their website.

A screenshot of the UCLA National Heritage Language Resource Center website. The header is blue with the UCLA logo and the text "National Heritage Language Resource Center". There is a search bar and social media icons. The main navigation menu includes: HOME, ABOUT US, EVENTS, PROFESSIONAL DEVELOPMENT, LEARNING & TEACHING, RESEARCH, NEWS, and DONATE. Below the menu is a large image of a classroom or lecture hall with students seated at tables. Underneath the image, the text reads "Professional Development" and "Summer Heritage Language Teacher Workshops". A sub-menu is open under "Workshops". A paragraph of text follows: "Since 2009, the NHLRC has held annual week-long workshops on the UCLA campus that have focused on training cohorts of K-16 and community school instructors of heritage languages in the". At the bottom, there is a footer with the UCLA NHLRC logo and a list of links: UCLA, UCLA International Office, UCLA Global, and UCLA International Institute.



Inspirations for heritage language instruction

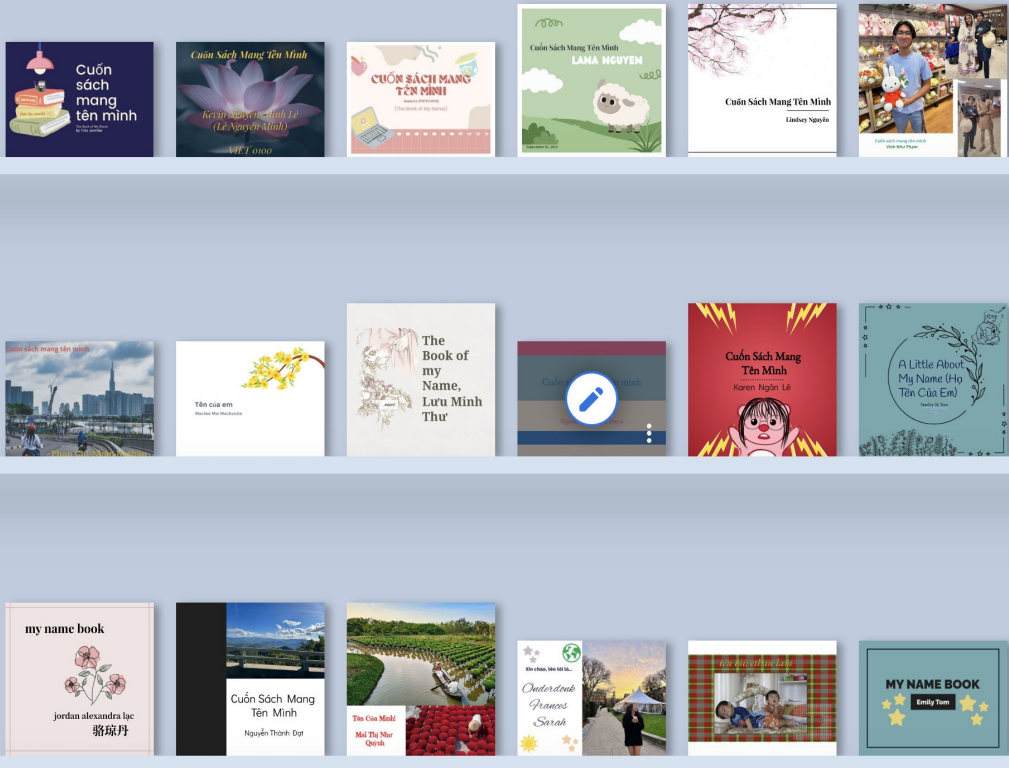


I. Hexagon Hanout

1. Choose 6 items or symbols that represent your cultural identity (language, heritage, traditions, values, or personal experiences)
2. Draw or describe these items on the provided hexagon template.
3. Connect the hexagons as a group to show how your unique identities are interlinked.
4. Briefly explain your choices.



2. Dự án "Cuốn sách mang tên mình" "The Book of My Name" Project



In this project, students research the origins, meanings, and significance of their full name. They created a book report using Book Creator that helped them explore their name's cultural and historical aspects while also improving their Vietnamese language skills.

After researching, I was able to learn more about the cultural significance of my name. I was able to discover that I was spelling my last name wrong. My last name has tone markers and the English e.

I never knew

I love talking about my name because I think it's funny that my parents tried so hard to stop me from getting bullied. I also loved my middle name growing up because I have the same middle name as Hermione from the Harry Potter series.

As a third-generation Chinese American, I don't know much about the Chinese language, so my last name has a meaning. Even my parents don't know what

From completing this research, I've learned the differences between Western naming preferences and those of Vietnam. I had never associated my English name Anna with its biblical origins or meaning. It was a name chosen more from modern-day connotations. My Vietnamese name, however, was chosen for its meaning which is a more traditional route than how Western names are selected. I don't think of "grace" or "favor" when I think of Anna, but I am always reminded of my Vietnamese given name Thảo and its roots from Hiếu Thảo. It was really interesting to see the cultural differences and the inspirations my parents had when naming me.

My middle name is Le, which was my mother's name before she came to America and grew up. I was jealous that my sister had the same name, but now I love my name too.

These people are when they

Incorporating cultural events and traditions into the curriculum



Bánh Tét Workshop Spring 23



Folktale Role-playing "Cây tre trăm đốt"
(The Bamboo Tree with 100 Knots)



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CÔ TRANG'S

OFFICE HOURS

MONDAY - FRIDAY

2 PM - 3 PM

625 SCILL

VIRTUAL OFFICE HOURS AVAILABLE
UPON REQUEST

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Mandatory Office Hours

Office hours provide an invaluable opportunity to engage with Cô Trang individually. These sessions are designed to address any questions, concerns, or clarifications you may have regarding the course material, assignments, or your overall progress in the course.

You can choose a time that works well with your schedule. As with regular course meetings, attendance is mandatory. If you plan to be absent, please arrange with Cô Trang and find another time for make-up sessions. Virtual office hours on Zoom are also available upon request.

"Portfolio" Project



VIET200 Solo Project

For this project, I interviewed my mom on how she bargains and shops in Vietnam. I used Vietnamese vocabulary and expressions on shopping to summarize the bargaining culture that my mom experienced when she lived in Vietnam.



VIET200 Team Project

For this project, I worked with a classmate to create a video on tips and tricks when bargaining in Vietnam. We used Vietnamese vocabulary and expressions on shopping and clothes to create a video that is both helpful and informative.



Cooking Video Project

For this project, I produced a quick cooking video on Strawberry Sago. I used Vietnamese vocabulary and expressions on food, culinary tools, and cooking action verbs that was taught in class to create an easy to follow recipe video.



Hãy cứu chúng tôi trước khi quá muộn!

My final project from my third semester of Vietnamese is entitled "Please save us before it's too late!" and talks about some of the endangered animals that live in Vietnam. This semester, I started using more complex sentence structures in Vietnamese and developed a more specialized vocabulary related to topics like animals and the environment, which are important to me and my goal of working with wildlife. I integrated my research into short summaries and then translated it all into paragraph-length sections of Vietnamese for presentation in the language.

Sở thú lớn nhất của Việt Nam

My final project for the fourth semester of Vietnamese was "Vietnam's largest zoo", describing Thảo Cầm Viên Sài Gòn, or the Saigon Zoo and Botanical Gardens. My goal for this project was to clearly convey my interests in both animals and Vietnam while educating myself on one of the major zoos in the country. I gathered information from sources in both Vietnamese and English, combining them into a video project. At this point, I was able to be more expressive when speaking and could



Thảo Cầm Viên Sài Gòn

BRIAN.

2023-2024 Language Tables

Every week, the Teaching Assistants of the Vietnamese Language Program prepare a presentation about some chosen aspect of Vietnamese culture or society to share with students and foster discussion. Here are the topics of the Fall 2023 and Spring 2024 Language Tables.



DESIGNED BY WOOHLU

Engaging Learners through Real-World Projects

Vietnamese Vocabulary Video Contest

Produce a 30-second (or shorter) video about the meaning of a Vietnamese word that interests you.

(Inspired by the annual Vocabulary Video Challenge of The New York Times)

Video Guidelines

1. Choose a word that you would like to explain.
2. The word can be a noun, verb, or adjective. (*It must be an appropriate word.*)

Your submission should include and will be judged on the following criteria.

1. A video of 30 seconds or less in English and Vietnamese, using appropriate language, that defines or teaches the word.
2. The word is pronounced aloud in the video; the definition and part of speech are spelled and/or said aloud.
3. The word can be acted out or animated. You can use puppets, draw, sing a song, create a dance, or use any format you think works. (*Be creative!* 😊)
4. The effectiveness of the video in helping viewers understand and learn your word.



Notes:

1. Submissions can be made by individuals or a small group of 2 people.
2. Group entries must include all participants' names when submitted.
3. Be sure to use only sound effects or music that is not copyright-protected.
4. The video must be original. Submissions that plagiarize others' work or violate copyright will be disqualified.
5. Video will be judged on ***originality, creativity, clarity, production quality, and guideline commitment.***



Submission Guidelines

- Participants can submit an entry (*Google Drive link to a Youtube video or an MP4 video file*) through the submission form below
 - The word you choose*
 - Full name (*Group entries must include all participants' names when submitted*)*
 - Email address*:
 - Cell phone*:
 - Class:
 - Name your entry "*Vietnamese Vocabulary Contest_Your name/group name.*"
- Submit your video to cô Trang.
- Set privacy settings for the public to ensure people can watch your entry.
 - All entries must be submitted by [date]
 - If you have any questions about this contest, please get in touch with cô Trang at trang_tran@brown.edu



Prizes

- Participants will receive prizes for the winner, runners-up, and people's choice awards
- You will also receive the Certificate of Participation from the Vietnamese Program at Brown University.
- The top submissions will be featured on *Tiếng Việt@Brown's* social media pages.



Reference

1. Learn 60 New Vocabulary Words With These Imaginative Student Videos (Published 2021)

[The New York Times' winner of Vocabulary Video Contest](#)

2. [Wonderful Words: The Winners of Our 11th Annual 15-Second Vocabulary Video \ Challenge](#)
3. [Phúc Mập Vlog: Vietnamese word of the day "Nghèo như con mèo"](#)

4. Chris Tran: My favorite Vietnamese word:
<https://www.facebook.com/share/r/vCJiTGepdbb5E9Dt/>

5. Beaudrie & Sara, 2023, Developing Critical Language Awareness in the Heritage Language Classroom: Implementation and Assessment in Diverse Educational Contexts. Languages 8:81.
<https://doi.org/10.3390/languages8010081>

Some inspirations from student's vocabulary videos

1. Madeline “trông”
2. Brian “thương”
3. Asia “ngôi sao”



THANK YOU
FOR COMING!



Work cited

Beaudrie, S. (2023). Developing Critical Language Awareness in the Heritage Language Classroom: Implementation and Assessment in Diverse Educational Contexts. *Languages*, 8(1), 81. ✨

Fishman, J.A. (2001). '300-plus years of heritage language education in the United States', in J.K. Peyton, D.A. Ranard, and S. McGinnis (eds.). *Heritage Languages in America: Preserving a National Resource*, Center for Applied Linguistics, Washington, DC, and Delta Systems, McHenry, IL, 81- 98.

Polinsky, M., & Kagan, O. (2007). Heritage languages: In the 'wild' and in the classroom. *Language and linguistics compass*, 1(5), 368-395.

Van Deusen-Scholl, N. (2003). Toward a definition of heritage language: Sociopolitical and pedagogical considerations. *Journal of language, identity, and education*, 2(3), 211-230.

Thanks!

Questions and Suggestions

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About me

- **Trang Tran** has been a Visiting Lecturer of Vietnamese at Brown since 2021. She holds a Master of Science in Education from the University of Wisconsin–Madison and a Master's in English Language Teaching from Can Tho University, Vietnam. Trang also has a B.A. with honors from An Giang University, Vietnam.



- Before joining Brown's East Asian Studies, Trang taught Vietnamese at the University of Wisconsin–Madison. Her journey from Vietnam to the United States began in 2016 as a Fulbright Foreign Language Teaching Award recipient. This experience allowed her to immerse herself in the American education system, develop innovative teaching methods, and deepen her connection with the Vietnamese diaspora.
- Her research focuses on foreign language pedagogy for less commonly taught languages (LCTLs) in the US and teaching Vietnamese as a foreign/heritage language. Proficient in Northern and Southern dialects, Trang enjoys guiding students from the basics to intermediate levels of Vietnamese, including language, literature, and culture. At Brown, she teaches VIET100, VIET200, VIET300, and VIET400. When not teaching Vietnamese, you can find her whipping up tasty Vietnamese dishes, playing volleyball and badminton with her family, or soaking up the sun on Rhode Island's stunning beaches.