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Preface to the second edition

This collection of essays written by classroom teachers is unlike any other published work that I know of, and so urgently needed by my colleagues that I think it speaks to a rift between academic researchers and classroom teachers. If you are a classroom teacher, imagine these essays as a series of conversations with a set of experienced colleagues that you wish taught in your department. Some ideas may be difficult to implement in your current school culture, some ideas may contradict each other, and there is certainly more ideas in this book than you can take on in your first year of teaching HLs. However, all of these teacher-authors are firmly grounded in the real world of teaching.

I am excited that this second edition of Practical Advice has expanded to about three times the size of the first edition. The second edition of "Practical Advice for Teachers of Heritage Learners of Spanish" is a collection of thirty-four essays by classroom teachers who pay special attention to what Stephen Krashen has written about educating heritage learners. Starting with a description of Krashen's concept of "Language Shyness" and how it is reflected in our classes, we outline approaches that respect the unique needs of heritage learners. Topics include: the differences between heritage and native speakers of Spanish, a surprisingly illuminating essay about the differences between native-speaking and

non-native speaking teachers, reflections on appropriate goals to structure a school year, home-school communication and issues particular to working with non-English speaking families, how to develop an independent reading program and how to structure a class with extremely heterogeneous reading levels, working within school cultures that may inadvertently undermine the needs of heritage learners, and a host a activities that work well in heritage learner classes. There are four essays outlining entirely different approaches to the school year: one that modifies a traditional thematic approach including descriptions for monthly units, a second approach based on pleasure reading designed to develop a love of reading even among low-level readers, a language arts approach designed to work in tandem with teachers in the ELA program, and an identity-based approach explicitly designed to strengthen the connections between home, school and community. In addition there are three essays detailing different approaches to leading mixed classes, with both heritage and non-heritage learners.

The second edition also strengthens our approach to reading, offering big picture advice on developing a pleasure reading program as well as concrete, day to day activities that are easy to follow when you are just too tired to think about the big picture. We want you to not only be an effective teacher, but to thoroughly enjoy your HL classes and design an experience that your students find compelling, stimulating and yes... even enjoyable.

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