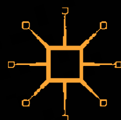
MULTILITERACIES PEDAGOGY AND LANGUAGE LEARNING

TEACHING SPANISH TO HERITAGE SPEAKERS

Edited by Gabriela C. Zapata and Manel Lacorte



Multiliteracies Pedagogy and Language Learning

Gabriela C. Zapata • Manel Lacorte
Editors

Multiliteracies Pedagogy and Language Learning

Teaching Spanish to Heritage Speakers

palgrave
macmillan

Editors
Gabriela C. Zapata
Texas A&M University
College Station, Texas, USA

Manel Lacorte
University of Maryland
College Park, Maryland, USA

ISBN 978-3-319-63102-8 ISBN 978-3-319-63103-5 (eBook)
DOI 10.1007/978-3-319-63103-5

Library of Congress Control Number: 2017950296

© The Editor(s) (if applicable) and The Author(s) 2018
This work is subject to copyright. All rights are solely and exclusively licensed by the Publisher, whether the whole or part of the material is concerned, specifically the rights of translation, reprinting, reuse of illustrations, recitation, broadcasting, reproduction on microfilms or in any other physical way, and transmission or information storage and retrieval, electronic adaptation, computer software, or by similar or dissimilar methodology now known or hereafter developed.
The use of general descriptive names, registered names, trademarks, service marks, etc. in this publication does not imply, even in the absence of a specific statement, that such names are exempt from the relevant protective laws and regulations and therefore free for general use.
The publisher, the authors and the editors are safe to assume that the advice and information in this book are believed to be true and accurate at the date of publication. Neither the publisher nor the authors or the editors give a warranty, express or implied, with respect to the material contained herein or for any errors or omissions that may have been made. The publisher remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.

Cover illustration: Monty Rakusen / Getty Images

Printed on acid-free paper

This Palgrave Macmillan imprint is published by Springer Nature
The registered company is Springer International Publishing AG
The registered company address is: Gewerbestrasse 11, 6330 Cham, Switzerland

To the loves of my life: Pat, Seany, Evie, and my parents, and to all the wonderful Hispanic students at California State University, Monterey Bay, who inspired the idea for this volume. Their life histories, and those of their immigrant, hard-working parents, will continue to inspire me for the rest of my life.

To all the Spanish teachers with whom I have had the honor to work in all these years in such a wonderful profession. Muchas gracias por ser, estar y seguir siempre pa'lante.

Acknowledgments

We are very grateful to many people who have been involved in putting this book together. First, we thank the editorial staff of Palgrave Macmillan for their guidance and assistance, with special gratitude to Becky Wyde, so helpful and efficient in the final steps. We are also very thankful to the anonymous readers who reviewed our initial proposal and provided us with excellent suggestions. Our thanks go as well to the following colleagues who have been involved in different areas of this project: Evelyn Canabal, Sarah Dowman, and Chris Lewis (University of Maryland), and Dr. Patrick A. Bolger (Texas A&M University). We are of course indebted to the authors who have contributed to this book for their work and for enduring our editorial efforts throughout the entire process. We hope that readers of this volume will learn as much from their contributions as we have, and will continue developing new initiatives to improve the pedagogical and personal experience of our Spanish heritage language learners.

Contents

1 **A Match Made in Heaven: An Introduction to *Learning by Design* and Its Role in Heritage Language Education** 1
Gabriela C. Zapata

2 **Designing a Comprehensive Curriculum for Advanced Spanish Heritage Learners: Contributions from the Multiliteracies Framework** 27
María Luisa Parra, Araceli Otero, Rosa Flores, and Marguerite Lavallée

3 **The Role of Digital, *Learning by Design* Instructional Materials in the Development of Spanish Heritage Learners' Literacy Skills** 67
Gabriela C. Zapata

4 **Language and Power in a Medical Spanish for Heritage Learners Program: A *Learning by Design* Perspective** 107
Glenn Martínez and Karmin San Martín

5 **Community Service Learning, *Learning by Design*, and Heritage Learners: A Case Study** 129
Diana Ruggiero

6 **Positional Identities, Access to Learning Opportunities, and Multiliteracies: Negotiations in Heritage and Non-heritage Spanish-Speaking Students' Critical Narratives** 149
Hayriye Kayi-Aydar

7 **Heritage Language Development of Pre-service Bilingual Teachers: How a Practice-Situated Intervention Promoted Multiliteracy** 175
Liliana Grosso Richins and Holly Hansen-Thomas

8 **Multiliteracies Pedagogy and Heritage Language Teacher Education: A Model for Professional Development** 197
Manel Lacorte

9 **Concluding Remarks** 227
Manel Lacorte

Index 233

List of Figures

Fig. 2.1	Integrated group progress in speed, comprehension, and "smart reading"	44
Fig. 2.2	Individual reading profile of student S5	45
Fig. 2.3	*Las torres castellanas de Babel*	49
Fig. 2.4	*El español*	50
Fig. 2.5	*Tormentas*	52
Fig. 2.6	*El antes y el después: Una transformación en autopercepción*	53
Fig. 3.1	Sample instructor comments and student revision	82
Fig. 4.1	Pedagogical foundations of heritage language learning for the health professions	111
Fig. 5.1	Students working with group leaders to make lime-peel necklaces	135
Fig. 5.2	Completed lime-peel necklace	136
Fig. 7.1	Plan for parent-teacher conference simulation	185
Fig. 7.2	Sample of an electronic mail communication to a virtual principal based on teacher-parent conference simulation	186
Fig. 7.3	Sample lesson plan	188
Fig. 8.1	Concepts involved in L2 teacher development	205
Fig. 8.2	Pedagogical sequence and critical reflection in HL teacher education	213
Fig. 8.3	Model for heritage language teacher preparation/education	218

List of Tables

Table 1.1 Sample instructional applications for each knowledge process 15

Table 2.1 Spanish 35's overall organization: integrated themes, linguistic and literacy topics, and LIHL lessons 40

Table 2.2 Comparison between students' pre- and post-course self-assessment about their confidence with respect to their Spanish use ("How do I feel") 47

Table 3.1 Results of SHLLs' self-evaluation of their Spanish proficiency 78

Table 6.1 Demographic information about the participants 158

Table 8.1 Types of knowledge in teacher preparation/education programs 206

Table 8.2 Curricular and pedagogical components/processes of a pedagogy of multiliteracies 210

1

A Match Made in Heaven: An Introduction to *Learning by Design* and Its Role in Heritage Language Education

Gabriela C. Zapata

Introduction

Two decades ago, the scholars in the New London Group (NLG) (1996; Cope and Kalantzis 2009a) predicted the many changes that we would see in the way we communicate, express ourselves, teach, and learn. Based on the trends on globalization and technology that they saw, they also proposed that the traditional concept of literacy, tied to the printed medium and to "a single, official, or standard form of language" (Cope and Kalantzis 2015, 1), and the way in which we taught it were inadequate for a generation for whom learning already involved much more than the printed, "official word." What was needed was a definition and a pedagogy that would encompass not just the printed but also other modalities of communication present in the everyday reality in which the new generation was growing. In a globalized world, we were becoming multimodal and multilingual meaning makers, and therefore, we could no longer refer to "literacy": We needed to talk about "multiliteracies."

G.C. Zapata (✉)
Texas A&M University, College Station, TX, USA

© The Author(s) 2018

G.C. Zapata, M. Lacorte (eds.), *Multiliteracies Pedagogy and Language Learning*,
DOI 10.1007/978-3-319-63103-5_1

The notion of a "pedagogy of Multiliteracies" was thus born, with the objective to "address the variability of meaning making in different cultural, social, or domain-specific contexts," implying that "it [was] no longer enough for literacy teaching to focus solely on the rules of standards forms of the national language: …Learners [needed] to become able to negotiate differences in patterns of meaning from one context to the next" (Ibid., 3). It was no longer enough to teach "literacy" devoid of society's various ways of making meaning: Learners needed to become aware that "every choice of text design represents particular stagings of the world, positionings and beliefs, reconstructed by the reader or writer through experience, associations, and analysis" (Samaniego and Warner 2016, 198), interpreting and understanding the specific literacy resources (e.g., linguistic and non-linguistic) that guide each different kind of text and the meaning that is to be conveyed.

The new pedagogy of Multiliteracies was theoretically connected to Halliday's (1994) systemic functional linguistics (SFL), whose overarching principle is that language is a semiotic system that cannot be separated from its social function, as it expresses meaning according to the different social contexts in which it is used. From this perspective, "language is a resource for making meaning in context and the context predicts or suggests the language that will be used…according to the social and cultural contexts in which meaning is exchanged" (Fang and Schleppegrell 2010, 591). In the pedagogy of Multiliteracies, the principles of SFL are present in the importance that the approach bestows upon the connections among language, culture, and meaning as they are realized in different multimodal meaning-making manifestations beyond printed texts and speech (Kress 2013). The approach, thus, allows us to guide learners in their understanding of "what still matters in traditional approaches to reading and writing [e.g., linguistic resources and genre], and [of] what is new and distinctive about the ways in which people make meaning in the contemporary communications environment" (Kalantzis et al. 2016, 1).

Since it was first presented by the NLG (1996), the pedagogy of Multiliteracies has undergone development and change.[1] For example, specific pedagogical approaches, such as *Learning by Design* (Cope and Kalantzis 2015; Kalantzis et al. 2016), have originated from its tenets,

and both earlier and more recent versions have guided a multitude of pedagogical projects in Australia and, in the last ten years, in the United States. This chapter examines some of the projects in Australia,[2] focusing on the role that *Learning by Design* has played specifically in the teaching of English to minority students at all levels of instruction. This work also introduces the concept of Spanish heritage learner used throughout this book as well as analyzes the pedagogical needs of those students who can be classified as such, particularly focusing on university students in the United States. The final part of the chapter brings forward the idea that, based on those needs and on existing work on *Learning by Design*, this approach seems to be the most appropriate instructional framework for the development of this population of learners' multiliteracies in Spanish.

Learning by Design

The Multiliteracies framework *Learning by Design* was first implemented in Australia in 2000 (Cope and Kalantzis 2015), and it has been subsequently applied to various projects in that country. The main premise guiding this approach is the idea that formal (i.e., academic) learning needs to integrate the "informal" learning (i.e., experiences) that permeates learners' personal lives. Kalantzis and her colleagues (2005, 40) believe this is particularly important in today's globalized and technology-based society, where "more is being learned in the domain of informal learning, and learners seem to be finding that domain more relevant and more engaging." These researchers suggest that the traditional methods found in formal education (e.g., question-answering exchanges between instructors and students, multiple-choice activities, or traditional exams) do not reflect the kind of reality and learning that students experience in their everyday life. Thus, they propose the integration of both kinds of learning, formal and informal.

In order to achieve this goal, the point of departure is the need to develop curricula that, first of all, are based on relevant materials that connect closely to who the learners are—to their personal world, including the community to which they belong—by taking into account their diverse social and cultural backgrounds. This is what Kalantzis and her

colleagues (2005) call *belonging*, which emphasizes the need for an instructional environment to which learners can connect at a deep, personal level and to which they feel they "belong." Another important element in the kind of pedagogical model promoted by *Learning by Design* is learners' depth of involvement and engagement in their learning process. That is, in order for learning to broaden learners' knowledge in effective and life-long ways, it needs to result in a process of *transformation* (Kalantzis et al. 2005). For this transformation to take place, it is necessary to "take the learner into new and unfamiliar terrains. However, for learning to occur, the journey into the unfamiliar needs to stay with a zone of intelligibility and safety. At each step, it needs to travel just the right distance from the learner's lifeworld starting point" (Ibid., 51).

Another important element in the *Learning by Design* approach is the process of learning itself. In the curriculum model developed by Kalantzis and Cope (2010, 2012), learning is interpreted as involving four knowledge processes—*experiencing*, *conceptualizing*, *analyzing*, and *applying*, and "as a dynamic process of discovering form-meaning connections through the acts of interpreting and creating written, oral, visual, audiovisual, and digital texts" (Paesani et al. 2015, 23). These four processes of discovery mirror those that are present in informal learning, and in formal learning, they are embedded in instructional activities that allow learners to do the following: (1) experience known and new meanings (departing from known concepts and experiences and moving forward to explore new situations and/or information); (2) conceptualize meanings by naming (grouping into categories, classifying, defining) and with theory (formulating generalizations and establishing connections among concepts as well as developing theories); (3) analyze meanings functionally (focusing on structure and function, establishing logical connections) and critically (evaluating different perspectives, interests, and motives); and (4) apply meanings appropriately (engaging in real-life applications of knowledge) and creatively (applying new knowledge in innovative and creative ways) (Kalantzis and Cope 2010, 2012).

What transpires from the characterization of learning in *Learning by Design* presented in the previous three paragraphs is that, for learning to take place, it is important to develop a transformative curriculum, which will "[take] students from their lifeworld experiences [the point of

departure] to deep [and new] knowledge, understandings and perspectives" (Bruce et al. 2015, 82). This type of curriculum will also have to be based on instructional materials that can guide learners through the four knowledge processes and expose them to what Serafini (2014) calls *multimodal ensembles*—the many forms of representation to which we resort to convey meaning, and which can present different perspectives and depictions of particular themes. This feature is of extreme importance because it enables *synesthesia*, the process by which learners can gain a deep understanding of an issue by looking at what it means from the various angles made possible by its representation in different modes (Cope and Kalantzis 2009b; Jones and Hafner 2012; Kalantzis and Cope 2012). *Learning by Design* also relies on the inclusion of multimodal ensembles as instructional resources to provide learners with the opportunity to be exposed to and work with the breadth and depth of genres that are available in today's world. This, in turn, allows for learners' understanding of the social function and structure (organization and linguistic features) of texts belonging to specific genres with the goal of producing similar products, which is essential for learners' multiliteracies development (Cope and Kalantzis 1993; Hyland 2014). That is, in order to become "multiliterate," students need to be active participants in a learning process based on their in-depth interaction with a variety of multimodal texts, connected to their world experiences, and in which "knowledge processes move from known to unknown and aid concept building, theorizing functional [language-based], and critical analysis… as well as appropriate and/or transformed application" (Hepple et al. 2014, 221).

Two excellent examples of the principles of *Learning by Design* at work in Australia are the project "Becoming Asia Literate," carried out in the year 2010 (Bruce et al. 2015), and a more recent claymation initiative involving students from minority groups (Hepple et al. 2014). The first project consisted of eight instructional modules that reflected the tenets of *Learning by Design*, and combined resources (based on authentic sources) the focus of which was the teaching of diverse aspects of Asian studies, such as art, geography, history, and Japanese, among others. The modules "included 'conceptual' learning to develop deep knowledge [of the content presented], and 'analytical learning' to

develop deep understanding by challenging stereotypes, examining a range of perspectives, and developing informed attitudes and values of tolerance" (Bruce et al. 2015, 83). Eight hundred and ten students in 35 elementary school classes ranging from kindergarten to seventh grade participated in the project. The in-depth analysis of samples of students' work in different grades revealed that instruction anchored in *Learning by Design* had been a catalyst for learners' changes in cultural attitudes, their growth in literacies, knowledge, and understanding, and their higher levels of motivation as compared to more traditional instructional approaches.

More recently, *Learning by Design* projects have been successfully implemented in high school classrooms in Australia for the development of second language (L2) multiliteracies in students from minority groups. For example, Hepple et al. (2014) reported on a digital media project in which 11 immigrant high school students in an L2 post-beginner English class in Australia created claymation representations of the novel "The Big Wave" and the movie "Jurassic Park." Students were first exposed to the story and movie, and were then asked to apply claymation and digital resources to produce a movie for each of them with scripts that included narration and dialogue, which the learners were then required to record as the audio for their representations. The main goal of this project was to foster students' literacies in English by enabling them to work with multimodal resources that would strengthen their reading, speech, comprehension, writing, and visual literacies by analyzing (social and functional purpose and linguistic/non-linguistic structure), discussing, interacting with, and producing different multimodal representations. The researchers described how students' participation in the claymation project successfully promoted their collaborative construction of knowledge, facilitated their use of English to create the scripts and narration that they incorporated into their stories, and resulted in learner agency. They also believed that the success of the project was connected to the *Learning by Design* tenets that guided their instructional activities, as they resulted in a "transformative…approach to literacy based on student-led, generative, joint activities supported by strategic assistance, rather than the traditional 'remediation' practices of pre-planned, scripted, generic practice of basic skills" (Ibid., 227).

In a review article of *Learning by Design* projects implemented in different Australian classrooms with minority students, Mills (2010) also highlighted the pedagogical benefits of the framework, particularly when it is paired with digital media. For example, the researcher focused on the integration of digital tools such as blogs and web pages to instruction with the objective of exposing young learners to different kinds of multimodal ensembles, and of guiding them through their journey from what was known to what was new. Even though the article did not provide specific data, it offered examples of how different elementary school instructors worked with multimodal media in the four knowledge processes, and how their students' work materialized in creative, multimodal applications of the content to which they had been exposed.

The hybrid projects discussed by Mills (2010) also showed how some L2 English students found their individual voices in that language, and were able to express themselves more effectively than with more traditional means. That was the case of Jao, an eight-year-old who had immigrated to Australia from Thailand and, at the time of the study, had been in the country for only two years. Prior to his experience with the *Learning by Design* curriculum, Jao had found it difficult to participate in whole-class activities and to communicate his ideas in writing. A hybrid webpage project provided this learner with the opportunity to overcome some of his difficulties, as he was able to express himself with resources that went beyond oral discourse and printed text. Jao's page included a variety of multimodal elements such as photos, personal statistics, and text, and through this combination, he overcame the communicative limitations of printed text and oral discourse, and he found his "voice." This account evinced how curricula guided by the tenets of *Learning by Design* can accommodate "learners' unique identities… in learning encounters, curriculum content and settings in ways that connect their lived experience with what is being taught" (Neville 2008, 25).

The projects presented above show how the application of materials and tasks based on the *Learning by Design* framework can be successfully implemented in classrooms for the development of minority students' L2 literacies and the teaching of a variety of subjects related to specific topics (e.g., Asian studies, as in the "Becoming Asia Literate" project). The use of different ensembles that are connected to students' personal experiences

and/or those of their families/communities makes culturally relevant pedagogy possible. It also allows for synesthesia, as learners work with different kinds of genres and non-linguistic ensembles associated with a variety of subjects, and they analyze their social function, structure, and linguistic/non-linguistic meaning-making resources. Learners then develop their own personal projects, collaborating with their classmates and expressing their identity and newly gained knowledge in what Cope and Kalantzis (2009b) defined as the "re-voicing" of that knowledge.

The successful implementation of curricula based on the tenets of *Learning by Design* in programs designed for minority students in elementary, middle, and high school classes in Australia suggests that this kind of pedagogy could guide the teaching of Spanish to another group of minority learners, Spanish heritage language learners in university classes in the United States, who constitute the focus population of this book. However, before we can establish connections between the framework and heritage students, it is important to discuss who these students are.

Spanish Heritage Language Learners in the United States

The phrase "heritage language learner" was first introduced by Valdés (2000, 1) to refer to a student "who is raised in a home where a non-English language is spoken. The student may speak or merely understand the heritage language and be, to some degree, bilingual in English and the heritage language." Since its introduction, this definition has been widely used by both researchers and educators interested in bilingualism and heritage language education because it captures the bilingual proficiency continuum that can manifest in this population of learners, particularly in the case of heritage Spanish in the United States. That is, according to Valdés, heritage students can exhibit differing proficiency levels in their heritage language, ranging from receptive to advanced communication skills, and this is connected to the kind of exposure they have had to their heritage language. In this book, Valdés's definition of heritage language learners will be adopted in regard to Spanish heritage language learners (SHLLs), the focus of the present volume.

In the last 15 years, a large number of studies with SHLLs in the United States (for comprehensive reviews, see Montrul 2012 and Zyzik 2016) have established that these learners are usually second- or third-generation immigrants who grow up in monolingual Spanish or bilingual Spanish-English households (in which one or both parents speak Spanish). In these situations, they are exposed to Spanish or both English and Spanish from birth or before the age of five, but receive most or all of their schooling, subsequently, in English. Their knowledge of Spanish is, therefore, mostly implicit, and not metalinguistic. In addition, since most SHLLs have learned Spanish in informal family settings, they might also display limited knowledge of different Spanish registers, and they might have poor or no literacy skills (Benmamoun et al. 2013; Colombi 2003; Montrul 2010, 2012; Valdés 2000, 2006). That is, even when SHLLs can use Spanish fluently, they might not have explicit knowledge of how this language functions to convey specific meanings in different kinds of texts, which is an essential aspect of literacy. Another important characteristic of SHLLs reported in the literature is their bilingual/bicultural identity: the ties that they might have to their Hispanic community, and how these ties might have influenced who these speakers are and the way in which they relate to the world. Based on research findings that have supported the social, cultural, and linguistic aspects discussed above, Zyzik (2016, 27) proposes a "prototype model of heritage language learner," comprising the following: proficiency (listening and speaking)[3] in the heritage language, ethnic/cultural connection to the heritage language, dominance in a language other than the heritage language, implicit knowledge of the heritage language, some level of bilingualism, and early exposure to the heritage language in home environment. This prototype summarizes what is known about these learners and can provide a point of departure for the development of pedagogical material to teach them their heritage language.

The need for pedagogical material for the teaching of Spanish as a heritage language arises from comprehensive studies that have focused on the social, academic, and linguistic situation of Spanish heritage learners (e.g., Lukes 2015; Montrul 2010, 2012; Thomas and Collier 2002; Valdés 2006). This work has shown us that the lower rates of academic success at the high school and university levels that these learners often

display in comparison to students belonging to other ethnicities are connected to their insufficient higher-level literacy skills in both their first and second languages (Spanish and English, respectively). This is critical because a strong body of recent research (e.g., Bylunda et al. 2012; Creese and Blackledge 2010; Cummins 2009; Thomas and Collier 2002) has "reveal[ed] a compelling link between strengthening students' first language and enhancing their acquisition of English" (Lukes, 148–149). Indeed, in his review of studies highlighting the beneficial effects of Spanish instruction for the strengthening of heritage learner's L2, English, Cummins (1984, 43) states that "Spanish instruction that develops first language… skills for Spanish-speaking students is not just developing Spanish skills, it is also developing deeper conceptual and linguistic proficiency that is strongly related to the development of English literacy and general academic skills." In addition, other recent work (e.g., Agirdag 2014; Gandara and Contreras 2009) has linked balanced bilingualism among heritage learners with economic success. It is therefore essential to help those who are in such linguistically disadvantaged situations by creating practical, theoretically sound, and accessible pedagogical material that will strengthen literacy skills in their first language, which, in turn, can help improve literacy skills in their second language.

Even though there is no shortage of (often expensive) printed material whose main objective is the teaching of Spanish to heritage learners at the university level, most of the available resources rely on teaching methods that are more appropriate for learners whose first language is English, not Spanish. Indeed, studies that have mirrored some of the methodologies on which these textbooks are based (e.g., processing instruction and output-based approaches) have shown that these types of pedagogical interventions are not effective enough for the development of heritage learners' metalinguistic knowledge (see Bowles 2011; Bowles et al. 2014; Potowski et al. 2009), an essential aspect of literacy. The main problem with these approaches is that they rely on explicit methods of language analysis and on metalinguistic knowledge, which heritage learners lack (Montrul 2010). Another flaw of this type of material is that it only promotes a limited and traditional idea of literacy, based on the teaching of grammar rules and their "correct" application, but does not develop other literacies. That is, learners are not given the opportunity to work with

Spanish in ways that reflect today's diverse ways of making meaning: They are not able to develop the metalinguistic skills needed to understand how multimodal ensembles (those that go beyond printed texts and can combine, for example, visual images, interactive media, writing, etc.) work nor are they guided to produce them.

Existing research (Carrasco and Riegelhaupt 2003; Ducar 2006; Valdés 2006) has also shown that the existing printed pedagogical material is often based on general, and sometimes stereotypical, information on Hispanics, their linguistic varieties, and Latin America. Instead, what is needed is a comprehensive body of pedagogical resources that purports to address who heritage learners are [Zyzik's (2016) prototype], that should encompass materials that are first and foremost culturally relevant, "[that] empower[s] students intellectually, socially, emotionally, and politically by using cultural referents to foster [appropriate] knowledge, skills, and attitudes" (Ladson-Billings 1994, 18), and will, as a result, "provide a way for students to maintain their cultural integrity while succeeding academically" (Ladson-Billings 1995, 476). The mission is then to offer learners the tools to develop the traditional literacy skills expected in the academic environment in socially and linguistically framed dynamic ways, while, at the same time, promoting the development of those multiliteracies that will result in the understanding and production of other kinds of multimodal forms of expression through which learners can express their individual and community identities in Spanish.

Instructional material for the development of SHLLs' multiliteracies also needs to be commensurate with the implicit knowledge of Spanish that they bring to class. This can be achieved by guiding their active construction of knowledge of Spanish through the in-depth analysis and understanding of the social and cultural meanings conveyed by different kinds of multimodal—written, oral, visual—texts developed by members of their Hispanic community(ies). In addition, materials should "establish form-meaning connections [by attending] to the written, verbal, and visual form of a text [and] the text's [linguistic] structure and organization" (Paesani et al. 2015, 23). This type of material will promote (1) the establishment of connections between what is known by students (e.g., topics that are relevant to their life, academic experience, and community) and new (related) material that presents new outlooks on that

knowledge; (2) guided, in-depth comprehension activities that allow for critical thinking and conceptualizations of linguistic and discursive elements (imperative for multiliteracies development); and (3) tasks that require students to actively apply new concepts to accomplish specific outcomes that are directly related to their present and future personal and academic needs.

The realization of these goals needs to be grounded in a pedagogical framework that can provide us with the appropriate theoretical basis and instructional tools to materialize them. That is, it is important to offer learners personally and culturally relevant materials that will develop their literacies by guiding their understanding of "the different forms texts take with variations of social purpose, [with the analysis of] the formalities of how texts work [and] the living social reality of [their] use" (Kalantzis and Cope 2012; Kindle location 2616). This type of instruction will also foster what Martínez (2016, 47) calls SHLLs' "capabilities," which will not only result in "developing individual learners [in accordance to their personal needs, but also] impacting their communities." We believe that methodology is *Learning by Design* (Kalantzis and Cope 2010, 2012; Kalantzis et al. 2016).

Learning by Design and Heritage Language Pedagogy

Based on the information presented in the previous sections of this chapter, we believe *Learning by Design* can offer a theoretical and methodological blueprint for the type of curricula (i.e., content, instructional resources, teaching/learning processes, and involvement with the community) that would benefit heritage language learners. First and foremost, the framework bestows great importance to the idea that if productive learning is to happen, it cannot be based on a one-fits-all model: It has to be *designed* according to each individual learning situation, to "engage with the specifics of individual and group identities" and to "take [those specific learners] into new places, and along this journey, act as an agent of personal and cultural transformation" (Kalantzis et al. 2005, 46–47). Since, as proposed by Valdés's (2000) and Zyzik's (2016)

prototype, SHLLs in the United States are not a homogeneous group in terms of linguistic proficiency, cultural background, and lifeworld experiences, the type of personalized curriculum proposed by *Learning by Design* would answer the specific needs of different groups of students, as it will be seen in the remaining chapters of this volume.

Another important concept put forward by the *Learning by Design* framework is the idea of developing learners' multiliteracies through the incorporation of multimodal instructional resources and tasks that require learners to produce multimodal ensembles. In order to develop a curriculum that would foster the development of SHLLs' multiliteracies, instructors could resort to digital media, which would not only be a very suitable source of linguistically and culturally rich multimodal ensembles, but would also offer the tools to create open source materials tailored to answer the needs of specific populations of heritage language learners (Cope and Kalantzis 2009b; Zammit 2010). That is, the almost endless myriad of available digital resources would facilitate instructors' access to ensembles produced by members of specific cultural communities, and this access would give teachers the opportunity to build materials with which "students [would] have more opportunities to see themselves represented…rather than attempting to find a fit between themselves and the contexts represented by textbook publishers" (Smolin and Lawless 2009, 177). The development of culturally relevant materials that connect closely with who the learners are and what they need both personally and academically could enhance and simplify the learning process by linking "the particularities of their life experiences closely into the knowledge that is being made, [and] by this means, their knowledge making [would become] re-voicing, [and] not replication" (Cope and Kalantzis 2009b, 98).

Learning by Design also offers the opportunity to guide SHLLs' learning process in a way that is commensurate with their implicit knowledge of Spanish. That is, the four knowledge processes in the framework allow for a slow-paced introduction to new knowledge, departing always from the learner's known world and meaning (experiencing the known), and moving toward new content through a guided metalinguistic and conceptual analysis that can help learners understand the connections between meaning and form. Learners can then be directed in the

application of the newly learned concepts and their understanding of how linguistic and non-linguistic resources work when conveying different kinds of meaning and perspectives in multimodal materials. In addition, the framework also promotes learners' collaborative construction of knowledge (Kalantzis et al. 2016), which can act both as a learning resource (i.e., learners' exposure to different lifeworld views and experiences from their own) and also as a cognitive tool to aid learners in the completion of certain tasks that would be too difficult to tackle individually. This type of learning could be beneficial in an instructional program for SHLLs because it would allow students to deploy their cultural and linguistic knowledge resources to assist one another in their learning process, and would provide them with the opportunity to compare and contrast lifeworld experiences.

The theoretical underpinnings of *Learning by Design* translate into a variety of knowledge-based tasks and practical activities that can be implemented in the kind of transformational curriculum advocated by the framework. These activities, presented in Table 1.1 and based on Kalantzis and her colleagues' work (2005, 113–114; New Learning: Transformational Designs for Pedagogy and Assessment 2015), mirror each of the four knowledge processes, and could be effective for the teaching of Spanish to SHLLs. That is, the activities depart from the kind of implicit knowledge these students bring to class, and then proceed, in a slow-paced process of guidance, toward the development of explicit metalinguistic knowledge for the understanding of the connections between meaning and form (they ways in which meaning is expressed) in order to achieve, as a final result, learners' effective application of new concepts in appropriate and creative ways.[4]

As will be seen in the remainder chapters of this volume, the practical approaches to knowledge and the tasks associated with them (presented in Table 1.1.) have already been successfully implemented in different initiatives with not only heritage language learners, but also heritage language instructors. For example, Chaps. 2 and 3 describe two similarly successful pedagogical projects, but with very different student populations. In Chap. 2, "Designing a Comprehensive Curriculum for Advanced Spanish Heritage Learners: Contributions from the Multiliteracies Framework,"

Table 1.1 Sample instructional applications for each knowledge process

Knowledge processes	Sample instructional applications
Experiencing	**Learning activities focused primarily on personal knowledge, concrete experience, evidence, data**
Experiencing the known	*Instructional focus*: Learners' lifeworld experience, prior knowledge, community background *Instructional tasks*: Analyze (meaning), associate, brainstorm, check, clarify, exemplify, identify, locate, predict, recall, reflect and connect, retrieve *Resources*: Images (e.g., photography, art, video excerpt), quotes, word clouds, concept wall, data chart, title of multimodal ensemble/text to be discussed
Experiencing the new	*Instructional focus*: Introduction to new knowledge. Immersion in new content, experiences, and community settings which connect to the learner to the extent that the new makes enough sense for learning to occur. *Instructional tasks*: Comprehend and interpret (guided description, examination, perception, inference; sample activities: chart completion, spider map, jigsaw reading, web of wonder), compare and contrast (experiences—known with new), restate (e.g., read and retell, summarize), verify (connections among experiences—known and new) *Resources*: Multimodal ensembles, printed texts illustrating different genres and thematically connected to the known
Conceptualizing	**Learning activities focused primarily on abstract concepts and theoretical synthesis**
Conceptualizing by naming	*Instructional focus*: Analyzing how the sample instructional element works (i.e., the structure and organization of information in multimodal ensembles/printed texts belonging to different genres). Defining and applying concepts. First connections between meaning and form *Instructional tasks*: Analyze how meaning is expressed in instructional sample (connect, classify, define, give examples; sample activities: affinity diagrams, comparison charts or matrices, character profile, spider map, concept organizer, Frayer Model, information text pyramid, inquiry charts, Venn diagram) *Resources*: Multimodal ensembles/printed texts illustrating different genres and thematically connected to the known presented in "experiencing the new." These are the basis for students' in-depth analysis of connection between meaning and form

(*continued*)

Table 1.1 (continued)

Knowledge processes	Sample instructional applications
Conceptualizing with theory	*Instructional focus*: Linking concepts examined in "conceptualizing by naming" into a language of generalization, or visual representation of conceptual relations *Instructional tasks*: Abstract, define, generalize, hypothesize, map, model, organize, overview, structure, synthesize. Sample activities: cause and effect pattern organizer, fishbone concept map, flow diagram, mind map, taxonomy *Resources*: The analysis of the multimodal ensembles/printed texts illustrating different genres and thematically connected to the known presented in "experiencing the new" acts as the sample for generalizations on the genre they represent. Based on the in-depth analysis of the sample, learners develop conceptual generalizations
Analyzing	**Learning activities focused primarily on analyzing and interpreting functions, interests, and perspectives in knowledge**
Analyzing functionally	*Instructional focus*: Analyzing how linguistic/non-linguistic features work to express specific meanings in the sample instructional element (i.e., multimodal ensembles/printed texts belonging to different genres). Identifying role and function. What does it do? How does it do it? *Instructional tasks*: Analyze how meaning is expressed in instructional sample, focusing on linguistic/non-linguistic features (compare and contrast, connect, deconstruct, interpret) *Resources*: Modifications of sample multimodal ensembles/printed texts to guide learners' attention to linguistic/non-linguistic features: Text enhancement, highlighting of visual elements (e.g., increasing their size, framing)

(*continued*)

Table 1.1 (continued)

Knowledge processes	Sample instructional applications
Analyzing critically	*Instructional focus*: Analyzing purposes and human intentions involved in knowledge. Who is the multimodal ensemble/printed text for? Interpreting personal and cultural perspectives involved in knowledge. What point of view does it represent? *Instructional tasks*: Appraise, argue, assess, conclude, critique, deconstruct, differentiate, distinguish, evaluate, infer, interpret. Sample activities: analytical lenses (analysis through different "perspective lenses"), camper, debate, polling, point of view interviews, comparison of perspectives through the introduction of other ensembles (e.g., art, cartoons, poems) with the same thematic focus *Resources*: Sample multimodal ensembles/printed texts for analysis of connections between content and authors' views and objectives—focus on audience, intention, values, issues of power
Applying	**Learning activities focused primarily on applying knowledge, creating meanings, and making a practical impact on the world**
Applying appropriately	*Instructional focus:* Applying new knowledge to produce a similar multimodal ensemble/ printed text to the one presented as sample *Instructional tasks:* Apply, generate, implement, justify, plan, produce, reconstruct, solve, use. Sample Activities: productive activities (multiliteracies applications) *Expected outcome:* Appropriate application of new knowledge in a productive activity
Applying creatively	*Focus*: Creating new knowledge; taking knowledge from one or more settings, and adapting it to a different setting *Instructional tasks*: Construct, create, design, imagine, invent, transfer, translate *Expected outcome*: Extension of new knowledge in a productive, but creative activity (e.g., combining multimodal modes in the production of a hybrid ensemble)

Adapted from Kalantzis et al. (2005, 113–114) and online information (New Learning: Transformational Designs for Pedagogy and Assessment 2015)

Parra and her colleagues describe the curriculum design and results of an advanced college level course for Spanish heritage students at Harvard University based on the tenets of *Learning by Design*. The goal of this class was to strengthen students' oral and written Spanish skills and to develop their sociocultural and linguistic awareness. The authors provide a detailed description of the different instructional elements in the curriculum, and analyze the results of its implementation based on the participants' initial and final self-evaluations, the tracking of their reading progress, their multimodal art projects, and their written reflections on the meaning of Spanish in their lives. The results of this work show the benefits of the framework used for the strengthening of the participating heritage learners' Spanish as well as for their personal growth and reaffirmation of their ethnolinguistic identity.

Chapter 3, "The Role of Digital, *Learning by Design* Instructional Materials in the Development of Spanish Heritage Learners' Literacy Skills," by Zapata, reports similar positive results. The author discusses the application of *Learning by Design* for the development of open source instructional materials for the teaching of Spanish as a heritage language (HL) at an intermediate level. Twenty-nine students in an intermediate heritage Spanish class in an American Hispanic-serving university participated in this study. Throughout the course of a semester, they produced a variety of written and multimodal hybrid texts belonging to different genres, some of which became the data for this study. In addition, the participants also completed pre- and post-questionnaires that probed into the development of their metalinguistic knowledge. The results of this work show promising growth in the participants' level of literacy and some development of their metalinguistic awareness.

The next two chapters, Chaps. 4 and 5, focus on two projects based on SHLLs' work in classes that incorporated elements of Spanish for Specific Purposes and Community Service Learning. Martínez and San Martín in Chap. 4, "Language and Power in a Medical Spanish for Heritage Learners Program: A *Learning by Design* Perspective," introduce digital storytelling from the perspective of *Learning by Design*, as a "designing" process in which students engage in "weaving" the knowledge processes of experiencing, conceptualizing, and applying. The authors also focus on the

effectiveness of this tool in a heritage language program for students in the health sciences and show how its use elevates and brings into focus the humanities dimensions of heritage language education.

Chapter 5, "Community Service Learning, *Learning by Design*, and Heritage Learners: A Case Study," by Ruggiero, considers the impact of service learning as a means to build and reinforce SHLLs' language abilities while allowing for meaningful engagement with local communities, through the discussion of a project grounded in the *Learning by Design* framework. The chapter describes a service learning course at the University of Memphis which involved SHLLs' collaboration with Spanish-speaking local community leaders and artisans to develop and implement self-sustaining projects centered on the arts. Learners documented their experience in a multimodal journal that included digital storytelling, written reflections, and self-generated questions for critical inquiry. The analysis of this work suggests that the students not only experienced linguistic gains, but also an increase in their confidence as Spanish speakers.

In Chap. 6, "Positional Identities, Access to Learning Opportunities, and Multiliteracies: Negotiations in Heritage and Non-Heritage Spanish-Speaking Students' Critical Narratives," Kayi-Aydar focuses on a not-often-studied population: graduate students. Grounded in Positioning Theory and the *Learning by Design* framework, this chapter explores the complex relationships among positional identities, access to learning opportunities, and the development of professional multiliteracies in a doctoral program. Based on her analysis of autobiographical narratives, collected through life history interviews that focused on the participants' socio-historically situated experiences while being students, the author provides insights into the struggles, accomplishments, and identities of heritage language learners who are to become Spanish language teachers or university faculty members, and how their experiences differ from those of their non-heritage Spanish-speaking peers.

In Chaps. 7 and 8, the focus shifts to HL instructors. In Chap. 7, "Heritage Language Development of Pre-service Bilingual Teachers: How a Practice-Situated Intervention Promoted Multiliteracy," Grosso Richins and Hansen-Thomas introduce a project designed to foster bilingual education

teacher candidates' existing language literacies in Spanish. The program incorporated the tenets of *Learning by Design*, with the objective of establishing a linguistic intervention that would engage heritage teacher candidates in a transformational process that would allow them to develop new literacies and meanings in Spanish. The vehicle was a set of multimodal learning experiences based on the candidates' available designs (literacies in Spanish and English, pedagogical knowledge, and life experiences) transferred to their teaching practice.

Chapter 8, "Multiliteracies Pedagogy and Heritage Language Teacher Education: A Model for Professional Development," by Lacorte, introduces a model of professional development for pre- and in-service instructors of heritage language learners based on a combination of (a) key linguistic, cultural, and social concepts and skills; (b) a sociocultural theoretical perspective that puts emphasis on creating opportunities for teachers to move toward more theoretically and pedagogically sound practices; and (c) a multiliteracies approach focused on the expansion of learners' resources for making meaning through multiple modes of language use. This chapter aims to develop in-depth understanding of instructors' concrete practical experiences as learners of language in academic environments and/or in the everyday world; of the research and pedagogical principles generated in a range of academic and professional areas; and of social, cultural, and ideological issues related to heritage language education.

The final chapter of this volume, Chap. 9, "Concluding Remarks," by Lacorte, revisits the studies presented in the volume, focusing on their unique contributions to the field of heritage language pedagogy and the key concepts introduced in each work.

The projects presented in this volume support the proposal put forward in this introductory chapter: Indeed, *Learning by Design* can effectively guide the development of heritage language learners' multiliteracies in Spanish. The main principles behind this approach, *belonging* and *transformation*, as well as its four knowledge processes, offer the kind of guidance and flexibility of content and instruction that can address the needs of different populations of heritage language learners. We expect that the work introduced in the following chapters will act as the impetus for a new era in heritage language pedagogy.

Notes

1. For a more detailed account on the development process behind the pedagogy of Multiliteracies, and the changes that ensued in the years following its introduction, see Cope and Kalantzis (2009a).
2. Unfortunately, to the best of the author's knowledge, no studies have offered data on the implementation of *Learning by Design* in the American context (e.g., Kalantzis et al. 2016 described some initiatives, but did not provide data). The existing work is either based on the original tenets of the pedagogy of Multiliteracies (i.e., those developed by the New London Group in 1996; see, for example, Danzak 2011 and Angay-Crowder et al. 2013) or of a theoretical nature, proposing, for example, the framework as guidance for the development of pedagogical content for the teaching of L2 Intermediate Spanish (e.g., López-Sánchez 2016).
3. Zyzik (2016) only includes listening and speaking in her prototype due to the lack of formal instruction (which would include writing and reading) in the heritage language that characterizes most heritage language learners. To propose this conceptualization, she relies on Hulstijn's (2011) concept of basic-level cognition (BLC), which "is limited to listening and speaking (it does not comprise reading or writing) and subsumes all the high-frequency lexical items and frequent grammatical constructions that are used in routine, everyday conversations" (Zyzik, 21). And it is this type of proficiency that has often been reported in the literature (e.g., Montrul 2012).
4. The activities presented in Table 1.1 are samples. For more pedagogical suggestions, we recommend consulting the "Knowledge Processes" section on the *Learning by Design* website (http://newlearningonline.com/learning-by-design).

References

Angay-Crowder, Tuba, Jayoung Choi, and Youngjoo Yi. 2013. Putting Multiliteracies into Practice: Digital Storytelling for Multilingual Adolescents in a Summer Program. *TESL Canada Journal* 30 (2): 36–45. http://files.eric.ed.gov/fulltext/EJ1018826.pdf.

Agirdag, Orhan. 2014. The Long-Term Effects of Bilingualism on Children of Immigration: Student Bilingualism and Future Earnings. *International*

Journal of Bilingual Education and Bilingualism 17 (4): 449–464. doi:10.1080/13670050.2013.816264.

Benmamoun, Elabbas, Silvina Montrul, and Maria Polinsky. 2013. Heritage Languages and Their Speakers: Opportunities and Challenges for Linguistics. *Theoretical Linguistics* 39 (3–4): 129–181. doi:10.1515/tl-2013-0009.

Bowles, Melissa. 2011. Measuring Implicit and Explicit Linguistic Knowledge: What Can Heritage Language Learners Contribute? *Studies in Second Language Acquisition* 33 (2): 247–271. doi:10.1017/S0272263110000756.

Bowles, Melissa, Rebecca J. Adams, and Paul D. Toth. 2014. A Comparison of H2-L2 and L2-Heritage Learner Interactions in Spanish Language Classrooms. *The Modern Language Journal* 98 (2): 497–517. doi:10.1111/modl.12086.

Bruce, Murray, Prue Gill, Shane Gorman, Sue Gorman, Peter Henry, Robyn Kiddy, and Rita van Haren. 2015. A Learning by Design Journey. In *A Pedagogy of Multiliteracies: Learning by Design*, ed. Bill Cope and Mary Kalantzis, 70–96. London: Palgrave Macmillan.

Bylunda, Emanuel, Niclas Abrahamsson, and Kenneth Hyltenstam. 2012. Does First Language Maintenance Hamper Native Likeness in a Second Language? A Study of Ultimate Attainment in Early Bilinguals. *Studies in Second Language Acquisition* 34 (2): 215–241. doi:10.1017/S0272263112000034.

Carrasco, Roberto Luis, and Florencia Riegelhaupt. 2003. META: A Model for the Continued Acquisition of Spanish by Spanish/English Bilinguals in the United States. In *Mi lengua: Spanish as a Heritage Language in the United States*, ed. Ana Roca and M. Cecilia Colombi, 170–189. Washington, DC: Georgetown University Press.

Colombi, M. Cecilia. 2003. Un enfoque funcional para la enseñanza del ensayo expositivo. In *Mi lengua: Spanish as a Heritage Language in the United States*, ed. Ana Roca and M. Cecilia Colombi, 78–95. Washington, DC: Georgetown University Press.

Cope, Bill, and Mary Kalantzis. 1993. Introduction: How a Genre Approach to Literacy Can Transform the Way Writing Is Taught. In *The Powers of Literacy: A Genre Approach to Teaching Writing*, ed. Bill Cope and Mary Kalantzis, 1–21. Pittsburgh: University of Pittsburgh Press.

———. 2009a. Multiliteracies: New Literacies, New Learning. *Pedagogies: An International Journal* 4: 164–195. doi:10.1080/15544800903076044.

———. 2009b. New Media, New Learning. In *Multiliteracies in Motion: Current Theory and Practice*, ed. David R. Cole and Darren L. Pullen, 87–104. New York: Routledge.

———. 2015. The Things You Do to Know: An Introduction to the Pedagogy of Multiliteracies. In *A Pedagogy of Multiliteracies: Learning by Design*, ed. Bill Cope and Mary Kalantzis, 1–36. London: Palgrave Macmillan.

Creese, Angela, and Adrian Blackledge. 2010. Translanguaging in the Bilingual Classroom: A Pedagogy for Learning and Teaching? *The Modern Language Journal* 94 (1): 103–115. doi:10.1111/j.1540-4781.2009.00986.x.

Cummins, Jim. 1984. *Bilingualism and Special Education: Issues in Assessment and Pedagogy*. San Diego: College Hill.

———. 2009. Literacy and English Language Learners: A Shifting Landscape for Students, Teachers, Researchers, and Policy Makers. *Review of Educational Research* 38 (5): 382–383. http://www.jstor.org/stable/20532565.

Danzak, Robin L. 2011. Defining Identities Through Multiliteracies: EL Teens Narrate Their Immigration Experiences as Graphic Stories. *Journal of Adolescent and Adult Literacy* 55 (3): 187–196. doi:10.1002/JAAL.00024.

Ducar, Cynthia Marie. 2006. (Re)presentations of United States Latinos: A Critical Discourse Analysis of Spanish Heritage Language Textbooks. PhD dissertation, The University of Arizona, Tucson. http://hdl.handle.net/10150/195693

Fang, Zhihui, and Mary J. Schleppegrell. 2010. Disciplinary Literacies Across Content Areas: Supporting Secondary Reading Through Functional Language Analysis. *Journal of Adolescent and Adult Literacy* 53 (7): 587–597. doi:10.1598/JAAL.53.7.6.

Gandara, Patricia, and Frances Contreras. 2009. *The Latino Education Crisis: The Consequences of Failed Social Policies*. Cambridge: Harvard University Press.

Halliday, M.A.K. 1994. *An Introduction to Functional Grammar*. 2nd ed. London: Edward Arnold.

Hepple, Erika, Margaret Sockhill, Ashley Tan, and Jennifer Alford. 2014. Multiliteracies Pedagogy: Creating Claymations with Adolescent, Post-Beginner English Language Learners. *Journal of Adolescent & Adult Literacy* 58 (3): 219–229. doi:10.1002/jaal.339.

Hyland, Ken. 2014. *Genre and Second Language Writing*. Ann Arbor: The University of Michigan Press.

Hulstijn, Jan H. 2011. Language Proficiency in Native and Nonnative Speakers: An Agenda for Research and Suggestions for Second-Language Assessment. *Language Assessment Quarterly* 8 (3): 229–249.

Jones, Rodney H., and Christoph A. Hafner. 2012. *Understanding Digital Literacies: A Practical Introduction*. London: Routledge.

Kalantzis, Mary, and Bill Cope. 2010. The Teacher as Designer: Pedagogy in the New Media Age. *E-learning and Digital Media* 7 (3): 200–222. doi:10.2304/elea.2010.7.3.200.

———. 2012. *Literacies*. Cambridge: Cambridge University Press. Kindle DX edition.

Kalantzis, Mary, Bill Cope, and the Learning by Design Project Group. 2005. *Learning by Design*. Melbourne: Victorian Schools Innovation Commission and Common Ground Publishing.

Kalantzis, Mary, Bill Cope, Eveline Chan, and Leanne Dalley-Trim. 2016. *Literacies*. 2nd ed. Cambridge: Cambridge University Press.

Kress, Gunther. 2013. Recognizing Learning: A Perspective from a Social Semiotic Theory of Multimodality. In *Multilingualism and Multimodality: Current Challenges for Educational Studies*, ed. Ingrid de Saint-Georges and Jean-Jacques Weber, 119–132. Rotterdam: Sense Publishers.

Ladson-Billings, Gloria. 1994. *The Dream-keepers: Successful Teachers of African American Children*. San Francisco: Jossey-Bass.

———. 1995. Toward a Theory of Culturally Relevant Pedagogy. American Educational Research Journal 32 (3): 465–491. http://www.jstor.org/stable/1163320

López-Sánchez, Ana. 2016. Redesigning the Intermediate Level Spanish Curriculum Through a Multiliteracies Lens. In *Multiliteracies in World Language Education*, ed. Yuri Kumagai, Ana López-Sánchez, and Sujane Wu, 58–80. New York: Routledge.

Lukes, Marguerite. 2015. *Latino Immigrant Youth and Interrupted Schooling: Dropouts, Dreamers, and Alternative Pathways to College*. Bristol: Multilingual Matters.

Martínez, Glenn. 2016. Goals and Beyond in Heritage Language Education: From Competencies to Capabilities. In *Innovative Strategies for Heritage Language Teaching: A Practical Guide for the Classroom*, ed. Marta Fairclough and Sara M. Beaudrie, 39–55. Washington, DC: Georgetown University Press.

Mills, Kathy. 2010. What Learners 'Know' Through Digital Media Production: Learning by Design. *E–Learning and Digital Media* 7 (3): 223–236. doi:10.2304/elea.2010.7.3.223.

Montrul, Silvina. 2010. Current Issues in Heritage Language Acquisition. *Annual Review of Applied Linguistics* 30: 3–23. doi:10.1017/S0267190510000103.

———. 2012. The Grammatical Competence of Spanish Heritage Speakers. In *Spanish as a Heritage Language in the United States: The State of the Field*, ed. Sara M. Beaudrie and Marta Fairclough, 101–120. Washington, DC: Georgetown University Press.

Neville, Mary. 2008. *Teaching Multimodal Literacy Using the Learning by Design Approach to Pedagogy: Case Studies from Selected Queensland Schools*. Altona: Common Ground.

New Learning: Transformational Designs for Pedagogy and Assessment. 2015. The Knowledge Processes. New Learning: Transformational Designs for Pedagogy and Assessment. http://newlearningonline.com/learning-by-design/the-knowledge-processes. Accessed 10 July.

New London Group. 1996. A Pedagogy of Multiliteracies: Designing Social Futures. *Harvard Educational Review* 66: 60–92. doi:10.17763/haer.66.1.17370n67v22j160u.

Paesani, Kate, Heather Willis Allen, and Beatrice Dupuy. 2015. *A Multiliteracies Framework for Collegiate Foreign Language Teaching*. Boston: Pearson.

Potowski, Kim, Jill Jegerski, and Kara Morgan-Short. 2009. The Effects of Instruction on Linguistic Development in Spanish Heritage Language Speakers. *Language Learning* 59 (3): 537–579. doi:10.1111/j.1467-9922.2009.00517.x.

Samaniego, Malena, and Chantelle Warner. 2016. Designing Meaning in Inherited Languages: A Multiliteracies Approach to HL Instruction. In *Innovative Strategies for Heritage Language Teaching: A Practical Guide for the Classroom*, ed. Marta Fairclough and Sara M. Beaudrie, 191–213. Washington, DC: Georgetown University Press.

Serafini, Frank. 2014. *Reading the Visual: An Introduction to Teaching Multimodal Literacy*. New York/London: Teachers College Press.

Smolin, Louanne Ione, and Kimberly Lawless. 2009. Using Multiliteracies to Facilitate Culturally Relevant Pedagogy in the Classroom. In *Multiliteracies in Motion: Current Theory and Practice*, ed. David R. Cole and Darren L. Pullen, 173–188. New York: Routledge.

Thomas, Wayne, and Virginia P. Collier. 2002. *A National Study of School Effectiveness for Language Minority Students' Long-Term Academic Achievement*. Santa Cruz: Center for Research on Education, Diversity, and Excellence, University of California. http://cmmr.usc.edu//CollierThomasExReport.pdf.

Valdés, Guadalupe. 2000. Introduction. In *AATSP Professional Development Series Handbook for Teachers K-16: Spanish for Native Speakers*, 1–20. Fort Worth: Harcourt.

———. 2006. The Foreign Language Teaching Profession and the Challenges of Developing Language Resources. In *Developing Minority Language Resources: The Case of Spanish in California*, ed. Guadalupe Valdés, Joshua A. Fishman, Rebecca Chávez, and William Pérez, 108–139. Clevedon: Multilingual Matters.

Zammit, Katina. 2010. Charting a Pathway: Embedding ICT and New Literacies into the Curriculum. In *Transforming Literacy and Language: Multimodality and Literacy in the New Media Age*, ed. Caroline M.L. Ho, Kate T. Anderson, and Alvin P. Leong, 9–22. London: Continuum International Publishing.

Zyzik, Eve. 2016. Toward a Prototype Model of the Heritage Language Learner: Understanding Strengths and Needs. In *Innovative Strategies for Heritage Language Teaching: A Practical Guide for the Classroom*, ed. Marta Fairclough and Sara M. Beaudrie, 19–38. Washington, DC: Georgetown University Press.

Gabriela C. Zapata (gzapata@tamu.edu) is Associate Professor and Director of Lower Division Spanish Instruction in the Department of Hispanic Studies at Texas A&M University. Her research foci are second and heritage language acquisition and pedagogy, bilingualism, and teacher education. A variety of her articles on bilingualism and second and heritage language acquisition and pedagogy have been published in journals such as the *International Journal of Bilingualism*, the *Heritage Language Journal*, *Language Learning*, and *Foreign Language Annals*, among others.

2

Designing a Comprehensive Curriculum for Advanced Spanish Heritage Learners: Contributions from the Multiliteracies Framework

María Luisa Parra, Araceli Otero, Rosa Flores, and Marguerite Lavallée

Introduction

In the last two decades, work from different theoretical perspectives has contributed to the strengthening of pedagogical practices for Spanish heritage language learners (SHLLs). For example, they have provided us with information that has allowed us: (a) to differentiate SHLLs' instruction from that offered to second language (L2) students; (b) to understand the possible benefits and the necessary scope of explicit instruction for SHLLs; and (c) to design curricula for Spanish as a heritage language (SHL) from an interdisciplinary perspective. Despite these important contributions, results on what comprises "best practices" for SHLLs are not conclusive (Torres and Pascual y Cabo 2017). More research and

M.L. Parra (✉)
Harvard University, Cambridge, MA, USA

A. Otero • R. Flores
Universidad Nacional Autónoma de México, Mexico City, Mexico

M. Lavallée
Laval University, Québec, Canada

© The Author(s) 2018

G.C. Zapata, M. Lacorte (eds.), *Multiliteracies Pedagogy and Language Learning*,
DOI 10.1007/978-3-319-63103-5_2

empirical studies are needed (Lynch 2014) to identify and define the pedagogical interventions for Spanish heritage learners that work best at different points of the bilingual continuum.

This chapter aims to contribute to and expand the body of empirical research done around best instructional practices for SHLLs by describing the curriculum design and results of an advanced college-level course for SHLLs, "Spanish 35: Spanish for Latino Students" (Sp35), emphasizing the key support that the multiliteracies framework *Learning by Design* (Cope and Kalantzis 2009; Kalantzis et al. 2010) offered to its development. This chapter has four main parts. In the first part, we outline the theoretical and pedagogical underpinnings at the base of the Sp35 design. In the second part, we describe the course components in detail and present some examples of the ways in which we integrated the *Learning by Design* principles with practical activities, a variety of materials, and assessment in the classroom. In the third section, we present some oral and written outcomes of the first cohort of eight Latin@ students who took this class. We also include vignettes of the students' final reflections on their deep relationship with the Spanish language and sense of Latin@ identity. We end the chapter referring to the limitations of the study and providing suggestions for further research and final remarks on the contributions of *Learning by Design* to the advancement of the teaching of SHL.

Sp35: Theoretical and Pedagogical Underpinnings

Sp35 was the first course for Spanish heritage students created in the Department of Romance Languages and Literatures at Harvard University. Several decisions had to be made regarding level, content, and pedagogy since there was no precedent for such a course at the university. As a first step, the course head and the future instructor decided to organize a focus group with Latin@ students to explore their language interests and needs, as well as the levels at which the course could be offered. After gathering information from prospective students, the course head

envisioned a new course at the intermediate-advanced level and organized it around topics suggested by the students, such as immigration, languages in contact, identity, Latin@ cultures in the United States, and US–Latin America relations. Although students had clearly voiced their interest in learning "español académico," the course head decided to also include the analysis of a range of other text genres (see later in this chapter for details on course content and work with language).

Moreover, drawing from a previous successful experience designing an intermediate class for a mixed population of second language (L2) and heritage students (Parra 2013), and the most current pedagogical proposals for heritage learners, the course head organized the pedagogy of Sp35 based on the following frameworks: (a) a sociolinguistic and functional approach to language (Achugar and Colombi 2008; Colombi 2003, 2012, 2015); (b) differentiated instruction (Potowski and Carreira 2004); (c) critical pedagogy (Freire 2005; Giroux 1991; Leeman 2005; Leeman and Rabin 2007; Leeman and Serafini 2016; Parra 2016a); and (d) the *Learning by Design* pedagogy (Kalantzis et al. 2010, 2016). In particular, *Learning by Design* provided key contributions to the design of the Sp35 in connection to: (a) class dynamics; (b) the definition of "literacy"; (c) the "new learning" processes, which guided the design of lesson plans; and (d) notions of assessment. In what follows, we elaborate on such contributions.

Classroom Dynamics in Sp35: A Collaborative Community of Practice

Central to the *Learning by Design* pedagogy (see Chap. 1 in this volume for a detailed presentation of its tenets) is a classroom dynamic that redefines the student–teacher relation. It changes the direction of the flow of information (Kalantzis and Cope 2012) by placing students' voices in the forefront so that they become a source of knowledge and contribution to the learning process (Kalantzis et al. 2016). That is, in this framework, teachers "are responsible for constructing an environment more in tune to the process of learning rather than to their being authority figures who transmit non-negotiable learning content" (Ibid.,

139). Aligned with this perspective, the Sp35 classroom was conceived as a collaborative space where shared life experiences, interests, and interactions between students and the teacher formed what Lave and Wenger (1991) call a "community of practice." In Healy's (2008, xiii) words, the teacher worked "cooperatively" with the students "as co-designer of a critically framed curriculum [and] learn[ed] alongside the students and in co-decision making with them." We believe that it is within these kinds of instructional environments that SHLLs can blossom and grow, both linguistically and personally, fueled by the integration of language, cognition, and affect—what we consider the three main gears of any learning process.

This idea of classroom also relates to proposals coming from the field of heritage languages that urge teachers to turn traditional classes into safe spaces where students are treated with respect, can voice the feelings of stigmatization they might have experienced, develop a critical consciousness (Freire 2005), and can also express their hopes for their future (Parra 2016a). Students' overall development, sense of well-being, and ethnolinguistic identity are at the center of this teaching philosophy (Carreira 2012; He 2016, 2014; Martínez 2016; Parra 2013). Similarly, *Learning by Design* proposes that our pedagogical practices—at any educational level—be geared toward "affirming and nurturing the whole person" (Kalantzis et al. 2016, 139) while guiding students toward becoming flexible learners, collaborative problem solvers, and creative critical thinkers, capable of reflecting upon the complexity of our twenty-first-century world (Kalantzis and Cope 2012; Kalantzis et al. 2016). This perspective was the point of departure for Sp35.

Conceptualization of Language and Literacy in Sp35

Learning by Design (Kalantzis et al. 2016), as well as the most recent proposals for the teaching of SHL, embraces a functional perspective on language and literacy based on the seminal works of Halliday (1994; Halliday and Matthiessen 2014). Within this perspective, language is considered "a resource for making meaning" that is intrinsically functional and that operates in context (Halliday and Matthiessen 2014,

30). This conception of language has proven to be one of the most effective pedagogical frameworks for the teaching of literacy to SHLLs (e.g., Achugar and Colombi 2008; Colombi 1994, 2003, 2015). That is, heritage programs are leaving behind exclusive normative perspectives which focus on "correcting errors" to embrace approaches that conceive writing as a "process" that needs continuous feedback and work to craft the different versions of a text at its different stages. Guided focus on textual forms is therefore important to facilitate learners' writing development (Bhatia 1999; for proposals for SHLLs, see Colombi 2015; Martínez 2005). The emphasis is then on providing students with guidance and the appropriate knowledge on how to write different genres, for specific communicative and social contexts and purposes.

Because SHLLs do not usually learn Spanish in a formal setting (i.e., in school) (see Chap. 1 for more information), students—including those in Sp35—tend to emphasize their interest in learning the so-called academic genres and academic language (Achugar and Colombi 2008; Colombi 1994, 2003, 2015). Therefore, heritage programs tend to be structured around this need. New proposals, however, have underscored the importance of expanding the teaching of writing to other genres, moving beyond the monolingual and monocultural academic models. The most recent suggestions call for teachers to explore and support students' creativity (Valdés 2001) and experiment with the expression of their "border" experiences (Martínez 2005), beyond expectations of correctness or "appropriateness" (Leeman and Serafini 2016).

The *Learning by Design* pedagogy facilitates this possibility as it promotes instruction that relies on the inclusion of multimodal (printed text, video, pictures, etc.) sources of meaning as instructional tools. More importantly, both the SHL field and *Learning by Design* see the valuing and validation of differing dialects, accents, and registers found in multimodal products from diverse communities as a central goal of our work (Kalantzis et al. 2010). Mirroring these methodological and pedagogical mandates, Sp35 was committed to precisely become a space where each student could bring in their own dialects and would feel valued for their unique linguistic and cultural contributions to the class, and would also

have the opportunity to be exposed to and work with a variety of multimodal "texts."

Learning by Design Knowledge Processes in Sp35

Working with a variety of texts and genres requires new pedagogical principles to expand on and enrich our possibilities and experiences both as teachers and as students. These new principles are the core of the *Learning by Design* pedagogy and can be defined as the "epistemic moves" (Kalantzis et al. 2016, 80) behind the process of building new knowledge. That is, they are what learners "do to know" (Ibid., 6), and they involve eight different "pedagogical moves: a) experiencing the known; b) experiencing the new; c) conceptualizing by naming; d) conceptualizing with theory; e) analyzing functionally; f) analyzing critically; g) applying appropriately; and h) applying creatively" (Cope and Kalantzis 2015, 4–5). The activities and content in Sp35 were a reflection of these *Learning by Design* knowledge processes.

For example, the curricular content included topics such as stereotypes, which were first articulated under *experiencing the known*, as learners had to reflect on their previous knowledge and experiences on this matter. Learners were then guided through activities designed for further exposure to *new*, related knowledge—such as where those stereotypes come from, how they relate to race and social class, and how they affirm social hierarchies—resulting in new ways of conceptualizing past experiences with stereotypes and a growth on critical awareness around issues of ethnicity or race *vis-à-vis* the ideology of the mainstream culture in the United States and in the students' countries of origin.

The instructional guidance was also present in the incorporation of tasks for the *conceptualization* and *analysis* of rhetorical and linguistic features of each of the genres with which students were expected to work. This kind of instruction also allowed students to build a metalanguage to "identify, talk about, and learn the various elements that contribute to particular meanings in communication" (Kern 2004, 4), which also resulted in their ability to embark on a process of critical analysis of notions such as those of "correctness" and "appropriateness" that surround their own language use (Leeman and Serafini 2016; Samaniego

and Warner 2016). Finally, Sp35 activities gave students plenty of opportunities to *apply* their new knowledge both *appropriately* and *creatively*, with tasks ranging from the development of rich descriptions and short stories to the review of academic essays and a final art project.

The critical thinking component advocated by the *Learning by Design* pedagogy is particularly important for the SHL classroom (Parra 2016a). SHLLs grow up in communities—some of them bilingual and bicultural—that provide them with a variety of language, socio-economic, and race experiences that impact and shape their lives in powerful ways, and that are different from those of monolingual and monocultural students in heritage students' countries of origin, both in the United States and internationally. Given the fact that SHLLs are perceived by mainstream society as "minorities," many of these experiences undermine their linguistic and cultural heritage identities. Educators in the SHL field have then highlighted the importance of making critical pedagogy approaches (Freire 1970, 2005; Freire and Macedo 1995; Giroux 1991) an essential part of SHL classes' content and dynamics. The goal is to guide students through a process of what Aparicio (1997, 225) calls "decolonization," by means of which they can disentangle the language and cultural ideologies that they might have experienced, and unmask the power relations that are established through linguistic exchanges in the different communities in which they participate (Bordieu 1991; Zentella 1997). This kind of pedagogical approach strengthens students' sense of ethnolinguistic identity and empowers them to build pathways to become active citizens in their communities and promote social change (Parra 2016a).

Notions of Assessment in Sp35

In the *Learning by Design* framework, assessment is seen as comprehensive and inclusive. Kalantzis and Cope (2012, 87) believe that assessment tools should test for both learning and accountability, and should go beyond "punitive/reward end-of-program measures." That is, this type of pedagogy is interested in incorporating assessment tasks that take into account the diverse needs and abilities that learners bring to the classroom. Mirroring some of these concerns, scholars in the field of SHL such as Fairclough (2012, 262) advocate a "multifaceted approach that

measures multiple abilities and types of tasks." Moreover, Beaudrie (2012, 2016) suggests paying particular attention to some of SHLLs' "idiosyncrasies" when designing assessment tools. For example, because SHLLs have acquired Spanish mostly in natural environments and use the language in meaningful and authentic contexts (see Chap. 1 in this volume), they should be evaluated by means of authentic assessment tasks through which they can show what they can do with the language. Assessment should also be based on and should respect learners' language levels, linguistic varieties, and registers (Beaudrie et al. 2014). On the other hand, it is also important to recognize the specific forms that students should acquire as part of their learning process. Therefore, educators in the SHL field have proposed a combination of summative and formative assessment instruments (Fairclough), where the latter are crucial for gathering feedback from students about their performance and achievements (Carreira 2012), which can then be incorporated into the learning cycle to better answer learners' specific needs.

Drawing from these proposals, a range of assessment tasks were designed for Sp35. The design of these tasks also aimed to reflect the knowledge processes proposed by *Learning by Design*. Examples of the assessment tools included "mini quizzes" with no more than five questions to test students on concrete information generated in classroom discussions. For instance, the quizzes would include questions about specific vocabulary, grammar points, and/or sociolinguistic terminology that had been introduced in the class before. Also, some mini quizzes were designed to probe into students' knowledge of issues and content connected to their reading tasks. Other forms of assessment required students to complete open-ended tasks such as essays and creative writing assignments with the objective of providing learners with the opportunity to apply, and sometimes, experiment with what they had learned and had reflected on. An oral presentation on an academic topic was included, as well as the conclusion of the online reading program *Lectura Inteligente Herencia Latina* (LIHL) (see later in this chapter for a detailed description). Overall, the weight of the grading process was distributed across different tasks, as we will see in the course description section. By having several assessment tools, the

Sp35 course head was able to assess individual student progress, and find a balance between what Beaudrie (2016) considers two major course goals: assessing students' linguistic learning while nurturing their self-esteem.

Curricular Aspects of Sp35

As mentioned at the beginning of this chapter, Sp35 was the first course for Latin@ students offered at our institution. As such, the course was not part of the regular Spanish language program, but was equivalent to third year language courses. Once implemented, it also became part of the courses Latin@ students could choose to fulfill secondary field or concentration requirements. The class was 53 minutes long and was offered four times a week for 14 weeks.

Student Application Process and Placement

The course head designed an online application form (Appendix) that aimed to gather information on their language history, personal and professional interests, expectations for the course, and specific issues or topics they wanted to learn about. The form also included a questionnaire to probe into students' self-assessment of their oral and written skills in the following areas: communication with family and friends, oral presentations at school, reading of simple and academic texts, writing e-mails and letters to family and friends, and writing academic texts.

In fall 2013, seven students (one male and six females, none of whom had participated in the focus group) filled out this application. Considering the importance of having students with similar language proficiency for the success of the learning experience (Beaudrie 2016), the course head also interviewed the learners to assess their oral proficiency, and to make sure they had a similar language level. All students that were interviewed for that first course had an advanced level of language proficiency: All of them were able to use Spanish complex structures, such as verbs in the present, past—with an ability to distinguish aspectual differences, for example, in the use of preterite versus imperfect—future, and the sub-

junctive in at least the present tense. Only one student (S7) had a linguistic profile closer to that of intermediate L2 students. For example, she tended to inconsistently use verbal tenses, mainly when referring to the past. Nonetheless, she was accepted because her father was half Puerto Rican; she had been exposed to some Spanish at home up to the age of four; she often visited relatives in Puerto Rico; and she was highly motivated to take the course in search of her Latino identity.

The students' families were originally from Mexico (S1, S2, and S3), Chile (S4), and El Salvador (S5). Another student had parents from Argentina and Brazil (S6), and the remaining student's father was from Puerto Rico (S7). All the students had spoken Spanish at home growing up, but they had had different experiences with the study of Spanish, as well as with the study of other languages. Most of them had received very little or no Spanish instruction at school. For example, S1 had had three years of bilingual education (K, 1st and 2nd grades); S4 had arrived from Chile at the age of six. Most participants had taken language classes in high school (e.g., S1 had taken some Italian; S4 and S6 had each taken several French courses), but they did not report any particular progress regarding their Spanish skills. S2 had studied German in Germany for one semester and taken four years of Spanish at high school, but he said that the classes had not been good, and he did not feel confident with his Spanish.

Once it was determined what kind of students the course would serve, and in order to address students' needs and interests in the most comprehensive possible way, we put together an interdisciplinary team of researchers (the authors of this chapter)[1] to develop its curriculum. All four members shared a background in psychology, but with different areas of expertise (e.g., linguistics, SHL pedagogy, reading and youth psychology, intercultural studies, and social psychology). The team work included the selection of topics and texts to be discussed in class; the design of activities for the classroom; and the development of the prototype for an online reading program (LIHL—see later in this chapter for a detailed description). Once the course development project was complete, the team members also worked directly with students in the classroom in order to get their feedback on the reading program and the course overall.

Course Design

Course Goals and Content

After a thorough literature review on the field of SHL, the consideration of the information gathered from the student focus group, and the examination of the linguistic and biographical characteristics of the course applicants, including the results of their oral interviews, the final objectives and goals for the course were defined. These objectives included the need:

1) to expand and to strengthen their oral and written interpersonal, interpretive, and presentational communicative skills (ACTFL 2012);
2) to provide students with a safe space to reflect upon the meaning of the Spanish language in their present and future lives;
3) to develop students' critical socio-cultural and linguistic awareness (Leeman and Rabin 2007; Leeman and Serafini 2016); and
4) to empower students' sense of ethnolinguistic identity (Carreira 2012; Parra 2016b).

Considering the need to develop a curriculum that would develop a sense of *belonging* (Kalantzis et al. 2016) and thus would answer learners' specific linguistic and cultural needs, the interdisciplinary team organized Sp35 around meaningful and relevant topics for the students it would serve. These included themes such as family relations in the context of immigration; students' linguistic history; diversity in Latin America; selected topics on Latin America–US relations; Spanish in the United States (and its contact with the English language); language and identity; and Latin@s and food, music, and visual arts. Students had also expressed their interest in improving their academic Spanish, developing their reading skills, and learning specific literacy and linguistics aspects such as accent rules, spelling and vocabulary, grammar rules for the use of subjunctive, preterite and imperfect, and, therefore, all of these became part of the curriculum.

The materials developed to expose Sp35 students to the range of topics discussed above relied on a variety of multimodal resources that allowed

for a broad range of meaning making models and designs, and served as a window to explore what Juan Flores (2000) has called the "Latino imaginary." These materials included films, music, and literary works by Latino and Latin American authors such as narratives, novel excerpts, poetry, and essays. Also, following the team's previous success with the integration of visual art into language classes (Parra 2013; Parra and Di Fabio 2016), art had a prominent place in Sp35. Paintings and print and digital images by Latino and Latin American artists[2] illustrated some of the course's central themes and enriched students' learning experience by exposing them to the various national and cultural narratives depicted in this art. Academic and formal readings were also part of the instructional resources, and these included expository and argumentative essays, op-eds, and book and movie reviews.

Sp35 Reading Program: *Lectura Inteligente Herencia Latina*

Considering the importance and benefits of differentiated instruction for SHLLs (Potowski and Carreira 2004) and the *Learning by Design* call for the development of students' "ability to work across literacies open paths" to promote social participation (Kalantzis et al. 2016, 7), we complemented Sp35 course materials with the software *Lectura Inteligente* developed at the School of Psychology at the Universidad Nacional Autónoma de México (Flores et al. 2010). A customized version of this program, LIHL, was developed for Sp35 with the objective of providing SHLLs with ample reading and writing opportunities to expand and reinforce their Spanish literacy skills.

LIHL considers the characteristics of the students toward whom it is geared, and it encourages students to have initiative and become autonomous learners (Flores and Otero 2013). The program is organized around several lessons. The first two, *Educar los ojos* (educating our eyes) and *Combatir malos hábitos* (fighting bad habits), were informative and provided students with important information about the best strategies to improve fluency and comprehension, as well as practices they should avoid while reading.

The following lessons focused on different themes that matched those included in Sp35. At the beginning of each lesson, the program stated clear expectations and goals for the learner. At the end of each exercise, it provided feedback, giving students the option of repeating the exercise if they wanted to improve their performance. The feedback was related to speed (based on the number of words read per minute), comprehension, and reading efficiency. Comprehension was measured by the percentage of right answers to questions related to the reading. Such answers imply remembering specific information and the elaboration of inferences. Efficient reading was scored as a result of the relation between reading speed and comprehension, and the program had five identified levels of efficiency. At the end of each reading, students clicked on a specific button, and the program gave them their scores in these three categories. Students took these scores into account to evaluate their own performance as they moved through the program.

The interdisciplinary team designed the content and tasks included in LIHL to: (a) be in alignment with the work done in class in terms of topics, genres, and objectives and (b) address the most vulnerable areas identified in readers with low performance (Flores et al. 2015), among them lexical recognition and syntactic knowledge particularly related to word order and grammar rules. LIHL exercises provided students with several strategies to infer the meaning of unknown words and to recognize important syntactic structures with which students were not familiar. Fluency in reading was directly related to these two language aspects. The final version of LIHL consisted of: (a) an initial assessment, (b) six lessons with exercises and specific strategies to improve reading speed and comprehension, and (c) a final evaluation.

As a result of the initial assessment, students got a reading profile and a series of options to improve their individual needs with specific strategies offered by the program. In this way, each student benefited from the automatization of feedback and assessment, and worked to further their own reading profile. Each lesson included three types of activities:

1) "before reading," which comprised the activation of previous knowledge, revision of vocabulary and complex syntactic structures, and frames of reference for the interpretation of each text;

2) "reading activities," which involved monitoring the students' comprehension; and
3) "after reading activities," which gave a summary of what had been learned and an overall review of text comprehension and interpretation.

Exercises that focused on lexical and syntactic knowledge allowed students to learn how to exclude irrelevant textual information, identify the relevant parts, or main ideas, of the texts, and reach an appropriate coordination of linguistic knowledge and working memory processes.

Another advantage of LIHL was that every lesson included several questions that required students to write answers of different length. These written responses, along with the in-class written assignments, provided invaluable information to the teacher, who was able to determine individual areas of vulnerability in each student's writing, and, based on this knowledge, designed activities to address specific needs. Table 2.1 shows the overall organization of Sp35 in units that integrated themes, linguistic and literacy topics, and LIHL lessons.

Table 2.1 Spanish 35's overall organization: integrated themes, linguistic and literacy topics, and LIHL lessons

In class	Written assignments (handouts and rubrics)	Reading program: *Lectura Inteligente Herencia Latina*
Introduction	Language family tree	Initial assessment
Conversación: *¡Cuéntame!*	Informal e-mails and letters Formal letter	Lesson 1 *Educar los ojos*
La descripción: *Cierro los ojos y dime cómo es..*	Description of a family feature Book/movie review	Lesson 2 *Combatir malos hábitos*
La narración: *Cuéntame qué pasó…*	Short story	Lesson 3 *Diferentes tipos de textos narativos*
La exposición I: *¡Explícame!*	Oral presentation	Lesson 4 *Exposición*
La exposición I	Expository essay	Lesson 5 *Argumentación*
La argumentación: *¿En pro o en contra? ¡Convénceme!*	Argumentative essay	Lesson 6 *Argumentación* Final evaluation

Example of Integration of Theory and Practice

For the proponents of the *Learning by Design* pedagogy, the key question at the center of any educational process is, "How do we enable all learners to make and participate in meanings that will develop their capacities?" (Kalantzis et al. 2016, 3). The answer to this question lies in a "pedagogy [that chooses] a suitable mix of ways of knowing and purposeful [weaves] between [the] different kinds of knowing," which entails choosing a variety of materials and developing the most appropriate "activity types, sequencing activities, transitioning from one activity type to another, and determining the outcomes of these activities" (Ibid., 80).

An example of this pedagogy and integration of materials and activities is the work done around the theme of family relations in the context of immigration. This work included the following multimodal instructional materials: (1) the movie *A Better Life*, (2) one of the songs from the movie soundtrack ("California"), (3) a movie review (taken from the Internet), and (4) the murals in East L.A. showed in the movie. These different instructional resources illustrated the hardships that relations between parents and children can undergo in the context of immigration—a topic that resonated with some of the students' personal stories; the differences in values that develop between generations; the struggles to stay in an educational system that does not support Latin@ youth, including the perils brought about by gangs as powerful social groups which can sell the illusion of a place of belonging to many Latin@ youngsters. The analysis of the murals allowed conversations about the use of public spaces for social causes, and the music led to awareness of the representation of the Latin@ community and female bodies in communities such as East L.A. through music and videos. As part of this unit, students also read a review of the movie taken from the Internet.

In order to reflect the tenets of *Learning by Design* pedagogy, each theme in Sp35 therefore involved: (1) the six knowledge processes (*experiencing the known* and *the new*, *conceptualizing by naming* and *with theory*, and *analyzing functionally* and *critically*); (2) a variety of texts related to the topic, such as a work of literature, music, or art; and (3) handouts to scaffold the close reading and interpretation of the texts and to provide

students with a deep analysis of the linguistic forms characteristic of the specific genre in question. Such work included the analysis of the context of the crafting of the text: who had written the text, when it had been written or created, with what purpose, and directed to what audience. Handouts and class discussions triggered new perspectives and possibilities of interpretation; critical awareness was raised by "address[ing] texts as social and historical constructions" where students could become aware of "how cultural texts are regulated by various… discursive codes, but also how such texts express and represent different ideological interests" (Giroux 1991, 248).

In the next step of their learning cycle, learners were able to *apply* their new knowledge *appropriately* when they were required to write their own adaptation of the different genres studied in class. Through the semester, students wrote a formal letter to introduce themselves to a personality, a professor, or a potential donor; a detailed metaphorical description of the members of their family through one physical feature; a short story; and for the topic on family relations in the context of immigration, based on previous work with the *Better life* film review, students wrote their own review of a book or film of their choice. In addition, students made a formal oral presentation and developed expository and argumentative essays. The final project allowed for learners' *creative application* of their new knowledge, as they were expected to create a hybrid project that consisted of a four-page essay accompanied by an art project. Detailed rubrics were also developed for each one of these assignments.

It is important to highlight that, throughout students' completion of the activities in each knowledge process, the Sp35 teacher provided continuous oral or written scaffolding (Bruner 1983; Wood et al. 1976) that contributed information to expand on students' interventions and gave alternative models to communicate the same idea. This scaffolding was part of the mechanism that enabled the process of "weaving different kinds of knowledge," from descriptive to critical knowledge and with appropriate and creative applications (Cope and Kalantzis 2009), along with what is known in the field of education as "instructional conversations" (ICs) (Goldenberg 1991). During ICs, the teacher draws from students' background and previous knowledge; encourages different ideas; builds on the information provided by students; and establishes a foundation for common understanding. As mentioned before, in Sp35,

the validation and recognition of each student's own Spanish variety was also central to this process (Carreira 2000).

Results

In this section, we present some of the most significant results of the assessment completed to evaluate the effectiveness of the methodology used in Sp35. These are based on the work of the seven SHLLs enrolled in the class.

Oral Development

In order to investigate whether the Sp35 methodology had had an impact on students' oral narrative skills, a related study was developed where recordings of a first narrative at the beginning of the semester were compared with a second one at the end of it. The results of the comparison suggest that the course methodology contributed to students' language development in important ways. For example, all the students, with one exception, produced longer and more complex narratives, with an increase in coordinate and subordinate clauses. In addition, the narratives exhibited a broader range of discourse connectors and subordinating conjunctions to express not only different relations between clauses, but also the same relation in different ways. Also, in the second narrative, students used more elaborate openings, orientations, and endings that included the use of canonical phrases and greetings to acknowledge the supposed presence of an addressee, signaling awareness of the speaker–listener relationship, a fundamental first step toward the appropriate crafting and choice of the language to be used in any oral or written text.

Reading Progress

The online program LIHL appeared to have been of major help in boosting students' reading skills. For example, at the beginning of the semester,

students' average reading speed was 137 words per minute, and at end the semester, this number had increased to approximately 343 words per minute. In addition, students' comprehension increased from 74% at the initial evaluation to 82% in the first lesson, and to a steady 84–87% for the rest of the semester. The measurement for efficient reading also experienced an increase from 2 to 4 (out of a possible maximum score of 5) from the initial evaluation to the end of the semester. These results show overall improvement in learners' reading performance. However, reading speed was the area that appears to have benefited the most. Figure 2.1 shows the integrated development that the group experienced throughout the semester.

The improvement was also evident when considering individual students. Figure 2.2 presents the reading profile of the student (S5) with the lowest reading score of the group at the beginning of the course. This student was extremely shy and insecure, doubted her Spanish skills, and her skills were at the lowest end: 129 words per minute with 50% comprehension and a composite score of "efficient reading" of 1. However, as Fig. 2.2 shows, she improved in an impressive way through the semester, reaching a maximum speed of 415 words per minute by the end of the semester, with 90% comprehension and a composite score of 5 for "effi-

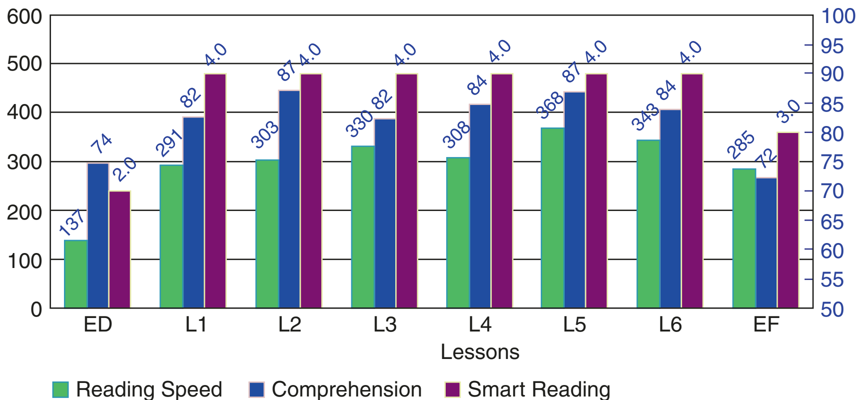


Fig. 2.1 Integrated group progress in speed, comprehension, and "smart reading"

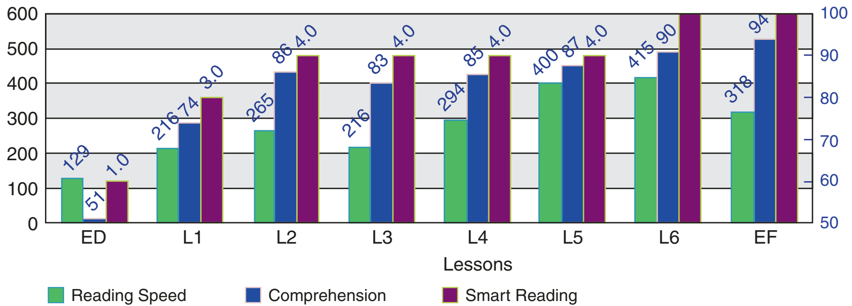


Fig. 2.2 Individual reading profile of student S5

cient reading." These results suggest that the LIHL reading and writing exercises, in combination with classwork, effectively addressed and strengthened the student's linguistically vulnerable areas.

Writing Skills

At the beginning of the semester, some of the vulnerable areas in the learners' writing included the omission of some articles; selection of prepositions; use of *ser*/*estar* and the passive *se*; preference for gerund in place of standard infinitive; use of some lexical combinations that could be considered marked; and problems with register and spelling. In addition, the products resulting from students' writing at the beginning of the semester lacked sophistication, and were characterized by the repetition of structures and ideas, and transfer from English. The following text, produced in one of the LIHL exercises at the beginning of the course, is a clear example of these characteristics (the problematic areas are italicized):

> Creo que *es importante* excavar las ruinas para ver lo que las sociedades antiguas *dejaron para encontrar*. También *es importante* aprender de la sociedad del pasado. Sin embargo, también *es importante* notar que los artefactos pertenecen al país *que están siendo sacados*.

> (I believe *it is important* to excavate the ruins to see what ancient societies left to be found. *It is* also *important* to learn from societies of the past. However, *it is* also *important* to note that the artifacts belong to the country that *are being taken away*.)

At the end of the semester, however, the same student was able to express more complete and sophisticated ideas in her final art project, devoid of some of the transfer and problem areas that had been observed at the beginning of the semester:

> Como *representación* de todo lo que yo he recibido de la clase magneficente [sic] de Español 35, decidí construir un árbol. *Quiero empezar* con la razón *por cual* yo escogí un árbol. En este caso, *mi árbol simbólico* es específico a todo lo que yo he aprendido de mi misma como Latina y del español y la cultura Latina *en general*.
>
> (As a representation of all what I have learned in the magnificent class Spanish 35, I decided to build a tree. I want to start with the reason why I chose a tree. In this case, my symbolic tree represents all of that I have learned about myself as Latina, about the Spanish language and Latino culture in general.)

Even in such a brief paragraph we can identify sophisticated vocabulary such as the words "representación" (representation), the phrase "árbol simbólico" (symbolic tree), discourse connectors like "en general," and complex syntactic structures such as the relative pronoun "por [lo] cual." It is important to note that this was the first time the teacher had noticed the student's use of such a complex structure.

Final Self-Evaluation

At the end of the semester, the students in Sp35 completed a final self-evaluation that required them to (a) self-assess their oral and written skills applying the same categories they had resorted to in their initial course application (see question 4 in Appendix) and (b) provide comments on

Table 2.2 Comparison between students' pre- and post-course self-assessment about their confidence with respect to their Spanish use ("How do I feel")

	Pre-self-assessment				Post-self-assessment			
Categories	M	Mdn	SD	SE	M	Mdn	SD	SE
Communicating family/ friends	3.75	4	1.03	0.36	4.7	5	0.46	0.16
Making school presentations	2.75	2.50	0.88	0.31	4.37	4	0.51	0.18
Reading simple texts	3.5	3.5	0.92	0.32	5	5	0.00	0.00
Reading academic texts	2.25	2	0.70	0.25	4.25	4	0.70	0.25
Social writing	3.25	3	0.46	0.16	4.87	5	0.35	0.12
Academic writing	2.12	2	1.12	0.39	4.37	4	0.51	0.18

the three most important aspects about *their* Spanish that they had learned in the course. The changes between students' pre- and post-class self-assessments in each of the categories on the "How I feel" scale are shown in Table 2.2. In addition, through a paired samples t-test, it was determined that some of the changes reported by the students with respect to their confidence using Spanish in different categories were statistically significant. For example, "Social writing" was the category with the highest statistical significance ($p = 0.0001$), which suggests that the class work in this area was effective in improving students' self-perception when considering their writing skills. It also speaks to the central place that written communication in Spanish for social purposes had for this particular group of students. "Reading academic texts" was the next significant category ($p = 0.001$), suggesting the positive effects of students' work with the in-class readings and those in the online program LIHL. Lastly, the variation in the scores between the students in each category decreased between the pre- and post-self-assessment as shown by the smaller SD numbers in the post-self-assessment scores. This suggests that, by the end of the semester, the group became more homogenous in their self-perception in a positive way.

When asked to name the three most important aspects they had learned about their Spanish, learners exhibited positive attitudes toward their learning and provided in-depth reflections about their relationship with

the Spanish language and the role it plays in their lives. Students noticed how much they had expanded their knowledge of the Spanish language, as well as their understanding of the fact that there is "no right way to speak Spanish." A student reported a sense of liberation for not needing to "punish" herself anymore for not knowing a specific word in the language, an example of the pernicious messages that Latin@ students continuously internalize about their Spanish throughout their lives. Learners also reached new understandings around the linguistic and cultural meanings of the so-called Spanglish, not as a "bad thing" they did but as a phenomenon characteristic of languages and cultures coming into contact. They also acknowledged the profound meaning of the Spanish language in their sense of identity, and commented on a new sense of responsibility and commitment to speak more Spanish with their family members, reflecting a revived and affective relationship with their first language.

Final Art Project

The final art project and essay constituted a wonderful opportunity and space for students to express and apply creatively what they had learned in Sp35. The project enhanced the voicing of their reflections on the different topics discussed in class. Learners developed a variety of art projects (e.g., objects, drawings, masks, collages, paintings), and wrote about important themes in their essays, such as the complexity of Latin@ identities, the importance of staying connected with their Spanish roots, their motivation to use Spanish in professional settings, and their desire to speak it with family members and their future children. Below, we present four examples of these projects accompanied by vignettes of the respective students' essays that show how their reflections were directly connected to key curricular themes such as: Spanish dialectal variety, the students' sense of responsibility toward the maintenance of the language, the power of language in students' lives, and the integration of hybrid identities.

Example 1: *Las torres castellanas de Babel* (The Castilian Towers of Babel): Spanish Language Richness

As mentioned in the second section of this work, one of the main topics of Sp35 was the linguistic richness and complexity of the Spanish

Fig. 2.3 *Las torres castellanas de Babel*

language within our societies. One of the students chose this theme for his final project, depicting in a painting several Babel towers, of different sizes and with levels of different colors—brown, silver, and golden (Fig. 2.3). The different colors represented the different social strata. The brown at the base, represented the lower social classes and their language, and at the bottom of our societies; the silver level represented the middle class, and the golden level, at the very top, the highest social class, with the most prestigious linguistic variety, and also with the highest degree of freedom to move along the different levels of the linguistic tower. The student wanted to highlight the importance of being aware of the power dimensions that are connected to each one of Spanish varieties and the groups that speak them.

The student essay, accompanying the art piece, provided more information about the origin of and rationale for his work: a clear new understanding of the richness of the Spanish language and its relationship with society:

Mi pintura fue inspirado [sic] por la diversidad del idioma de español. No sólo es el español diferente entre los países hispanohablantes sino también domésticamente. Esta idea está representada en mi pintura por las múltiples torres. El español no es una lengua estática. Cada región contribuye su propio matiz y ayuda crear un español diverso que representa todas las culturas hispanas.

(My painting was inspired by the diversity of the Spanish language. Spanish is not only different among the Spanish-speaking countries, but also domestically. This idea is represented in my painting by the various towers. Spanish is not a static tongue. Each region contributes with its own nuances and helps to create a Spanish that is diverse and that represents all the Hispanic cultures.)

Example 2: *El español* (The Spanish Language): A Sense of Responsibility

The student who developed the project in this example (Fig. 2.4) voiced his concern about the loss of Spanish among younger Latin@ generations, and reflected on his own role as a Spanish speaker in maintaining the language in the United States and the responsibility it entails. He illustrated this idea by drawing his hand holding a torch in the shape of

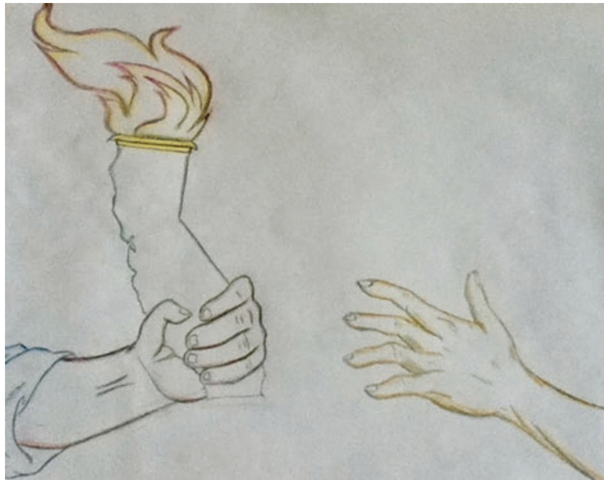


Fig. 2.4 *El español*

California, the state where he was born, with a big flame representing the Spanish language. The learner is actually depicted as passing the torch to another hand that is reaching out to his, and is ready to take it. For this student, the passing of his torch conveyed a sense of responsibility in the transmission and maintenance of the Spanish "fire."

This idea was also expressed in his writing:

> La idea de pasar una antorcha lleva consigo un sentido de responsabilidad para el portador de la llama, en la transición de ella, así como una responsabilidad de la participante de utilizar esa llama apropiadamente.
>
> (The idea of passing a torch conveys a sense of responsibility for the one who is carrying the flame, in its transition towards [another person], as well as a responsibility of the participant to use the flame appropriately.)

The idea behind this student's art and writing is the responsibility he feels to strengthen his Spanish as part of his personal and professional identities. For this student, Latin@s have to engage with, and commit to, meaningful and responsible uses of the language (i.e., beyond entertainment and mass media) as well as the need to pass the language on to others.

Example 3: *Tormentas* (Storms): Discovering the Power of Language

The focus of this example was the role of Spanish as a power and healing tool. The student in question represented this idea as a storm (Fig. 2.5). In her essay, she wrote about the many "storms" that she felt inside herself throughout the course: her insecurities as a Spanish speaker, her fear of being undocumented, and the sorrow and concern she felt when seeing her mother limited by a lack of English fluency.

Both her art and writing reflected the deep emotions she felt, and her new discoveries regarding the power of language and the power that comes with having access to that knowledge:

> No entendía antes el poder de la lengua. No solamente es poderosa en términos de las palabras que produce y los efectos que tienen en los que las

Fig. 2.5 *Tormentas*

escuchan, si no el poder de acceso que viene con el poder entender varias lenguas.

(I didn't understand the power of language before. It is powerful in terms of not only the words it produces and the effects that it has on those who listen to them, but also the access that comes with the ability to understand many languages.)

She expanded this idea by stating,

Ahora entiendo que mis habilidades lingüísticas son poderosas, y por extensión, yo también lo soy…y lo más importante es que ahora puedo apreciar ambos a mis compañeros y las contribuciones que hacen al igual que a mi misma [sic].

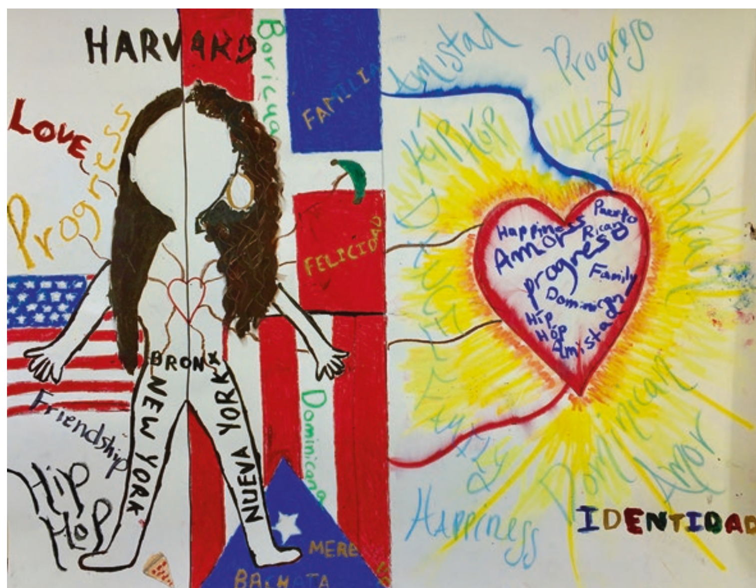


Fig. 2.6 *El antes y el después: Una transformación en autopercepción*

> (Now I understand that my linguistic abilities are powerful and, by extension, I am too…and the most important thing is that now I can appreciate both my classmates and their contributions as well as mine.)

Without a doubt, this student ended the course with a renewed self-confidence in her abilities as a Spanish speaker, and an awareness of the "sanación," the healing process that she underwent through the possibility of sharing time and space with other Latin@ classmates, all united in their curiosity for the language and for their histories, cultures, and identities.

Example 4: *El antes y el después: Una transformación en autopercepción* (The Before and After: A Transformation in Self-Perception): Integrating Identities

This student's art piece (Fig. 2.6) depicted herself as a female figure divided in the middle. Each side represented one part of her mixed identity as American and Latina (as well as a mix of Dominican and Puerto Rican). On each side, the student drew specific objects and words that

were connected to each aspect of her identities. For example, on the left side, she drew herself with straight hair and she also included words like "hip hop" and "friendship." On the right side, she made reference to her Caribbean identities, drawing curly hair and writing "boricua" and "bachata." The key aspect of her visual representation was an empty heart, divided into two pieces.

In her essay, the student praised her Spanish class for the way in which it had helped her to find a connection between her two identities:

> Spanish 35 desempeñó un papel importante en ayudarme reconciliar los dos aspectos de mi identidad que yo percibía como sumamente distintas. Cuando reflexiono sobre mi identidad hoy en día, ya no siento una necesidad de estar constantemente moviéndome entre dos versiones de mí misma… tengo un mejor entendimiento de la complejidad inherente en ser latina, hispanohablante y bicultural en los Estados Unidos.
>
> (Spanish 35 played an important role in helping me reconcile the two aspects of my identity that I had perceived as extremely different. When I reflect on my identity today, I don't feel the need, anymore, to be constantly moving between the two versions of myself…I have a better understanding of the complexity inherent to be being a Latina, a Spanish speaker, and a bicultural [woman] in the United States.)

To represent the better understanding of herself that Sp35 had helped this student achieve, next to her original divided body and heart, she drew several lines coming out of both sides of the original figure and connecting with a new big heart. This heart was not divided and contained all the words that were floating around and outside the original human figure in both languages, Spanish and English.

Discussion

The work presented in this chapter illustrates the effectiveness and power of the *Learning by Design* pedagogy. Combined with other frameworks such as Freire's (2005) and Giroux's (1991) critical pedagogies, it provides

teachers with a productive framework to guide Latin@ students through an epistemological journey that expands their linguistic repertoire at the same time as it develops new and critical knowledge of important topics around language, culture, and history. It is also important to highlight that in the particular case of Sp35, the key aspect for the success of this pedagogical experience was the design of a creative and safe space that took into account students' interests, motivations and, more importantly, helped them voice their insecurities, contained them, and provided them with new tools for a better linguistic and cultural self-understanding. All the materials developed in class and in the LIHL program were designed with a main goal in mind: to bring out students' strengths. In this regard, the interdisciplinary team had a "disposition," a cluster of "habits of the mind, heart, and hand" characteristic of what Parra (2014), following Schulman's term, has proposed as "signature pedagogy" (Schulman 2005) for heritage Spanish that enhanced the class dynamics at the academic and existential levels.

Students' reflections, illustrated in the vignettes and art pieces presented above, speak of the positive and nurturing impact our classes seemed to have had in their lives. This suggests that a positive learning experience in the classroom can motivate learners to cultivate their language usage and can indirectly impact students' families and communities where they become promoters of language use.

Limitations and Suggestions for Further Research

The work presented in this chapter related to students attending a very prestigious Ivy League college, who had two very important characteristics: (a) they were highly motivated to learn and (b) they had excellent academic skills. At several forums where this work has been presented, questions have been raised about the success of this methodology with larger groups and with students that are taking Spanish classes as a requirement, and thus may not be highly motivated and may lack good academic habits. Classrooms with high numbers of students with differ-

ent academic skills and degrees of motivation definitively pose an immense challenge for Spanish classes, as for classes on any other subject. However, it is our firm belief that, when working with any student, children, youth, or even adults, in urban schools, community colleges, or Ivy Leagues, a curriculum based on topics disconnected from learner's worlds and interests, grammar rules with no connection to social meaningful purposes, and a rigid set of pedagogical techniques within the "one model fits all" philosophy can only get us stuck in a classroom with unmotivated students and the discipline issues that come with it. Any Latin@ student has important stories to tell and share, and most of them can relate to experiences of discrimination and stigmatization because of their race and language. They also have powerful stories of resilience that can be models to others (Carreira and Beeman 2014). The question is how to design the classroom experiences where these stories can be brought up to light, how to incorporate students' "funds of knowledge" (González et al. 2005) as resources for the class, and how to relate them with linguistic and academic topics. One of the main principles of *Learning by Design* is, precisely, to engage with, motivate, and value individual students. Sp35 hopes to provide an initial model for this kind of work, and for the integration of this pedagogy to the teaching of SHL.

On the other hand, we are aware of the fact that freedom to design our own syllabus is not always available and teachers need to cover specific curricular expectations, and reviewing and grading assignments of a large group of students is almost impossible to do with the degree of detail done in Sp35 with seven students. In this regard, future research should involve work with larger groups in more challenging educational settings, where the *Learning by Design* model can be further tested, even if in one unit of a given course and in conjunction with models such as project-based learning. This should also be accompanied by teacher training sessions where *Learning by Design*'s conceptual and practical tools are presented and incorporated into practice. Specific information about the limits and benefits of explicit instruction should also be available for teachers in broader educational settings. Partnerships between college and high school teachers could be a first step in exploring new ways to make available novel pedagogical frameworks to work with Latin@ students in larger groups.

Some Practical Recommendations

Given the results presented and the course evaluations for Sp35, the course head considered this experience successful. However, the design of Sp35 also came with some important challenges. Teachers aiming to start a heritage course need to put intensive and long hours of work to deal with the various components involved, from getting approval from the language program director, chair of the department, and dean to finding a suitable textbook and/or designing the materials. Getting enough students to enroll with the similar level of language proficiency might also be a major challenge. For this reason, the Sp35 course head decided to do the focus group months ahead, and she organized the course's website with the application form several weeks before with the hope to get a sense of what kind of students would enroll in it. Even though some students sent their applications in advance, this is not the most common case. Therefore, every semester, the course head needs to interview students and make sure they have the language proficiency needed to benefit from the class.

After the first offering, Sp35 changed. Without a doubt, embracing and being open to the results of formative assessment and students' feedback was a productive strategy for reorganizing and changing those components that did not work, and for including new ones on the basis of students' needs (Carreira 2012). For example, LIHL turned out to be too long to be covered in 14 weeks. A shorter version with only four lessons was therefore designed. Having six writing assignments with two versions for each was also a hard work load for students and teachers. The current version only works with five, giving students the option to choose between writing an expository essay or an argumentative one. Another change referred to the course number as a result of the renumbering of the whole Spanish language sequence: currently, it is Spanish 49h. The last change refers to schedule and enrollment. Specifically, because enrollments were going down (from seven to five and four), the course head decided to change the schedule and offer it two times a week, instead of four times a week. This change appealed to many students, and in the fall 2016 semester, 17 students enrolled in the class.

Conclusion

This chapter described the design and methodology of Sp35, an advanced Spanish course for Latin@ students at Harvard University. The positive results of Sp35 were tied to three very specific instructional aspects: (a) the incorporation of students' voices in its design; (b) the work of an interdisciplinary team to support students' overall development; and (c) the incorporation of two established theoretical and instructional frameworks, *Learning by Design* and critical pedagogy, which provided invaluable principles and tools, most of them aligned with current pedagogical proposals for working with SHLLs.

To answer the question of what constitutes "best pedagogical practices" for heritage students (Lynch 2014; Torres and Pascual y Cabo 2017), we have provided evidence that designing pedagogical activities with a broad range of materials and "weaving" them together through critical and engaging discussions effectively moves SHLLs through the four epistemic stages at the core of the *Learning by Design* pedagogy. This pedagogical approach has key benefits for SHLLs' linguistic growth and for building a strong sense of ethnolinguistic identity. It is also necessary for SHL teachers to promote a positive atmosphere in the classroom, and organize a rich language and cultural environment with a system of support, scaffolding, and instructional conversations. Through the guidelines offered by these practices, students will be able to acknowledge and value their own background, and benefit from new models and ways of conceptualizing their experiences. Furthermore, they can gain new perspectives and apply them in creative ways that can eventually improve their interactions with family members and their future professional and personal hopes.

As educators look to understand the contextual factors (Lacorte 2016) that affect the linguistic development of our students, and impact our teaching practices, it is imperative that we keep turning to interdisciplinary collaborations and comprehensive pedagogical resources such as the ones presented in the chapter to enrich our work and to open up innovative learning experiences for our students. More than ever, Latin@ heritage students need safe spaces and innovative learning methods within our educational institutions where their creative minds can flourish and grow amid the hardships that many of them endure in their personal lives.

Notes

1. Funding for this international and interdisciplinary collaborative research project was granted by the David Rockefeller Center for Latin American Studies, Harvard University. The project started in May 2013 and ended in December of the same year, and it included three meetings: two in Mexico City and one in Cambridge, Mass. The overall objective of this collaborative project was to consolidate a Harvard University-Universidad Nacional Autónoma de México (UNAM) team that would contribute to the development of resources for supporting Spanish literacy skills in Latino students through the design of the online reading program LIHL. Since its first implementation in 2013, students taking this course have had free access to the software LIHL thanks to the generous support of *LI* authors.
2. Some of the artists included in the course were José Clemente Orozco, Diego Rivera, Frida Kahlo, Fernando Botero, Santa Barraza, Esther Hernandez, Alma Lopez, and George Yepes, among others.

Appendix

Solicitud para el curso

Por favor completa, lo más que puedas en español, el siguiente formulario y envíaselo a (NOMBRE) (FECHA).

Nombre: ____

Correo electrónico: ______________________________________

Año que cursas: ____

Concentración: ____

¿De dónde es el español que sabes? (Escribe el país o estado)

1. ¿Has tomado los cursos de primer año de español en el Departamento de Romance Languages and Literatures? Sí No

   ¿Cuáles? ____

2. ¿Cuál es tu motivación para tomar este curso? ¿Qué esperas aprender en él?
3. **Biografía lingüística.** Describe tu historia con el español y el inglés: ¿Cómo los aprendiste? ¿Dónde y con quién hablas estos idiomas ahora? ¿Para qué usas el español y para qué usas el inglés? ¿Cómo te sientes hablando en español y cómo te sientes hablando en inglés? ¿Sabes otros idiomas?
4. **Autoevaluación.** Háblanos de tus habilidades para hablar, leer y escribir en español. Marca el número que mejor represente cómo te sientes tú:

Habilidad	I Mal	2	3 Regular	4	5 Muy bien
Comunicarme con familia y amigos					
Hacer presentaciones en la escuela					
Leer textos sencillos (revistas, cuentos o novelas sencillas)					
Leer textos de literatura y académicos					
Escribir correos electrónicos y cartas a familiares y amigos					
Escribir ensayos académicos					

5. Escribe 3 cosas específicas o puntos gramaticales que quieras aprender en el curso (por ejemplo, reglas de acentuación, ortografía, los usos de pretérito/imperfecto, subjuntivo, otros)
6. ¿Qué temas te interesan más o son tus favoritos sobre la cultura de la comunidad Latina? (por ejemplo, la historia y la relación de Latinoamérica con Estados Unidos, las tradiciones, la comida, la música, los Latinos en los medios de comunicación, el bilingüismo, otros)
7. ¿Cuáles son tus intereses personales? (deportes, familia, comunidad, la historia, el medio ambiente…)
8. ¿Tienes alguna habilidad especial? (pintar, dibujar, escribir, fotografía)
9. ¿Cuáles son tus intereses profesionales?
10. ¿Qué papel crees que tendrá el español en tu vida futura?
    ¿Algo más que quieras compartir?

References

Achugar, M., and M. Cecilia Colombi. 2008. Systemic Functional Linguistic Explorations into the Longitudinal Study of Advanced Capacities. In *The Longitudinal Study of Advanced L2 Capacities*, ed. Lourdes Ortega and Heidi Byrnes, 36–57. New York: Routledge.

American Council on the Teaching of Foreign Languages. 2012. *Performance Descriptors for Language Learners*. Alexandria: American Council on the Teaching of Foreign Languages.

Aparicio, Frances R. 1997. La enseñanza del español para hispanohablantes y la pedagogía multicultural. In *La enseñanza del español a hispanohablantes*, ed. M. Cecilia Colombi and Francisco X. Alarcón, 222–232. Boston: Houghton Mifflin.

Beaudrie, Sara M. 2012. Introduction: Development in Spanish Heritage Language Placement. *Heritage Language Journal. Special Issue on Spanish Assessment* 9 (1): i–xi.

———. 2016. Advances in Spanish Heritage Language Assessment: Research and Instructional Considerations. In *Advances in Spanish as a Heritage Language*, ed. Cabo Diego Pascual y, 143–158. Amsterdam/Philadelphia: John Benjamins.

Beaudrie, Sara M., Cynthia Ducar, and Kim Potowski. 2014. *Heritage Language Teaching: Research and Practice*. Columbus: McGraw-Hill Education.

Bhatia, Vijay K. 1999. Integrating Products, Processes, and Participants in Professional Writing. In *Writing: Texts, Processes and Practices*, ed. Christopher N. Candlin and Ken Hyland, 21–39. London: Longman.

Bordieu, Pierre. 1991. *Language and Symbolic Power*. Cambridge, MA: Harvard University Press.

Bruner, Jerome. 1983. *Child's Talk: Learning to Use Language*. New York: Norton.

Carreira, María. 2000. Validating and Promoting Spanish in the United States: Lessons from Linguistic Science. *Bilingual Research Journal* 24 (4): 423–442. doi:10.1080/15235882.2000.10162776.

———. 2012. Meeting the Needs of Heritage Language Learners: Approaches, Strategies, and Research. In *Spanish as a Heritage Language in the United States: The State of the Field*, ed. Sara M. Beaudrie and Marta Fairclough, 223–240. Washington, DC: Georgetown University Press.

Carreira, María, and Tom Beeman. 2014. *Voces. Latino Students on Life in the United States*. Santa Barbara: Praeger.

Colombi, M. Cecilia. 1994. Perfil del discurso escrito en textos hispanohablantes: Teoría y práctica. In *La enseñanza del español a hispanohablantes*, ed.

M. Cecilia Colombi and Francisco X. Alarcón, 175–189. Boston: Houghton Mifflin.

———. 2003. Un enfoque functional para la enseñanza del ensayo expositivo. In *Mi lengua: Spanish as a Heritage Language in the United States*, ed. Ana Roca and M. Cecilia Colombi, 78–95. Washington, DC: Georgetown University Press.

———. 2012. Advanced Biliteracy Development in Spanish. In *Spanish as a Heritage Language in the United States: The State of the Field*, ed. Sara M. Beaudrie and Marta Fairclough, 241–258. Washington, DC: Georgetown University Press.

———. 2015. Academic and Cultural Literacy for Heritage Speakers of Spanish: A Case Study of Latin@ Students in California. *Linguistics and Education* 32 (Part A): 5–15. doi:10.1016/j.linged.2015.05.006.

Cope, Bill, and Mary Kalantzis. 2009. Multiliteracies: New Literacies, New Learning. *Pedagogies: An International Journal* 4: 164–195. doi:10.1080/15544800903076044.

———. 2015. The Things You Do to Know: An Introduction to the Pedagogy of Multiliteracies. In *A Pedagogy of Multiliteracies: Learning by Design*, ed. Bill Cope and Mary Kalantzis, 1–36. London: Palgrave Macmillan.

Fairclough, Marta. 2012. Language Assessment: Key Theoretical Considerations in the Academic Placement of Spanish Heritage Language Learners. In *Spanish as Heritage Language in the United States: The State of the Field*, ed. Sara M. Beaudrie and Marta Fairclough, 259–278. Washington, DC: Georgetown University Press.

Flores, Juan. 2000. *From Bomba to Hip-Hop*. New York: Columbia University Press.

Flores, Rosa, and Araceli Otero. 2013. Lectura inteligente: leyendo psicología, un software educativo para apoyar la prevención del fracaso escolar. In *Tercera conferencia latinoamericana sobre el abandono en la educación superior*, ed. J. Arriaga, 667–675. Madrid: EU.

Flores, Rosa, A. Otero, M. Lavallée, and F. Otero. 2010. *Lectura Inteligente: un software para apoyar la formación de lectores en la escuela secundaria.* Mexico: Facultad de psicología, Universidad Nacional Autónoma de México, Consejo Nacional de Ciencia en Tecnología (CONACYT).

Flores, Rosa, J.E. Jiménez, and E. García. 2015. Adolescentes pobres lectores: evaluación de procesos cognoscitivos básicos. *Revista electrónica de investigación educativa* 17 (2). http://www.scielo.org.mx/scielo.php?script=sci_arttext&pid=S160740412015000200003&lng=es&tlng=es

Freire, Paulo. 1970. Cultural Action and Conscientization. *Harvard Educational Review* 40 (3): 452–477. doi:10.17763/haer.40.3.h76250x720j43175.

———. 2005. *Pedagogy of the Oppressed, 30th Anniversary Edition*. Trans. M.B. Ramos. New York: Continuum.

Freire, Paulo, and Donaldo Macedo. 1995. A Dialogue: Culture, Language, and Race. *Harvard Educational Review* 65 (3): 377–403. doi:10.17763/haer.65.3.12g1923330p1xhj8.

Giroux, Henry A. 1991. Postmodernism as Border Pedagogy. In *Postmodernism, Feminism, and Cultural Politics: Redrawing Educational Boundaries*, ed. Henry A. Giroux, 217–256. Albany: State University of New York Press.

Goldenberg, Claude. 1991. Instructional Conversations and Their Classroom Applications. NCRCDSLL Educational Practice Reports, National Center for Research on Cultural Diversity and Second Language Learning. Berkeley: UC Berkeley. http://www.escholarship.org/uc/item/6q72k3k9

González, Norma, Luis C. Moll, and Cathy Amanti. 2005. *Funds of Knowledge: Theorizing Practices in Households, Communities, and Classrooms*. New York: Taylor & Francis.

Halliday, M.A.K. 1994. *An Introduction to Functional Grammar*. 2nd ed. London: Edward Arnold.

Halliday, M.A.K., and Christian M.I.M. Matthiessen. 2014. *Introduction to Functional Grammar*. 4th ed. New York: Routledge.

He, Agnes W. 2014. Identity Construction Throughout the Life Cycle. In *Handbook of Heritage and Community Languages in the United States: Research, Educational Practice, and Policy*, ed. Terrence G. Wiley, Joy Kreeft Peyton, Donna Christian, Sarah Catherine K. Moore, and Na Liu, 324–332. New York: Routledge.

———. 2016. Across Generations and Geographies: Communication in Chinese Heritage Language Speaking Households. In *Multilingualism in the Chinese Diaspora Worldwide*, ed. Li Wei, 293–311. New York: Routledge.

Healy, Annah. 2008. *Multiliteracies and Diversity in Education*. Oxford: Oxford University Press/.

Kalantzis, Mary, and Bill Cope. 2012. New Learning: A Charter for Change in Education. *Critical Studies in Education* 53 (1): 83–94. doi:10.1080/17508487.2012.635669.

Kalantzis, Mary, Bill Cope, and Ann Cooland. 2010. A Multiliteracies Perspective on the New Literacies. In *The New Literacies: Multiple Perspectives on Research and Practice*, ed. Elizabeth A. Baker, 61–87. New York: The Guilford Press.

Kalantzis, Mary, Bill Cope, Eveline Chan, and Leánne Dellay-Trim. 2016. *Literacies*. 2nd ed. Cambridge: Cambridge University Press.

Kern, Richard. 2004. Literacy and Advanced Foreign Language Learning: Rethinking the Curriculum. In *Advanced Foreign Language Learning: A Challenge to College Programs*, ed. Heidi Byrnes and Hiram H. Maxim, 2–18. Boston: Heinle.

Lacorte, Manel. 2016. Teacher Development in Heritage Language Education. In *Innovative Strategies for Heritage Language Teaching: A Practical Guide for the Classroom*, ed. Marta Fairclough and Sara Beaudrie, 99–122. Washington, DC: Georgetown University Press.

Lave, Jean, and Etienne Wenger. 1991. *Situated Learning. Legitimate Peripheral Participation*. Cambridge: Cambridge University Press.

Leeman, Jennifer. 2005. Engaging Critical Pedagogy: Spanish for Native Speakers. *Foreign Language Annals* 38 (1): 35–45. doi:10.1111/j.1944-9720.2005.tb02451.x.

Leeman, Jennifer, and Lisa Rabin. 2007. Reading Language: Critical Perspectives for the Literature Classroom. *Hispania* 90 (2): 304–315.

Leeman, Jennifer, and Ellen J. Serafini. 2016. Sociolinguistics for Heritage Language Educators and Students: A Model for Critical Translingual Competence. In *Innovative Strategies for Heritage Language Teaching: A Practical Guide for the Classroom*, ed. Marta Fairclough and Sara Beaudrie, 56–79. Washington, DC: Georgetown University Press.

Lynch, Andrew. 2014. The First Decade of the *Heritage Language Journal:* A Retrospective View of Research on Heritage Languages. *Editorial comment in Heritage Language Journal* 11: 224–242.

Martínez, Glenn. 2005. Genres and Genre Chains: Post-Process Perspectives on HL Writing. *Southwest Journal of Linguistics* 24 (1 & 2): 79–90.

———. 2016. Goals and Beyond in Heritage Language Education: From Competencies to Capabilities. In *Innovative Strategies for Heritage Language Teaching: A Practical Guide for the Classroom*, ed. Marta Fairclough and Sara Beaudrie, 39–55. Washington, DC: Georgetown University Press.

Parra, María Luisa. 2013. Expanding Language and Cultural Competence in Advanced Heritage- and Foreign-Language Learners Through Community Engagement and Work with the Arts. *Heritage Language Journal* 10 (2): 115–142.

———. 2014. Strengthening Our Teaching Community: Consolidating a 'Signature Pedagogy' for the Teaching of Spanish as Heritage Language. In *Rethinking Heritage Language Education*, ed. Peter P. Trifonas and Themistoklis Aravossitas, 213–236. Cambridge: Cambridge University Press.

———. 2016a. Critical Approaches to Heritage Language Instruction. In *Innovative Strategies for Heritage Language Teaching: A Practical Guide for the Classroom*, ed. Marta Fairclough and Sara Beaudrie, 166–190. Washington, DC: Georgetown University Press.
———. 2016b. Understanding Identity among Spanish Heritage Learners: An Interdisciplinary Endeavor. In *Advances in Spanish as a Heritage Language*, ed. Cabo Diego Pascual y, 177–204. Amsterdam/Philadelphia: John Benjamins.
Parra, María Luisa, and Elvira G. Di Fabio. 2016. Languages in Partnership with the Visual Arts: Implications for Curriculum Design and Training. In *Issues in Language Program Direction: Integrating the Arts: Creative Thinking About FL Curricula and Language Program Direction*, ed. Lisa Parkes, Colleen Ryan, and Stacey Katz-Bourns, 11–36. Boston: Cengage.
Potowski, Kim, and María Carreira. 2004. Towards Teacher Development and National Standards for Spanish as a Heritage Language. *Foreign Language Annals* 37 (3): 427–437. doi:10.1111/j.1944-9720.2004.tb02700.x.
Samaniego, Malena, and Chantelle Warner. 2016. Designing Meaning in Inherited Languages: A Multiliteracies Approach to HL Instruction. In *Innovative Strategies for Heritage Language Teaching: A Practical Guide for the Classroom*, ed. Marta Fairclough and Sara M. Beaudrie, 191–213. Washington, DC: Georgetown University Press.
Schulman, Lee S. 2005. Signature Pedagogies in the Professions. *Deadalus* 134 (3): 52–59. http://www.jstor.org/stable/20027998
Torres, Julio, and D. Pascual y Cabo. 2017. What's Next?: Heritage Language Learners Shape New Paths in Spanish Teaching. *Hispania* (Forthcoming).
Valdés, Guadalupe. 2001. Heritage Language Students: Profiles and Possibilities. In *Heritage Languages in America: Preserving a National Resource*, ed. Joy Kreeft Peyton, Donald A. Ranard, and Scott McGinnis, 37–77. McHenry: Delta Systems.
Wood, David, Jerome Bruner, and Gail Ross. 1976. The Role of Tutoring in Problem Solving Authors. *Journal of Child Psychology and Psychiatry* 17 (2): 89–100.
Zentella, Ana Celia. 1997. *Growing Up Bilingual: Puerto Rican Children in New York*. Malden: Wiley-Blackwell.

María Luisa Parra (parra@fas.harvard.edu) is Spanish Senior Preceptor and Undergraduate Advisor in Spanish, Latin American, and Latino Studies at the Department of Romance Languages and Literatures (RLL) at Harvard University. She pioneered the first Spanish language sequence for Latino students at Harvard, and directs the RLLs Initiative on the teaching of Spanish as a heritage language.

Her research interests focus on pedagogy for Spanish as a heritage language, bilingualism in Latino children, and the impact of immigration on Latino children's process of school adaptation. Her work has been published in the *Heritage Language Journal* (2013) and *AAUSC Issues in Language Program Direction*.

Araceli Otero has a master's in developmental psychology from the University of Geneva. She taught at the School of Psychology, Universidad Nacional Autónoma de México, between 1985 and 2015, when she retired. Her areas of expertise are child development and literacy. Along with Rosa Flores, she developed the software *Lectura Inteligente* that aims to enhance reading strategies in children and youth. The software is currently used in several public and private schools in Mexico City. The reading program is also used at Harvard University.

Rosa Flores (rcfm@unam.mx) has an MA in educational psychology and a PhD in education. She has been a full-time professor and researcher at the School of Psychology, Universidad Nacional Autónoma de México, since 1977. She is also a member of the Graduate Research Division of the School of Psychology. She has published extensively in the areas of development of educational software to enhance reading comprehension and fluency at different educational levels, professional development processes, and youth with learning disabilities. She advises and collaborates with several national and international institutions on matters of reading research, including Harvard University.

Marguerite Lavallée was a professor at Laval University, Quebec, Canada, between 1985 and 2012, when she retired. She taught at international universities such as the Universities of Constantine, Algeria; Geneva, Switzerland; and Abidjan, Ivory Coast. Her teaching and research concentrated on three main areas: adult development, intercultural psychology, and theory of social representations. She still collaborates with colleagues at the Universidad Nacional Autónoma de México and Harvard University as a consultant on matters of intercultural education and psychology.

3

The Role of Digital, *Learning by Design* Instructional Materials in the Development of Spanish Heritage Learners' Literacy Skills

Gabriela C. Zapata

Introduction

The Hispanic population in the United States constitutes the largest growing minority in the country (United States Census Bureau 2011), and the presence of Spanish heritage language learners (SHLLs) can be seen more and more in second language (L2) Spanish university classes across the country (Montrul 2010). Instructors in charge of these classes are often faced with two important challenges. The first one is the need to provide heritage students with instruction that can address their needs, which are often different from those of L2 students. The second one involves the often limited financial resources available to heritage students to defray their university education (Lukes 2015). In places such as Northern California, where much of the Hispanic population comes from rural, low-income communities, access to pedagogical resources becomes a key factor in student success, and limited

G.C. Zapata (✉)
Texas A&M University, College Station, TX, USA

© The Author(s) 2018

G.C. Zapata, M. Lacorte (eds.), *Multiliteracies Pedagogy and Language Learning*,
DOI 10.1007/978-3-319-63103-5_3

financial resources often result in limited access to instructional materials. This is the reality that instructors often face in Hispanic-serving universities where low-income heritage populations, with very specific linguistic and literacy needs, constitute a significant percentage of the student body. The inspiration for the project described in this chapter arises out of not only the author's work with this kind of student population, but also her interest in improving these learners' academic success rates.

The specific context of this project is a Northern California Hispanic-serving institution, as classified by the Hispanic Association of Colleges and Universities.[1] This project had two main objectives. The first one was to materialize the latest research findings in multiliteracies approaches to learning, in particular *Learning by Design* (Cope and Kalantzis 2009a, b, 2015; Kalantzis and Cope 2010, 2012; Kalantzis et al. 2005, 2016), and heritage language (HL) education (Cummins 2009; Montrul 2010, 2012; Valdés 2006; Zyzik 2016) in the design of open-source, digital material to address the linguistic and cultural needs of low-income heritage university students who wish to increase their HL knowledge. In particular, our goal was to develop instructional resources for the teaching of Spanish as a HL that would allow us to revamp the curriculum of an existing intermediate class for SHLLs. The second objective was to investigate what role this kind of material could play in the development of heritage speakers' literacy skills and metalinguistic awareness by examining their written production in genre-specific and multimodal texts.

The chapter is divided as follows. In the first section, we introduce the project, describing its geographical and institutional background, and connecting the social and pedagogical aspects that helped us determine why *Learning by Design* was the most appropriate pedagogical framework in which to ground our work. The second section provides information about the materials and tasks that were designed. The third section introduces the methodology of the study. The next two sections present and discuss the results of the study. The final part of the chapter addresses important pedagogical issues and suggests areas for future research.

Geographical and Institutional Background of the Project

The main pedagogical objective of the present project was to develop theoretically sound, open-source materials to address the linguistic and cultural needs of SHLLs in a Hispanic-serving public university in Northern California. At this institution, 37% of the student body is Hispanic. Almost all of these students have parents who have immigrated to the United States from Mexico, and, therefore, have close ties with the Mexican-American communities in the three closest counties (Monterey, San Benito, and Santa Cruz) that are served by this institution. Many of the communities in these counties are rural, as one of the two main sources[2] of employment in the area is agriculture (and industries related to it, such as packing) (Regional Analysis and Planning Services 2012). Thus, a high percentage of our heritage students comes from households with parents whose main occupation is related to the cultivation of fruits and vegetables. Since most of the agricultural positions are generally low-paid, the annual per capita income in this region is quite low compared to other areas of California. For example, in the 2008–2010 period, "Monterey and San Benito counties had per capita figures of $24,400 and $25,400 [while Santa Cruz] had the highest per capita income in the region at nearly $31,200" (Ibid., 29).

As part of the university requirements for graduation, almost all of the institution's heritage learners with an intermediate level of proficiency in Spanish need to take a Spanish class tailored for SHLLs to complete their language requirement. Until the 2014–2015 academic year, this class was based on its L2 equivalent, and students worked with a textbook that was designed for L2 instruction, but did not take into account SHLLs' specific needs (see Chap. 1 in this volume). As expected, every semester, in their course evaluations, heritage students in the class voiced their complaints about its content, particularly because they felt they had been asked to buy an expensive textbook that did not address their linguistic needs, did not reflect their bicultural identity, and did not discuss any issues that pertain to their community(ies).

Since the main objective of this class was to strengthen/develop SHLLs' literacy skills in Spanish, and to fulfill an important academic requirement, we felt a change needed to take place. The institution supported our effort with a grant[3] to develop materials that would address the linguistic and cultural needs of our heritage students, and that would also relieve them from the financial cost of purchasing a commercially produced, and academically inadequate, textbook that most of them could not afford. Based on our knowledge of L2 and HL acquisition and pedagogy, and our experience working with Spanish heritage students at our institution, we chose to develop open-source digital instructional resources under the tenets of the *Learning by Design* pedagogy.

There were three main reasons why we felt this framework was the most appropriate. First of all, it had been successfully incorporated in the Australian educational context for the teaching of language to minority learners with similar socioeconomic backgrounds to our students (e.g., Hepple et al. 2014; Mills 2010). Second, we felt that the pedagogy's emphasis on the individual needs of students, and on the crucial connection between the learners' "experiential world (lifeworld) [and] the formal learning [of which they would be part]" (Kalantzis et al. 2005, 37) would allow us to develop material that would reflect our students' realities and with which they would be able to connect. The third reason was connected to *Learning by Design*'s rejection of traditional views of "literacy," for the more current and realistic "multiliteracies," which reflects (1) "the variability of conventions of meaning in different cultural, social or domain-specific situations" (Kalantzis et al. 2016, 1) and (2) the multimodal nature of modern communication and meaning making (e.g., video, audio, visual, printed, etc.). That is, even though the main objective of our class was the development of our students' literacy skills in the academic register, we also felt the need to provide our learners with a comprehensive instructional environment that would nurture their use of Spanish in other registers (tying their language use to their community and lifeworld), and in different multimodal forms of communication. And *Learning by Design* gave us the tools to do so. In sum, we felt that the framework would offer us the theory and methodology to create instructional resources that would result in a safe, transformational learning space where our learners would be able to "express themselves [in their

HL] through multiple modes, connect with others and communicate their understandings and think critically about who they are and how they want to project themselves" (Hughes 2015, 202).

Instructional Materials for Spanish Heritage Learners

When planning the development of our material, we considered the demographic information we introduced in the previous section, and we decided that the main thematic focus of the project needed to be the Mexican-American experience in the United States. This theme was divided into issues connected to important social aspects in the life of the members of this group and of our students. Thus, our content centered on four main themes: (1) immigration (*la inmigración*); (2) labor (*el trabajo*), with an emphasis on agriculture; (3) family and cultural traditions (*la familia y las tradiciones culturales*); and (4) my bilingual and bicultural identity (*mi identidad bilingüe y bicultural*). The treatment of each topic was conveyed through multimodal digital ensembles[4] that included the following: works of fiction and non-fiction belonging to different genres, websites, works of art, video interviews with members of the local Mexican-American communities, and clips from the open-source PBS documentary *Latino Americans* and other relevant documentaries, among others.

The four modules included materials to be taught during one semester (the class met twice a week for 110 minutes per session), and approximately four weeks of instruction were devoted to each of them. The new curriculum was first implemented in the Spring 2016 semester, and the class was taught by the author of this chapter (who was also the materials' developer). Students' in-depth exploration of the ensembles included in each module was achieved through activities that were designed to represent each of the four knowledge processes in the *Learning by Design* pedagogical model: *experiencing the known and the new*, *conceptualizing by naming and with theory*, *analyzing functionally and critically*, and *applying appropriately and creatively* (Cope and Kalantzis 2015; Kalantzis and Cope 2010, 2012; Kalantzis et al. 2005, 2016).

Accordingly, the instructional resources developed allowed students to do the following: (1) reflect on their knowledge of a particular topic and be exposed to new perspectives on it; (2) conceptualize essential aspects of the content and formulate connections to concepts and theory; (3) analyze and understand linguistic and discursive aspects from a functional (how meaning is expressed) perspective and critically examine what perspectives, interests, and motives were presented in each ensemble; and (4) apply their new knowledge appropriately in related academic (e.g., producing a similar text on a different topic) and/or real-life tasks, and creatively, in the development of innovative, multimodal—and thus, hybrid—projects (e.g., a digital comic book to explore the topic of their bilingual/bicultural identity). All the material related to each topic was interrelated thematically and instructionally. The resources created were open source, and students could access each instructional module (based on each of the four themes discussed in the previous paragraph), first through the university's learning platform, and in later semesters, through Digital Commons.[5]

In the next sections, we present a detailed description and samples of the materials in the first module, "Immigration" (*La inmigración*), connecting them to each of the knowledge processes in the *Learning by Design* pedagogy (Cope and Kalantzis 2015; Kalantzis and Cope 2010, 2012; Kalantzis et al. 2005, 2016). This module was organized around the narrative genre and was based on the following instructional resources: (1) literary works (a short story and poems) by Latino writers, (2) art, and (3) comic strips.

Experiencing the Known and the New

The first knowledge process in the *Learning by Design* model[6] provides learners with the opportunity to connect with a particular topic related to their life experience, drawing from what they know about it, and then exposing them to a new perspective on it. Thus, in the first stage of this process, *experiencing the known*, "learners reflect on their own experiences, interests and perspectives—for example, bring in, show or talk about something/somewhere familiar" (Kalantzis and Cope 2010, 208). Once

students' knowledge has been activated, they can move to the unknown: They "observe or take part in the unfamiliar; they are immersed in new situations or contexts" (Ibid., 208). This is what Kalantzis and Cope (2012; Cope and Kalantzis 2013, 2015) call *experiencing the new*. In our project, to first immerse students in the theme of immigration, we asked them to think about three emotions that could illustrate their feelings about their own or their family's immigration experience, and to reflect on the historical events or social circumstances to which those feelings might be related (see Appendix 1). Learners were expected to submit their answers in textboxes provided on the digital learning platform, and these later became the point of departure for the introduction of the "new." The objective of this activity was to activate students' knowledge, perspectives, and reflection on an experience that is common to Spanish-speaking members of their community, and is related to their bilingual/bicultural identity. We also wanted to bring different personal experiences to the forefront in order to emphasize how the same issue could be perceived in various ways.

Learners' work in the *experiencing the known* phase set the stage for the introduction of a new perspective on immigration, that of well-known Latino author Francisco Jiménez (2000), who, in his book *Cajas de cartón* (*The Circuit*), describes his experiences as a child of Mexican undocumented migrant workers in California. Jiménez narrates his immigration experience in one of the book's stories, *Bajo la alambrada* (*Under the Wire*). We chose to introduce a new perspective on immigration through this story because of the geographical, historical, and social connections between the author and our students. In addition, this text was an excellent example of the narrative genre, and it served as the sample text to explore the structural and linguistic aspects of that genre. In this *experiencing the new* stage, learners were asked to read Jiménez's story and to complete the following activities (see samples in Appendix 1):

1. Find similarities, if any, between their own immigration experiences (knowledge from *experiencing the known*) and the ones presented in the story.
2. Analyze the title of the story in connection to its content, focusing on the historical and social symbolism of *la alambrada* (the wire).

3. Understand the events in the narration (focus on meaning: what the story is about, who the characters are, what events are presented, etc.)
4. Understand the author's emotions and rationale behind the story. For this activity, students were required to work in groups to create digital spider maps representing links between emotions, characters, and events, which they would afterwards post on the learning platform site for the class.

Conceptualizing by Naming and with Theory

Once students had achieved a deep understanding of the events, the emotions, and the immigration perspective presented in Jiménez's (2000) narrative, they were ready to move to the next two stages of their learning process: *conceptualizing by naming* and *conceptualizing with theory*. These two processes guide learners' attention to the design elements of a particular text (e.g., the organization and classification of information), and they "connect concepts to explain how a kind of text works to make meaning, in general terms" (Kalantzis and Cope 2012, Kindle location 7403). In our immigration module materials, our students went back to Jiménez's story, but now they were asked to concentrate on how the information in the text was organized, and on the reason why this was the case (Appendix 2). First, they tried to determine what kind of information was provided in different sections of the text, answering specific guiding questions. Once they had completed this activity, they needed to work in groups to create a digital conceptual map illustrating how the different parts of the text were supported by main ideas and concepts, by establishing the connections used to convey certain messages (Appendix 2). Our goal for these activities was to support our students' exploration of the structure of a sample narrative piece so that they could begin to understand how the genre works and what meanings can be conveyed through its use.

The guided reconstruction of the structure of Jiménez's (2000) text, and the analysis of the social reasons why it was organized in that way prepared learners to concentrate on a more general definition of a narrative. That is, through this work, students were able to move from the

particular characteristics of a sample narrative to the more general rhetorical properties of that genre. The final step was then to *conceptualize with theory*, providing a definition of a narrative in general terms (last activity in Appendix 2).

Analyzing Functionally and Critically

The *conceptualizing* activities helped learners understand how a narrative was organized and how events had to be structured in order to convey certain meanings. In the *analyzing* stages, the focus continued to be on the narrative, but now we moved to the linguistic resources to which we can resort to narrate a story (e.g., verb tenses, clausal elements, etc.). In addition, in this phase, we also concentrate on the "evaluation of the perspectives, interests and motives of those involved in knowledge making, cultural creation or communication, [and] learners interrogate the interest behind a meaning or an action" (Kalantzis and Cope 2010, 209). The *analyzing* activities allow for synesthesia (see Chap. 1 in this volume), as we can expose students to ensembles in other modes, we can explore the means by which meaning is expressed in those modes, and we can establish links among different perspectives.

In Spanish, the narrative genre usually involves the use of two past tenses, the preterite and the imperfect. Even though SHLLs with an intermediate level of proficiency can generally use these tenses without problems, which applied to our students, they do not have any metalinguistic understanding of how they work, and what kinds of meanings are expressed by each of them. Therefore, the *analyzing by function* activities in our immigration module required students to concentrate on the use of these two tenses, focusing first on the kind of meaning they conveyed in Jiménez's (2000) text, and later articulating more general rules for their use in narratives (Appendix 3). In addition, similar activities addressed some of the spelling difficulties that SHLLs face due to the lack of formal instruction in Spanish. However, even for orthographic content, meaning and guided analysis were always the departure points (Appendix 3).

In instructional material in the next stage, *analyzing critically*, students make use of their interpretive and inferential skills as well as their social

knowledge. In this phase, learners look critically at both their own and others' perspectives to try to understand the social purpose behind them. In our immigration module, we provided questions for reflection on Jiménez's (2000) emotions and motives, and we connected students to three different kinds of ensembles produced by Mexican-Americans that dealt with the topic of immigration but in different ways (in terms of mode, but also emotions and tone). These resources were (1) two poems by Gina Valdés (1996), (2) the painting *Me hechan de mojado* by Malaquías Montoya (2014), and (3) a comic strip by Lalo Alcaraz (2004). The instructional material that we developed focused on the guided comparison of Jiménez's narrative and these three ensembles, with questions on the similarities and differences between the messages conveyed in all the works. In addition, students were expected to concentrate on the resources (e.g., organization of ideas, color, foregrounding, expressions, etc.) that were used by the writers and artists to narrate their word and visual stories. These activities (see samples in Appendix 4) served several purposes: (1) they exposed students to other ways of expressing similar messages; (2) they allowed learners to work with and understand the non-linguistic means used in visual communication; and (3) they established connections between their personal experiences and those expressed by other members of the Mexican-American community.

Applying Appropriately and Creatively

The final two knowledge processes in the *Learning by Design* pedagogy involve learners' application of their new knowledge in the production of tasks. In the *applying appropriately* phase, for example, students can create a text that belongs to the same genre with which they have worked, and contains the required elements pertaining to that genre (Kalantzis and Cope 2012). *Applying creatively* activities are more innovative, and they "involve a more distant transfer of knowledge from its original setting to a different context" (Kalantzis and Cope 2010, 209). In our immigration module, we first required our students to produce a narrative in which they wrote about their personal immigration story or that of a member of their family/community (*applying appropriately*). Our second task consisted of

our students' production of a hybrid, multimodal narrative (*applying creatively*), containing text, and visual content, such as video and/or photos, that represented the events and emotions presented in Jiménez's (2000) or another person's immigration story. Students developed this project in the digital platform *Glogster* (http://edu.glogster.com), and it was accompanied by a reflection that explained the connection between the different elements in their work, and their view of the tasks (the two narratives). The three products—the written and visual narratives and the reflection—became part of the e-Portfolio each learner was expected to develop for the class, and they also constitute the data for our study (which will be presented in the next section of this chapter).

Even though all the activities in the course could be completed digitally, we also incorporated face-to-face classroom discussions and conferencing as part of our instruction. In addition, students received online support in the form of comments or answers to the specific questions they could post on the class's digital bulletin board. Peer collaboration was expected and fostered, and it took the form of face-to-face interactions, and/or synchronous (via Google Hangouts) and asynchronous discussions. Assessment focused on the e-Portfolios that students developed, which showcased their creativity and the development of their literacy skills.

The next step in our project was the examination of the effects of the instructional materials on the development of our learners' literacy skills and their metalinguistic awareness. In the next section, we present the study we conducted. Even though we collected data throughout the semester, in this chapter, we will only focus on the results of students' work with the narrative genre, which was based on the materials and tasks discussed in this section.

The Study

Objective and Participants

The main objective of the study was to investigate the role that multiliteracies-based instructional materials, guided by the tenets of the *Learning by Design* pedagogy, can play in the development of SHLL's

literacy skills and metalinguistic awareness. Twenty-nine SHLLs participated in this study (23 females and 6 males). They had all been exposed to Spanish since birth, and all of them, except for three, had been born in the United States. The participants had received their formal education only in English, and none of them had studied Spanish formally (the study's class was the first formal class they had taken in Spanish), except for one participant, who had emigrated to the United States at age 10 and had been schooled solely in Spanish until then. Seventeen students (59%) came from monolingual Spanish-speaking households (their parents were monolingual), while 12 (41%) had bilingual parents, but Spanish was the language at home. The majority of participants (85%) came from low-income households, and lived with their parents in neighboring towns (Seaside and Salinas). All participants had very positive attitudes toward Spanish, and they expressed their desire to improve it.

The participants' proficiency at the beginning of the study was assessed in two ways: (1) through an abridged DELE exam with 50 multiple-choice vocabulary and grammar questions (National Heritage Language Resource Center 2015), which had been used in previous studies with heritage learners; and (2) through a scale that learners used to self-evaluate their overall proficiency in Spanish as well as in reading, listening, speaking, and writing. The results of the DELE exam showed that 4 students performed at the highest level within the low-level range (28–29 points), 11 students performed at the intermediate level, and 14 at the advanced level, which suggests a general intermediate-advanced level of proficiency.

The self-evaluation form included five values: The highest (native-like) was 5, and it was followed by 4 (very good), 3 (good), 2 (needs improvement), and 1 (poor). The results of the participants' self-evaluation (Table 3.1) show that the overall proficiency was classified as "good," with a mean value of 3.7, and a median of 4. Among the individual skills, the highest numbers were found in the listening and speaking areas, with

Table 3.1 Results of SHLLs' self-evaluation of their Spanish proficiency

	Overall proficiency	Reading	Listening	Speaking	Writing
Mean	3.7	3.3	4.3	3.5	2.5
Median	4.0	3.0	4.0	3.0	2.0
SD	0.6	0.8	0.8	0.9	1.0

means of 4.3 and 3.5 respectively. As expected, due to our participants' lack of formal schooling in Spanish, the lowest categories were reading and writing, with mean values of 3.3 and 2.5 respectively, and the highest standard deviation measures among the five categories.

Instruments

Before the beginning of the narrative unit and at the end of it, participants completed two online questionnaires (administered through Google Forms) that probed into their knowledge of the topics included in the unit: (1) what a narrative is, (2) accent rules (the difference between *palabras agudas* and *esdrújulas*), and (3) the difference between the preterite and imperfect. The results from the questionnaires before and after instruction became the first sources of data for this study.

Other sources were the two versions of the narratives written by the participants—their first draft and the final version, revised and edited based on their classmates' and instructor's feedback—and the learners' reflections on the task and any changes that they may have noticed with respect to their knowledge and use of Spanish. In addition, we also analyzed the hybrid projects developed by the students in terms of the cohesiveness and clarity of the message expressed, and the presence of all the required multimodal elements, and we took into account our learners' views on this project as well.

Results

Questionnaires

Part 1: ¿Qué es una narración? (What Is a Narrative?)

When this question was administered to the participants before the instructional unit, 20 of them provided vague or partially correct definitions, and 9 students either expressed their lack of knowledge or gave incorrect answers. After the instructional unit, only 1 student gave an incorrect definition. The following examples illustrate the changes that manifested in two different participants' answers after instruction:

Example 1:
Definition pre-instruction: No sé. (I don't know.)
Definition post-instruction:
Es contar sobre un evento que consiste de emociones, un principio, una descripción, un medio de eventos en el evento general y un final.
(It's telling [a story] about an event that consists of emotions, a beginning, a description, a middle, with events within the main event, and an ending.)
Example 2:
Definition pre-instruction: Dar detalles de una persona. (Give details about a person.)
Definition post-instruction:
Una historia/cuento ficticio o real. (A fictional or real story/fairy tale.)

Part 2: Orthography

This section consisted of two questions that probed into participants' knowledge of the rules that govern the accentuation of two types of words, *agudas* and *esdrújulas*. These two types of accent patterns were chosen as the instructional focus of this unit because they are associated with verb forms in the preterite and imperfect, which are the most common tenses found in narratives in Spanish. Our objective was, thus, to connect this functional aspect to others characteristic of the narrative genre in our students' HL. The two questions in the questionnaire included a list of seven words, and students were asked to choose which words among the ones presented were either *agudas* or *esdrújulas*. The results before instruction rendered only 2 correct answers among students for *palabras agudas* and 4 correct ones for *palabras esdrújulas*. In contrast, after instruction, there were no incorrect answers in either category: All participants answered these questions correctly.

Part 3: Preterite and Imperfect

In this section of the questionnaires, we included examples of the seven uses of the preterite and imperfect that would be discussed in class in association with the narrative genre. Learners were provided with sentences taken from Jiménez's (2000) story that illustrated those seven uses,

and they were asked to determine if the examples were in the preterite or imperfect (the options given were "preterite," "imperfect," or "no sé" [I don't know]). For the preterite, the results before instruction showed that 11 students had chosen correctly, 11 had answered incorrectly, and 7 had expressed their lack of knowledge by choosing "no sé." In the case of the imperfect, no correct answers were recorded: 22 students chose the incorrect options and 7 answered "no sé." The results overall in both tenses improved after instruction. However, there were still incorrect answers in both categories. In the preterite, 14 students answered correctly whereas 15 chose the wrong options. In the imperfect, 16 learners selected the correct alternatives, but the remainder did not.

Narratives and Reflections

The first assignment in the written narrative task required students to develop their pieces and to submit their first drafts electronically. These were read first ready by a classmate, who provided comments on content, and then by the instructor. Since it was important to maintain a tight connection between the conceptual and functional aspects of the narratives discussed and produced by our students, when it came to providing learners with feedback on their work, the instructor mostly focused on the rhetorical and linguistic features that had been discussed throughout the unit. Thus, comments centered around issues related to content and to the organization of and connection between ideas and the written pieces' cohesiveness, the correct use of the preterite and the imperfect, and the application of the learned rules of accentuation to *palabras agudas* and *esdrújulas*. However, the instructor also felt the need to offer guidance for learners to work on other linguistic and literacy issues she had noticed, namely, (1) the overuse of subject pronouns, (2) the presence of non-standard vocabulary (e.g., borrowing and/or semantic calques), and (3) the use of capital letters.

Instructor feedback (Fig. 3.1) took mostly the form of comments identifying the incorrect/inappropriate language use (in terms of the genre), and encouraged learners to actively revisit the content that had been discussed in class, or to do more research (e.g., consulting bilingual dictionaries) in order to improve their products. Even though this type of

- **Sample comments provided**

Afortunadamente, se le facilito hacer el viaje porque su hermano ya vivía en el norte. Después de planear y salvar un poco de dinero, mi padre dejo atrás el trabajo del rancho y una vida que ~~el~~ ya no quería. En ese momento pensó en el futuro, en el ~~al~~ día que lograría ser un piloto. El próximo día haría el viaje que cambiaría su vida para siempre.

Comment [3]: Pretérito. Palabra aguda. Falta el acento.

Comment [4]: Esta palabra no significa "sava". Busca la palabra en un diccionario bilingüe e incluye la palabra apropiada.

Deleted [5]: futura

Comment [5]: Esta expresión no se usa en español. Busca "the next day" en un diccionario bilingüe e incluye la palabra adecuada.

- Revision done by student

"Afortunadamente, se le **facilicó** hacer el viaje porque su hermano ya vivía en el norte. Después de planear y **ahorrar** un poco de dinero, mi padre dejo atrás el trabajo del rancho y una vida que ya no quería. En ese momento penso en el futuro, en el día que lograría ser un piloto. **Al dia siguiente** haría el viaje que cambiaría su vida para siempre."

Fig. 3.1 Sample instructor comments and student revision

feedback became an extremely time-consuming endeavor, it was seen as essential if transformative learning was to take place. That is, as stated by Neville (2008, 21) "pedagogical practices that simply promote the authorship of… texts do not automatically advance…authentic literacy practices, [as] the development of multimodal literacy requires explicit teaching of strategies for working with the forms, features, and cultural contexts of texts." In the end, this guidance paid off, as it facilitated students' revision task of their first draft. Both the first draft and final version that resulted from learners' revisions were included in their e-portfolios.

To accompany their narratives, learners were asked to reflect on their writing task, focusing on four main questions: (1) what the easiest part of writing a narrative had been; (2) what the hardest part of writing a narrative had been; (3) what they had learned about their Spanish while completing this task; and (4) whether they felt that their classmates' and instructor's comments had been helpful for the writing of the final version and why that had been the case. The answers to these questions were similar among the participants. For example, most learners felt that the easiest aspect of the task had been choosing whose story to tell, while the two most difficult ones had been the use of accents and finding the right word in Spanish (they all felt their vocabulary was too limited). When reflecting on their HL use, most learners mentioned the fact that they had been surprised to see how much more Spanish they knew than they had expected. Some students also became aware of problems with register, since they said that their Spanish was not "appropriate" or "correct," and they felt they needed to work harder to overcome this weakness. Lastly, all participants praised the comments given by both their classmates and instructor as they believed they had facilitated the revision of their first draft, and had made them see flaws in content that they would have never noticed on their own.

Multimodal Narratives

This task required students to create a multimodal narrative either to mirror the most important emotions and events in Jiménez's (2000) story or

to tell another person's immigration story. Though most learners chose to focus on the narrative they had read, others decided to focus on some of their family members' stories, and two students chose to center their work around the immigration experiences of two Mexican-Americans they admired, Dr. Alfredo Quiñones Hinojosa and César Millán. To complete this assignment, learners were expected to work on the digital platform *Glogster*, combining multimodal ensembles such as text, video, and photos and/or art, which were required, and, if desired, other optional modalities such as sound, music, graphs, and/or links. The resulting products were evaluated for the presence of the required elements, creativity, and cohesiveness and comprehensiveness in terms of the connection among the different multimodal elements. All students in the course completed this work, but not all the projects were at the same level in terms of comprehensiveness and creativity. For example, some projects were missing some of the required elements (e.g., video), and some looked more like simple PowerPoint presentations, with separate elements not connected to other parts. Overall 20 of the 29 participants produced complete works, with two students excelling in the depth of their narratives.

The hybrid narratives were also accompanied by reflections where students were expected to reflect on (1) the creative process behind their work and (2) the linguistic and/or technology challenges that they had encountered, and where they were also asked to express their view on the value of the project as an instructional resource. Overall, the hybrid narrative project was well-liked. However, five students expressed their frustration with *Glogster*, describing it as not being as user-friendly as they had expected, but also admitting that technology was not their forte, and that their lack of knowledge might have affected this perception. Others confessed they had felt overwhelmed when they had learned about the project since they had never done anything of that nature; however, they also said that the very specific instructions they had received and the examples that had been analyzed in class had facilitated their task. Two students fully embraced the project, developing the most comprehensive narratives and expressing the most positive opinions about it, which might have been connected to whom they were. One of these learners was an Arts majors, and, as expected, was extremely excited to learn she

could resort to visual ensembles to tell her story. The other learner was a pre-med student, and she was the most motivated and high-achieving person in the group.

Next, we reflect on the results presented in this section, focusing first on the questionnaires, and then on the written and multimodal narratives.

Discussion

The comparison between the results of the questionnaires before and after our students were exposed to the narrative module seems to suggest some positive instructional effects. First of all, it seems that all participants, except for one—a student who had the lowest level of proficiency in the class—were able to define the concept of narrative accurately and in more depth. For example, 25 out of 28 learners named and described the organizational and content features that characterize this genre in a comprehensive way, resorting to the terminology that had been discussed in class. In addition, students' work with orthography appears to have resulted in their ability to correctly determine if a word was *aguda* or *esdrújula* based on their accentuation pattern. Even though this was a good sign, it is important to notice that, when producing written texts, all learners continued to exhibit random patterns of accentuation with both types of words. Nevertheless, a positive outcome was that, in their reflections, 25 out of 29 students mentioned becoming aware of their difficulties with accents, and expressed the need to continue working on this aspect of their literacy.

The questionnaire findings also point to some improvement in our learners' ability to distinguish the preterite and the imperfect, with the latter exhibiting the highest rate of accuracy. However, throughout the semester, learners continued struggling with metalinguistic issues not only with reference to these tenses, but also with other grammatical structures discussed in class. Even though *Learning by Design* allowed us to offer our students very guided and explicit instruction that continuously connected form and use, it seemed that it was difficult for our participants to undertake any metalinguistic analysis and to articulate concepts

of this nature. That is, our students were able to apply both the preterite and the imperfect appropriately and accurately, and sometimes they could distinguish between them, but they were not able to explain patterns of use and the types of time/event meanings conveyed by each tense.

When it came to the written narratives produced by students, we noticed clear changes between first drafts and final versions, and this could be connected with the strong support and detailed comments (both from classmates and the instructor) that were offered during the writing process. One of the most noticeable differences was in terms of content. The first versions submitted by most students were shorter than the required length, lacked detail, and contained simple ideas. When learners worked with their classmates on their first drafts (either in-class or online, via Google Hangouts), they were specifically guided (with very detailed instructions and questions) to focus on ways in which their classmates' narratives could be more interesting. In addition, they were reminded that their job was to give as many suggestions for ideas and modifications as possible, and that they would be graded for the comprehensiveness of their comments. Most participants complied with the instructions given, and, in their reflections, 27 out of 29 students said that their interactions with their partners had facilitated their writing.

Another important, and in a way, unexpected, result from students' work in the narratives and, perhaps, a consequence of the very detailed, explicit comments given by the instructor, is that some learners developed some kind of metalinguistic awareness, even if it was not connected to the focus of the unit. The grammatical and literacy aspects that were noticed were the overuse of subject pronouns and literacy issues (e.g., capitalization) that the instructor had spotted and commented on in the students' drafts. And it seems that, through this explicit guidance, learners were able to become metalinguistically aware of them. This is clearly illustrated in the following quotes, expressed by three different students in their reflections:

> En esta actividad aprendí por ejemplo que cuando me refiero a alguien no tengo que repetir de quien estoy hablando porque ya lo establecí en el principio. También aprendí que los meses y días de la semanas [sic] no llevan mayúsculas.

> (In this activity, I learned, for example, that when I refer to someone, I don't have to repeat who I'm talking about because I already established this from the beginning. I also learned that months and days of the week are not capitalized [in Spanish].)
>
> Cuando estoy hablando de un hombre, como en mi narración de César, aprendí que no es necesario usar la palabra "él" cuando uno ya ha presentado en su historia a la persona principal.
>
> (When I'm talking about a man, like in my narrative on César, I learned that it is not necessary to use the word "he" when you have introduced that person in your story.)
>
> Yo creo que el aspecto que debo mejorar son las reglas, por ejemplo, cuando no necesito decir "yo" todo el tiempo porque en el principio aclaré que estoy ablando [sic] de mí. Y necesito no usar palabras que son mezcladas con el español y el inglés … No sabía que nomás la primera letra de un título debe ser mayúscula y que la fecha es diferente en español.
>
> (I believe that what I need to improve are the rules, for example, when I don't need to say "I" all the time because at the beginning [of an idea] I clarified that I'm talking about myself. And I need not to use words that are a mixture of Spanish and English … I didn't know that [in Spanish] only the first letter in a title is capitalized and that dates are [written] differently in Spanish.)

This new awareness seems to validate the importance that *Learning by Design* bestows upon explicit instruction when it "engages students in the role of apprentices as they work *with the teacher* (emphasis added)—who assumes the role of language expert—to develop an understanding of language function" (Kalantzis et al. 2016, 154), through scaffolded (based on detailed, transparent guiding questions), but active analysis, research, and re-construction. It is also important to mention that, for the most part, the students who had noticed the overuse of subject pronouns made a conscious effort to focus on this aspect in subsequent writing assignments, and they made no errors with capitalization. This suggests a possible move from metalinguistic awareness to metalinguistic knowledge, at least in these two areas.

Other characteristics that distinguished first drafts from final versions of the narrative task were more accuracy with the accentuation patterns discussed in class, limited use of subject pronouns in contexts where it was not required, and more complex sentences. In addition, since non-standard vocabulary options had been marked, and students had been explicitly asked to check dictionaries for standard alternatives, there was improvement in the variety of vocabulary included in the final narratives. Also, learners followed instructions to replace expressions that were too colloquial, and they were instructed to search for more formal ones. As a consequence, the register in the final products was more formal than in the drafts.

The hybrid narratives showcased learners' ability to apply what they had learned about narratives, but in an innovative way. Though, as reported in the results section, not all the products included the required multimodal ensembles, and some of the hybrid narratives lacked cohesion, it was clear that, in some cases, students really connected with their work and developed extremely comprehensive products that could be considered excellent examples of their ability to develop a multimodal ensemble. Participants also reported fully enjoying the creative nature of the project, rejoicing in the creative freedom that had resulted from it:

> Las fotos me dieron muchas inspiración para poder mejorar mis ideas. También fue mucho mas [sic] divertido contar una narración con imágenes. Me gusto [sic] mucho el aspecto creativo de esta actividad. La libertad que tenia [sic] para poder usar mi imaginación hizo que este trabajo fuera divertido.
>
> (The photos gave me much inspiration to improve my ideas. Also, it was much more enjoyable to tell a story with images. I liked the creative aspect of this activity very much. The freedom that I had to use my imagination made this project really enjoyable.)
>
> Me encantó que pude crear algo único y narrar mi historia como yo quería.
>
> (I loved the fact that I was able to create something unique and narrate my story in my own way.)

The overall positive results of the narrative module were also mirrored in the other three instructional units, and the class generated very high

student evaluations. For example, learners were extremely pleased with the fact that they had not been asked to buy a textbook, and they praised the creative nature of the course. In addition, they felt connected to the focus on the Mexican-American experience, and they believed that the class had either allowed them to re-discover the Mexican aspect of their identity or provided them with a forum to celebrate it. All of our participants also said that the course had helped them understand how to use Spanish in different contexts, and it had improved their problems with accentuation and capitalization. Lastly, at the end of the semester, five of our students became Spanish minors, and one of them started considering this possibility. The following views, expressed by five different students, summarize some of these ideas:

> Lo que aprendí sobre mi español a través de esta clase fue que uno tiene que estar orgulloso de ser bilingüe y bicultural. Muchas puertas se abrirán para una persona que pueda hablar y escribir español. Lo que aprendí a través del curso fue que uno nunca termina de aprender algo nuevo de su cultura. También ser orgullosa de lo que mis padres me enseñaron y lo que yo a aprendido [sic] en clase.
>
> (What I learned about my Spanish through this class was that one has to be proud of being bilingual and bicultural. Many doors will open for someone who can speak and write Spanish. What I learned throughout the course is that one never stops to learn about one's culture. Also, to be proud of what my parents taught me and what I have learned in class.)
>
> Aprendí que mi español ha mejorado más desde que el empiezo [sic] de la clase. También aprendí que creando estos proyectos en español no solamente me ayudó a mejorar mi español pero también me ayuda a aprender mucho de mi cultura. Me gustó mucho poderme expresar en español. Yo nunca quiero parar de aprender el español. Para mí es muy importante seguir valorando todo lo que es ser mexicana.
>
> (I learned that my Spanish has improved since the beginning of this class. I also learned that developing these projects in Spanish not only helped me improve my Spanish, but it also helps to learn a lot about my culture. I really liked to be able to express myself in Spanish. I never want to stop

learning Spanish. It's very important for me to continue valuing everything that means to be Mexican.)

Aprendí demasiado sobre mí porque aprendí que mi cultura hispana es muy fuerte, es una gran parte de mi [sic] y es algo que no me di cuenta esta [sic] presente en mi dia [sic] diario. Como yo se [sic] que soy mexicana pero no lo pienso todo el tiempo y el curso me ayudó a reflejar que sin estar en mi nación natal, estoy en México por parte de mi cultura que mis padres me an [sic] incorporado.

(I learned a lot about myself because I learned that my Hispanic culture is very strong, it's a big part of me, and it is something that I did not realize is present in my everyday life. It's like I know I am Mexican, but I don't think about this all the time, and this course helped me reflect that, without being in my native country, I am in Mexico because of that part of my culture that my parents have given me.)

Yo me miro mejorando mi español en el futuro. Después de estar en esta clase, me gustaría obtener un minor en español, pero vamos a ver si lo puedo lograr por razones financieras. Pero me gustaría leer más en español. Es cierto que uno puede mejorar su español si lee más, como lo hicimos en la clase.

(I can see myself improving my Spanish in the future. After being in this class, I would like to get a minor in Spanish, but we'll see if I can do this because of financial reasons. But I would like to read more in Spanish. It's true that you can improve your Spanish if you read more, like we did in this class.)

Este curso hizo que yo considerara sacar una carrera en español. Yo quiero continuar mi aprendizaje para poder hablar el español profesionalmente. Para mí no solo es importante hablar el español con mi familia, si no [sic] que también pienso usar el español en mi profesión, cuando esté trabajando como doctora.

(This course made me consider a degree in Spanish. I want to continue my learning so that I can speak Spanish in my profession. To me, it is not only

important to speak Spanish with my family, but I also plan to use Spanish in my profession, when I'm working as a doctor.)

The views presented above and the overall positive results of our students' work with digital, open-source materials grounded in *Learning by Design* point to the value of this type of instruction for the teaching of Spanish as a HL. Of course, there are limitations to this work. First of all, this chapter only focused on one instructional module, and thus, the findings reported can only be tied to the implementation of the particular material included in that module. Also, there were a limited number of participants, who already had an intermediate-advanced level of Spanish proficiency, and, since most of them came from monolingual households, this language had a very strong presence in their lives. This situation was also emphasized by the participants' educational environment, as they were in contact with a large number of Spanish-speaking students because the university was a Hispanic-serving institution. Another important aspect that might have influenced our results was the fact that all of our students had extremely positive views toward the Hispanic part of their identity, and they were very eager to learn more about cultural aspects related to it.

Suggestions for Further Research and Concluding Remarks

The results of this study are promising. However, as explained in the previous section, the limitations posited by the number of participants and the educational environment where it took place point to the need for more research to continue exploring the role that *Learning by Design* can play in HL teaching. For example, one way we could broaden the scope of this study would be to implement the materials developed with a larger number of students, and in other educational settings where learners might not have the same positive attitudes as our participants. In addition, more quantitative and qualitative measures could be incorporated, such as delayed posttests, interviews with the participants and instructors,

and classroom observations. These different sources of data would allow us to consider pedagogical factors that might facilitate or hinder the type of instruction proposed in this chapter and the present volume.

Despite its limitations, this study shows that *Learning by Design* can provide the theoretical and methodological bases for the establishment of HL education that (1) can be tailored to specific learner needs (both personal and academic), and does not follow a "one-fit-all" model, which would not make any sense when considering the diversity that characterizes heritage learners in the United States (Fairclough and Beaudrie 2016; Zyzik 2016); (2) can nurture and develop what Martínez (2016) defines as SHLLs' "capabilities," which tie HL use to specific social contexts and to learners' communities and lifeworld; and (3) can renew students' interests and links to their HL, and, as a result, can positively influence learners' (and the communities to which they belong) commitment to language maintenance. We feel that these goals can be achieved through the blueprint for the needed transformational learning, one to which SHLLs can feel they belong, offered by *Learning by Design*.

Notes

1. A Hispanic-serving institution is defined as a two- or four-year college/university which "meets three criteria: (1) they must be accredited and nonprofit; (2) have at least 25 percent Latino/a undergraduate full-time equivalent enrollment; and (3) at least 50 percent of the Latino/a students are low income" (Contreras et al. 2008, 72).
2. The other major source of employment is government.
3. This project was supported by an Innovation in Teaching and Learning Grant from the Provost Office at California State University, Monterey Bay.
4. In this chapter, we adopt Serafini's (2014, 2) definition of an *ensemble*, as "a type of text that [might] combine written language, design elements, [and/or] visual images, [and] utilize[s] various semiotic resources to represent and communicate meaning potentials."
5. All the pedagogical materials used in this project are available at http://digitalcommons.csumb.edu/teaching_all/1/
6. It is important to note that Cope and Kalantzis (2013, 127) do not characterize the knowledge processes as "a sequence to be followed…[but] as

a map of the range of [possible] pedagogical moves" in transformative learning. This means that "experiencing" does not necessarily need to come first. However, since we believe it is the process that activates previous knowledge, and involves learners into reflection on past experiences, and thus, connects personal and formal learning, we feel it should be the point of departure in any learning process.

Appendix 1

Módulo de instrucción #1: La inmigración. Unidad 1

Texto: Jiménez, Francisco. 2000. "Bajo la alambrada." In *Cajas de cartón: relatos de la vida peregrina de un niño campesino* (1–8). Boston: Houghton Mifflin.

Primera parte: Experiencias personales [*Experiencing the known*]

Paso 1: Piensa en tus experiencias de inmigración a este país o en las de tu familia o una persona que conozcas. ¿Cómo visualizas/sientes esas experiencias? Escribe 3 emociones que asocies con las mismas en el espacio a continuación y piensa con qué eventos históricos/circunstancias en general están relacionadas.

Paso 2: Ahora lee el texto a continuación y comprueba si las emociones que escribiste se presentan en el mismo. Luego realiza las actividades que le siguen al texto.

Comprensión y análisis de texto [*Experiencing the known*; *experiencing the new*]

Bajo la alambrada

La frontera es una palabra que yo a menudo escuchaba cuando, siendo un niño, vivía allá en México, en un ranchito llamado El Rancho Blanco, enclavado entre lomas secas y pelonas, muchas millas al norte de Guadalajara.

La escuché por primera vez a fines de los años 40, cuando Papá y Mamá nos dijeron a mí y a Roberto, mi hermano mayor, que algún día íbamos a hacer un viaje muy largo hacia el norte, cruzar la frontera, entrar en California y dejar atrás para siempre nuestra pobreza…

Después de leer el texto

I. Primeras impresiones

1. ¿Cuáles de las emociones que mencionaste antes de leer el texto aparecen en el mismo? ¿Cuáles no aparecen? ¿Son tus experiencias similares o diferentes a las que describe el autor?
2. Piensa en el título de este cuento, “Bajo la alambrada”. ¿Por qué ha elegido el autor este título? ¿Qué temas se tratan en el texto? ¿A qué eventos/imágenes está relacionada la alambrada?

II. Detalles importantes

1. ¿De dónde viene la familia de Francisco (Panchito)?
2. ¿Por qué deciden sus padres emigrar a los Estados Unidos? ¿Cómo es su vida antes de emigrar?
3. ¿Cómo es el viaje en tren? Escribe una descripción corta de los aspectos negativos y positivos del viaje.
4. ¿Cómo entra la familia a los Estados Unidos?
5. ¿Cómo son las condiciones de vida en su nuevo lugar?
6. ¿Cuál es la actividad favorita de Panchito y Roberto?

III. Implicaciones

¿Qué emociones y sentimientos podemos descubrir “detrás” del texto?

Con un compañero, realiza un mapa araña (spider map) donde puedan conectar las emociones que expresa el autor con los eventos con los que están relacionadas. ¿Reconocen estas emociones en sus propias experiencias?

IV. **Idea principal del texto [La idea que nos transmite el mensaje más importante que nos quiere comunicar el autor.]**

¿Cuál es la idea principal del texto? Usa los datos de los que hemos hablado y resume la idea principal en unas cuatro o cinco oraciones.

Appendix 2

Módulo de instrucción #1: La inmigración. Unidad 2

Texto: Jiménez, Francisco. 2000. "Bajo la alambrada." In *Cajas de cartón: relatos de la vida peregrina de un niño campesino* (1–8). Boston: Houghton Mifflin.

Primera parte [*Conceptualizing by naming*]

Como hemos visto, en el cuento "Bajo la alambrada", el autor nos habla sobre las primeras experiencias de su historia de inmigración; es decir, nos cuenta o narra sus experiencias. Pero, ¿cómo podemos entender su historia? ¿Cómo está organizada su información? Vuelve a leer el texto y responde las preguntas que aparecen a continuación de cada sección.

Bajo la alambrada

I. La frontera es una palabra que yo a menudo escuchaba cuando, siendo un niño, vivía allá en México, en un ranchito llamado El Rancho Blanco, enclavado entre lomas secas y pelonas, muchas millas al norte de Guadalajara. La escuché por primera vez a fines de los años 40, cuando Papá y Mamá nos dijeron a mí y a Roberto, mi hermano mayor, que algún día íbamos a hacer un viaje muy largo hacia el norte, cruzar la frontera, entrar en California y dejar atrás para siempre nuestra pobreza…

¿Qué sabemos sobre el autor y su familia en esta sección? ¿Qué tipo de información nos da (por ejemplo, datos geográficos, sociales, etc.? ¿Cuál es el objetivo del autor? ¿Qué quiere el autor que sepamos?

II. En una de esas noches, Papá hizo el gran anuncio: íbamos por fin a hacer el tan ansiado viaje a California, cruzando la frontera…

¿Qué ocurre en esta sección? ¿Cuáles son los dos eventos más importantes de los que nos habla el autor? El viaje en tren es largo. ¿Cómo hace el autor para que nosotros podamos sentir qué largo fue el viaje? ¿Cuál es el objetivo del autor en esta sección? ¿Qué quiere el autor que sepamos?

III. Ese mismo día, cuando anocheció, salimos del pueblo y nos alejamos varias millas caminando…

¿Qué ocurre en esta sección? ¿Cuáles son los eventos más importantes de los que nos habla el autor? ¿Cuál es el objetivo del autor en esta sección? ¿Qué quiere el autor que sepamos?

Las dos semanas siguientes, Mamá cocinó afuera, en una estufita improvisada, hecha con algunas piedras grandes, y usando un comal que le había dado doña Lupe…**¿Qué ocurre en esta sección final? ¿Cuáles son los eventos más importantes de los que nos habla el autor? ¿Cuál es el objetivo del autor en esta sección? ¿Qué quiere el autor que sepamos?**

Segunda parte [*Conceptualizing with theory*]

Pregunta general: ¿Es fácil comprender la historia que nos cuenta el autor? ¿Por qué? ¿Cómo organiza su información? En base a tus respuestas, conéctate con uno o dos compañeros, y juntos llenen preparen un esquema con los detalles (información principal, detalles, etc.) de la historia de Francisco. Luego, tomen su esquema como punto de partida para definir las partes que contiene **una narración**. ¿Cómo pueden definir este tipo de texto?

Tema general de la historia:
Tema de la parte introductoria:
  Información principal y detalles
Tema de la parte central:
  Información principal y detalles
Tema de la parte final:
  Información principal y detalles

Appendix 3

Módulo de instrucción #1: La inmigración. Unidad 3

Primera parte [*conceptualizing by naming*; *conceptualizing with theory*; *analyzing functionally*]

Texto: Jiménez, Francisco. 2000. "Bajo la alambrada." In *Cajas de cartón: relatos de la vida peregrina de un niño campesino* (1–8). Boston: Houghton Mifflin.

Tiempos verbales

Los eventos de los que habla Francisco Jiménez en "Bajo la alambrada" ocurrieron ***en el pasado***. ¿Cómo sabemos que fue así? ¿Qué información nos da el autor para que sepamos que está hablando de su pasado? Lee las siguientes oraciones del texto y contesta las preguntas en cada sección. Presta primero atención a los verbos en **rojo** y luego a los verbos en **verde**.

Paso 1: Bajo la alambrada: Verbos en el imperfecto

(a) La frontera es una palabra que yo a menudo (1) **escuchaba** cuando, siendo un niño, (2) **vivía** allá en México, en un ranchito llamado El Rancho Blanco, enclavado entre lomas secas y pelonas, muchas millas al norte de Guadalajara…

Todos estos verbos están en uno de los tiempos pasados que usamos en español, el **imperfecto.** Este tiempo se usa en general para referirnos a estas ideas en el pasado:

- Descripciones de lugares, el tiempo, personas…

Teniendo en cuenta estas descripciones y los ejemplos en la sección anterior, determina qué significado expresan los ejemplos (1), (2), (3) y (4). Explica cómo sabes qué es así. Pon atención a las palabras que aparecen en la misma oración (subrayadas) y que pueden ayudarte…

I. Ahora lee estas oraciones del texto y determina qué idea expresa **el imperfecto** en cada una de ellas.

   1. Roberto, que **era** cuatro años mayor que yo, **se emocionaba** mucho cada vez que Papá **hablaba** del mentado viaje a California…

II. En base a los ejercicios que has hecho, ¿qué tipo de información nos da el autor cuando usa el **imperfecto?**

III. Ahora vuelve a mirar los verbos que se conjugan en el **imperfecto**. ¿Qué dos terminaciones tienen estos verbos? ¿Qué notas sobre la forma en que se escriben?

Paso 2: Bajo la alambrada: Verbos en el pretérito

(a) La (1) **escuché** por primera vez a fines de los años 40, cuando Papá y Mamá (1) **nos dijeron** a mí y a Roberto, mi hermano mayor, que algún día íbamos a hacer un viaje muy largo hacia el norte…

Todos estos verbos están en el otro tiempo pasado que usamos en español, el **pretérito**. Este tiempo se usa en general para referirnos a estas ideas en el pasado:

- Acciones con un principio y fin determinado…

Teniendo en cuenta estas descripciones y los ejemplos en la sección anterior, determina qué significado expresan los ejemplos (1), (2), y (3). Explica cómo sabes qué es así. Pon atención a las palabras que aparecen en la misma oración (subrayadas) y que pueden ayudarte.

I. Ahora lee estas oraciones del texto y determina qué idea expresa **el pretérito** en cada una de ellas.

    1. **Subimos** al tren y **buscamos** nuestros asientos. Yo me **quedé** parado mirando por la ventana. Cuando el tren **empezó** a andar, **se sacudió** e **hizo** un fuerte ruido, como miles de botes chocando unos contra otros…

II. En base a los ejercicios que has hecho, ¿qué tipo de información nos da el autor cuando usa el **pretérito?**

III. Ahora vuelve a mirar los verbos que se conjugan en el **pretérito**.

- ¿Qué terminaciones tienen estos verbos?
- ¿Qué notas sobre la forma en que se escriben? Presta atención a los verbos en primera persona (yo) y tercera persona (él).
- ¿Hay verbos que no tienen las terminaciones que tienen los otros verbos? ¿Cuáles?

Ahora vuelve a mirar todo lo que hemos visto y explica cuándo se usan los verbos en imperfecto y pretérito en una narración. Explica qué tipos de ideas quiere expresar un autor cuando usa estos dos tiempos…

Segunda parte [*conceptualizing by naming*; *conceptualizing with theory*; *analyzing functionally*]

Ortografía

Paso 1: La sílaba

Como viste en la sección anterior, algunas formas del pretérito llevan acento, como “señaló” y “pregunté”. En español los acentos son importantes y para saber dónde ponerlos, primero tenemos que entender qué es **una sílaba.** Mira los siguientes ejemplos de **sílabas** (separadas por guiones —) en estas palabras y piensa en una defin-

ición. ¿Qué encuentras en **una sílaba** en español y qué características tiene?

Ejemplos del texto *Bajo la alambrada*

A. (1) fron-**te**-ra…

Paso 2: Contesta las preguntas en base a tu análisis de los ejemplos dados.

1. ¿Qué tienen en común todas las sílabas marcadas en los ejemplos? ¿Qué hay siempre en una sílaba en español?
2. ¿Es posible pronunciar cada sílaba?
3. ¿Cuántas sílabas puede tener una palabra?
4. En base a la respuesta a estas dos preguntas, ¿qué es una sílaba? Escribe tu definición.

Una sílaba…

Paso 3: Los diptongos (introducción)

1. A veces la sílaba tiene más de una vocal. En español tenemos dos clases de vocales: las **abiertas**, que son la "a", la "e" y la "o" y las **cerradas**, que son la "i" y la "u". Cuando una vocal abierta se combina con una cerrada, tenemos **un diptongo**. ¿Puedes encontrar **los diptongos** en las palabras de ejemplo en la sección anterior? Los diptongos nunca se separan y por eso, siempre forman parte de la misma sílaba…

Paso 4: Aplicación

Ahora separa las siguientes palabras en sílabas teniendo en cuenta las reglas de las que hablamos. Todas estas palabras aparecen en el texto "Bajo la alambrada". Marca la sílaba tónica.

1. huevos…

Tercera parte: *Introducción a la acentuación*

Ahora sabemos que **la sílaba tónica** es la que lleva más fuerza en una palabra. Algunas veces esta sílaba requiere un **acento ortográfico** (el que pronunciamos ***y*** escribimos). En español, tenemos reglas muy específicas que nos guían para que sepamos qué palabras llevan **acentos ortográficos** (o **tildes**). En este módulo, vamos a comenzar a aprender estas reglas…

Paso 1: Palabras agudas

Volvamos a los ejemplos. Analiza los ejemplos en B. Presta atención al lugar donde se encuentra el acento (por ejemplo, *antepenúltima*, *penúltima* o *última sílaba*) y cómo terminan estas palabras. ¿Qué dos características importantes puedes distinguir?
B. (6) a-**llá**…

Estas palabras se denominan "agudas". ¿Cómo podemos definirlas en base a su acentuación?
Las palabras agudas llevan acento ortográfico cuando…

Paso 2: Palabras esdrújulas…
Paso 3: Reconocimiento de acentuación

Actividad 1: Teniendo en cuenta las reglas que acabamos de ver, decide si las estas palabras son agudas y esdrújulas. Primero sepáralas en sílabas y marca la sílaba tónica. Explica tu elección.

1. algún…

Actividad 2: Teniendo en cuenta las reglas que acabamos de ver, acentúa estas palabras cuando sea necesario y determina si son agudas o esdrújulas. Primero sepáralas en sílabas y marca la sílaba tónica (pronuncia las palabras). Explica tu elección.

1. metalicas…

Appendix 4

Módulo de instrucción #1: La inmigración. Unidad 4

Multimodalidad y significado [*analyzing critically*]

<u>Paso 1</u>

> **En base a todo el análisis de la obra de Francisco Jiménez que hemos hecho, resume en forma de mapa conceptual las emociones y eventos que expresa el autor en "Bajo la alambrada". Une cada evento con las emociones a las que está relacionado.**

<u>Paso 2</u>

> **Ahora tomando en cuenta los conceptos en tu mapa, observa detenidamente la obra artística del pintor latino Malaquías Montoya "Me hechan [echan] de mojado".**
>
> [Analysis based on art: Montoya (2014)]

1. ¿Qué tipo de emociones expresa esta obra? ¿Cómo se expresan las mismas? Analiza los colores, los objetos presentes en la obra, su ubicación.
2. ¿Qué similitudes existen entre "Bajo la alambrada" y "Me hechan de mojado"? Piensa en los mensajes que los autores quieren comunicar y la forma en que lo hacen. ¿Cuál de los medios te resulta más efectivo? ¿Por qué? Crea una tabla comparativa entre las dos obras.
3. ¿Qué diferencias existen entre la estructura de una narración y una pintura? ¿Qué aspectos se deben tomar en cuenta para expresar un mensaje en ambos medios? ¿Cómo "se narra" en una obra de arte?

<u>Paso 3</u>: Ahora vamos a comparar otras dos formas de expresar emociones sobre la inmigración. Lee los siguientes poemas y mira la siguiente tira y compara las emociones que se presentan con las que vemos en las obras de Francisco Jiménez y Malaquías Montoya.

Poemas de Gina Valdés [Analysis based on two poems by Valdés (1996)].

Tiras de Lalo Alcaraz [Analysis of the cartoon *Dr. Spock at the Border* by Alcaraz (2004)]

1. ¿Cuál es el objetivo principal que tienen Valdés y Alcaraz? ¿Qué mensaje y qué tipo de emociones expresan en sus trabajos?
2. Ahora, con uno/a o más compañeros/as, llena el siguiente cuadro. Compara las cuatro obras que hemos visto.

Título de la obra	*Bajo la alambrada*	*Me hechan de mojado*	*Poemas de Valdés*	*Dr. Spock at the Border*
1. Tipo de obra				
2. Estructura…				
3. Recursos…				
4. Tono…				
5. Similitudes				
6. Diferencias				

3. Teniendo en cuenta todo lo que sabemos sobre estas obras, ¿qué ideas generales puedes decir que presentan sobre la inmigración? ¿Qué tipo de mensaje quieren comunicar? ¿Hay alguno que sea político?
4. Pensando en las experiencias y emociones que expresaste al principio del módulo, ¿con qué obra tienen más en común? ¿Por qué? ¿Con cuáles de las cuatro obras te identificas más?

References

Alcaraz, Lalo. 2004. *Migra Mouse: Political Cartoons on Immigration*. New York: RDV Books.

Contreras, Frances E., Lindsey E. Malcom, and Estela Mara Bensimon. 2008. Hispanic-Serving Institutions: Closeted Identity and the Production of Equitable Outcomes for Latino/a Students. In *Understanding Minority-Serving Institutions*, ed. Marybeth Gasman, Benjamin Baez, and Caroline Sotello Viernes Turner, 71–90. Albany: State University of New York Press.

Cope, Bill, and Mary Kalantzis. 2009a. Multiliteracies: New Literacies, New Learning. *Pedagogies: An International Journal* 4: 164–195. doi:10.1080/15544800903076044.

———. 2009b. New Media, New Learning. In *Multiliteracies in Motion: Current Theory and Practice*, ed. David R. Cole and Darren L. Pullen, 87–104. New York: Routledge.

———. 2013. 'Multiliteracies': New Literacies, New Learning. In *Framing Languages and Literacies: Socially-Situated Views and Perspectives*, ed. Margaret R. Hawkins, 105–135. New York: Routledge.

———. 2015. The Things You Do to Know: An Introduction to the Pedagogy of Multiliteracies. In *A Pedagogy of Multiliteracies: Learning by Design*, ed. Bill Cope and Mary Kalantzis, 1–36. London: Palgrave Macmillan.

Cummins, Jim. 2009. Literacy and English Language Learners: A Shifting Landscape for Students, Teachers, Researchers, and Policy Makers. *Review of Educational Research* 38 (5): 382–383. http://www.jstor.org/stable/20532565

Fairclough, Marta, and Sara M. Beaudrie. 2016. Introduction: Heritage Language Education in the United States. In *Innovative Strategies for Heritage Language Teaching: A Practical Guide for the Classroom*, ed. Marta Fairclough and Sara M. Beaudrie, 1–16. Washington, DC: Georgetown University Press.

Hepple, Erika, Margaret Sockhill, Ashley Tan, and Jennifer Alford. 2014. Multiliteracies Pedagogy: Creating Claymations with Adolescent, Post-Beginner English Language Learners. *Journal of Adolescent & Adult Literacy* 58 (3): 219–229. doi:10.1002/jaal.339.

Hughes, Janette. 2015. Case Study IX: Digital Literacy. In *Making Poetry Happen: Transforming the Poetry Classroom*, ed. Sue Dymoke, Myra Barrs, Andrew Lambirth, and Anthony Wilson, 191–202. London: Bloomsbury.

Jiménez, Francisco. 2000. *Cajas de cartón: relatos de la vida peregrina de un niño campesino*. Boston: Houghton Mifflin.

Kalantzis, Mary, and Bill Cope. 2010. The Teacher as Designer: Pedagogy in the New Media Age. *E-Learning and Digital Media* 7 (3): 200–222. doi:10.2304/elea.2010.7.3.200.

———. 2012. *Literacies*. Cambridge: Cambridge University Press. Kindle DX edition.

Kalantzis, Mary, Bill Cope, and the Learning by Design Project Group. 2005. *Learning by Design*. Melbourne: Victorian Schools Innovation Commission and Common Ground Publishing.

Kalantzis, Mary, Bill Cope, Eveline Chan, and Leanne Dalley-Trim. 2016. *Literacies*. 2nd ed. Cambridge: Cambridge University Press.

Lukes, Marguerite. 2015. *Latino Immigrant Youth and Interrupted Schooling: Dropouts, Dreamers, and Alternative Pathways to College*. Bristol: Multilingual Matters.

Martínez, Glenn. 2016. Goals and Beyond in Heritage Language Education: From Competencies to Capabilities. In *Innovative Strategies for Heritage Language Teaching: A Practical Guide for the Classroom*, ed. Marta Fairclough and Sara M. Beaudrie, 39–55. Washington, DC: Georgetown University Press.

Mills, Kathy. 2010. What Learners 'Know' Through Digital Media Production: Learning by Design. *E–Learning and Digital Media* 7 (3): 223–236. doi:10.2304/elea.2010.7.3.223.

Montoya, Malaquías. 2014. Me hechan de mojado. In *Our America: The Latino Presence in American Art*, ed. Carmen Ramos, 252. Washington, DC: Smithsonian American Art Museum.

Montrul, Silvina. 2010. Current Issues in Heritage Language Acquisition. *Annual Review of Applied Linguistics* 30: 3–23. doi:10.1017/S0267190510000103.

———. 2012. The Grammatical Competence of Spanish Heritage Speakers. In *Spanish as a Heritage Language in the United States: The State of the Field*, ed. Sara M. Beaudrie and Marta Fairclough, 101–120. Washington, DC: Georgetown University Press.

National Heritage Language Resource Center. 2015. Proficiency Assessments. National Heritage Language Resource Center. http://www.nhlrc.ucla.edu/nhlrc/data/example. Accessed 15 Apr.

Neville, Mary. 2008. *Teaching Multimodal Literacy Using the Learning by Design Approach to Pedagogy: Case Studies from Selected Queensland Schools*. Altona: Common Ground.

Regional Analysis and Planning Services. 2012. State of the Region. http://ambag.org/pdf/STATE%20OF%20THE%20REGION%20Final.pdf

Serafini, Frank. 2014. *Reading the Visual: An Introduction to Teaching Multimodal Literacy*. New York/London: Teachers College Press.

United States Census Bureau. 2011. *The Hispanic Population: 2010. Census Briefs*. Washington, DC: U.S. Department of Commerce Economics and Statistics Administration. http://www.census.gov/prod/cen2010/briefs/c2010br-04.pdf

Valdés, Gina. 1996. *Puentes y fronteras*. Tempe: Bilingual Press.

Valdés, Guadalupe. 2006. The Foreign Language Teaching Profession and the Challenges of Developing Language Resources. In *Developing Minority Language Resources: The Case of Spanish in California*, ed. Guadalupe Valdés,

Joshua A. Fishman, Rebecca Chávez, and William Pérez, 108–139. Clevedon: Multilingual Matters.
Zyzik, Eve. 2016. Toward a Prototype Model of the Heritage Language Learner: Understanding Strengths and Needs. In *Innovative Strategies for Heritage Language Teaching: A Practical Guide for the Classroom*, ed. Marta Fairclough and Sara M. Beaudrie, 19–38. Washington, DC: Georgetown University Press.

Gabriela C. Zapata (gzapata@tamu.edu) is Associate Professor and Director of Lower Division Spanish Instruction in the Department of Hispanic Studies at Texas A&M University. Her research foci are second and heritage language acquisition and pedagogy, bilingualism, and teacher education. A variety of her articles on bilingualism and second and heritage language acquisition and pedagogy have been published in journals such as the *International Journal of Bilingualism*, the *Heritage Language Journal*, *Language Learning*, and *Foreign Language Annals*, among others.

4

Language and Power in a Medical Spanish for Heritage Learners Program: A *Learning by Design* Perspective

Glenn Martínez and Karmin San Martín

Introduction

Seismic shifts in higher education including ongoing public disinvestment, changing instructional delivery platforms, and a fracturing of U.S. global dominance in science and technology have converged to produce what many consider to be a frontal assault on the humanities in schools, in colleges, and in society at large. The American Academy of Arts and Sciences' Commission on the Humanities and Social Sciences report *The Heart of the Matter* pointed out the deleterious effects of this assault:

> Parents are not reading to their children as frequently as they once did. Humanities teachers, particularly in K-12 history, are even less well-trained than teachers of the STEM subjects. And funding to support international education has been cut by 41 percent in four years. (AAAS 2013, 9)

G. Martínez (✉)
The Ohio State University, Columbus, OH, USA

K.S. Martín
The University of Texas at San Antonio, San Antonio, TX, USA

© The Author(s) 2018

G.C. Zapata, M. Lacorte (eds.), *Multiliteracies Pedagogy and Language Learning*,
DOI 10.1007/978-3-319-63103-5_4

The assault on the humanities has had a particularly salient impact on language education. Former Harvard University president Lawrence Summers wrote of the changing landscape of undergraduate education in a 2012 New York Times op-ed piece. On the place of language instruction in liberal education, Summers (2012) wrote:

> English's emergence as the global language, along with the rapid progress in machine translation and the fragmentation of languages spoken around the world, make it less clear that the substantial investment necessary to speak a foreign tongue is universally worthwhile. While there is no gainsaying the insights that come from mastering a language, it will over time become less essential in doing business in Asia, treating patients in Africa or helping resolve conflicts in the Middle East.

Humanities apologist Martha Nussbaum (2010), however, counters Summers' prediction of the decreasing usefulness of language learning arguing that the cognitive and intellectual benefits of language study are in fact crucial to living and working in an interconnected world. In her recent book *Not for Profit: Why Democracy Needs the Humanities*, she writes, "a neglected aspect of learning for world citizenship is foreign language instruction. All students should learn at least one foreign language well. Seeing how another group of intelligent human beings has cut up the world differently, how all translation is imperfect interpretation, gives a young person an essential lesson in cultural humility" (89–90).

As the defense of the humanities continues to escalate, the proper role and the appropriate goals of language instruction within a comprehensive liberal arts education will continue to be discussed and debated. Within these discussions and debates, the place of more specialized areas within the language teaching profession—areas such as languages for specific purposes (LSP) community-service language learning (CSL), and heritage language education (HL)—will emerge as important focal points.

HL education, for example, has rarely been mentioned within larger debates about the value of language learning within a broader humanities context. Even though the foundational goals of HL education initially proposed by Guadalupe Valdés leaned heavily towards the communicative benefits of HL instruction (Valdés 1995), more recent work clearly points

out the ways in which HL education contributes to the more global benefits of intercultural understanding and analysis. Leeman et al. (2011), for example, present data from a CSL program for heritage learners. Through engagement with Spanish speaking youngsters in the public schools, university level HL students found opportunities to meld personal and academic knowledge about historical discrimination and to view themselves as agents of social change for the benefit of their communities. Petrov (2013), furthermore, reported on a CSL course for HL students offered at Dominican University that generated both profound connections to the community and deep humanistic reflection. The community connections led to greater appreciation of the struggles faced in students' communities and also by their family members. Based on her results, the author suggested that "service learning can connect the success of minority students with the well-being of their own community of origin, so their success is not just personal but also communal in nature" (Ibid., 323). The emergence of communal success is an important outcome of CSL in this HL context. The author further reflected: "Individualism is generally understood to be an ideal of Anglo culture, a quintessentially American value, but it is not a Hispanic one, which more generally privileges the communal and familial" (Ibid., 323). These examples highlight the unique role that community contextualization plays in achieving the broader humanistic goals of HL education.

Community contextualization in HL education, however, needs not be tied to explicit CSL experiences. Instead, a multiliteracies approach to HL learning, such as *Learning by Design* (Cope and Kalantzis 2015), which views meaning-making as engagement with "available designs" through a process of "designing" rooted in pedagogical acts or knowledge processes such as "experiencing," "conceptualizing," "analyzing," and "applying" can be deployed to contextualize HL learning within the HL community (Kalantzis and Cope 2012). The recent technological innovation of digital storytelling has been identified as a key resource in *Learning by Design*. Anderson and Macleroy (2016, 21), for example, argue that multilingual digital storytelling "draws on affordances of the digital medium for multimodal composition and for collaborative and dialogic ways of working and sharing across boundaries of home, school and community." A *Learning by Design* approach to HL instruction, we

argue, is thus well suited to draw out these broad humanistic goals, as it can further the immediate relevance of its intrinsic humanistic content when inserted into LSP curriculum models. This type of instruction has been viewed as a largely pragmatic approach to language teaching divorced from the humanities-orientation of the language departments that house it. Rather than dismissing LSP as a purely pragmatic endeavor, we argue that a LSP curriculum focused on HL learners is capable of powerfully re-inserting humanistic perspectives precisely into those fields that are seeing an increase in student interest in tandem with the so-called crisis in the humanities.

In this paper, we will argue that by contextualizing meaningful issues that matter to students through the *Learning by Design* pedagogy, learners can appropriate skills to identify language struggles applicable to their community. Based on data collected in the design and implementation of a heritage learners program for undergraduate students in the health sciences, we will demonstrate how digital storytelling can serve as a catalyst for students to apply theory into practice and thus participate in action that "expresses or affects the world in a new way" (Cope and Kalantzis 2009, 186). Through this demonstration, we seek to underscore the unique role of *Learning by Design* in drawing out the intrinsic though not often apparent humanities underpinnings of HL education for specific purposes.

First, we will very briefly describe the structure and objectives of a HL program for the health professions developed at a medium sized institution along the U.S.-Mexico border. In doing so, we will discuss the way that we used the *Learning by Design* framework to structure the program. Second, we will describe the content of the capstone course within that program. Third, we will discuss the digital story project required in this course and describe the technical, conceptual, and pedagogical design of the project and its specific connection to the *Learning by Design* framework. Fourth, we will present the key themes emerging from these projects demonstrating how engagement with knowledge processes such as *experiencing*, *conceptualizing*, and *analyzin*g engendered cultural weavings that linked school based HL learning to the broader experience of HLs in the community. Finally, we will explore the implications of the use of digital storytelling in contextualizing language and power within heritage language education.

Heritage Language Learning for the Health Professions

Heritage language learning for the health professions (HLHP) is a novel approach to language teaching that merges methodological approaches from LSP, HL pedagogy, and CSL (Fig. 4.1) to produce advanced, targeted language proficiency and contextualized understanding of the public health issues surrounding the health and health care of Latinos in the United States.

From LSP, for example, the model incorporates principles of content-based language learning. From HL pedagogy, on the other hand, it takes direct language instruction that draws on language practices developed in the home/community environment. From CSL, finally, it integrates models of critical reflection and analysis that connect classroom learning with community-based experiences.

The HLHP model adopts a unique strategy for developing medical terminology in the heritage language that is deeply connected to *Learning by Design*. That is, a HLHP consists of developing medical discourses across linguistic and multimodal genres with the intent of developing a high degree of flexibility in the sociolinguistic repertoire of the learner. So, for example, if we were teaching a unit on tuberculosis we would first contextualize the illness within the human respiratory system. This would be achieved through, first, the activation of learners' existing knowledge

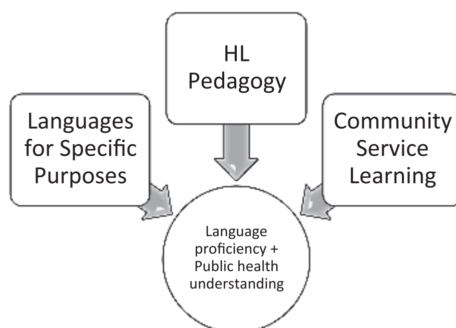


Fig. 4.1 Pedagogical foundations of heritage language learning for the health professions

and personal experience with the topic (*experiencing the known*). The next step would consist of connecting what is known with new information through readings of accessible scientific publications, e.g., the Merck Manual, and the discussion of the major topics surrounding the illness and the anatomical and physiological system that it affects. At this point, we would be engaging students in *experiencing the new* through the interaction between what the learners already know, and new, related information (e.g., vocabulary related to tuberculosis in a formal register of Spanish). Next, we would contextualize the illness in its cultural dimensions. In the example of tuberculosis, we would use a vignette from Tomás Rivera's (2003) classic novel …*Y no se lo tragó la tierra*. Here, we would be further establishing the connection between the known and the new through the students' interaction with familiar ways of talking about tuberculosis. This would allow learners to relate the scientific discourses of illness to popular health discourses and beliefs. In doing so, students would engage in a "weaving" process that would allow them to recognize the cultural meanings assigned to illnesses in a variety of contexts that uniquely affect Latinos in the United States (Kalantzis and Cope 2012).

Finally, we would contextualize the illness in its epidemiological dimensions looking at how it affects populations as a whole. At this point, we would draw on the pedagogical acts of *conceptualizing* and *analyzing*. In this particular example, we would engage the students in a reading from the Pan American Health Organization's manual *Salud en las Américas* that discusses the epidemiology of tuberculosis along the U.S.-Mexico border (Martínez 2010). Students would, therefore, have the opportunity to *analyze* the content of the report and they would establish *functional* and *conceptual* connections that would allow them to reach the final step of *conceptualizing with theory*. Through work in these processes, learners would be able to use the analyzed and conceptualized epidemiological data to, for example, create an interpretative framework to address the issue of tuberculosis (*applying appropriately*). This process would be further enhanced with community engagement activities including service learning and linguistic ethnography. These activities would also provide students with an opportunity to apply their new knowledge and understanding of tuberculosis to real world situations and test their validity. Service learning activities have been shown to

invite students to reflect critically on standard and non-standard languages within the health care environment (Martínez and Schwartz 2012). In this paper, we focus on the impact of linguistic ethnography in rounding out the *Learning by Design* transformative learning paradigm.

Sociolinguistics and Latino Health

The program described in the previous section culminates with a capstone course entitled *Sociolinguistics and Latino Health*. This course is designed to introduce students to the major principles and ideas in the sociolinguistic study of Spanish in the United States. Unlike other advanced level courses in sociolinguistics or Spanish in the United States, this class presents sociolinguistic principles within a larger public health framework that allows students to understand the relationships between language, power, and health in Spanish speaking communities in the United States. The course is divided into three modules. The first one introduces students to methods and techniques for describing the epidemiology and social epidemiology of illness in Latino communities in the U.S. These epidemiological perspectives are then applied to the study of the relationship between language, health care, and health. Students are exposed to epidemiological studies that consider language as a variable and they apply sociolinguistic principles to theorize patterns of systematic disadvantage of Spanish speakers within the U.S. health delivery system.

The second module introduces students to foundational concepts in health care administration and health policy. With this foundational knowledge, students interpret and analyze federal, state, and accrediting agency policies in health care organizations dealing with language use and language access. Students then apply sociolinguistic principles to assess the multiple intended and unintended consequences that emerge from the implementation of these policies. The third module introduces students to ethnographic theory and field methods and contextualizes ethnography within the fields of public health and sociolinguistics. With this foundational knowledge, students analyze and interpret exemplary ethnographic accounts of language barriers in health care. At the same time, they develop skills to carry out their own limited ethnographic

research within Spanish speaking communities. The course culminates in the development of a digital illness narrative project that we describe in greater detail in the following section.

The Digital Illness Narrative Project

Digital storytelling is a pedagogical tool in which students use multimedia tools including pictures, music, video, and narration to create a three-to-five-minute video that encapsulates a particularly salient event or story. Digital storytelling has been used in a variety of pedagogical contexts, and it has been found to play an important role in fostering higher-order thinking skills, developing student authorial voice, and helping learners to understand that knowledge is negotiable, contestable, and revisable (Brzoska 2009). In addition, it has been described as a powerful pedagogical tool for students to produce for audiences beyond the classroom, to position themselves and their stories in relation to other discourses, and to articulate heterogeneous positions in interdisciplinary dimensions of cultural critique (Oppermann 2008). In combination with Critical Race Theory, furthermore, digital storytelling has been described as a valuable tool for initiating conversations about "raced" experiences (Rolón-Dow 2011). Within this context, digital storytelling plays an important role in defying "the silencing of experience" that often occurs in institutional contexts (Alexandra 2008).

In undergraduate health science education, digital storytelling has also begun to gain traction as a powerful learning tool to develop critical thinking in clinical settings (Gazarian 2010) and to engage students in reflection (Sandars and Murray 2009). Digital storytelling enhances critical and reflective thinking by bringing stories to life and sharing them in compelling ways. In addition, this tool has been effectively used to enhance personal illness narratives (Das Gupta and Charon 2004), which consist of the narration of an illness by a student or a student's loved one. By describing their own experiences with illness, students learn to understand it in a more integrated way and thus develop a more empathetic clinical persona. Digital illness narratives combine the techniques of digital storytelling with the content and structure of the personal illness narrative.

Sociolinguistics and Latino Health provided students with an opportunity to explore the manifestation of language and power in health care settings through the digital illness narrative project. Through this project, students analyzed and interpreted the lived experience of language barriers in health care. The learners were asked to identify a person who had suffered an illness or injury in the United States and who did not speak English well. After identifying their subject and obtaining consent, students conducted a formal interview in which they collected information about the person's biography, the illness, the treatment, the effects, and the physical and emotional impact of not speaking English. Based on this information, students were required to write a two-page synthesis of the illness narrative. The synthesis consisted of (1) biographical data, (2) identification and explanation of the illness, (3) experiences in the health delivery system, (4) impact of those experiences, and (5) a critical assessment or evaluation of the story from the student's point of view. Upon completion and revision of the synthesis, students then proceeded to collect photos, music, video, and the recorded narration of their synthesis to create a digital illness narrative. Students uploaded their digital story to a class YouTube account and positively elected whether or not to make their video public or private.

The project was approached with a great deal of seriousness and solemnity. Students understood that the primary function of the digital illness narrative was to recognize and honor the courage and endurance of their interviewees. They also understood that, in many cases, the digital illness narrative was the only means through which the voices of those who had been silenced by not knowing English could be heard. This unique understanding of the goals of the project, furthermore, facilitated the accomplishment of the learning objectives associated with the use of digital storytelling. In what follows, we will describe some of the specific discoveries that students made in the development of their digital illness narratives and argue that these discoveries constitute a rich humanistic core within heritage language learning for specific purposes that uniquely benefits undergraduate students in health related degree programs.

The digital storytelling project essentially breaks down into five steps: planning, researching, fieldwork (interviewing), drafting, and digital assembling of video. A portion of the project involves traditional literacy

and academic research skills such as planning, researching, and drafting. The later stages of the project require students to use new technology. The use of new technology can offer great benefits in embracing the diversity in today's classroom. Cummins et al. (2007) offer evidence for some of the advantages new technology can provide when used to supplement intercultural learning by drawing on students' language repertories and acknowledging 'funds of knowledge'[1] in the home (González et al. 2005). The technological resources afford learners opportunities for deep processing of meanings, relating instruction to prior knowledge and experiences, and great involvement and identity investment (Cummins, Brown, and Sayers). All of these characteristics encapsulate the objectives of the *Learning by Design* pedagogy, thus establishing connections between this pedagogy and digital storytelling.

The main objective of the *Learning by Design* pedagogy is to enable the conditions for transformative learning to occur. In order to achieve this goal, the main premise is to incorporate students' personal background, language, culture, and community into the learning process, linking literacies that can be found ordinarily outside the school with those learned in the classroom (Kalantzis et al. 2005). The approach then allows students' subjectivities and positionalities to be taken into account leading to a more meaningful engagement with the content (Kalantzis and Cope 2012). With that, learners can draw on their 'funds of knowledge' (González et al. 2005) to enhance the literacies learned in school. *Learning by Design* thus emphasizes the acknowledgement of the value of home and community languages and cultures that enrich the learning process, and, in doing so, it facilitates the development of a sense of *belonging* in students with respect to their formal education, without which transformative learning is not possible (Kalantzis et al.).

Learning by Design's transformative learning is based on students' work within the four knowledge processes discussed previously—*experiencing*, *conceptualizing*, *analyzing*, and *applying* (Cope and Kalantzis 2015). Even though Cope and Kalantzis do not advocate a particular sequence in which these processes should unfold, the first one is usually *experiencing*. This is due to the fact that it taps into learners' previous knowledge and experiences, and therefore, it is an appropriate departure point to start making connections between the known and new, and to develop cross

connections into new domains. For example, in our project, when collecting the biographical data, students applied their previous personal and academic knowledge to relate with the patient at a personal level, and to collect enough information to develop a comprehensive testimony. They also used their academic experience to identify and briefly explained the illness. In this way, learners were able to tap into their experiences as students, future health care providers, and members of their community, all within the context of the health sciences, to complete their tasks.

Once the known and new connections had been established, our learners worked within the next knowledge process, *conceptualizing*, which required them to make generalizations based on evidence, allowing them to be conceptualizers and theory-makers. Through students' conceptualization activities, heritage languages and home cultures were reconceptualized within the context of the health sciences. This work was complemented by another important *Learning by Design* process, *analyzing*. Learners *functionally* and *critically* analyzed the interviewees' narratives, focusing on their language and the instances in which the role of language had been discussed, and, as a result of this analysis, they were able to explain the patterns of the pervasive impact of language on health. In addition, through their critical analysis, learners explored the motives of health care providers and health systems who seemed to be working against the patients. While learners examined cases of health disparities, through analysis and conceptualization, they drew conclusions about the instances when language and culture acted as a barrier, and they explored the causes and effects of how the illness had impacted a person's life.

The information gathered through this work provided learners with the resources to develop a critical assessment or evaluation of their patients' stories from their own point of view, and to write their syntheses. These resulted in discursive pieces that mimicked a "real world" situation, and in what Cope and Kalantzis (2015) would define as an instance of *applying appropriately*. Our learners also extended the application of their new knowledge and understanding to new and innovative contexts through the development of their hybrid digital stories. This was an example of *Learning by Design*'s *applying creatively* process because it involved students' "making an intervention in the world which [was] truly innovative and creative…with fresh and creative forms of action and

perception [a combination of multimodal ways of expressing meaning]" (Cope and Kalantzis 2009, 186). Essentially, the learners' digital stories became multimodal, innovative testimonials that encapsulated the application of students' gained knowledge and understanding of the health concerns of the community, and also, with the inclusion of a variety of modalities and resources, brought the humanities back into LSP instruction.

Discoveries of Language and Power in Digital Storytelling

Both the written syntheses and the digital illness narratives demonstrated a refined understanding of the symbiotic and inter-animating relationships between language, power, health inequity, and human suffering. Through these products, furthermore, we found that students began to link the lived experience of health inequity with their own investment in developing their heritage language (Norton 2000). We also found that through these projects, heritage languages and home cultures were re-conceptualized as significant sources of capital in eliminating health disparities and in righting personal and historic wrongs.

Upon watching the digital illness stories for the first time, we were struck by a sense of profound discovery. What we discovered and what the students telling the stories brought out in crystallizing fashion is that health disparity has a voice. This discovery was evident in a digital story that recounted the first pregnancy of one of our students.

> Mi primera mala experiencia que tuve aquí en los Estados Unidos fue durante mi primer embarazo. El doctor no hablaba español. Yo no hablaba inglés. Y no nos podíamos comunicar. Cuando se presenta el momento del parto, no está el doctor en la clínica, está un asistente. Yo estaba muy nerviosa y la muchacha me aplica una inyección para tranquilizarme. Y a los 30 minutos, la niña empieza a tener problemas. Deja de funcionar su corazoncito y fallece la niña.

> (My first negative experience that I had here in the United States was during my first pregnancy. The doctor did not speak Spanish. I didn't speak English. We couldn't communicate. On the day I was to give birth, the doctor was not in the clinic. The assistant was there. I was nervous and the girl gave me shot to calm me down. In 30 minutes, the baby began to have problems. Her heart stopped beating and she died.)

In this description, the narrator clearly linked the language barrier to adverse health outcomes. The health inequities resulting from language barriers were entrenched, furthermore, in feelings of profound pain. These voices were common in all of the digital stories that we collected and analyzed.

The digital illness narratives also tied health inequity to a history of cultural and linguistic repression. The narratives served as a vehicle for students to explore the historical roots of language inequality in the United States. One of the projects analyzed, for example, uncovered the somber legacy of Spanish language prohibitions in South Texas public schools in the 1940s and 1950s.

> Carmen Alejandro ha enfrentado problemas más serios que simplemente una enfermedad crónica – las barreras del lenguaje. A los seis años Carmen asistió a la escuela primaria Lincoln en Mercedes, Texas donde no se les permitía hablar absolutamente el español. "Para ir al baño teníamos que hacer así" [makes a hand gesture].
>
> (Carmen Alejandro has faced more serious problems than a chronic illness – she has faced language barriers. When she was six years old, she attended Lincoln Elementary School in Mercedes, Texas where she was not allowed to speak in Spanish. "To go to bathroom we had to do like this [makes a hand gesture]".)

Through this discovery, the narrator was able to link Carmen's experience of health inequity to a historically rooted condition of language repression. By highlighting the fact that language repression was used even to control a child's ability to go to the restroom, the narrator demonstrated that linguistic control is a form of control over the body. This symbiotic relationship between language, body, and health and its historical ground-

ing thus served as a mechanism for this student to make sense of the painful voices of health disparity that he uncovered.

Digital illness narratives also highlighted a system of self-deprecation in which patients who suffer the adverse consequences of language barriers demonstrate feelings of guilt and shame. Another digital story in our collection told the story of a patient struggling to control her diabetes. The student recounted:

> Cada noche recuerda lo que comió y si no siguió las instrucciones del doctor, le viene un sentimiento de culpa. Con el médico y enfermeros casi siempre es mucho regaño y crítica. Siente que no hay apoyo. Sólo castigos y amenazas. No hay un apoyo psicológico para lidiar con todas las etapas que pasó inicialmente y por las que sigue pasando con su enfermedad. Tiene pánico llegar a necesitar diálisis o una amputación. Lo ve muy lejano. Pero siente que esta enfermedad le ha enseñado a valorar más la vida.
>
> (Every night she recalls what she ate. If she failed to follow the doctor's orders, she begins to feel guilty. With the doctors and nurses it is always just scolding and criticism. She feels that there is no support. There is only punishment and threats. There isn't psychological support to deal with all of the phases she went through initially and the ones she is going through now. She panics that she might need dialysis or lose a limb. She sees it a ways away. But she feels like this illness has allowed her to value life more.)

In telling this story, the narrator discovered that fears of the negative consequences of the disease, dialysis and amputations in this case, were nurtured by a collaboratively constructed system of blame in which both health care providers and patients participated. Another student made a similar discovery in telling her mom's story and how she struggled to find care for her sister with severe autism, epilepsy, and schizophrenia.

> Es frustrante ver a mi hija en la situación que está y no tener una voz en este sistema para ayudarla. Me siento igual de impotente con los doctores. Las secretarias y enfermeras son muy groseras. Parecen que están frustradas porque no sé inglés. Y a veces se enojan porque llego un poco tarde a las citas. Pero muchas veces tengo citas con varios doctores el mismo día y si un doctor atiende a Michelle tarde, llego con el otro doctor tarde.

> (It's frustrating to see my daughter in this situation and to lack a voice in this system to help her. I feel equally impotent with the doctors. The receptionists and nurses are very rude. They seem frustrated because I don't speak English. Sometimes they get mad because I arrive a little late to my appointments. Many times I have appointments with more than one doctor on the same day and if one of them sees Michelle late, I am late to my next appointment.)

Here the storyteller noted that the health delivery system itself often creates situations in which patients cannot avoid blame. She also showed how this blame is internally attributed to not speaking English.

The discoveries that students made about language and power in creating these digital illness narratives provided opportunities for them to question previously held beliefs and assumptions. In reflecting on her mother's struggle with her autistic sister, the narrator stated the following:

> During the class we talked about compliance to doctor's orders. I'll be honest. I used to always blame the patient for not adhering to doctor's orders. But, it is always the patient's fault? I see how hard my mother tries to try to adhere to the doctor's orders in order to help my sister. But, as is often the case with non-English speakers, she is unable to receive the respect necessary to carry the orders out. Although many doctors subscribe to the blame the patient mentality, for some non-English speakers it seems like some orders are just out of reach.

Another student came to a similar realization in describing her best friend's struggle to save the life of her newborn baby.

> Con aproximadamente un 93% de la población latina e hispanohablante, es realmente una lástima que en El Valle haya tanta necesidad de doctores capacitados no sólo en medicina sino en lenguaje y cultura para darles a los pacientes un cuidado de calidad. Tal vez fue negligencia médica, tal vez sólo fue el plan de Dios. Mas la desesperación y amarga angustia que pasaba Gisela al no saber qué tenía el pequeño, pudo haber sido disminuido si tan solo los doctores le hubiesen dicho que estaban haciendo su mayor esfuerzo y no dejándola con la idea de que su bebé estaba siendo mal atendido.

> (With nearly 93% of a Latino and Spanish-speaking population, it is really a shame that in the Valley there is such a need for doctors who are trained not only in medicine but in language and culture to offer patients quality care. Maybe it was medical malpractice, maybe it was just God's plan. But the desperation and anguish that Gisela went through not knowing what was happening to her child could have been reduced if only the doctors would have said that they were doing their best instead of allowing her to think that her baby was not receiving adequate care.)

Through digital storytelling, therefore, students questioned previously held beliefs and raised new questions about the status quo. Some students recounted that their storytelling experience brought them to an impasse with the "blame the patient" mentality that they had always associated with doctors. Other students raised new questions about the lack of culturally and linguistically qualified health care providers in a health delivery system that services a population with over 90% of Spanish-speakers. Crucially, we believe that storytelling allowed students to consider different alternatives in the interpretation of health inequities and its relationship to language.

Lastly, the digital illness narrative project provoked students to make connections between the stories they had collected and their view of themselves as future health care professionals. In the story referred to earlier about the miscarried pregnancy, the student recorded the following word of advice from her mother:

> Y a todos los que quieren ingresar al servicio médico aquí en los Estados Unidos, yo les pediría que sean leales a su profesión, que sean humanitarios. No importa la raza, la condición de la persona, el estado. Que cumplan como médicos.

> (And to all of those who wish to enter the health professions here in the United States, I would ask you to be loyal to your profession, to be humane. A person's race, condition or economic status should not matter. You should live up to your calling as a doctor.)

The phrase "cumplir como médico" functions as a powerful ending to this story. It prompts the viewer to reconceptualize the health professions

as a fundamental humanitarian endeavor, and it highlights the personal responsibility of health professionals in providing culturally competent care. Learners are able to apply the knowledge attained from public health, health policy, and sociolinguistics, and then analyze it with their critical capacity, experiences, and cultural and language background. In this way, the digital illness narrative served not only to unearth oftentimes hidden stories of health disparity in the community but also to shape the professional identity and commitment of future health care professionals.

Discussion

The growing profile of HL learning and teaching in the United States has spawned a number of competing views about what exactly constitutes a heritage learner. Most definitions focus on the individual student's relationship to the language to be learned. A student who has been exposed to the language in informal or familiar settings but who has not had an opportunity to study it formally is often identified as an HL learner. Such definitions, however, are often found to be, at the same time, overly broad and overly restricted. Some individuals, for example, have been exposed to a language informally but do not consider themselves HL learners because they have no other vital link to the language. Other individuals, however, may have a very profound cultural and ancestral connection to the speakers of a language yet have not had the opportunity to be exposed to the language. An alternative definition proposed by Hornberger and Wang (2008) shifts the grounding of our conceptualization of heritage language learning. It proposes that "in the U.S. context, heritage language learners are individuals who have familial or ancestral ties to a particular language that is not English and who exert their agency in determining whether or not they are heritage language learners of that heritage language and heritage community" (27). While this definition successfully delimits the boundaries of HL learning within both historical and agential factors, it also provides a conceptual basis for the expansion of the goals of heritage language education (see Beaudrie et al. 2014). If heritage language learning is fundamentally about people's his-

tory and how they choose to orient themselves towards that history, then the goals of that learning must necessarily transcend the development of communicative abilities in the language. The historical understanding and reflexive identity negotiation that is foundational in HL learning must be exploited to achieve broader educational outcomes—those that can shape intercultural understanding, critical reasoning, and professional identity.

The digital illness narrative project described in this paper is one example of how HL education can successfully achieve these broader educational outcomes grounded in the *Learning by Design* pedagogy. The use of technology in a diverse classroom encourages students to relate to prior knowledge and experiences. As learners use the issue of health inequities to connect with their communities, they discover a series of underlying facets of their own histories. These discoveries not only illuminate the perception of language inequality and its connection to health disparity, but they also provoke students to question formerly held beliefs and to reshape their professional identity within the context of the historical experience of their community. The type of questioning that emerges from this project incites a level of growth that is difficult to emulate in any educational setting. It is the ability to draw on community connectedness, of course, that makes this growth possible. In this way, then, HL education for specific purposes rooted in a pedagogy of multiliteracies, such as *Learning by Design*, becomes an essential aspect not only of global citizenship, as argued by Nussbaum (2010), but also of professional identity and practice. If HL programs in particular and second language programs more generally can successfully replicate these outcomes, it will become clear that language education is needed now more than ever in "doing business in Asia, treating patients in Africa or helping resolve conflicts in the Middle East" (Summers 2012).

Conclusion

The persistent de-emphasis of the humanities in secondary and post-secondary education will have far reaching consequences for the nation and for the world. Language education, as we have argued here, plays an

important and often overlooked role in the humanities core. *Learning by Design* can be applied to highlight this role. In this paper, we have argued that recent trends in language education including LSP, HL education, and CSL can be unified in ways that powerfully elicit humanities content under a pedagogy that fosters transformative learning. The melding of *Learning by Design* and HL learning for the health professions offers the perfect solution to do so.

Through a detailed digital storytelling project that resulted from the combination of students' work in all of *Learning by Design*'s knowledge processes, learners in health science degree programs experienced significant personal and professional growth while gaining understanding and insight into the sociolinguistics of Spanish in the United States. Moving forward and based on our results, we are convinced that our language programs, both heritage and foreign, will need to make learning experiences such as the ones presented in this chapter explicit and obvious to higher education administrators, policy makers, and the public at large.

Notes

1. Moll and his colleagues (2009, 133) describe 'funds of knowledge' as "a historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being."

References

Alexandra, Darcy. 2008. Digital Storytelling as Transformative Practice: Critical Analysis and Creative Expression in the Representation of Migration in Ireland. *Journal of Media Practice* 9 (2): 101–112. doi:10.1386/jmpr.9.2.101_1.

American Academy of Arts and Sciences. 2013. The Heart of the Matter: The Humanities and Social Sciences for a Vibrant, Competitive, and Secure Nation. http://www.humanitiescommission.org/_pdf/hss_report.pdf

Anderson, Jim, and Vicky Macleroy. 2016. *Multilingual Digital Storytelling: Engaging Creatively and Critically with Literacy*. London: Routledge.

Beaudrie, Sara M., Cynthia Ducar, and Kim Potowski. 2014. *Heritage Language Teaching: Research and Practice*. New York: McGraw Hill.

Brzoska, Karen Lynn. 2009. *Shaping Our World: Digital Storytelling and the Authoring of Society*. Unpublished doctoral dissertation, California State Polytechnic University, Pomona.

Cope, Bill, and Mary Kalantzis. 2009. Multiliteracies: New Literacies, New Learning. *Pedagogies: An International Journal* 4: 164–195. doi:10.1080/15544800903076044.

———. 2015. The Things You Do to Know: An Introduction to the Pedagogy of Multiliteracies. In *A Pedagogy of Multiliteracies: Learning by Design*, ed. Bill Cope and Mary Kalantzis, 1–36. London: Palgrave Macmillan.

Cummins, Jim, Kristin Brown, and Dennis Sayers. 2007. *Literacy, Technology, and Diversity: Teaching for Success in Changing Times*. Boston: Pearson.

Das Gupta, Sayantani, and Rita Charon. 2004. Personal Illness Narratives: Using Reflective Writing to Teach Empathy. *Academic Medicine* 79 (4): 351–356.

Gazarian, Priscilla K. 2010. Digital Stories: Incorporating Narrative Pedagogy. *Journal of Nursing Education* 49 (5): 287–290. doi:10.3928/01484834-20100115-07.

González, Norma, Luis Moll, and Cathy Amanti. 2005. *Funds of Knowledge: Theorizing Practices in Households, Communities, and Classrooms*. Mahwah: Lawrence Erlbaum Associates.

Hornberger, Nancy H., and Shuhan C. Wang. 2008. Who Are Our Heritage Learners? Identity and Biliteracy in Heritage Language Education in the United States. In *Heritage Language Education: A New Field Emerging*, ed. Donna M. Brinton, Olga Kagan, and Susan Bauckus, 3–35. New York: Routledge.

Kalantzis, Mary, and Bill Cope. 2012. *Literacies*. Cambridge: Cambridge University Press.

Kalantzis, Mary, Bill Cope, and the Learning by Design Project Group. 2005. *Learning by Design*. Melbourne: Victorian Schools Innovation Commission and Common Ground Publishing.

Leeman, Jennifer, Lisa Rabin, and Esperanza Román-Mendoza. 2011. Identity and Activism in Heritage Language Education. *The Modern Language Journal* 95 (4): 481–495. doi:10.1111/j.1540-4781.2011.01237.x.

Martínez, Glenn A. 2010. Medical Spanish for Heritage Learners: A Prescription to Improve the Health of Spanish Speaking Communities. In *Building Communities and Making Connections*, ed. Susana Rivera-Mills and Juan Antonio Trujillo, 2–15. Newcastle upon Tyne, UK: Cambridge Scholars Press.

Martínez, Glenn A., and Adam Schwartz. 2012. Community Development and Heritage Language Teaching. Paper presented at the First International Conference on Heritage and Community Languages. National Heritage Language Resource Center, University of California at Los Angeles.

Moll, Luis C., Cathy Amanti, Deborah Neff, and Norma Gonzalez. 2009. Funds of Knowledge for Teaching: Using a Qualitative Approach to Connect Homes and Classrooms. *Theory into Practice* 31 (2): 132–141.

Norton, Bonny. 2000. *Identity and Language Learning: Gender, Ethnicity and Educational Change*. Harlow: Longman.

Nussbaum, Martha Craven. 2010. *Not for Profit: Why Democracy Needs the Humanities*. Princeton: Princeton University Press.

Oppermann, Matthias. 2008. Digital Storytelling and American Studies: Critical Trajectories from the Emotional to the Epistemological. *Arts and Humanities in Higher Education* 7 (2): 171–187. doi:10.1177/1474022208088647.

Petrov, Lisa A. 2013. A Pilot Study of Service-Learning in a Spanish Heritage Speaker Course: Community Engagement, Identity, and Language in the Chicago Area. *Hispania* 96 (2): 310–327. doi:10.1353/hpn.2013.0033.

Rivera, Tomás. 2003. *…Y no se lo tragó la tierra*. Houston: Arte Público Press. (First published 1971).

Rolón-Dow, Rosalie. 2011. Race(ing) Stories: Digital Storytelling as a Tool for Critical Race Scholarship. *Race Ethnicity and Education* 14 (2): 159–173. doi: 10.1080/13613324.2010.519975.

Sandars, John, and Christopher Murray. 2009. Digital Storytelling for Reflection in Undergraduate Medical Education: A Pilot Study. *Education for Primary Care* 20 (6): 441–444. doi:10.1080/14739879.2009.11493832.

Summers, Lawrence H. 2012. What You (Really) Need to Know. *The New York Times*. http://www.nytimes.com/2012/01/22/education/edlife/the-21st-century-education.html. Accessed 1 Apr.

Valdés, Guadalupe. 1995. The Teaching of Minority Languages as "Foreign" Languages: Pedagogical and Theoretical Challenges. *Modern Language Journal* 79 (3): 299–328.

Glenn Martínez (martinez.474@osu.edu) is Professor of Hispanic Linguistics and Chair of the Department of Spanish and Portuguese at The Ohio State University. His research and publications focus on language policy, Spanish in the United States, heritage language teaching and learning, and language and health care.

Karmin San Martín is a PhD Candidate at The University of Texas at San Antonio.

5

Community Service Learning, *Learning by Design*, and Heritage Learners: A Case Study

Diana Ruggiero

Introduction

This chapter addresses the relevance of service learning and the Multiliteracies pedagogy *Learning by Design* for the teaching of Spanish to heritage language learners (HLLs) through the discussion of the Creating Community, Engaged Scholarship (CruCES) project. Funded by a University of Memphis capacity building grant, the CruCES project brought together students from SPAN 4703 (an upper-division Spanish class for specific purposes [SSP] and community service learning [CSL] course); Caritas Village and the Centro Cultural Latino de Memphis (local non-profit organizations); and local community leaders and artisans in service of the ethnically diverse Binghampton neighborhood of Memphis, TN. The purpose of the project was to collaboratively design and support self-sustaining microeconomies centered on the arts (e.g., music, visual arts, fashion, and accessory design). Throughout the course

D. Ruggiero (✉)
University of Memphis, Memphis, TN, USA

© The Author(s) 2018
G.C. Zapata, M. Lacorte (eds.), *Multiliteracies Pedagogy and Language Learning*,
DOI 10.1007/978-3-319-63103-5_5

of a semester, students engaged in a critical and reflective multimodal journal activity that involved digital storytelling, written student reflections, and self-generated questions for critical inquiry and further reflection. As the majority of the students participating in the CruCES project were HLLs, this chapter will specifically address the outcomes of the project as they relate to HLLs and heritage language (HL) teaching.

The CruCES project arises, in part, from the need to provide language students with applied service learning opportunities that will build and reinforce language abilities while allowing for meaningful engagement with local communities in the target/heritage language. It also reflects a growing recognition among second language (L2) faculty, department chairs, and administrators for a broader, more encompassing, and more responsive pedagogical framework that addresses the changing needs of students, local communities, and institutions of higher learning in today's increasingly diverse and interconnected world. In addition, CSL, as well as the broader project of Languages for Specific Purposes (LSP), though not historically conceived as such, fits within and reflects the concerns and objectives of the *Learning by Design* pedagogy. This chapter ultimately argues for a consideration of CSL and LSP as particular approaches that reflect the tenets of *Learning by Design* and are well suited to answer the diverse and particular needs that HLLs bring to class.

CSL, *Learning by Design*, and HLLs

Academics, L2 educators, and administrators alike increasingly recognize the value of CSL as a pedagogical framework well suited to meeting the demands of today's and tomorrow's educational, social, economic, and political challenges. As many LSP scholars note, CSL provides multiple academic, professional, and personal benefits to students, including, among others, strengthened language abilities, specialized language acquisition, professional and career training and networking, increased motivation for language learning, and improved self-esteem (Abbott and Lear 2010; Barreneche 2011; Ebacher 2013; Grassi et al. 2004; Lear and

Abbott 2009; Petrov 2013). In addition, CSL offers local service organizations and communities needed assistance, whether in the form of language or other skills, and it can result in a more cohesive integration of theory and practice through students' purposeful L2/HL application in a real-world setting (Barreneche 2011; Carracelas-Juncal 2013; Lear and Abbott 2009; Zapata 2011). CSL not only allows L2 and HL educators to fulfill the communities' goal area of the ACTFL's *World-Readiness Standards* (NSCB 2015), but also advances ACTFL's objective of fostering intercultural/intercommunicative competence and preparing global citizens.

As a pedagogical framework, CSL likewise reflects the pedagogical objectives of the *Learning by Design* approach to education. Specifically, CSL allows for the integration of the various knowledge processes and epistemologies identified and discussed by Bill Cope and Mary Kalantzis (2015). Thus, through a well-designed CSL project integrating reflective assignments such as journals and portfolios, and collaborative and creative opportunities for exploration and creation, students are able to (1) experience the known and the new; (2) conceptualize by naming and with theory; (3) analyze functionally and critically; and (4) apply appropriately and creatively (Ibid.). As Cope and Kalantzis (Ibid., 32) note, "Knowledge is not [just] the stuff that ends up in our minds. It's what we do and make." CSL projects, such as the one discussed in this chapter, thus provide L2 and HL educators with an effective way of materializing the tenets of the *Learning by Design* pedagogy to benefit HLLs.

The advantage of the *Learning by Design* framework for HLLs, explored in this edited volume (see Chap. 1 for an introduction to the framework), is in part related to its recognition of the multiplicity of ways in which learning and knowledge are enacted, learned, encoded, transmitted, and embodied in today's world (Cope and Kalantzis 2015; Paesani et al. 2016). The need to broaden the focus of education beyond the written word and traditional classroom to encompass other ways of knowing, creating, and conveying knowledge speaks to HLLs, who may have perhaps been previously exposed to other culturally validated ways of knowing and being in the world as a result of their unique cultural heritage. Yet, and perhaps more importantly, *Learning by Design* is also relevant to

L2 education and HLLs in particular because of its recognition that learning is social, and therefore, language, culture, and identity are at the forefront of the learning process (Cope and Kalantzis 2000, 2009).

Indeed, HL scholarship recognizes and emphasizes the significance of identity and culture for HLLs and HL education (Beaudrie and Ducar 2005; Beaudrie et al. 2014; Beaudrie et al. 2009; Carreira and Kagan 2011; He 2006; Leeman 2015). As a motivational factor, HLLs are often drawn to study their HL language and learn more about their cultural heritage as a result of their relationship to that language and culture (Carreira and Kagan 2011; Wong and Xiao 2010; Wu et al. 2014). HLLs are also likely to further develop their own cultural identity as a result of language study and exposure to different identities subsumed under the umbrella of the target language group (national, regional, ethnic, racial, etc.). Indeed, exposure to different national and regional cultures as well as to individuals of different socioeconomic backgrounds, races, genders, and other identity categories is most beneficial to HLLs in that it forces them to critically and reflectively examine their own language use and cultural identity, thereby allowing them to grow in their intercultural competence (Beaudrie et al. 2014). Though culture may be integrated in any number of ways into the L2/HL classroom, including through study abroad (Ibid.; Lange and Paige 2003), CSL provides a unique opportunity for meaningful intercultural engagement that, designed within the scope of the *Learning by Design* framework, may have significant benefits for HLLs' identity formation and intercultural competence, as suggested by the extant literature on the topic (Carracelas-Juncal 2013; Magaña 2015; Martinez and Schwartz 2012; Petrov 2013; Thompson 2012).

The next sections of this chapter provide information about the establishment of a CSL and LSP project grounded in the tenets of the *Learning by Design* pedagogy. The first section focuses on the institutional background behind the initiative, and on the academic factors that guided its design. This is followed by an analysis of the connections between *Learning by Design* and the activities that were included in the project. The final two sections discuss the significance of the initiative for HLLs, and conclude the chapter.

The CruCES Project: Institutional Background and Design

Background

During the fall 2015 semester, students enrolled in SPAN 4703, an upper-division SSP course integrating CSL at the University of Memphis, took part in the CruCES project. The project involved the participation of 15 undergraduate students; the local non-profit organizations Caritas Village and El Centro Cultural Latino de Memphis; faculty from across the University of Memphis; volunteers not associated with the class; and community members from the West Binghampton neighborhood of Memphis. Together, they collaborated toward the development of sustainable microeconomy projects centered on the arts that would benefit the ethnically, culturally, and linguistically diverse population of West Binghampton.

Located between Sam Cooper Boulevard and Poplar Avenue to the North and South and Highland Avenue and East Parkway to the East and West, the neighborhood of West Binghampton is home to a diverse immigrant population that includes individuals and families originating from Latin America (in particular, Central America), the Caribbean, East Asia, and Africa, among other regions. Many of these immigrants are drawn to the area as a result of its central location, affordable housing, access to public services, and proximity to other immigrants from the same country or region. These immigrants work toward integration within an already historically ethnically diverse community that has known a high degree of economic depression and crime-related problems. Meeting the challenges of this community, however, is Onie Johns and the community center known as Caritas Village (CV).

CV was founded by Johns in 2005 with the intention of providing the people of West Binghampton with basic health, education, and culture-related services (e.g., free health screenings, language classes, art classes, reading groups, informational sessions) as well as a space for service work and community building. Situated at the corner of Harvard Avenue and North Merton Street, the organization's two-story building includes, on

the first floor, a restaurant, a central dining area, a play area for children, a lounge with books to share, a public piano, and a small office, and, on the second, a spacious, multipurpose room with stadium-like seating along its length. The building also features a community garden and green picnic area. Unique sculptures, paintings, murals, photographs, and signs displaying expressions and words like "Love Never Fails" and "Unity" (many made by local artists) decorate CV's interior and exterior areas, giving newcomers a sense of what this organization is about. CV is frequented by many within the local community, but also by students and faculty from neighboring Rhodes College and the University of Memphis, as well as by others interested in helping and sharing in CV's mission, including organizations such as El Centro Cultural Latino de Memphis. Given its location, mission, and affiliation with El Centro, CV became the primary site for student engagement with the community of West Binghampton in the CruCES project.

Project Design

In collaboration with CV and El Centro Cultural Latino de Memphis, the CruCES project was designed to meet various community needs. These included developing alternative economic opportunities and models for local immigrants, celebrating the diversity of Binghampton's population, and bridging cultural differences. The ultimate goal of the project through these endeavors was to better integrate local immigrants within the Binghampton community, and, thereby, build a close-knit community through the celebration and sharing of culture. It was determined that small group, collaborative, arts-based projects led by skilled and knowledgeable community leaders would meet the desired objectives and goals of the initiative. In addition, students and community leaders would participate in various workshops, lessons, and community discussion forums dealing with leadership, community, community service, economics, and marketing.

As the CruCES project was integral to the course design of SPAN 4703, class time was evenly divided between the University of Memphis campus and learners' work at CV. On Tuesdays, students met in a classroom on campus to discuss assigned readings and issues related to the project. Thursdays were reserved for field work, which involved

participation in various workshops, lectures, discussions, and events. Once community leaders were identified, students were divided into groups and each group was then assigned to a community leader. Students worked in collaboration with community leaders to identify and develop specific projects. The arts-based projects drew upon the respective cultural knowledge and skills of the community leaders in question. As a result, and even though "arts" in this project was broadly defined to include the fine arts, the projects realized by the groups encompassed a range of fashion accessory design items, many of which were made from recycled materials (e.g., necklaces and rings made of lime and orange peels using indigenous Andean techniques [see Figs. 5.1 and 5.2], scarves made of recycled fabrics fashioned after a type of African scarf). The students were also responsible for helping the community leaders procure materials, develop, market, and sell the art products at the arts fair held at CV at the end of the semester. Proceeds from the sales went toward helping the community leaders invest in their entrepreneurial endeavors and to CV, to be returned to the community in the form of the numerous health, educational, and cultural services.

Fig. 5.1 Students working with group leaders to make lime-peel necklaces

Fig. 5.2 Completed lime-peel necklace

Beyond class time designated to the project, students were also expected to contribute additional service hours in the community and to participate in a World Café-style discussion forum as well as in lectures and workshops on various topics related to the project. For example, as part of these duties, many of the students served as Spanish language interpreters for the free health screenings held at CV on Tuesday evenings. Others chose to dedicate their additional hours to the project and their community leaders during the evenings or weekends. In addition, learners helped facilitate and lead the World Café discussions (held at CV and open to the general public) on issues related to community and community service. Lastly, students and community leaders benefited from the expertise of several faculty members and community guests who presented and/or led workshops and discussions on various topics, such as leadership, photography, culture, economics, and sales and marketing.

In addition to actively participating in the project itself, students maintained a multimodal reflection journal, which they submitted bi-weekly. The journal assignments consisted of three parts: digital photographs (i.e., "digital storytelling"), a traditional written, reflective

journal entry, and self-generated questions. Students were instructed to take digital photographs of any aspect of the project that they found meaningful and relevant. The written reflective journal entries were likewise open-ended so as to allow students to reflect on personally meaningful experiences. Learners were also asked to generate three to five questions per journal that either emerged from their experience or they felt were relevant to the project. The purpose of the journal was to allow students to reflect on their experiences. It also served as a means of assessing student's involvement and work in the project, and the development of their linguistic skills in Spanish.

The CruCES Project and *Learning by Design*

The CruCES project design reflects the instructional aims, methods, and knowledge processes that characterize the *Learning by Design* pedagogy. First of all, the project's emphasis on community, the arts, and oral traditions allowed students to engage with and negotiate between a multiplicity of socially and culturally situated texts created by individuals of diverse backgrounds. Since some of these community members shared ethnic, linguistic, and cultural similarities with the students, the project also established connections between learners' academic work and their personal lives. Another important aspect of the CruCES initiative is that it brought art and art making to the foreground, which facilitated students' exposure to and work with a way of knowing and meaning making beyond the printed text. The connection between classroom and experiential learning that resulted from this project helped students to work within *Learning by Design*'s four knowledge processes. The next sections provide specific examples of the relationship between *Learning by Design* and the CruCES project.

Experiencing

Cope and Kalantzis (2015) identify two forms of situated learning that factor into the learning process: *experiencing the known* and *experiencing*

the new. In general, these two processes are the first ones because they facilitate the connection between learners' personal background and new, formal (i.e., academic) knowledge, which is fundamental for transformative learning to take place. That is, in order for learners to feel a sense of *belonging*, "formal learning [needs to] engage with the learner's experiential world" (Kalantzis et al. 2005, 37). *Experiencing the known* first "builds upon the learning resource of [learners'] everyday and the familiar, [their] prior knowledge, community background, personal interests and perspectives and individual motivation" (Cope and Kalantzis 2015, 18), and in doing so, it establishes the initial steps in the learning process. With the support of what is *known*, students can then *experience the new*, which involves their exposure to new, but related knowledge. As a CSL project integrated within a Spanish language course, the CruCES initiative constantly relied on students' personal backgrounds and experience with language and culture while they became immersed in a new, but somewhat familiar context:

> Me gustaron mucho porque me recuerdan a cada uno de nosotros. La razón por cual esta clase es tan divertida es porque nos deja ser más de lo que somos. Esta clase nos ha ayudado a ser más humanos y aprender a cómo hacer cosas en las cual yo no haría tan seguido.
>
> (I liked them very much because they make me think of each one of us. The reason why this class is so fun is because it allows us to be more than what we are [as individuals]. This class has helped us to be more human and to learn how to do things that I would not do on a regular basis.)

As it can be seen in the comment above, written by one of the participating HLLs in her multimodal reflection journal, the project provided a space for learners to bridge their *known* and *new* experiences. This was significant for the HLLs because they could see similarities with their previous experiences, and they drew upon their existing cultural heritage, identity, and knowledge of the Spanish language to process their new experiences. The students' new experiences, in turn, also informed their understanding of their own personal and cultural identity, and they contributed to their personal growth.

Conceptualizing

The next knowledge process in the *Learning by Design* pedagogy is *conceptualizing*, which Cope and Kalantzis (2015) define as an active process consisting of two steps, *conceptualizing by naming* and *with theory*, and that involves identification, comparison, and categorization. By engaging in these two types of processes, students connect practice with theory, and begin to illuminate deeper meanings. As the fundamental link that facilitated the connection between classroom learning and those activities that were situated in field experiences, conceptualizing factored significantly in the CruCES project. Specifically, students actively engaged in the process of conceptualization in the act of reflecting upon their experiences and establishing links between them and more abstract, theoretical concepts such as those related to the significant role that belonging to a specific cultural community and speaking their specific language might play in complex, immigrant realities. This is clearly illustrated in the following comment, expressed by one HLL:

> When a person knows more than one language, they are able to help people who do not have that skill by translating for them. Interpreters often have better understanding of the cultural norms of the community. They are in a good position to advise [outsiders] on culturally appropriate ways to interact with the community members.

By engaging in the *conceptualizing* process, learners began to link the concepts related to languages for specific purposes and service learning discussed in course readings, with their experience in the community itself. They also seemed to have developed a high degree of sensitivity toward cultural and linguistic identity, and similarities and differences (social, economic, cultural, ethnic, etc.) among different members of their community, including themselves.

Analyzing

The knowledge process defined by Cope and Kalantzis (2015) as *analyzing* requires students to work at two levels of analysis: (1) a *critical* level, in

which they are expected to reflect on the reasons why a given object, action, idea, or representation might have been produced (e.g., considering the author's intention, ideologies, audience), and (2) a *functional* level, which involves a focus on the functional features (e.g., language, organization) that might characterize a specific type of text (printed or belonging to other modalities, such as visual or video). In the CruCES initiative, students applied both critical and functional analyses in their constant reflection on features of their specific language use, the interactions they had with different members of the community, the forms of communications in which they engaged, and general cultural/social issues.

For example, culture was central to most HLLs' analyses. When reflecting on the cultural issues they noticed in their field experiences, students focused on critical aspects such as identity, social and economic factors, and the role of the arts in overcoming social and cultural differences. The following quote clearly shows an instance of such analysis. In it, one HLL connects the art project created by his/her community leader, originally from Africa, to the distinct set of cultural values and unique social conditions that might have affected the artist's ideas and work:

> [Marta] ingeniosamente ve la oportunidad y el potencial de convertir lo [sic] en algo nuevo y diferente. Lo que mas [sic] me gusto [sic] es que ella dijo no siempre necesitas dinero para hacer dinero, puedes usar tu creatividad para producir de dinero. Y es que esta forma de pensar solo se puede dar cuando has experimentado escasez y has aprendido a valorar hasta las cosas mas [sic] sencillas.
>
> ([Marta] ingeniously sees the opportunity and potential to convert that [the recycled material] into something new and different. What I liked the most is that she said that you do not always need money to make money, you can use your creativity to produce money. And this way of thinking can only develop when you have experienced need and have learned to appreciate even the simplest things.)

Participating in CruCES placed students in a unique position of privilege relative to the community, and their interaction with individuals belonging to different socioeconomic groups, and with different life experiences, allowed them to develop a critical awareness of social and immi-

gration issues that they would not have otherwise recognized. The awareness and knowledge that resulted from the conceptualizing and analyzing processes, and the personal connections and transformation that had been initiated in the experiencing stages prepared students for the final two stages of their learning process: applying appropriately and creatively.

Applying

As with the other learning processes, Cope and Kalantzis (2015) distinguish between two types of applications: *appropriate* and *creative*. The first type involves the use of new knowledge in the production of a project connected to a real-world context, whereas the resulting product reflects the characteristics of the instructional resources included in the learning process. The second kind is less limited, and it is expected to result in a creative and innovative product. In other words, it requires a degree of innovation. Both applications, however, entail transformation of knowledge, as both are situated in real-world contexts and are therefore unpredictable in their outcomes. In the context of CruCES, students applied their knowledge both appropriately and creatively throughout the duration of the project. The collaborative nature of the initiative required students to apply their knowledge of language, culture, immigration, Latino identity, service learning, and interpersonal communication in appropriate, yet innovative ways. Similarly, the creative focus of the individual group/community leader projects demanded that students apply their knowledge base in new and creative ways to collaboratively meet the challenges of the project. The end result of this knowledge process, in this case, was the art products themselves, and through their work, HLLs learned that their academic and personal potential was bounded only by their ability to think creatively.

Project Significance for HLLs

We believe that the HLLs experienced significant personal and academic growth as a result of participating in the CruCES project, especially with respect to the use of their HL and their understanding of identity and

differences (cultural, ethnic, socioeconomic, etc.), the concepts of community, community service learning, and the arts as a form of knowing, being, and building a close-knit community. That is, throughout the project, all of the HLL participants commented on how the CSL experience had had an impact not only on their academic knowledge, but also on their personal lives. For example, one HLL reported improvement in her language abilities and a newly gained self-confidence, both of which resulted in more successful interactions with others:

> Estoy creciendo como líder y como persona, y lo puedo sentir. Estoy creciendo en confianza con el idioma español y la comunidad. Mi gramática española obviamente todavía necesita ayuda… A causa de mi nueva confianza, puedo expresar mi opinión. Entro a clase emocionado por un nuevo día en vez de miedo por lo que esta [sic] a punto de ser ensenado [sic] a la clase.
>
> (I am growing as a leader and a person, and I can feel it. My [self]confidence in the Spanish language and with the community is growing. My Spanish grammar obviously still needs help… As a result of my new confidence, I can express my opinion. I'm excited to be in class instead of being afraid of what is about to be taught in the class.)

Similarly, another HLL noted his growth in confidence as a Spanish speaker, which also positively affected his ability to use that language with others, outside of class:

> Si eh [sic] cambiado un poco. Mientras la clase sigue avanzando mas [sic] ánimos me entran de convivir con todos y diferentes personas . . . Eso me ayudado mucho cuando es tiempo de hacer actividades en clase oh [sic] Caritas. Me hace sentir un poco cómodo porque lo voy practicando mas [sic] día a día y los nervios se me han quitado cuando es tiempo de actuar. Ahora, en cada clase trato de hablar mas [sic] con los compañeros de clase y pedir opiniones sobre tareas y trabajos en la clase. También en el publicó [sic] ya sea en la farmacia o supermercado trato de ser amigable y saludar con lo mas [sic] mínimo a la gente que esta [sic] en el mismo lugar que yo.
>
> (Yes, I have changed a little. As the class advances, I am filled with even more desire to interact with everyone and different people. . . This has helped me a lot when it is time to do activities in class [the university

classroom] or Caritas. It makes me feel a bit more comfortable because I practice it [Spanish] more day by day, [interacting with others] and the nerves have left me when it is time to act. Now, in class I try to speak more with my classmates and ask opinions over assignments and projects related to the class. Also, in public, whether in the pharmacy or at the supermarket, I try to be friendly, at least greeting people who are in the same place as I am.)

These changes were also evinced in the gradual increase in active student interactions in Spanish, in both the classroom and the field, that manifested as the semester progressed and learners became more and more involved in the project. This phenomenon was captured most profoundly in the learners' digital photographs, which showed evolving and deepening relationships among the students and the community of people at CV. By the end of the semester, HLLs expressed an earnest desire to continue their relationships with one another and with the friends they had made at CV. Another important outcome of the class, and perhaps the most significant and in direct relationship with the *Learning by Design* pedagogy, was the personal transformation revealed in the deep understanding of the social value of service learning that most students developed, as it is illustrated in this quote:

> [This experience] leaves a lasting and even changing effect on your personality. I have come to realize that these services play a major role in reshaping your attitude. My pictures from the beginning are similar to the ones I have now but the way that I view and interpret them are different.

The value of the arts as a way of knowing, being, and building relationships within a community, grounded in the *Learning by Design* knowledge processes, was also made apparent to HLLs over the course of the semester. As they began working with community leaders on the individual group projects, students became aware of differences in perceptions of art, its connection to everyday life, and its capacity to become a vehicle for unifying a community. Over the course of the semester, CV patrons from the surrounding Binghampton community began to interact with the student groups, sometimes watching and asking questions and at other times joining in and helping with the art projects. HLLs noted how

this collaboration and their active involvement in the art projects became a way for facilitating dialogue and for building relationships.

Conclusion

The CruCES project proved to be a transformative experience for the participating HLLs. As observed in their journals, students reported an increase in self-esteem and self-confidence not only in their Spanish language skills, but also in their ability to engage and interact and work with others in the classroom and in their field experiences. They also demonstrated a higher degree of sensitivity toward cultural and socioeconomic differences as well as a keen awareness of their cultural identity and their role as active participants within the community. Journal entries also indicated that HLLs clearly recognized the value of collaboration, community building, and the role of language and the arts in bringing people together and bridging differences (linguistic, cultural, racial, etc.). In addition, they became acutely aware of the impact of the service learning experience on their own personal transformation. This much was due, in part, to the design of the project itself, which allowed for the privileging of alternative texts and ways of knowing as well as for endless opportunities for connections between personal experiences and formal learning championed by the *Learning by Design* framework. Though all students benefited from participation in the CruCES project, HLLs in particular experienced significant gains in their self-esteem and confidence as Spanish users.

The value of CSL to HL pedagogy, and its relevance for Multiliteracies pedagogies, such as *Learning by Design*, cannot be overstated. Through the in-depth involvement in the community made possible by students' participation in CSL, concepts such as immigration, citizenship, marginalization, language and identity, community, and service learning are made present, accessible, and relevant in learners' daily lives. And a well-designed and balanced CSL project such as CruCES can facilitate students' understanding, analysis, and application of the multiplicity of meanings conveyed through different behaviors, actions, texts, and other socially constructed symbols and symbolic interactions. Learners can also start to see the various ways in which those symbols and meanings are

intersubjectively constructed and negotiated in the context of lived social interaction. In this way, students involved in CSL can move from experiencing and bridging prior knowledge with new knowledge, to conceptualizing and analyzing those experiences relative to abstract theoretical concepts, and to applying in appropriate and creative ways their new understanding and knowledge.

For HLLs, the rewards go beyond linguistic gains to encompass an increase in self-awareness, self-esteem, and linguistic confidence. In addition, through their exposure to difference in society, be it ethnic, cultural, linguistic, socioeconomic, or otherwise, HLLs are more likely to learn to value their own cultural identity and heritage upon critical reflection. Placing HLLs in a learning context wherein they can begin to see themselves and be seen as assets to, rather than a burden on, their local community can have a transformative effect. Indeed, in the case of the CruCES project participants, this translated into a keen desire on the part of the HLLs to continue with community engagement in some capacity well beyond the classroom. A renewed valued was, thus, also conferred upon education, their college degree, and their studies in Spanish.

The positive outcomes of the project presented in this chapter allow for the establishment of a connection, though not originally conceived as such, between CSL and the aims and objectives of the *Learning by Design* pedagogy. Since, as shown in this work, CSL can embody the tenets of this pedagogy, it will likely become an indispensable method in fostering and advancing it. At the same time, *Learning by Design* can greatly inform and transform CSL as it is currently practiced in many institutions in the United States.

References

Abbott, Annie, and Darcy Lear. 2010. The Connections Goal Area in Spanish Community Service-Learning: Possibilities and Limitations. *Foreign Language Annals* 43 (2): 231–245. doi:10.1111/j.1944-9720.2010.01076.x.

Barreneche, Gabriel Ignacio. 2011. Language Learners as Teachers: Integrating Service Learning and the Advanced Language Course. *Hispania* 94 (1): 103–120. http://www.jstor.org.ezproxy.library.tamu.edu/stable/23032088

Beaudrie, Sara, and Cynthia Ducar. 2005. Beginning Level University Heritage Language Programs: Creating a Space for All Heritage Language Learners. *Heritage Language Journal* 3 (1): 1–26.

Beaudrie, Sara, Cynthia Ducar, and Ana Maria Relaño-Pastor. 2009. Curricular Perspectives in the Heritage Language Context: Assessing Culture and Identity. *Language, Culture and Curriculum* 22 (2): 157–174. doi:10.1080/07908310903067628.

Beaudrie, Sara, Cynthia Ducar, and Kim Potowski. 2014. *Heritage Language Teaching Research and Practice*. New York: McGraw Hill.

Carracelas-Juncal, Carmen. 2013. When Service-Learning Is Not a 'Border-Crossing' Experience: Outcomes of a Graduate Spanish Online Course. *Hispania* 96 (2): 295–309. doi:10.1353/hpn.2013.0061.

Carreira, Maria, and Olga Kagan. 2011. The Results of the National Heritage Language Survey: Implications for Teaching, Curriculum Design, and Professional Development. *Foreign Language Annals* 44 (1): 40–64. doi:10.1111/j.1944-9720.2010.01118.x.

Cope, Bill, and Mary Kalantzis. 2000. *Multiliteracies: Literacy Learning and the Design of Social Futures*. London: Routledge.

———. 2009. Multiliteracies: New Literacies, New Learning. *Pedagogies: An International Journal* 4: 164–195. doi:10.1080/15544800903076044.

———. 2015. The Things You Do to Know: An Introduction to the Pedagogy of Multiliteracies. In *A Pedagogy of Multiliteracies: Learning by Design*, ed. Bill Cope and Mary Kalantzis, 1–36. London: Palgrave Macmillan.

Ebacher, Colleen. 2013. Taking Spanish into the Community: A Novice's Guide to Service-Learning. *Hispania* 96 (2): 397–408. doi:10.1353/hpn.2013.0064.

Grassi, Elizabeth, Daniel Hanley, and Daniel Liston. 2004. Service-Learning: An Innovative Approach for Second Language Learners. *The Journal of Experimental Education* 27 (1): 87–110. doi:10.1177/105382590402700107.

He, Agnes Weiyun. 2006. Toward an Identity Theory of the Development of Chinese as a Heritage Language. *Heritage Language Journal* 4 (1): 1–28.

Kalantzis, Mary, Bill Cope, and the Learning by Design Project Group. 2005. *Learning by Design*. Melbourne: Victorian Schools Innovation Commission and Common Ground Publishing.

Lange, Dale L., and R. Michael Paige. 2003. *Culture as the Core: Perspectives on Culture in Second Language Learning*. Greenwich: Information Age.

Lear, Darcy, and Annie Abbott. 2009. Aligning Expectations for Mutually Beneficial Community Service-Learning: The Case of Spanish Language Proficiency, Cultural Knowledge, and Professional Skills. *Hispania* 92 (2): 312–323. http://www.jstor.org/stable/40648364

Leeman, Jennifer. 2015. Heritage Language Education and Identity in the United States. *Annual Review of Applied Linguistics* 35: 100–119. doi:10.1017/S0267190514000245.

Magaña, Dalia. 2015. From Pedagogy to Communities: Issues Within and Beyond the Spanish Heritage Language Classroom. *Studies in Hispanic and Lusophone Linguistics* 8 (2): 375–388. doi:10.1515/shll-2015-0014.

Martinez, Glenn, and Adam Schwartz. 2012. Elevating 'Low' Language for High Stakes: A Case for Critical, Community-Based Learning in a Medical Spanish for Heritage Learners Program. *Heritage Language Journal* 9 (2): 37–49.

Paesani, Kate, Heather Willis Allen, and Beatrice Dupuy. 2016. *A Multiliteracies Framework for Collegiate Foreign Language Teaching*. Boston: Pearson.

Petrov, Lisa A. 2013. A Pilot Study of Service-Learning in a Spanish Heritage Speaker Course: Community Engagement, Identity, and Language in the Chicago Area. *Hispania* 96 (2): 310–327. doi:10.1353/hpn.2013.0033.

The National Standards Collaborative Board. 2015. *World-Readiness Standards for Learning Languages*. 4th ed. Alexandria: Author.

Thompson, Gregory Lynn. 2012. *Intersection of Service and Learning: Research and Practice in the Second Language Classroom*. Charlotte: Information Age.

Wong, Ka F., and Yang Xiao. 2010. Diversity and Difference: Identity Issues of Chinese Heritage Language Learners from Dialect Backgrounds. *Heritage Language Journal* 7 (2): 153–187.

Wu, Ming-Hsuan, Kathy Lee, and Genevieve Leung. 2014. Heritage Language Education and Investment Among Asian American Middle Schoolers: Insights from a Charter School. *Language and Education* 28 (1): 19–33. doi:10.1080/09500782.2013.763818.

Zapata, Gabriela C. 2011. The Effects of Community Service Learning Projects on L2 Learners' Cultural Understanding. *Hispania* 94 (1): 86–102.

Diana M. Ruggiero (dmrggero@memphis.edu) is Assistant Professor of Spanish at the University of Memphis where she specializes and develops courses in Spanish for the Professions and Service Learning. Ruggiero received a Strengthening Communities Capacity Building grant for her SPAN 4703 service learning project, CruCES. Her work on Languages for Specific Purposes, foreign language pedagogy, and Afro-Latino history and culture has been published. Ruggiero is also interested and engaged in heritage learner research.

6

Positional Identities, Access to Learning Opportunities, and Multiliteracies: Negotiations in Heritage and Non-heritage Spanish-Speaking Students' Critical Narratives

Hayriye Kayi-Aydar

Introduction

Heritage language learners (HLLs) are defined differently in the literature, and other labels, such as *dual language learners* or *bilingual learners*, are also used sometimes to describe them, although there are still nuances in their meanings. In this chapter, a HLL refers to "a student of language who is raised in a home where a non-English language is spoken. The student may speak or merely understand the heritage language and be, to some degree, bilingual in English and the heritage language" (Valdés 2005, 412). Even though I adopt this definition in this chapter, I want to emphasize that it is not a rigid definition and "there is no universal understanding of just what the terms 'heritage language' and 'heritage language learner' mean" (Leeman 2015, 103). Indeed, given the diverse nature of individuals' linguistic background, proficiency, and societal status among

H. Kayi-Aydar (✉)
University of Arizona, Tuscon, AZ, USA

© The Author(s) 2018

G.C. Zapata, M. Lacorte (eds.), *Multiliteracies Pedagogy and Language Learning*,
DOI 10.1007/978-3-319-63103-5_6

many other factors, identifying the boundaries becomes difficult. Both "heritage language" and "heritage language learner" as concepts are fluid and maybe a bit ambiguous. Furthermore, my goal is not to categorize or label language speakers or users in any way. Indeed, as a second language user myself and a scholar who has been researching and writing on the topic of identities for several years, I believe that language learners have and should have the freedom to self-identify themselves as they wish. It is rather problematic to impose certain identities on them, especially because, as research shows, the identities assigned to those learners have direct consequences for their classroom learning (e.g., Abdi 2009; Cho 2014; Jee 2016; Merrills 2015).

Although the *identities of HLLs* is a research topic that has received attention quite recently, the body of research has grown quickly. Studies have focused on not only different education levels (e.g., K-12, higher education, etc.) but also multiple language contexts (e.g., Chinese, Korean, Spanish, Turkish, etc.). It is beyond the scope of this chapter to provide a thorough and comprehensive synthesis of that literature. Since this chapter deals with heritage Spanish speakers in university settings comparing their experience to those of their non-HLL peers, it will focus only on studies on the identities of HLLs in higher education contexts. This limited and yet growing literature has mostly focused on Spanish heritage learners' cultural, ethnic, and linguistic identity negotiations in Spanish language classrooms. For example, in a recent study, Showstack (2015) examined how one instructor, Layla, positioned herself and her students differently while navigating between two competing discourses in an intermediate Spanish heritage language (SHL) classroom. While Layla aimed to teach "Standard Spanish" to help students achieve academic success, she struggled to legitimize home linguistic practices or controlling the classroom linguistic norms by defining what is acceptable or unacceptable in the Spanish language. She corrected the students when they used language that she did not consider to be acceptable within the linguistic norms of the class. This resulted in her positioning herself as an authority with respect to linguistic "correctness," which devalued certain features of language that the students brought with them to the classroom.

In an earlier study, Showstack (2012) examined classroom discourse in two Spanish language courses for Spanish-English bilingual students

at a large university in central Texas in order to examine how participants constructed their linguistic and cultural identities by using the language. Showstack observed that certain students constructed essentialized social categories by describing different kinds of people and by making value judgments about their own cultural and linguistic backgrounds. In some contexts, they associated value with hybrid cultural experiences, but they also presented the legitimacy of their linguistic repertoires as questionable, constructing themselves as not being "legitimate speakers." Participants' construction of the legitimacy of certain language varieties and the speakers of those varieties was related to how they sometimes constructed an essentialized notion of Hispanic identity and positioned themselves and others within or outside of this identity.

Heritage Spanish-speaking students' educational, social, and individual challenges and struggles in college Spanish classrooms and the impact of those on their identities were examined also by Felix (2009). Thirty-nine adult HLLs enrolled in Spanish beginner and intermediate classes in various community colleges took a survey followed by nine focus groups and semi-structured interviews. The results indicated that HLLs felt inadequate and embarrassed due to some preconceptions voiced by instructors and fellow students. The classroom activities specifically designed for the monolingual English speakers seemed to prevent HLLs from reinforcing and expanding their repertoire of literacy skills. HLLs expressed feelings of empowerment when confronted with honing literacy skills in Spanish. Yet, they were not encouraged to explore higher-level cognitive skills in Spanish often. Felix concludes highlighting the necessity and importance of an educational philosophy and pedagogies that affirm the heritage language as a springboard for learning, increased self-awareness, and validation of identities.

A few other studies have used only surveys to explore different aspects of Spanish-speaking heritage students' identities. A study by Beaudrie et al. (2009) focused on the link between Spanish-speaking heritage students' identity and culture, more specifically the impact of heritage instruction on students' cultural identity. The researchers designed a lengthy survey to assess SHL pedagogy from the students' perspective. The survey was carried out with students in all the classes and levels of

one of the oldest SHL programs in the United States. The results indicated that the term "Hispano," a translation of the term "Hispanic," was selected as a self-identification label by the majority of the respondents. The term "Hispanic," as translation of "Hispano," instead of "Latino," was the most commonly used in students' open-ended answers. Researchers concluded that students who enroll in SHL classes for the first time may develop a more concrete sense of their cultural identity in relation to the society of the United States as they progress in the course series. In another survey study conducted much earlier, Villa and Villa (1998) examined the relationship between self-identification labels and self-reported language use, among other factors, of students who self-selected into Spanish for Native Speakers (SNS) courses. The goal of the study was to gain a better understanding of certain identity features of students with heritage learner (HL) skills. The survey results indicated that there existed a correlation between certain labels and self-reported language use. Those who employed a label which represented the country of origin tended to have the strongest self-reported language skills, while those who used a label which identified more with an ethnic group tended to report less Spanish language use. That is, being a "Mexican" implied having the ability to speak Spanish, but being "Hispanic" suggested this ability to a lesser degree.

Leeman (2015, 106) argues that "large scale surveys such as these are an efficient means for providing a sense of student demographics, experiences, and opinions, all of which can prove extremely useful for program design and administration. However, designing survey questions that reflect HLLs' sense of their own identity is extremely challenging, if not impossible." This reasonable observation along with the limited number of studies on the identities of Spanish HLLs in post-secondary contexts clearly demonstrate a need for additional research that looks at identities of this particular student population in different contexts and using varying research designs and methodologies. The research presented in this chapter is an attempt to address this need. Building on previous studies, this work adds to the growing literature on HLLs' identities by specifically focusing on the positional, narrative identities of heritage and non-heritage students in a doctoral program in Hispanic linguistics.

Positioning, Identity, and Membership

Davies and Harré (1990) use the term *position* to refer to presentations of self in communicative situations. By assigning a position to another individual (interactive positioning), people deny or give rights to others to do or not to do certain things. Individuals can also position themselves (reflexive or self-positioning), and as they discursively position themselves and others (Korobov and Bamberg 2004), they (co)construct and (re)shape their identities. Davies and Harré (1990) state that positioning is the dynamic construction of personal identities. Therefore, analyzing positioning in written and oral discourse is a way of uncovering participants' identities. Narratives, in particular, are a "primary site of identity construction" (Deppermann 2013, 1) as narrators constantly position themselves and others while narrating events, stories, or personal experience.

In an educational context, positioning becomes particularly important as how students are positioned can influence their participation, in terms of how rights and duties are distributed, and classroom membership, as positioning activities "contribute to answer the questions 'who am I' and 'who are you'" (Deppermann 2013, 66). For example, in a study by Abdi (2009), a Spanish heritage speaking student, Pat, was not positioned as Hispanic by her instructor in a college Spanish class due to her limited Spanish-speaking abilities and her reluctance to speak the language. Consequently, during class activities, Pat was perceived and positioned as non-Hispanic and assigned tasks accordingly. Unlike Pat, Yolanda, another Spanish heritage speaker in a similar study (Merrills 2015), was positioned as a Spanish expert by her teachers even though she was hesitant in the Spanish expert role and unwilling to use her Spanish language knowledge to help her classmates. As her teachers in the 9th and 10th grade continued to position her as a Spanish expert, Yolanda began to support her peers, second language (L2) learners of Spanish, with more confidence by translating and responding to their questions. Over time, Yolanda took the initiative to help her peers with Spanish and English, engaged in discourse that showed critical thinking, and communicated with confidence about what she wanted to convey in her writing in

Spanish. Her teachers took advantage of the full repertoire of linguistic multicompetence skills that Yolanda and other HLLs brought to the classroom and positioned them in powerful ways, which greatly supported their language learning experience. As seen from these two studies, the ways in which the HLLs were positioned had consequences for their language learning, identities, and participation in the classroom environment.

Participation is an "encompassing process of being active participants in the practices of social communities and constructing identities in relation to these communities" (Wenger 1998, 4). Therefore, participation, as Wenger argues, is "both a kind of action and a form of belonging. Such participation shapes not only what we do, but also who we are and how we interpret what we do" (Ibid., 4). Participation, positioning, and identities are therefore intertwined in complex ways, influencing one another. In order for the process of learning to be effective or "most personally transformative" (Wenger 1998, 4), learning must involve engagement in and contribution to the practices of the communities of practice. Wenger (1998, 149) argues that

> Developing a practice requires the formation of a community whose members can engage with one another and they acknowledge each other as participants. As a consequence, practice entails the negotiation of ways of being a person in that context.

In this study, positioning is used both as a theoretical framework and methodological tool to understand heritage and non-heritage Spanish-speaking students' identity constructions and negotiations in their academic program and how Multiliteracies pedagogies shaped them as well as their access to learning opportunities.

Learning Opportunities and Multiliteracies

In this chapter, learning opportunities refer to any cognitive or metacognitive activity that is likely to lead to an increase in knowledge or skill (Crabbe 2003, 2007). Thus, negotiating meaning in a discussion is a

learning opportunity, as is processing comprehensible input or getting direct feedback on one's own use of language. According to Crabbe (2003, 22),

> learning opportunity is a term that is neutral as to who seeks or provides the opportunities, unlike terms such as instruction or delivery, and as to where those opportunities might be available. This aspect of the concept allows a teacher to consider the learner's role in seeking opportunities and the teacher's role in encouraging that opportunity seeking. In short, the notion of opportunity is compatible with the goal of supporting and fostering learner autonomy within instructional curricula.

Multiliteracies pedagogy offers a wide array of learning opportunities to language learners. In the writings of the New London Group (1996), the term "multiliteracies" is described as an approach to literacy pedagogy that particularly focuses on the growing significance of cultural and linguistic diversity as well as the influence of new communications technologies. Rowsell et al. (2008, 110) state that Multiliteracies pedagogy recognizes that there is a diversity of language forms and many types of literacy, and hence "it is inappropriate for schools to focus on 'a singular, canonical' language form such as formal written English," and all modes of communication should be acknowledged, valued, and supported in schools. In their description of a pedagogy of Multiliteracies, Cope and Kalantzis (2015, 3) state that

> the Multiliteracies notion sets out to address the variability of meaning making in different cultural, social or domain-specific contexts. This means that it is no longer enough for literacy teaching to focus solely on the rules of standards forms of the national language.

They further argue that in adopting a Multiliteracies approach, such as *Learning by Design,* teachers should bring "multimodal texts, and particularly those of the new, digital media, into the curriculum and classroom" (Ibid., 3). By enhancing traditional literacy pedagogy, the *Learning by Design* framework is known to foster a greater appreciation of literacy in classrooms and it enables students to feel more involved as

a wide range of literacies are recognized and supported. "Through immersion in the real, everyday stuff of the world" (Kalantzis and Cope 2005, 75), learners *experience* the language. Experiencing involves listening to, reading, and writing texts using a multitude of designs and multimodal genres. Drawing on Kalantzis and Cope (2005), López-Sánchez (2016, 68) states that "when experiencing, one draws from 'the known'—prior knowledge and familiar experiences—while confronting unfamiliar and new information and situations ('the new')." Experiencing the new can help learners construct new identities or renegotiate the existing ones in order to adapt to the changes in their instructional environment.

For HLLs, a learning environment supported by the *Learning by Design* multiliteracies framework means the opportunity to renegotiate their ethnic and cultural identities and have a voice through different literacies because this framework "emphasizes the multiplicities of languages, genres, and modalities" (Kumagai and López-Sánchez 2016, 3) and "puts this multiplicity at the center of the curriculum, while also honing learners' agency all with the goal of generating active and dynamic transformation" (Ibid., 3).

Based on the tenets of the multiliteracies pedagogy *Learning by Design* (e.g., Cope and Kalantzis 2009; Kalantzis et al. 2010; Kalantzis and Cope 2012), the current study attempts to address the following research questions: (1) How do heritage and non-heritage Spanish-speaking students position themselves in relation to the Spanish language? (2) How does *Learning by Design* shape access to learning opportunities in the classroom environment for heritage and non-heritage speakers? Unlike the majority of the studies that investigated the linguistic, cultural, and ethnic identities of speakers in Spanish language classrooms, this study was conducted in a doctoral program where all participants had already completed their formal Spanish language learning. By focusing on a different context and comparing and contrasting the participants' socio-historically situated experiences and identity constructions, the study will hopefully become a significant contribution to the literature.

Methods

Participants and Setting

The participants in this study were seven graduate students (five female and two male) enrolled in a Ph.D. program in Hispanic Linguistics at a southwestern university in the United States. The program provides training in Spanish phonetics, phonology, morphology, syntax, sociolinguistics, applied linguistics, and language teaching. One of these participants, Sarah (all names are pseudonyms), self-identified herself as a heritage speaker of Spanish. Sarah started to learn Spanish at a very early age mostly from her grandmother who only spoke Spanish. Sarah's mother chose to not communicate in Spanish in the family as Sarah explained, "because my mom was born in the United States in the sixties so people weren't very friendly to other languages or people that looked different." Sarah started to formally learn the Spanish language in 8th grade. Another heritage speaker participant in the study was Carla whose father spoke both Spanish and English. However, Carla lost her father in an accident when she was in her early teens. Although this unfortunate incident negatively affected her exposure to Spanish, it increased her passion, love, and personal connection toward the language. The next participant in the study, Anastasia, had no exposure to or contact with Spanish until 7th grade when she started to learn it in school. Anastasia self-identified as both a non-native speaker and heritage speaker:

> Now I teach both L2 learners and I teach HLLs, and I identify as both because I first learned as a L2 learner. Had no other language backgrounds in my family, but then, having lived abroad so early in language learning experience, I uhm yes, I had Spanish classes in Mexico, but I was learning the language through immersion and being there and through context. Ever since then, it's been more expanding knowledge through that language, but not necessarily learning the language. I identify as both. When I'm with my heritage students, I say, "I've had similar experiences. Not the same, but similar." When I'm with my second language learners, I've had those experiences, too.[1]

In this chapter, I decided to analyze Anastasia's data under the "non-native speakers" group for three main reasons: (1) Anastasia did not fit into the definition of heritage Spanish speaker adopted in this chapter, (2) her linguistic background was different from those of Sarah and Carla, and (3) she did not fit into the definition of heritage Spanish speaker adopted by the institution where this study took place.[2] Joshua was the other non-native speaking participant in the study. He started to learn the language in high school in the United States. The three other participants, Miguel, Martina, and Sofia were native speakers of Spanish. Miguel was born and raised in Mexico and came to the United States for graduate school. Martina and Sofia were born and raised in Spain, and like Miguel, they also came to the United States to attend graduate school. All participants were students in the Ph.D. program, and at the time of the study they were all teaching assistants in the Spanish for Heritage Learners program at the same university. The demographic information about the participants is summarized in Table 6.1.

The narrative study was initiated to investigate how these students learned and used Spanish in educational contexts and the role that *Learning by Design* could play in their positioning and identity with respect to Spanish. These individuals' considerable achievement in pursuing their doctoral work in Hispanic linguistics motivated my desire to focus on their linguistic strengths and identity negotiations. I recruited the research participants through an email sent to the program director. The program had 12 Ph.D. students at the time of the study, and 7 students responded to my email, indicating interest to participate in the study.

Table 6.1 Demographic information about the participants

Participants' names (pseudonyms)	Gender	Age	Country of origin	Language affiliation
Sarah	F	Mid-20s	U.S.	HSS
Carla	F	Mid-20s	U.S.	HSS
Anastasia	F	Mid-20s	U.S.	NNSS
Joshua	M	Mid-20s	U.S.	NNSS
Miguel	M	Mid-20s	Mexico	NSS
Sophia	F	Mid-20s	Spain	NSS
Martina	F	Mid-20s	Spain	NSS

Data Collection and Analysis

The seven participants in this study were interviewed once. The interviews were audio recorded and transcribed verbatim. I was aware that one round of interviews with my participants would not allow me to fully understand how the *Learning by Design* framework could shape their graduate learning nor their teaching of Spanish. I therefore particularly focused on (a) their positioning in relation to the Spanish language and (b) their classroom learning/teaching experience, in particular, their experience with digital literacies, an important principle of the *Learning by Design* pedagogy. Thus, the purpose of the semi-structured, in-depth interviews was to understand how heritage and non-heritage speakers of Spanish constructed identities, positioned themselves and others, and how their identity constructions and negotiations limited or increased their chances to gain access to learning opportunities in the graduate program.

The interviews elicited the participants' linguistic autobiographies, which Pavlenko (2007, 165) defines as "life histories that focus on the languages of the speaker and discuss how and why these languages were acquired, used, or abandoned." Merriam (2009) argues that in semi-structured interviews questions are used flexibly, some specific data are required from all respondents, and the largest part of the interview is guided by a list of questions or issues to be explored. The questions I asked were broad and focused on the participants' educational background, language learning and teaching experience, interactions with their professors, peers, and students in the doctoral program, and classroom practices (e.g., the use of technology, etc.). As participants narrated their experience and related stories, I asked follow-up questions, which varied in each interview. All of the interviews took place in my office on campus on different days during the same month in the same academic semester. The average length of the interviews was an hour and 23 minutes.

After the interviews were transcribed, I developed common data categories via recursive and multiple reviews of the data. After reading all interview transcripts, I coded the first interview transcript, which included jotting down codes in the margins and identifying and highlighting segments that stood out. The codes were in the form of

words or short phrases and included either participants' own words, my words, or concepts from the theoretical framework or literature. This coding process was completed in light of my research problem statement. The next phase included going over these codes, grouping the similar ones, and forming categories. As I engaged in this phase, I used colored markers and assigned a different color to each category. As I worked with the data, I refined my categories (e.g., combining, eliminating, revising etc.). For example, *positioning self* and *positioning peers* emerged as two categories. I then identified tentative themes. *Positioning self and positioning peers as competent users of the language*, for instance, became one of the major themes. These themes were retained for further examination or eliminated due to lack of significant data evidence. Additionally, I carefully reviewed the data for negative cases that served to disprove an emerging theme or to provide alternative perspectives on key issues. I applied the steps described above to each interview transcript, constantly going back and forth to refine codes, categories, and themes. Once this entire phase was over, I employed the constant comparison method (see Merriam 2009) to find out the differences and similarities between the three groups of student participants (heritage, native speaker, and non-native speaker) in terms of their positioning, identity negotiations, and overall experience in the graduate program. This phase simply included a comparison of categories that emerged from the first phase of analysis, but that comparison was done among three groups of participants. Recursive analysis of the data yielded the following themes.

Discussion

The goal of this study was to understand, in light of the *Learning by Design* framework and positioning theory, how heritage and non-heritage speakers of Spanish in a doctoral program in Hispanic linguistics positioned themselves in relation to the Spanish language and gained access to learning opportunities in their program, and how the *Learning by Design* pedagogy shaped, if at all, their positional learner and teacher identities. Although my participants were not language learners themselves, they still negotiated their linguistic identities as speakers of English and Spanish in the

doctoral program. They also constructed and negotiated teacher identities as they taught Spanish in the heritage program. In the following section, I present the findings that emerged from the data.

Positioning Self and Peers as Competent Users of the Spanish Language

Both heritage and non-heritage Spanish-speaking students recursively positioned themselves and their peers as *competent, legitimate users* of Spanish language regardless of the *varieties* that they spoke. In the following excerpt taken from the interview with Miguel, he describes how all varieties are valued in the program:

> I think we all have kind of like a pride for our own variety of Spanish. People from Spain often talk about the Real Academy of Spanish, which is very natural because they have it there. It was born there. It's a whole institution that we feel its weight everywhere else. We know it exists. It has a certain force everywhere in the Spanish-speaking world, but it's not the same with other countries. For example, with Mexico we just have a lot of pride in our own variety of Spanish, the culture. Yeah, I mean, you can notice when you're speaking with somebody from Mexico, even if it's not the same region, we start using more slang. When you hear a group of Spaniards speaking, you can hear they're using their own slang. It's really accepted. It's welcomed to use. There's no frictions or anything.

Miguel was aware of the different status each variety of the Spanish language had and seemed to accept those status differences. Yet, this acceptance did not mean that he felt less positive about the variety he spoke. He not only emphasized how proud he was about his own variety but also how all varieties were accepted and valued by others. For Sofia, "it was just interesting to see a different type of Spanish," and she felt her peers and professors in the program were always open to discussing these differences:

> Sometimes with the Spanish professors, we would say something they would say "Well, you have to know here we don't say that". We would have

> funny discussions about how Spaniards say something, words in Spanish that are different here. Always from a respectful atmosphere I think.

Sofia's comment above, like Miguel's reflection, also indicates that the differences were not subtle but explicit and respectful. Unlike the heritage speakers in other studies (e.g., Felix 2009; Leeman 2005) who devalued their own variety as being not proper, Carla and Sarah highly valued the varieties they spoke and were not discouraged from speaking Spanish in different academic communities. Carla stated that even though they knew about the differences in the language use among professors and peers in their program and felt comfortable discussing them, no particular speaker was positioned to have more power over another:

> It's a lot of fun to have a professor who is from Spain who has a different vocabulary and makes different sounds and everything and so that's really, it's not that one is raised above another but we do talk about, we'll go around as we're talking about sounds and so we say okay, the way you say it is going to be like this but then she'll have somebody from Southern Spain read something out and say okay, listen to the way he's talking and hear how this is different. It's used as a tool really. It's helpful when you're in a class about the sounds of language to have people from all over the place. It makes everything we're studying a lot more concrete.

As seen from her comment above, Carla perceived the differences in her peers' language use as a learning opportunity in her phonology and phonetics class. Obviously, as doctoral students in a program focusing on linguistics, these students were all aware of the current status of the Spanish language and socio-historical background of it. This awareness and knowledge is clearly reflected in Sofia's comments below:

> We are all studying sociolinguistics so we're all brainwashed that that shouldn't be something that has to be said. That's why we are linguistics students. Hopefully, we'll know that there's no "You're using the correct Spanish, you're using the wrong Spanish." No one corrects anyone unless we are joking [inaudible 00:20;18] in the context like, "No, no, that's wrong." In the classes or anything, no never. One would never correct anyone.

All participants, but mostly the heritage speaking students, Carla and Sarah, transferred and valued the differences into their heritage language classrooms. The comments from Carla below indicate how she integrated those into her teaching:

> I speak I guess I have a lot more of a Mexican influence in the Spanish that I speak and but I do point out, we just finished yesterday, I just gave the exam on Chapter eight and the theme was chebe, chili for my students and they had a lot of vocabulary words that were South American vocabulary words for foods that are not the same as they are in Central and North America. It's all based on indigenous languages and so we had a lot of fun. […]You know, trying to making them aware that even if you go just to a different part of Mexico or Peru, there are going to be massive differences. More enjoying the differences than driving one in a certain direction.

As teachers, it was important for these participants to teach their students that the differences existed in terms of the varieties, word choice, or language use. It was equally important for them to teach such differences in the best neutral way possible, without putting more emphasis on or favoring one variety over another. Similar to the comments above, Sarah also highlighted that the varieties are accepted and appreciated in the program, but when it came to writing, she said there was an emphasis on academic Spanish:

> Even within the same country you can have so many different dialects of the language. I wouldn't say that one is valued more within the program. They definitely stress having the ability to write academically. I would say that if anything is valued, it's making sure that you know how to write academically not only in Spanish, but in English, especially for like publishing purposes. As far as valuing, I mean we understand that because linguistically we talk about the values, especially like in sociolinguistics classes or heritage classes, the values are the differences in how it plays out socially. […]As far as like what is stressed to us, it's making sure that you have the knowledge of academic. That's a reality.

Both groups of students felt supported by their professors and peers in the Hispanic linguistics program. Joshua who learned Mexican Spanish

stated "I learned kind of like Mexican Spanish and then so most of my professors are from Spain but there's never really been a problem or anything. The professors have never said anything to me about language differences." If they ever lacked access to classroom talk or other learning opportunities, it was not because of their language abilities but their content expertise. Even then, they took it as an opportunity to learn from others and construct a professional identity.

Conflicting Positional Identities in Relation to the Academic Register

In the graduate level program, participants reported that no one seemed to feel superior to another or felt excluded due to the language use, abilities, or varieties spoken. However, both groups of students struggled with *constructing an academic writer identity* in their L2 (Spanish or English). Heritage and non-native speaking students were required to write academic papers in Spanish in all courses in the program whereas others were required to write them in English. This experience enabled both groups of students to fully understand what it meant to be an L2 writer and in a way minimized differential power relations. Even though constructing an L2 writer identity was not smooth for the participants, they also perceived it as an opportunity to grow professionally and construct a powerful professional identity.

The sharp contrast between academic versus non-academic language especially in the context of writing is evident in Anastasia's statements below:

> Yeah. Yeah. There's no whitewashing of spoken varieties. Yeah. We all come at it with what we naturally would say. I don't self-monitor about using certain like using the vosotros form. That's not something that I use for my verbal conjugations, but speaking with somebody who does, the whole point of understanding language is knowing that they do, and I understand what it means. […] In our written work, it makes sense, a push for an academic, more formal Spanish because when we do write in Spanish, which is not all the time, we are writing with intent to publish. That may not be an actual publishable paper, but it's with that practice in mind.

> Code switching is not really allowed in papers, unless it's to show an illustration or something like that. That's where whitewashing of dialects would come through, is in that academic form of writing. Again, it's because of the ultimate audience of being in a journal or in a presentation or something.

The conflicting identities these participants constructed in relation to writing became more visible in their narratives in which they narrated anecdotes from their classrooms that they taught as teaching assistants. Although they all recognized and appreciated *different varieties of Spanish* and valued diversity in their classrooms, they believed that it was important for any Spanish-speaking student to write *academic, standard Spanish*. For some participants, this meant an identity negotiation. The struggle was stronger in the narratives of native speakers in the heritage language classrooms. The conflicting identities are clearly seen in the following narrative by Martina:

> I actually love diversity and I teach in the heritage program and I always say at the very beginning of the class, even though it's a Spanish class, I love code-switching and they can code-switch as much as they want. […]My variety of Spanish is from Canaria Islands. I have my way of speaking and I have my way of saying things, but it doesn't mean that this is how they should talk in my class. They come with Spanish already, use the Spanish they know, and the Spanish they know is influenced by English so use English, as well. I love diversity and I love the fact that Spanish from the United States is so rich on so many levels that I love to hear in the classes. Then when I have to grade, it's so hard because I don't want to diminish anything that comes in their writings but sometimes it's like, this is very informal, you have to be more formal in a way. This is very controversial and we have had this discussion in the heritage pedagogy class, because I don't want to impose anything to them. On the other hand, it's academic environment so they should be more academic. How they should be more academic, I don't know yet. It's very difficult to grade for me.

Although Martina appreciated differences in the Spanish language use in the classes she taught as a teaching assistant, she did not seem to know how those differences could still be accepted and supported in academic

writing. Her struggle became stronger in the context of assessment as she did not seem to be sure what types of proficiency her students would need to show. She expected them to demonstrate their knowledge of the academic register, and yet, merging the academic language with all other varieties of Spanish, without changing the inclusive and supportive nature of her classroom practices, was a challenge. Similarly, Sofia had to renegotiate her identities in the HL classroom where she taught Spanish:

> It's been challenging for me sometimes because I come from the Spanish mind and we think that in Spain Spanish, it's very very standard. In college, I mean. When you go to college they ask you to be very standard and write things in a certain way. I've had a hard time knowing that I can't do that to my students. Not because I want to do that to my students but sometimes when you say, "Well, no you shouldn't say this," because they are in the class to learn that they shouldn't write that way but sometimes I feel like I shouldn't be telling them this because it's the way they speak. I can't tell that what they are writing is wrong but at the same time, they are taking the class for me to tell them what they are writing is wrong. It's challenging for me, that sense. For a native Spanish speaker because my heritage speakers are native speakers because they grew up from birth, learned speaking both Spanish and English or just the Spanish and then English later. They are native speakers. It's kind of like sometimes, for me, controversial because I don't want to offend anyone because it's how they speak and it's their dialect and it's as good as mine but at the same time, they are there to learn. They ask me like, "No, no, no. I want you to correct me because I know I say things that are not correct." I have a hard time with that. Since I am from Spain, I feel like more awkward about it because I feel like if they had a teacher from their background, like another heritage speaker, maybe they will feel better like more equal. I don't want them to feel like I feel superior because I am a native speaker from Spain or things like that.

Sofia was negotiating identities at different levels. Coming from an academic background where standard Spanish was highly valued, she had a hard time in addressing the diverse linguistic needs of her HLLs whom Sofia positioned both as HLLs and native speakers. She appeared to be concerned about the possible power differentials between her, as a native

speaker, and her HLLs. Even though she did not assign herself a more superior position, she seemed to be concerned that her students might. Her perceived, different identity positions between herself and her students seemed to restrict her autonomy or agency as she did not seem to know the best ways to assess her students' writing without offending or insulting them. Sofia also recognized and positioned her HLLs as native speakers, which seemed to restrict her decisions regarding assessment and evaluation of their language performance. Among all participants, heritage speaking students, Sarah and Carla, seemed to be more certain and flexible regarding the pedagogical choices that they made in their HL classrooms. Sarah explained how important it was for her to understand the background and goal of her students:

> A lot of times we talk about those expectations that I want them to feel comfortable using the Spanish that they use on an everyday basis, but at the same time they also have to understand, you know, we're in school obviously so if their desire is to continue using Spanish in an academic setting, that they also have to learn that academic Spanish what is going to be used if they want to go to a conference and present a paper, if they want to continue and get a master's in Spanish or continue …We kind of talk about the realities of those situations, but a lot of times that might not be their goal. Their goal is maybe to strengthen their fluency. Their goal is to be able to talk to their grandparents. Their goal is to be able to watch a TV show in Spanish. We have to gauge those types of things with the students and get that feedback from them. "How do you want to use your Spanish after this class," because if all I do is teach them grammar, then what have they learned? How are they going to use it outside of the classroom? For me, that's the biggest thing. I try to see, well … gauge the classroom, "What is your goals for after this class?" Then try to insert a little bit of everything. […] We talk a lot about United States Spanish and we talk a lot about identity. Sometimes I'll top in a little bit in English.

Sarah's comment above highlights another important feature of the *Learning by Design pedagogy*, which is *getting to know learners* in order to create an inclusive curriculum. Drawing from a broad array of activities and genres, it seemed that Sarah "aligned with her students and validated their linguistic practices" effectively (Showstack 2015, 356).

Experiencing the Old

Although all participants reported how different varieties of Spanish were used and valued in their graduate level courses, the integration of digital multiliteracies into those courses was almost non-existent. Obviously, *Learning by Design* involves more than the use of multimodal resources, and yet the use of those in order to address diverse needs of learners in classrooms is an important principle in this pedagogy. All the participants mentioned the use of power points that professors used for lectures to share an article or document with the class, but as Sofia mentioned, in most classes that they took, there was "no technology at all" while in others "technology's not that present." Likewise, the use of digital media was rare in the classes that they taught. Their classes included lab-time, but they did not seem to be prepared to use this time effectively. Sofia described her experience:

> To be honest, I just use them because we have to go to the lab that day. It's a lab day that day. The department director imposes that somehow. There's a day that is in the lab, you have to go. Since I'm there, I'm like okay, "I'm just going to use the computers." Sometimes I don't know with the computers, to be honest. I'm not that tech savvy. That's why I did that because I thought it was cool that I could see all of the [inaudible 00:28:46] and they liked it actually and I think it's faster. They are just typing and then they get a response.

In her heritage language classroom, Sofia took her students to the computer lab as she felt obligated to do so. When asked to describe activities that she used in her class using digital media and other forms of technologies, she acknowledged that she only used electronic versions of the course textbooks through which students completed language exercises in the computer lab. In addition to using ebooks, Carla described how she integrated technology into her teaching:

> I use YouTube quite a bit as far as finding songs and short videos. I listened to a lot of music. It's something that I now encourage my students is that I would print out lyrics and read them as I was listening to them and then look up stuff that I didn't know. But playing songs over and over and over

either on YouTube or just a CD was great because it gets stuck in your head and then I could work out, if a song was stuck in my head, I could work out the grammar throughout the day to eventually arrive a place of understanding.

As seen from Carla's narrative above, she was mostly drawing on her own experience as a language learner in integrating multimedia tools into her teaching. Other participants' experience with digital literacies, multimedia and multimodal projects, was extremely limited.

Conclusion

In this chapter, I presented a study that looked at how doctoral students in a Hispanic linguistics program positioned themselves and others and negotiated identities in light of certain dimensions of the *Learning by Design* framework and through a positioning lens. Although the participants in this study spoke different varieties of Spanish, they did not feel different or excluded in the doctoral program. This finding is important to highlight given that one of the central principles of *Learning by Design* is that it recognizes and supports a diversity of language forms. Furthermore, both Joshua and Anastasia, the non-native speakers of Spanish, and Sarah and Carla, two of the very few heritage speakers in the program, positioned themselves as powerful, legitimate speakers and members of the community in the program even though they were the linguistic minority. This finding is remarkable as the previous studies heavily focused on the deficit model, elaborating on HLLs' negative experiences or feelings of inadequacy, isolation, inferiority, or powerlessness. For example, the high school Spanish teachers, who self-identified as the non-natives or United States Latinos in a study by Carreira (2011) referenced the native speaker norm as the model of correct usage and expressed feelings of linguistic inadequacy. Likewise, Valdés and her colleagues (2003, 14) interviewed 43 members, including faculty, doctoral and master's students, and lecturers in a Spanish department in the United States and reported that "even though bilingualism itself was rarely mentioned, the formulas used in discussions of academic Spanish constructed a reality within

which bilingualism was seen as suspect, difficult to attain, and its narrow definition, characteristic of very few members of the department." Contrary to what the participants reported in these two studies, all participants in this study felt quite confident about their competence and performance in Spanish. Rowsell et al. (2008, 112) acknowledge that "another key dimension of the Multiliteracies position—some would say its most fundamental—is its emphasis on recognizing minority and marginalized voices." All participants were aware of the differences between academic literacy versus home or local literacy or formal language versus colloquial and conversational language or immigrant language. As doctoral students, they felt that their language backgrounds were recognized and valued and no particular dialect or variety was emphasized over another. Similar to the high school Spanish teachers in Carreira's study, the participants in this study supported the discourse of linguistic tolerance and sophistication, challenging the ideologies of linguistic uniformity, linguistic nationalism, or linguistic homogeneity. Yet, as teaching assistants, they seemed to have difficulties in connecting their heritage Spanish-speaking students' multiple languages and literacies to academic literacies and promoting a *Learning by Design* pedagogy. Participants therefore seemed to constantly negotiate their conflicting identities, one that recognized and accepted all varieties in the classroom and the other that did not know when not to accept non-academic usages. Correa (2011) emphasizes that standard Spanish should not be a replacement for local varieties but it should be introduced as simply a register heritage speaking students can use once they appreciate their own language. This emphasis along with explicit discussions of inclusion and literacy forms as well as a clear focus on Multiliteracies pedagogy in the doctoral curriculum would help the participants in their teaching and forming powerful professional identities.

One can argue that these participants were not language learners and they were not in a language program, and hence, the use of *Learning by Design* may not be applicable in their graduate level courses. However, *Learning by Design* is and should not only be limited to language classrooms. The doctoral program these students were part of focused on linguistics, which meant that the participants read, reacted to, and wrote different types of texts almost on a daily basis. However, their experience

took place in a very traditional space. A strong integration of digital multiliteracies to the linguistics program would diversify literacy options and learning opportunities for these students. It would certainly better prepare them as instructors for the HL classrooms that they all taught. Yet, these students lacked the pedagogical knowledge to integrate digital literacies into their teaching. They did not seem to be ready to "experience the new" and construct new identities or renegotiate their existing ones. That may be partly because these participants were experiencing negotiation in the traditional forms of literacy. That is, they were engaging in negotiations of code-switching and the use of academic versus non-academic language both in their learning and teaching contexts. Perhaps, they were not ready for another literacy to negotiate. Indeed, Cope and Kalantzis (2015, 19) state that

> Learners encounter new information or experiences, but only within a zone of intelligibility and safety […] sufficiently close to the learners' own lifeworlds to be half familiar, but sufficiently new to require new learning.

The participants in this study did not have the scaffolds and opportunities to "experience the new," one of the knowledge processes of the *Learning by Design* framework. The findings presented in this chapter expand on the arguments by Correa (2011), Showstack (2015), and others who call for attention to HL instructor training, highlighting the opportunities that a Multiliteracies pedagogy such as *Learning by Design* could offer for diverse curricula.

Notes

1. The transcription symbols used in this chapter are adapted from Sacks, H., Schegloff, E. A., and Jefferson, G. (1974). A simplest systematics for the organization of turn-taking for conversation. *Language*, 696–735.
   " " Direct quote
   Uhm Filled paused word (conversation filler)
   [ ] Transcriber's comments/observations of body language
   […] Deleted segment(s) or utterance(s)
   ... Incomplete utterance

2. The definition adopted by the institution: “Heritage learners of Spanish are students who have been exposed to Spanish in their homes or communities from a young age. As a consequence of that early exposure, they can understand and/or speak the language and have a personal connection to it.” Anastasia did not have the exposure in her home or community at a young age. She rather learned it in a formal way in the school environment. She went to Mexico for a short period of time when she was in 11th grade.

References

Abdi, Klara. 2009. Spanish Heritage Language Learners in Canadian High School Spanish Classes: Negotiating Ethnolinguistic Identities and Ideologies. PhD dissertation, University of British Columbia.

Beaudrie, Sara M., Cynthia Ducar, and Ana María Relaño-Pastor. 2009. Curricular Perspectives in the Heritage Language Context: Assessing Culture and Identity. *Language, Culture and Curriculum* 22 (2): 157–174. doi: 10.1080/07908310903067628.

Carreira, María. 2011. The Making and Breaking of Language Ideology: Language Ideologies in Spanish Departments. *International Multilingual Research Journal* 5: 60–76. doi:10.1080/19313152.2011.541338.

Cho, Hyesun. 2014. ‘It’s Very Complicated’: Exploring Heritage Language Identity with Heritage Language Teachers in a Teacher Preparation Program. *Language and Education* 28 (2): 181–195. doi:10.1080/09500782.2013.804835.

Cope, Bill, and Mary Kalantzis. 2009. Multiliteracies: New Literacies, New Learning. *Pedagogies: An International Journal* 4 (3): 164–195. doi:10.1080/15544800903076044.

———, eds. 2015. *A Pedagogy of Multiliteracies: Learning by Design*. London: Palgrave Macmillan.

Correa, Maite. 2011. Advocating for Critical Pedagogical Approaches to Teaching Spanish as a Heritage Language: Some Considerations. *Foreign Language Annals* 44 (2): 308–320. doi:10.1111/j.1944-9720.2011.01132.x.

Crabbe, David. 2003. The Quality of Language Learning Opportunities. *TESOL Quarterly* 37 (1): 9–34. doi:10.2307/3588464.

———. 2007. Learning Opportunities: Adding Learning Value to Tasks. *ELT Journal* 61 (2): 117–125. doi:10.1093/elt/ccm004.

Davies, Bronwyn, and Rom Harré. 1990. Positioning: The Discursive Production of Selves. *Journal for the Theory of Social Behaviour* 20 (1): 43–63. doi:10.1111/j.1468-5914.1990.tb00174.x.

Deppermann, Arnulf. 2013. Positioning in Narrative Interaction. *Narrative Inquiry* 23 (1): 1–15. doi:10.1075/ni.23.1.01dep.

Felix, Angela. 2009. The Adult Heritage Spanish Speaker in the Foreign Language Classroom: A Phenomenography. *International Journal of Qualitative Studies in Education* 22 (2): 145–162. doi:10.1080/09518390802703414.

Jee, Min Jung. 2016. Korean-American Students' Beliefs About Language Learning: The Effect of Perceived Identity. *Journal of Korean Language Education* 27 (2): 275–302. doi:10.18209/iakle.2016.27.2.275.

Kalantzis, Mary, and Bill Cope. 2005. *Learning by Design*. Melbourne: Common Ground.

———. 2012. *Literacies*. Cambridge: Cambridge University Press.

Kalantzis, Mary, Bill Cope, and Anne Cloonan. 2010. A Multiliteracies Perspective on the New Literacies. In *New Literacies: Multiple Perspectives on Research and Practice*, ed. Elizabeth Baker, 61–87. New York: The Guilford Press.

Korobov, Neill, and Michael Bamberg. 2004. Development as Micro-Genetic Positioning. *British Journal of Developmental Psychology* 22 (4): 521–530. doi:10.1348/0261510042378218.

Kumagai, Yuri, and Ana López-Sánchez. 2016. Advancing Multiliteracies in World Language Education. In *Multiliteracies in World Language Education*, ed. Yuri Kumagai, Ana López-Sánchez, and Sujane Wu, 1–27. New York: Routledge.

Leeman, Jennifer. 2005. Engaging Critical Pedagogy: Spanish for Native Speakers. *Foreign Language Annals* 38 (1): 35–45. doi:10.1111/j.1944-9720.2005.tb02451.x.

———. 2015. Heritage Language Education and Identity in the United States. *Annual Review of Applied Linguistics* 35: 100–119. doi:10.1017/S0267190514000245.

López-Sánchez, Ana. 2016. Redesigning the Intermediate Level of the Spanish Curriculum Through a Multiliteracies Lens. In *Multiliteracies in World Language Education*, ed. Yuri Kumagai, Ana Lopez-Sanchez, and Sujane Wu, 58–80. New York: Routledge.

Merriam, Sharan B. 2009. *Qualitative Research: A Guide to Design and Implementation: Revised and Expanded from Qualitative Research and Case Study Applications in Education*. San Francisco: Jossey-Bass.

Merrills, Kayra Zurany. 2015. Re-positioning Latino Heritage Language Learners: The Case of One Adolescent's Experiences in Two Different Pedagogical Spaces. PhD dissertation, University of Maryland.

New London Group. 1996. A Pedagogy of Multiliteracies: Designing Social Futures. *Harvard Educational Review* 66: 60–92. doi:10.17763/haer.66.1.17370n67v22j160u.

Pavlenko, Aneta. 2007. Autobiographic Narratives as Data in Applied Linguistics. *Applied Linguistics* 28 (2): 163–188. doi:10.1093/applin/amm008.

Rowsell, Jennifer, Clare Kosnik, and Clive Beck. 2008. Fostering Multiliteracies Pedagogy through Preservice Teacher Education. *Teaching Education* 19 (2): 109–122. doi:10.1080/10476210802040799.

Showstack, Rachel E. 2012. Symbolic Power in the Heritage Language Classroom: How Spanish Heritage Speakers Sustain and Resist Hegemonic Discourses on Language and Cultural Diversity. *Spanish in Context* 9 (1): 1–26. doi:10.1075/sic.9.1.01sho.

———. 2015. Institutional Representations of 'Spanish' and 'Spanglish': Managing Competing Discourses in Heritage Language Instruction. *Language and Intercultural Communication* 15 (3): 341–361. doi:10.1080/14708477.2015.1015350.

Valdés, Guadalupe. 2005. Bilingualism, Heritage Language Learners, and SLA Research: Opportunities Lost or Seized? *The Modern Language Journal* 89 (3): 410–426. doi:10.1111/j.1540-4781.2005.00314.x.

Valdés, Guadalupe, Sonia V. González, Dania López García, and Patricio Márquez. 2003. Language Ideology: The Case of Spanish in Departments of Foreign Languages. *Anthropology & Education Quarterly* 34 (1): 3–26. doi:10.1525/aeq.2003.34.1.3.

Villa, Daniel, and Jennifer Villa. 1998. Identity Labels and Self-Reported Language Use: Implications for Spanish Language Programs. *Foreign Language Annals* 31 (4): 505–516.

Wenger, Etienne. 1998. *Communities of Practice: Learning, Meaning, and Identity*. Cambridge: Cambridge University Press.

Hayriye Kayi-Aydar (hkaydar@email.arizona.edu) teaches courses for English undergraduate, MAESL graduate, and SLAT PhD graduate students at the University of Arizona. Her research focuses on discourse, narrative and L2 pedagogy, at the intersections of the post-structural second language acquisition approaches and interactional sociolinguistics. Her work investigates how language teachers from different ethnic and racial backgrounds construct professional identities across time and space. Her articles have been published in numerous journals, including *TESOL Quarterly*, the *ELT Journal*, *Teaching and Teacher Education*, and *Critical Inquiry in Language Studies.*

7

Heritage Language Development of Pre-service Bilingual Teachers: How a Practice-Situated Intervention Promoted Multiliteracy

Liliana Grosso Richins and Holly Hansen-Thomas

Introduction

It is predicted that by 2023, 30% of the US school-age population will be Latin@[1] (Santiago et al. 2015), many of whom are native or heritage Spanish speakers. This trend has resulted in a continuing and growing need for educators who can understand Latino students' culture and language so that they can create optimal learning environments. Training more bilingual educators who hail from similar cultural and linguistic backgrounds as their learners is one important way to do this. However, this task is not without its complexities: The challenge is to prepare instructors so they are adept in the use of their heritage language (HL) in order to teach that language and related content in a culturally responsive way.

In this chapter, we present a case study that details one way to deal with the complexities of developing pre-service bilingual teachers'

L.G. Richins (✉) • H. Hansen-Thomas
Texas Woman's University, Denton, TX, USA

© The Author(s) 2018

G.C. Zapata, M. Lacorte (eds.), *Multiliteracies Pedagogy and Language Learning*,
DOI 10.1007/978-3-319-63103-5_7

Spanish as their HL. This work is grounded in the Multiliteracies pedagogy *Learning by Design* (Cope and Kalantzis 2009, 2015; Kalantzis and Cope 2010), and describes how we both designed and carried out a HL undergraduate course for pre-service instructors. After introducing the context and motivation for the study and our reasoning behind the use of the *Learning by Design* pedagogy, we present our students' existing literacies and multilayered identities (their *available designs* of meaning), the learning dynamic (*the designing*) that we created to facilitate the development of their HL, and the transformation we observed (*the redesigned*). Finally, we provide a series of implications that this type of effort may have on the teaching of HL to pre-service and in-service bilingual teachers and, ideally, on the teaching profession as a whole.

Geographical, Institutional, and Instructional Context of the Study

Texas has one of the largest populations of EL in the United States, and 90% of them report Spanish as their first language (TEA 2014). This situation has been accompanied by a serious increase in the shortage of bilingual certified teachers over the past 25 years (USDE 2016), which has recently been exacerbated by the implementation of a new bilingual certification test in Spanish, the Bilingual Target Language Proficiency Test (BTLPT). This test measures academic Spanish abilities in four language areas: listening comprehension, reading comprehension, oral expression, and writing. As a result of its high standards, this exam adds pressure on teacher preparation programs to meet the paramount challenge of graduating more bilingual educators. Tackling this challenge was the primary motivation behind our efforts to help our pre-service bilingual teachers develop the language competencies necessary to pass the test, but, more importantly, we aimed to facilitate their transformation as language users and heritage language learners (HLLs) and teachers.

The BTLPT was introduced in the 2012–2013 academic period, and its first results yielded a passing rate of only 58.1% (TEA 2013). This differed greatly from the 99% passing rate that had resulted from the BTLPT's predecessor, the Texas Oral Proficiency Test (TOPT) (TEA 2010, 2012). Unlike the BTLPT, the TOPT focused solely on listening comprehension and oral expression, which are the linguistic competencies that characterize the knowledge of Spanish that most HLLs exhibit in the United States (see Chap. 1 in this volume). That is, many in-service or pre-service bilingual teachers are HL speakers who have not received formal education in Spanish, due to the fact that, historically, the main goal of most bilingual programs in public schools has been to transition students to all-English classes early in their education (Baker 2011). Although the passing rate for the BTLPT is low across Texas, the lowest rates have been reported in the northern part of the state. This area is geographically distant from Mexico, and thus, few of the HLLs who live in it have maintained strong ties to that country, and even fewer have received their education in Spanish-speaking countries (MPI 2012). Consequently, most bilingual education teacher candidates in north Texas have not had formal training in Spanish, or at best, have attended only transitional bilingual education programs (that usually ended their academic development in Spanish by third grade). This is, thus, reflected in their low BTLPT scores.

It is in this geographical, institutional, and linguistic context that we situate the case study we report on, and which centers on the experience of 11 pre-service Spanish/English bilingual teachers in a particular Spanish as a HL development summer course offered within a bilingual teacher education program at a medium-sized university in north Texas. The 12-week face-to-face intervention (course) was grounded in the *Learning by Design* framework (Cope and Kalantzis 2009; Kalantzis and Cope 2010), with the goal of engaging teacher candidates in a transformational process that would allow them to formulate new literacies and meanings and extend the use of their HL to their future profession. In the following section, we present the *available designs*, the first of the three aspects of the design that guided the learning experience we developed for our HLLs.

Available Designs of the Heritage Language Learners in Our Program

One of the central paradigms in the *Learning by Design* pedagogy is the concept of transformative learning (Kalantzis and Cope 2010). That is, within this framework, learning is conceived as having the main purpose of facilitating a transformational process through which students create new meanings about themselves and the world in which they live. To engage students in this process, learning designers bring forward their students' *available designs*, or those resources that learners already have because of their cultural heritage and life experiences, which help them create meaning from what they read and experience in a variety of ways. In language teaching, these available designs are fundamental if we want learners to use their HL to navigate through familiar and unfamiliar contexts. In this section, we introduce our HLLs' available designs in the form of the diverse conventions, proficiency levels, and patterns of use in both Spanish and English; their heritage culture (HC); and their life-world experiences. Our intention here is not to be exhaustive, since our knowledge of our HLLs was limited due to our short (two-and-a-half months) interaction with them. Rather, our objective is to provide a general picture of their cultural, linguistic, and life backgrounds to recognize and understand the wealth of experience they brought to the course.

The bilingual education program that implemented the HL intervention is part of a medium-sized public university with a long history of teacher preparation. The practice-based orientation of the teacher education program primarily attracts commuters from the local area who are usually (1) first-generation Americans, (2) students who fall into the "Dreamers" category (undocumented immigrants brought to the United States as young children), (3) documented immigrants, or (4) 1.5-generation students. In addition, most of our program's participants are first-generation college students.

The 11 pre-service teachers[2] whose experiences we explore in this case study were either finishing their sophomore or junior year or beginning their senior year, and all of them had taken at least one foundational pedagogy course. All of these pre-service teachers were female. Seven of them were first-generation immigrants who had come to the United

States before the age of 16, had received some of their formal education in their countries of origin (Mexico and El Salvador), and had experienced truncated academic Spanish development after arriving in the United States. One of them was a newly arrived immigrant, who had received most of her schooling in her Spanish-speaking country of origin, and the remaining three had been born in the United States, and had no academic skills in Spanish. All of the participants expressed a strong identification with their Latino HC, and considered Spanish their HL. While they had differing backgrounds, these future teachers shared certain notions about their heritage. In addition, all of the participating students had been raised in homes where either a rural or urban variety of Spanish was spoken, and they spoke or understood the HL. Their primary academic language was English, and they maintained primarily social use of Spanish.

At the beginning of the course, the pre-service teachers took an unofficial version of the BTLPT that provided an idea of their knowledge of and competence in Spanish. The results indicated that, in general, most of these students had strong to moderately strong receptive ability, but weak productive abilities. This difference, we believe, was ostensibly due to frequency of input, as a result of their family and social environment, and lack of use of Spanish beyond limited social contexts. As we show in the following section, the results of this assessment informed the overt instruction part of the course.

Learning by Design in Practice: The "Designing"

A second important instructional aspect of the *Learning by Design* pedagogy is *the designing*: what learners do to know, to create meaning, and to fuel their transformation (Cope and Kalantzis 2009, 2015). In this section, we present our rationale for basing the design of our 12-week, face-to-face, online-supported HL course for pre-service teachers on *Learning by Design*. We also explore the way in which the approach helped determine the direction of the course and structured the learning experiences to which we exposed our students. Finally, we present samples of those experiences, and how the students engaged in the different knowledge

processes. We end this section with examples of our students' reflections on those experiences.

The first challenge we faced when planning the Spanish for HL speakers course was our need to break away from traditional prescriptions of language teaching founded in didactical, prescriptive pedagogy (Cope and Kalantzis 2015). We knew that our students' immediate need involved the development of their competence in standard Spanish, with the ultimate goal of passing the BTLPT. However, we did not want the fulfillment of this need to limit the kind of transformative educational experience from which we felt our learners would benefit the most. Thus, we developed a learning experience that reflected students' practical BTLPT needs, but also incorporated their rich cultural, linguistic, and life experiences (and even learned pedagogical knowledge) as the social and thematic foundations of the course. In order to achieve this goal, we weaved together themes and activities that would allow us to depart from each of our learners' personal experiences, and would then facilitate their guided work in the *Learning by Design* knowledge processes—experiencing, conceptualizing, analyzing, and applying (Cope and Kalantzis 2009, 2015). This weaving also helped us provide different learning goals and starting points for each of the pre-service teachers who, other than having a common cultural background and HL, differed in terms of age, academic interests, and HL proficiency.

We started the course with a general syllabus that could be adapted to student needs as required, but that had a specific point of departure, the "I": each individual participant's personal experiences. The objective was to depart from experiencing/becoming aware of *the known*, the available designs (what I know about my HL, for example, and how and in which contexts I use it) and to move toward the unknown (e.g., linguistic aspects of the standard variety of their HL, and its use in the teaching context). This orientation would help us, on one hand, to facilitate our students' self-discovery as language users and to validate their cultural, linguistic, and knowledge wealth, and, on the other hand, to tailor the content of the course to the different levels of HL proficiency among the students. Once the general orientation of the class was decided, and based on the results of the BTLPT that had been administered to our learners, we determined the kind of linguistic focus that would be needed to improve

the students' oral and written language skills, including those related to literacy. Among them were the identification and use of diacritic accents; punctuation rules; use of prepositions and the subjunctive mood; vocabulary variation; and use of language registers in different contexts. We addressed these skills through a combination of learning experiences that involved written and oral language, and visual and audio representations framed in the cultural and career relevant weaving of the *Learning by Design* learning processes (Cope and Kalantzis 2009).

Assignments included reflections on learning experiences throughout the course in the form of online journal entries and oral reflections, the design of lesson plans, participation in technology-mediated simulations of parent-teacher conferences and lesson delivery, group presentations on language skills, and the development of a multimedia product, among others. For the purpose of this case study, we present four experiences, some multimodal, and all technology-facilitated and grounded in the *Learning by Design* pedagogy. These reflect the course's move from individual-known toward group-unknown: autobiography, language variation reflection, parent-teacher conference, and lesson delivery. For each one of these activities, we provide examples of how our pre-service teachers worked within the four knowledge processes: experiencing the known and the new; conceptualizing new knowledge by naming and with theory; analyzing new knowledge functionally and critically, and applying the content learned appropriately and creatively (Cope and Kalantzis 2009, 2015).

Autobiography

As part of their initial assignments, students wrote brief segments in Spanish reflecting on their HC, their schooling experiences as HL and English as a Second Language (ESL) learners (if applicable), and on their dreams and professional goals. Our students *experienced the known* by describing why they wanted to develop their HL and reflecting on their own life experiences. They then *experienced the new* by reading an autobiographical text written in Spanish by an immigrant and by making connections between their life experiences and those of the main charac-

ter in the autobiography they had read. Learners *conceptualized by naming*, for example, when they focused on the rhetorical organization and content of pieces representative of the autobiographical genre, and, based on their work, they were able to *conceptualize with theory* and define the genre and what characterizes it. In the next step, students focused on the language used in the sample text, as they engaged in the *functional analysis* of forms such as the different verb tenses present in the autobiography they had read. The learners then *analyzed critically* when they compared and contrasted their life-world experiences to that of the main character in the autobiography as presented in the text, considering also the author's objectives and the ideologies that might be reflected in the sample piece. Finally, they *applied their new knowledge appropriately* when they wrote their own autobiographies.

The autobiography exercise helped students to become familiar with the specific characteristics that are present in that particular genre, its linguistic aspects (e.g., verb tenses that are commonly used in this type of genre), and the rhetorical practices that distinguish it. This task also initiated students' internal conversation and reflection about their and their families' experiences in this country, which became the beginning of their awareness of the similarities that might exist between their own personal histories and those of their future students. More importantly, their work also shed light on the need for future tasks to address further issues related to the group's metalinguistic awareness, which we considered of key importance in the development of our students as language users and language teachers.

Heritage Language Exercise

In order to further develop our learners' metalinguistic awareness, but also to continue their journey from the known to the new, we introduced a text on the different varieties of the Spanish spoken in the United States, and the linguistic features that characterize them. The objectives of this task were to allow the pre-service teachers (1) to become aware of their own variety of Spanish; (2) to be exposed to new information about their own variety and others'; (3) to conceptualize and analyze why a

variety might be different from another, what characterizes each variety (linguistic features, such as phonological characteristics and lexical differences), and which variety might be considered more appropriate (the standard) for the school context and why; and (4) to apply the new knowledge in the production of digital and printed texts in the standard variety, being aware of issues related to register and regional and standard varieties.

It was evident from students' comments that this task helped them become more linguistically aware, which could be considered the first step toward the development of metalinguistic knowledge. For example, for the first time, some students realized that they were speakers of a particular variety of Spanish that might not be spoken by other Spanish speakers. Other students were surprised to learn about language registers, and that code switching is a natural phenomenon among bilinguals in the United States. The students also reflected on the effects of the use of different varieties and registers in their life, and the significance of the standard variety for professional opportunities. In addition, after being exposed to this type of linguistic knowledge, the pre-service teachers started focusing on and monitoring their use of conventions associated with the standard variety and academic vocabulary in their writing tasks, which included essays, personal journal entries, and multimodal products, thus synthesizing and applying their new knowledge appropriately and creatively.

Parent-Teacher Conference Simulation

Another learning experience grounded in *Learning by Design* came in the form of a technology-mediated, parent-teacher conference simulation through TeachLivE™,[3] which constituted a new experience for all of our pre-service teachers. The objective of this task was to successfully distinguish and use the appropriate variety of their HL in a formal situation, while keeping in mind the cultural dynamics of social interactions with Latino parents and their involvement in their children's education. In preparation for the simulation, the students first reflected on their existing knowledge of Latino parents (e.g., their expectations for their

children's academic performance and the kind of information they usually expect from educators) and parent-teacher conferences. Then the students read, identified, and discussed key ideas in an article on Latino parents' involvement in education, and they compared this new knowledge to their own.

With the understanding that it is important to avoid generalizations about the Latino population in the United States, we also designed other tasks that would allow for conceptualization and analysis based on other sources of data. For example, we required the students to conduct interviews in Spanish with Latino parents whose children had attended schools in this country. Once the interviews had been completed, learners orally presented their experience to the rest of the group. Each student summarized her interaction, analyzing content and linguistic and social characteristics. This facilitated the students' collective move toward the conceptualization of those aspects that distinguish teacher conferences with Latino parents. In addition, this set of assignments exposed the pre-service teachers not only to an array of varieties of Spanish, but also to the diverse backgrounds of Latino parents they might encounter when teaching. Our pre-service teachers then had the opportunity to apply their new knowledge in a parent-teacher conference simulation (see Fig. 7.1 for simulation plan) via TeachLivE™.

In this simulation, our students also applied their knowledge creatively by providing the virtual parent with ideas for literacy development at home. In addition, using electronic mail, the learners responded to a virtual principal's request for conclusions and recommendations, based on the teacher-parent conference in which they had participated virtually (see Fig. 7.2 for a sample of a response). This constituted another opportunity for language use, and the creative application of knowledge.

Students welcomed the teacher-parent conference simulation task. Some learners felt that the task had helped them become more aware of the importance of considering each student's individual social and family circumstances in order to provide appropriate and useful feedback that

PARENT-TEACHER CONFERENCE SIMULATION

Objective 1: The student will be able to effectively demonstrate the use of listening and speaking skills in Spanish to comprehend and infer information and communicate organized information during a simulated parent-teacher conference using proper register.

Objective 2: The student should be able to interact with the parent, respond to questions as clearly as possible and propose one general recommendation and one specific recommendation on how the parent can help improve the student´s reading habits and interest in reading.

Situación:
La Sra. Martínez, madre de su estudiante Carlos, se encontró por casualidad con el Sr. Solís, el director de su escuela, en el supermercado. Ella comentó al Sr. Solís que se encuentra preocupada por las calificaciones bajas que Carlos ha obtenido recientemente en su clase de lectura. El Sr. Solís recomendó a la Sra. Martínez que hiciera una cita con usted para que juntas discutieran la situación de Carlos.
La Sra. Martínez se comunicó con usted y acordaron una cita para hoy.

Contexto:
Carlos Martínez es su alumno de primer año de primaria en un programa bilingüe. Él es un estudiante con buenas calificaciones en matemáticas y ciencias naturales, pero con problemas en la materia de lectura. Carlos parece no estar interesado en leer libros, por lo que sus habilidades de comprensión de lectura y desarrollo de vocabulario se están viendo afectadas. Como maestra usted sabe que esas limitaciones eventualmente afectarán también su desempeño académico en otras materias.
La Sra. Martínez está muy interesada en ayudar a Carlos, pero no sabe cómo hacerlo; se siente un poco intimidada con la situación de su hijo y, en general, desconoce el sistema de educación de este país. Ella y su esposo vinieron a los Estados Unidos provenientes de Cuba hace cuatro años; su nivel de escolaridad es de secundaria terminada (noveno grado). Ella trabaja seis horas al día y va a la escuela de inglés para adultos por dos horas en la tarde. Cuando regresa a casa por las tardes, se dedica a los quehaceres del hogar y a sus tareas de inglés. Además de Carlos, la Sra. Martínez tiene a Juan, que está en tercer año de primaria, y a Luz, que está en kínder. El Sr. Martínez llega a casa por las noches después del trabajoy ayuda un poco con los pequeños.

Diálogo:
Sra. Martínez: Buenas tardes, maestra. Soy Alba Martínez, mamá de Carlos. Tengo una cita con usted.
Maestro/a:
Sra. Martínez: Como le comenté en mi correo electrónico, estoy preocupada por las calificaciones de Carlos, particularmente en su clase de lectura. ¿Qué cree usted que pueda estar pasando con Carlos? ¿Cree que no le guste leer?
Maestro/a:
Sra. Martínez: ¿Me podría explicar cómo motiva a los niños a leer en su clase?
Maestro/a:
Sra. Martínez: Mi esposo y yo sabemos que usted manda en el salón de clase y que, como padres, nosotros sólo podemos asegurarnos que Carlos haga las tareas. Sin embargo, nosotros queremos hacer más. ¿Qué propone que hagamos en casa para ayudarlo? Y ¿Qué podría hacer usted en clase para que Carlos mejore?
Maestro/a:
Sra. Martínez: Muchas gracias por su tiempo y recomendación, maestra. Intentaremos hacer lo que usted nos sugiere.

Fig. 7.1 Plan for parent-teacher conference simulation

Estimado Sr. Solis,

Gracias por considerarme como una fuente de ayuda para el diseño de futuros programas de apoyo. Está semana tuve la oportunidad de reunirme con la Sra. Martínez. Cómo usted sabe, la señora está preocupada sobre el empeño de Carlos en la lectura. Su mayor preocupación es la falta de interés en la lectura, por parte de su hijo. Este ha sido un problema con Carlos en sus clases anteriores, pero creó que con los métodos que he implementado en mi salón Carlos tendrá una mejor actitud en respecto a la lectura.

Para ayudar a Carlos y a otros estudiantes que tienen el mismo problema he creado dos propuestas. La primera sería, utilizar tiempo en clase para llevar a los estudiantes a la biblioteca escolar. Antes de llevar a los estudiantes a buscar libros la maestra o maestro deberíatener una lista con una variedad de libros educativos apropiados. Ya estando en la librería el maestro(a) distribuirá la lista para que los estudiante escojan un libro aprobado por ellos, pero también tienen la oportunidad de escoger un libro que no esté en la lista. El propósito de esta idea es que los estudiantes se sientan motivados a leer literatura que ellos han escogido. Hay mucha más probabilidad que el estudiante lea un libro que el escogió a uno que fue asignado. Otra ventaja es que hay una gran variedad de libros en una biblioteca a comparación de la biblioteca en clase. Este sería el primer paso al mejoramiento de lectura en nuestros estudiantes.

El segundo paso consiste de la participación de los padres en la educación de sus hijos. Aunque mayoría de los padres no hablan inglés creóque es importante mantenerlos involucrados. Estudios han comprobado que los hijos de padres involucrados tienen más oportunidades a ser exitosos. El plan sería exponer a los estudiantes a la lectura fuera de la escuela. Los maestros enviaríanlibros escritos en inglés y español para que los padres lean con sus hijos. Mayoría de los padres están dispuestos hacer lo que seapara ayudar a sus hijos, como en el caso de la Sra. Martínez. Creóque si seguimos estas proposiciones los problemas de lectura disminuirán entre nuestros estudiantes.

Quisiera comentarle que los padres de Carlos están tomando cursos de inglés para poder ayudar a su hijo en sus tareas. Estees un gran paso para ellos ya que demuestra su empeñono solo por el mejoramiento de ellos, pero el de su hijo. Hoy en día muchos padres tienen miedo de hacer preguntas pero esta madre ha demostrado que no debería ser así. Espero que nuestra comunicación con los padres aumente con los futuros programas de apoyo.

Cordialmente,

Miss. Perez

Fig. 7.2 Sample of an electronic mail communication to a virtual principal based on teacher-parent conference simulation

can ultimately result in a positive relationship between the school and the home, as it is expressed in this comment:

> Cada madre o padre de familia tiene una experiencia diferente con las maestras y directores de la escuela. Nosotros podemos aprender de las experiencias de estas personas. Las maestras tienen que ayudar a crear y

mantener relaciones positivas con los padres de sus alumnos. Deben de asegurarse que todas las madres tengan la oportunidad de participar en actividades escolares, aunque hablen un diferente idioma…Muchas de las presentaciones de mis otras compañeras hablaban de experiencias positivas con el personal escolar. Es bueno que la mayoría de las madres tuvieran una buena experiencia con las maestras y directores, porque esto es un importante objetivo.

(Every parent has a different experience with the teachers and administrators in [their children's] school. We can learn from these people's experiences. Teachers have to help create and maintain positive relationships with their students' parents. They [the instructors] need to make sure that all mothers have the opportunity to participate in school activities, even if they speak another language… Many of my classmates' presentations showed positive experiences [between the parents] and the schools' personnel. It's very good [to learn] that most mothers had a good experience with teachers and instructors, because this should be the ultimate goal.)

Lesson Delivery Simulation

Another simulation task was designed to further introduce our students to the use of their HL for language teaching. This task involved preservice teachers' work with the design and delivery of a lesson in Spanish on planet Earth's rotation. The lesson planning started with the future teachers' *experiencing the known* by revisiting what they already knew about the topic. Students then *experienced the new* when they read about the Earth's rotation in their HL. Although learning new vocabulary was challenging, content comprehension became easier as learners started making connections with what they already knew about these topics in English. After the future teachers had enough thematic knowledge, they *analyzed* the structure and language of a lesson plan model, and based on this analysis, they developed a *conceptualization* of the characteristics that distinguish this kind of pedagogical text. The next step consisted of *applying* the new knowledge *appropriately* to develop, in groups, a lesson plan in their HL that included all the required elements (based on their previous analysis and conceptualization). This part of the course also served as a way for students to learn and practice verb tenses, accent rules, and the use of the academic register.

Plan de enseñanza – Movimientos de la Tierra	
Componentes	Descripción del contenido
I. Materia o asignatura:	Ciencias
II. Tema:	El movimiento de traslación de la Tierra
III. Objetivo:	El estudiante demostrará que la Tierra gira alrededor del Sol una vez cada 365 días causando el ciclo de las estaciones del año.
IV. Grado escolar:	Quinto grado
V. Vocabulario:	Bisiesto, traslación, inclinación, equinoccios, solsticios, hemisferio
VI. Materiales:	Postal de Noruega y Perú, mapa de traslación
VII. Procedimiento:	
1. Introducción (enfoque)	La maestra presentará dos cartas postales - Noruega - Perú para presentar la diferencia del tiempo en diferentes hemisferios.
2. Presentación del contenido	La maestra: - agrupará a los estudiantes en grupos de cuatro - mostrará un mapa - explicará la traslación de la tierra alrededor del Sol - explicará las estaciones del año en función de la traslación de la Tierra
3. Cierre	La maestra indicará una fecha Los estudiantes escogerán un país Con la fecha y el país, indicarán la estación del país que escogieron.
VIII. Evaluación	Los estudiantes escribirán un ensayo sobre la estación del año durante el mes de diciembre en París, Venezuela, o la Antártica.

Fig. 7.3 Sample lesson plan

Once the 11 pre-service teachers had designed and discussed their plans within their teams and with the whole group (Fig. 7.3 shows a sample of a lesson plan), they applied the model, grammar, and vocabulary appropriately when teaching their lesson to children with different Spanish proficiency levels using the TeachLivE™ virtual environment. In

addition, the students *applied their knowledge creatively* by developing visual aids to complement their oral and written instruction. For the first time for most, our pre-service teachers had the opportunity to interact with students and to teach content and language in their HL. Since our learners had become familiar with the vocabulary of the lesson, they perceived the task as less challenging than expected. They also saw the value of applying the academic register in different contexts (both in the lesson plan and its delivery). Another important aspect of this task was the fact that it contributed to individual students' overgrowing linguistic awareness that had begun in the activity on Spanish and its varieties, which can be clearly seen in this comment:

> Cuando mi compañera y yo dimos la lección a los estudiantes sobre… la Tierra, me di cuenta que es mucho más fácil conversar y presentar una enseñanza cuando nuestro vocabulario en español esta [sic] más desarrollado. Tengo la motivación de extender mi vocabulario en español para poder dar mejores lecciones a mis futuros estudiantes. Esto también me ayudara [sic] en muchas áreas de mi vida en general cuando tenga la necesidad de comunicarme con otras personas, por ejemplo, directores de la escuela, maestros, o padres de familia.
>
> (When my classmate and I taught the lesson on…the Earth, I realized it is much easier to talk and teach when our Spanish vocabulary is more developed. I am motivated to broaden my vocabulary in Spanish to be able to deliver better lessons to my future students. This will help me in many areas of my life in general, when I have the need to communicate with other people, for example, school principals, instructors, or parents.)

We feel that these and other learning experiences in the HL course exposed our pre-service bilingual teachers to new contexts and environments in which their enriched HL acted as a catalyst for meaning making, connecting known experiences, with new, but related ones, and for developing a sense of belonging. In the following section we explore what we consider are indications of their newly developed identity as HL language users and teachers.

The Transformation: The Redesigned

The third aspect of instructional activity within the *Learning by Design* pedagogy, the *redesigned* (Cope and Kalantzis 2009), manifested in our program in the transformed use that our pre-service teachers made of their HL in the school context; their newly acquired identity as HL teachers; and their self-awareness as creators of new meanings which would serve as available designs to their future students. The students' learning experiences contributed to their increased capacity to negotiate the meaning that they derived from their available designs (their cultural background and HL variety, their use of English, their personal experiences, and their knowledge of pedagogy), and to generate new meanings to function more effectively in both their future classrooms and the school environment overall. In addition to an increased awareness of their HL variety and of conventions of standard Spanish, an analysis of our HLLs' work also revealed a growth in their identity as bilingual teachers and, more specifically, as teachers of their HL.

One of the results of framing our course in the *Learning by Design* pedagogy was evident in our students' transformed perception of themselves as Spanish speakers. That is, some of our pre-service teachers' previous experiences as newcomers in US schools had limited the development of their HL and had negatively affected their perception of themselves as Spanish users. After learning about the different existing varieties of Spanish (including the standard), and of their value in different contexts, the teachers had a shift in their existing beliefs about Spanish:

> Lo que aprendí en clase…me ha ayudado a analizar mi uso del idioma español. Los artículos y los textos me han abierto los ojos y ahora veo el idioma español con una perspectiva diferente… Lo que más me gustó aprender fue que nosotros hablamos igual que la gente que nos rodea y que la perspectiva de la manera correcta de cómo hablar varea [sic].
>
> (What I learned in class…helped me analyze my use of Spanish. The articles and texts have opened my eyes, and I now see Spanish from a different perspective. What I liked the most was to learn that we speak in the same way as people who live in proximity to us, and that perspectives on how to speak correctly vary.)

Through their work in the course, our students started to also identify Spanish as an intrinsic part of their identity, and considered the need to continue their HL learning as instrumental for their future role as bilingual teachers:

> Yo he sido culpable de alejarme de mi lengua nativa para ser parte de esta cultura. Pero ahora se [sic] que hice un error al pensar que el español era inferior al inglés. Al contrario, el español es un lenguaje rico que se escucha bonito y me une a mi cultura e [sic] familia. Tengo que aprender mas [sic] sobre como [sic] hablar y escribir el español perfectamente para poder ser un buen ejemplo para mis estudiantes en el futuro.
>
> (I've been guilty of detaching myself from my native language [Spanish] to become part of this culture. But now I realize that I made a mistake when I thought Spanish was less than English. On the contrary, Spanish is a rich language that sounds beautiful to me and connects me with my family and culture. I have to learn to speak and write perfectly to be a good example for my future students.)

These feelings were mirrored in another student's views, which also emphasized the importance the learners came to bestow to Spanish after work in our course:

> Aprendí que la forma en que nos comunicamos con nuestros estudiantes, tiene gran influencia para su aprendizaje. Así, que es sumamente importante aprender a comunicarnos efectivamente en los dos idiomas, inglés y español.
>
> (I learned that the way in which we communicate with our students has much influence on their learning. So it is extremely important to learn to communicate effectively in both languages, English and Spanish.)

Through their work in their HL class, our learners also became aware of the importance of Spanish beyond the classroom, particularly to communicate with their future students' parents. That is, as a result of conducting the parent interview, our future teachers began to realize the difficulties that immigrant parents who do not speak English might face

to communicate with their children's teachers, and, thus, they understood the importance of Spanish to facilitate parents' communication regarding their children's education. In addition, the interactive simulation brought to light the benefits that having a good teacher-parent relationship can have on a child's education, and the role that Spanish use can play in the achievement of this goal.

Implications and Conclusion

The samples of students' work and reflections presented throughout the chapter suggest that a HL course founded on the *Learning by Design* model can not only help students to successfully add standard conventions of Spanish to their language use but also, and arguably more importantly, can result in their growing awareness of the personal and professional value of their HL and its potential application in different social and academic contexts. In the course we have described, our students worked with activities that allowed them (1) to make connections between what they knew and new, related knowledge, which they *experienced* through their HL and practice-situated experiences; (2) to *analyze* and *conceptualize* newly learned genres and their linguistic conventions, developing their oral, writing, and literacy skills, particularly in the academic register required for certification and success in the workplace; (3) to *appropriately apply* their new linguistic and rhetorical knowledge of Spanish genres in various instructional writings in those genres; and (4) to *apply* their new knowledge *creatively* in the development of multimodal products (such as the simulated lesson plan and corresponding instructional unit).

In addition, the course offered pre-service teachers a learning environment in which they could validate their own cultural background and the HL variety that they spoke, along with their personal experiences and knowledge of pedagogy. The future teachers used these as their available designs to integrate the conventions of standard Spanish to their linguistic repertoire, and to create new meanings about themselves and their role as language users, learners, and future teachers of their HL in public

schools. Through a variety of activities, including interviews with Spanish-speaking parents, oral presentations, introspective reflections on language, and the use of Spanish in multiple contexts, our pre-service teachers gained an awareness of their own language and how to translate its use in academic contexts for their future students.

Our experience with this course helped us formulate what we consider relevant pedagogical implications for HL instruction in general, and for HL instruction for pre-service bilingual teachers in particular. The first of these implications is that HLLs should not feel that they are taking a foreign language course when they are learning pedagogy in their HL. That is, the curriculum design must consider and embed the students' available designs (what they know about the HL, their HL variety and HC, previously acquired knowledge, and their life experiences) as a way of expanding the learning continuum that our pre-service teachers represented with phrases such as "I knew that…", "I did not know that…", "Now I know…", "I still need to learn…", and "I will be able to teach that…". Second, due to the different proficiency levels and interests that HLLs bring to the classroom (see Chap. 1 in this volume), the curriculum needs to be flexible enough to address individual language needs in addition to incorporating the experiential assets that each student brings to the learning process. In other words, HLLs need to feel that what they already know has value, that they have ownership of their own learning, and that they can contribute to others' learning experiences. Third, HL courses must provide enough situated practice for pre-service teachers in order to (1) find value in their HL that will extend to their profession; (2) create new literacies out of the use of their HL in different social and academic contexts; and (3) find new identities as language users, learners, and teachers. In sum, in our experience, a HL course for pre-service teachers is most effective, although challenging in its design, when it includes an appropriate mix of overt instruction of standard conventions of the language and situated practice, when it draws upon the students' previous knowledge, and when it creates an environment in which experiencing, conceptualizing, analyzing, and applying knowledge and experiences are highly valued.

Notes

1. We acknowledge that there are multiple terms to describe those who hail from Spanish-speaking backgrounds in Latin America such as Hispanic, Latino, Latina/o, and, more recently, Latinx. We have chosen to utilize the term "Latin@" for its common usage.
2. Referred to throughout the chapter as language users, learners, students, teachers and future teachers, as well as pre-service bilingual teachers.
3. TeachLivE™ is a mixed reality teaching classroom with simulated students where pre-service teachers can practice pedagogical tools in a safe environment (Teach Live 2016).

References

Baker, Colin. 2011. *Foundations of Bilingual Education and Bilingualism*. 5th ed. Bristol: Multilingual Matters.

Cope, Bill, and Mary Kalantzis. 2009. Multiliteracies: New Literacies, New Learning. *Pedagogies: An International Journal* 4: 164–195. doi:10.1080/15544800903076044.

———. 2015. The Things You Do to Know: An Introduction to the Pedagogy of Multiliteracies. In *A Pedagogy of Multiliteracies: Learning by Design*, ed. Bill Cope and Mary Kalantzis, 1–36. London: Palgrave Macmillan.

Kalantzis, Mary, and Bill Cope. 2010. The Teacher as Designer: Pedagogy in the New Media Age. *E-learning and Digital Media* 7 (3): 200–222. doi:10.2304/elea.2010.7.3.200.

MPI (Migration Policy Institute). 2012. The Educational Trajectories of English Language Learners in Texas. http://www.migrationpolicy.org/research/educational-trajectories-english-language-learners-texas

Santiago, Deborah A., Galdeano E. Calderón, and Morgan Taylor. 2015. *Factbook 2015: The Condition of Latinos in Education*. Washington, DC: Excelencia in Education. http://www.edexcelencia.org/research/2015-factbook. http://www.edexcelencia.org/research/2015-factbook

TEA (Texas Education Agency). 2010. Compliance Report for Steps to Teaching. Pharr, Texas. http://tea.texas.gov/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=2147511629&libID=2147511616

———. 2012. Compliance Audit Report Technical Assistance 2011–2012. http://tea.texas.gov/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=2147510745&libID=2147510732

———. 2013. 2012–13 State Performance: Texas Academic Performance Report, 2013. http://ritter.tea.state.tx.us/perfreport/tapr/2013/state.pdf. http://ritter.tea.state.tx.us/perfreport/tapr/2013/state.pdfhttp://ritter.tea.state.tx.us/perfreport/tapr/2013/state.pdf

———. 2014. PEIMS Data Standards 2013–2014. http://tea.texas.gov/index2.aspx?id=25769803853

TeachLivE™. 2016. About TeachLivE. http://teachlive.org/about/about-teachlive/

USDE (U.S. Department of Education). 2016. Teacher Shortage Areas Nationwide Listing 1990–1991 Through 2016–2017. http://www2.ed.gov/about/offices/list/ope/pol/tsa.pdf

Liliana Grosso Richins (LGrosso@twu.edu) is a senior grant project manager at Texas Woman's University. Her research interests focus on pre-service and in-service teacher professional development and parental involvement.

Holly Hansen-Thomas (hhansenthomas@twu.edu) is Associate Professor of ESL and bilingual education in the Department of Teacher Education at Texas Woman's University in Denton, TX. Her research interests include ESL training for mainstream secondary level teachers, ELLs' development of academic language in mathematics and science, language awareness, and teacher identity.

8

Multiliteracies Pedagogy and Heritage Language Teacher Education: A Model for Professional Development

Manel Lacorte

Introduction

One of the main characteristics of heritage language (HL) teaching in the United States (US) is the diversity of contexts in which it is carried out. Schwartz (2014) and Beaudrie (2016a) note that, in general, these contexts may include: (a) community-based schools or programs developed by community members—families, churches, community organizations, and so on—rather than by public institutions; (b) K-12 education, through immersion programs, two-way (dual) programs, courses for heritage language learners (HLLs), or classes with HLLs within second language (L2) education programs; and (c) higher education, with separate courses or programs for students with a background in the HL, or with L2 courses at a range of levels of proficiency that mix groups of L2 and HL students. Recently, these contexts have diversified further due to the gradual implementation of virtual and blended learning environments,

M. Lacorte (✉)
University of Maryland, College Park, MD, USA

© The Author(s) 2018

G.C. Zapata, M. Lacorte (eds.), *Multiliteracies Pedagogy and Language Learning*,
DOI 10.1007/978-3-319-63103-5_8

service learning or community engagement programs, and study abroad options for HL students in other parts of the Spanish-speaking world (some recent overviews of these areas of interest are Henshaw 2016a, b; Lowther Pereira 2016; Shively 2016).

As Schwartz (2014, 362) points out, "This variety of educational settings and the range of abilities and diverse profiles of the students in these classes and programs challenge traditional approaches to teacher preparation." With the goal of learning more about how teachers in these contexts are trained, the author reviewed the collection of Heritage Language Program Profiles on the Alliance website (http://www.cal.org/heritage/profiles/index.html) and found that the most common source of professional development for HL instructors is attending conferences and workshops. In the case of K-12 teachers, district and state supervisors often offer workshops and training sessions, while in community-based programs, support typically comes from either the embassies or consulates of participating communities or non-profit organizations in the US. According to Schwartz, the situation seems to be slightly better for HL instructors in higher education institutions, where they may be able to attend graduate courses, summer training sessions, and in-house seminars on HL pedagogy.

At any rate, the lack of preparation and training for HL instructors at all levels remains a problem, especially due to the lack of more comprehensive perspectives or models that could allow instructors to become more familiar with key notions and dimensions. Several examples include HL acquisition, in contrast to second language acquisition; sociolinguistic knowledge of varieties of the HL spoken by the learners; linguistic prejudices; differentiated instruction for mixed classes, that is, with L2 and HL learners; cultural connections with HL communities; socioaffective needs of HL learners; language policies and ideologies affecting HL education; and the instructors' own beliefs and attitudes about teaching Spanish as a HL as well as their responses to teacher development programs focused on HL teaching issues (Potowski 2002; Potowski and Carreira 2004; Fairclough 2006, 2016a; Beaudrie 2009, 2012).

The main goal of this chapter is to introduce the main theoretical and practical basis of a professional development model that could be useful

for instructors working with HL learners in any of the above educational contexts. To this end, the following section will describe several significant components of HL teacher education. Next, we will examine some theoretical and pedagogical features of sociocultural theories, the Multiliteracies approach, and more recently the *Learning by Design* approach that could be particularly productive for the professional development of instructors working with HLLs. In addition, several charts and tables accompany these sections to explain further how this teacher development model could be applied to some areas of interest for prospective and current HL instructors. The chapter will conclude with some remarks on the relationship between two crucial players in the professional preparation of HL instructors, namely Spanish university departments or programs generally responsible for the development of knowledge and skills about the Spanish language and its diverse cultures and general education programs usually involved with the training on pedagogical issues of different kinds.

Key Components of HL Teacher Preparation

In a recently published paper (Lacorte 2016), I argued that teacher development for instructors working with HLLs should be based on an ecological view of L2 and HL learning and teaching as activities inherently influenced by social, educational, cultural, economic, and political conditions (Hornberger and Wang 2008; Kramsch 2008). This means that teachers should be seen not just as individuals with knowledge, beliefs, and assumptions about their profession, but as “a part of the larger system in which they shape and are shaped by various factors in the system” (Hornberger and Wang 2008, 6).

The aforementioned position on language teacher development should help instructors to become more aware of substantial issues and developments in both HL and L2 education, and adjust their knowledge to their immediate professional and institutional realities (Lacorte 2015). It could also allow instructors to acquire a deeper understanding of the diverse dimensions defining HLLs: historical (immigration history and historical development of the language); linguistic (age and order of languages

acquired as well as the variety spoken and amounts of language use); educational (type and amount of schooling in languages spoken); affective (motivation, attitudes, linguistic self-confidence); and cultural (ethnolinguistic identity, family cultural practices, travel to "homeland") (Beaudrie et al. 2014, 56).

Drawing upon a range of relevant sources, Lacorte (2016, 102–103) first outlines several areas for the knowledge base of instructors working with HL learners[1]:

- Understanding the historical, cultural, sociolinguistic, and academic backgrounds of HLLs as related to the immediate teaching environment
- Awareness about the teacher's own background (e.g., country of origin, HL proficiency, teaching experience, etc.) and professional identity
- Awareness about the distribution of language proficiency across modalities and skills among HLLs in connection with their cultural and sociolinguistic background
- Knowledge about the nature of language proficiency assessment in order to interpret strengths and weaknesses derived from oral and written testing
- Familiarity with issues of HL acquisition, especially those concerned with the integration of psycholinguistic and sociolinguistic factors
- Familiarity with general approaches to teaching HLLs (i.e., differentiated instruction, language arts, and critical language pedagogy)
- Pedagogical strategies to encourage collaboration among HL and FL students with varying levels of proficiency in mixed classrooms
- Classroom management strategies to address issues of intergroup and (inter?)personal dynamics, motivations, and affective variables
- Awareness of beliefs and attitudes regarding HL speakers and their language varieties

Second, Lacorte (2016, 104–112) suggests the following components for the professional development of language instructors working with HLLs:

1. *Ideological considerations* refer to teacher beliefs and attitudes and their impact on classroom practices. Teacher ideologies may come from, among other sources, previous experiences as language learners, personality factors, or attitudes toward different types of instruction or specific individuals or groups learning the language.
2. *Cultural considerations* involve the role that affinity to the heritage culture and/or language may have in the definition of the heritage learner. "Narrow" views imply that learners have a certain proficiency level in the language, while "broad" views include individuals with strong cultural connections but not necessarily knowledge of the HL (Polinsky and Kagan 2007).
3. S*ocioaffective considerations* focus on the relationship between HL proficiency and maintenance with identity development, self-esteem, confidence, self-determination, social interaction, and motivation, as well as on the instructors' affective practices—expression of feelings, moods, dispositions, and emotions—in their interactions with HLLs.
4. *Linguistic considerations* deal with the development of HL proficiency in terms of (a) language modalities, that is, reading, writing, speaking, and listening; (b) textual genres (e.g., student essays, formal and informal letters, oral narratives, business and academic reports, etc.); and (c) language registers and their use in different academic, personal, and professional contexts.
5. *Curricular considerations* concern the HL instructors' knowledge about administrative practices in their institutions in relation to, for example, curricular options for learners with diverse linguistic and/or cultural profiles, extra- or co-curricular activities in HL communities, and the sequencing of articulation between courses for L2 students, HL students, or L2/HL students.
6. *Pedagogical considerations* are among the most common approaches to teaching HL students, that is (a) language arts (development of general literacy skills); (b) differentiated instruction (strategies or classroom structures to support learning in courses with L2 and HL learners); and (c) critical language pedagogy (practices and strategies to encourage the development of critical reflection and student agency).

7. *Professional considerations* entail the diverse professional development experiences from which HL instructors could obtain effective knowledge, for example, methods, courses, HL-related modules as part of L2 preparation programs, workshops, faculty discussions and meetings, professional conferences, free-access resources from related organizations, and so on.

HL teacher development has traditionally been more focused on items within the cultural, linguistic, and pedagogical components, while other matters of ideological, socioaffective, curricular, and professional nature have received less attention. However, many if not all of the issues mentioned within the above seven components should be approached from different perspectives and with the same interest. For example, the management of classrooms with HL and L2 learners involves not only pedagogical considerations, but also an assessment of the ideological, socioaffective, and linguistic characteristics of each group of learners (Carreira 2012). In general, this or any other professional development model for HL instructors should be designed so that it could be easily adaptable to a variety of academic/institutional contexts.

The next sections will, first, describe some theoretical and pedagogical frameworks based on the interaction between individual, collective, and contextual factors in language learning and teaching, and second, provide some ideas and examples to operationalize these frameworks in the field of HL teacher education.

Sociocultural Theory and Language Teacher Education

Among social perspectives to language development, sociocultural theory "offers the most-developed L2 pedagogical implications and clearest vision of learning goals, means, and instructional support" (Toth and Davin 2016, 158). Based on Vygotsky's (1978) work on social psychology, human cognition is understood as inherently social. Specifically, every cognitive function appears first on a social level between individuals

and later on an individual level within the person's mind. That is, being situated in diverse cultural environments allows individuals to develop the representational systems, such as language, that eventually become the medium, mediator, and tools of thought (for further details see Lantolf and Poehner 2014; Lantolf et al. 2015; Negueruela-Azarola and García 2016).

The application of sociocultural theory to language teacher education is mainly due to the work of Johnson and her colleagues (Johnson 2009, 2016; Johnson and Golombek 2011, 2016). As a starting point, these experts view language teacher education as:

> a process of appropriation of culturally valued patterns of the social situations within which teachers interact on a regular basis. Typically, this involves appropriating normative ways of acting and interacting that reflect the values, assumptions, and attitudes that are embedded in the classrooms where teachers were once students, in the teacher education programs where they receive their professional credentialing, and in the schools where they eventually work. (Johnson and Kuerten Dellagnelo 2015, 11)

Johnson and Kuerten Dellagnelo (2015) also note several challenges for this process of appropriation, mainly (a) the differences between the way in which prospective teachers were taught and the more theoretically and pedagogically sound instructional practices of teacher education programs, and (b) the contrasts between what is learned in these programs and the actual ways in which things are done in different educational contexts. Addressing these and other related challenges seems to be particularly relevant for HL instructors in light of the different academic environments in which they work/will be working, and the significant complexity of their knowledge base.

In considering the essential positions of sociocultural theory in relation to L2 teacher education, Johnson and Golombek (2011) redefine two types of concepts around which L2 teachers develop their professional careers. In the first place, *everyday concepts* concern teachers' personal knowledge about teaching and learning in general, as well as their own experiences as learners. Therefore, these concepts are mainly based on "observations and/or generalizations gleaned from a surface-level

understanding of what language learning and teaching is all about" (Ibid., 2). While this kind of experimental knowledge related to "empirical learning" is insufficient for the teachers' professional development, it may also be deeply ingrained in their attitudes and performance. For this reason, the transition toward *scientific concepts*, that is, knowledge originated from systematic observations and theoretical investigations and presented in L2 teacher education programs, should be grounded in activities mediating between teachers' personal experiences and theoretical and pedagogical dimensions in order to "bring these concepts to bear on concrete practical activity" (Ibid., 2). Otherwise, these programs run the risk of leaving prospective or current teachers with "empty verbalism," that is, terms or notions that may be relevant at a purely theoretical level, but not internalized "in such a way that they become psychological tools for thinking" (Ibid., 3).

In connection with the previous remark about the weight of institutional and professional realities in L2 teaching (Lacorte 2015), I would argue that the mediation between everyday concepts and scientific concepts should also implicate a sound understanding of *contextual concepts*, that is, knowledge about the institutional, social, and political conditions that define not only any of the educational spheres where language learning and teaching take place, but also the very structure of the teacher education programs where future or current instructors obtain guidance about their profession. As Auerbach (1995, 9) notes, social and ideological questions become apparent "even if they seem to be based on apolitical, professional considerations." Among many others, some of the questions that should arise in the field of Spanish as a L2/HL could be: In what way(s) is power revealed in relation to standard and other varieties of the language? In what way(s) do social categories like race, gender, or class interact with the power relations in a Spanish classroom or program? What type(s) of stereotypical or negative outlooks can there be toward a L2/HL, its culture, and its speakers? To what extent could such attitudes toward Spanish as a L2 or HL inside and outside the classroom affect the teachers' professional motivation, their interaction with students, and the development of certain classroom activities? What determines the degree of curricular and institutional commitment to the

development of activities allowing for greater access to Spanish-speaking communities outside the institution? (Lacorte 2015) (Fig. 8.1).

Johnson and Golombek (2011), and more recently Johnson (2016), point out that achieving a productive and truly relevant relationship between these three types of concepts from language teachers' first steps in their professional development continues to be a major challenge for programs that are "often disconnected in any substantive way from the practical goal-directed activities of actual teaching" (Johnson and Golombek, 2). For this reason, sociocultural theory applied to L2 teacher education underlines the importance of considering these concepts and the knowledge derived from them as interrelated. In other words, the constant mediation between what is taught, how it is taught, and where it is taught should become an essential foundation for the development of teaching expertise. Table 8.1 shows the types of knowledge related to everyday, scientific, and contextual concepts that should be understood holistically in any teacher preparation program or activity.

Personal practical knowledge (Connelly et al. 1997) (also "practical pedagogical knowledge" or "pedagogical content knowledge") refers to the procedures, strategies, and/or techniques that teachers resort to in their everyday teaching in order to make the content of their instruction significant and accessible to students. For example, the way in which a

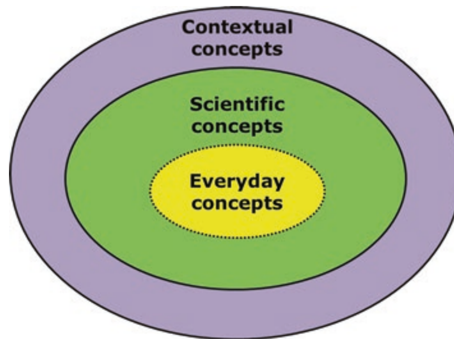


Fig. 8.1 Concepts involved in L2 teacher development

Table 8.1 Types of knowledge in teacher preparation/education programs

Everyday concepts →	*Personal practical knowledge* about procedures, strategies, techniques in everyday L2 teaching
Scientific concepts →	*Subject matter knowledge* about the language and cultures that are taught
Scientific concepts →	*General pedagogical knowledge* about theoretical and pedagogical frameworks related to L2 teaching
Contextual concepts →	*Contextual knowledge* about institutional, social, and political conditions related to L2 teaching

Spanish instructor may arrange the physical distribution of HL and L2 students in an advanced-level course on Hispanic Sociolinguistics, decide to incorporate more pedagogical materials focusing on a specific variety of Spanish which may be more relevant for his or her students, or encourage HL and L2 students to interact actively in peer review activities for essays or exam answers. Scientific concepts in language teaching involve both the knowledge of the subject that instructors teach (*subject matter knowledge*, for example, linguistic structures and terms, cultural products and artifacts, and other areas of the Spanish language and its cultures), and the knowledge of general pedagogical processes that instructors would need to gain for their daily activities to become more effective (*general pedagogical knowledge* of, for example, theories of second language acquisition, curriculum design, development of materials, classroom management, etc.). Finally, *contextual knowledge* about the institutional, social, and political conditions of L2/HL learning and teaching could allow instructors, for example, to better understand the complex underlying academic and institutional forces behind courses dealing with different aspects of Spanish as a subject matter, usually offered by Spanish departments or programs, and courses on general curricular and pedagogical frameworks, typically as part of foreign- or world-language education programs in Schools of Education. Also, this kind of knowledge could be quite useful for instructors to gain a broader understanding of the ideological and institutional factors that define—or "curricularize" (Valdés 2017)—the development of any program for the teaching and learning of Spanish as a HL in the US.

The Multiliteracies Approach, *Learning by Design*, and Language Education

As the teaching and learning of Spanish as a HL has given more attention to the expansion, appropriation, and critical reflection of the linguistic and cultural repertoires of HLLs (see, e.g., Beaudrie et al. 2014; Fairclough and Beaudrie 2016; Pascual y Cabo 2016), a growing number of experts have become more interested in the implementation of a Multiliteracies pedagogical framework which, as the sociocultural perspective, views language as "socially constructed" and its teaching and learning as "dynamic and shifting processes of meaning-making and the divergent cultural practices, values, and ideologies that are involved" (Thorne 2013, 2). Next, I am going to highlight some features of the Multiliteracies framework, and in particular of the *Learning by Design* pedagogy (see Chap. 1 for further details), that are especially significant for L2/HL teacher education (as illustrated in the following section):

1. The interpretation and production of texts as stretches of written or spoken language used in combination with non-linguistic signs to make meaning facilitates an understanding of how people actively and/or passively make choices from the resources available to them when communicating in particular contexts to achieve a variety of purposes (New London Group 1996).
2. Language teaching curricula should account for a continuum of genres linking the linguistic (and semiotic) alternatives included in texts with particular contexts and conventions, from those concerning private domains—for example, informal letter or personal stories—to those more commonly found in public contexts—for example, academic and professional texts (Gee 2002).
3. The literacy process should explore the multiple semiotic resources (i.e., linguistic, visual, audio, spatial, tactile, gestural) of any given text, and develop knowledge about how these diverse resources may be independently and interactively used to construct different types of meaning (Kress 2000; Unsworth and Bush 2010).

4. Linguistic diversity within the realm of a specific language—intra-linguistic diversity—and across languages—inter-linguistic diversity—should be adequately addressed as part of language instruction at all levels in order to overcome hegemonic or biased positions about certain languages or varieties of a given language (Lo Bianco 2000), even those that are based on translingual practices (Creese and Blackledge 2010).
5. Critical analysis and reflection are central for students to develop a critical stance in relation to any type of text. In this way, learners can develop not only a stronger awareness about schemas and structures typical in dominant genres, but also about being agents of social change, that is, "active designers—makers—of social future" (Cope and Kalantzis 2000, 7).
6. Creativity and transformative processes are emphasized so students have opportunities to (a) master the forms that are more common in particular genres and (b) appreciate the variability of genres as they are used in social practices.
7. Key concepts for transformative processes within the Multiliteracies pedagogy are (1) the notion of "design" as both the internal structure or morphology of a text and the act of building or constructing texts; (2) "available designs," or the multiple resources for the act of "design," that is, the wide variety of oral, written, visual, and digital texts that are available to students; (3) the act of "design" or "designing," which transforms the available designs through the use of old materials and reproduces and/or transforms knowledge, social relations, and identities; and (4) "the redesigned," or transformed resources originated from the "designing" process which subsequently become "available designs" (Cope and Kalantzis 2009; Kumagai and López-Sánchez 2016).

In relation to these and other features of the Multiliteracies approach, several authors suggested four curricular components that can guide pedagogical practice (Kalantzis and Cope 2008). These components are often interconnected and overlapping, and therefore not hierarchical and linear. Since they do not necessarily follow any particular sequence, they should be combined in a variety of ways in order to structure and scaffold language instruction. While these components have already been intro-

duced in other educational theories and practices (Cope and Kalantzis 2000), special emphasis is given here to consider all of them as equally important to/in the pedagogical process. These components include:

- Situated Practice: immersion of learners in experience and language use
- Overt Instruction: assistance in conceptualizing and understanding, making tacit knowledge explicit, and translating specifics to generalizations
- Critical Framing: conscious reflection about the meanings under study in relation to their contexts of use
- Transformed Practice: opportunities to design, redesign, and reshape texts with respect to real-world situations and learners' interests, experiences, and aspirations

Kalantzis and Cope (2008) reformulated these components to reflect knowledge and pedagogical processes identified in Bloom's (1956) taxonomy, specifically "Experiencing," "Conceptualizing," "Analyzing," and "Applying." These authors also divided each of these processes into two subcategories to account for the changing aspects of the conventionalized ("available designs") and the new or the creative ("redesigning") that are inherent in any act of communication. The following table—adapted from Kumagai and López-Sánchez (2016, 17–19) and Samaniego and Warner (2016, 200)—shows the curricular components, pedagogical processes, and subcategories discussed in regard to this point (Table 8.2):

In recent years, the field of teaching and learning Spanish as a L2/HL has contributed a significant number of theoretical and practical studies that, explicitly or implicitly, reflect the above pedagogical components and processes related to the Multiliteracies approach. Some recent examples are: Belpoliti and Fairclough (2016), inquiry-based cultural projects for HL students at different levels through the Internet, surveys, interviews, and field data collection; García and Kleyn (2016), ethnographic case studies about how translanguaging is used in lesson designs and teaching events within bilingual classrooms; García et al. (2017), classroom strategies, unit designs for instruction and assessment, and teacher-

Table 8.2 Curricular and pedagogical components/processes of a pedagogy of multiliteracies

Curricular components	Pedagogical processes/stages	Subcategories
Situated practice	*Experiencing:* immersion in experience and the utilization of a wealth of Available Designs (i.e., texts of all sorts)	Experiencing the known (immersion in experience from learners' experiences) Experiencing the new (immersion in experience from different contexts)
Overt instruction	*Conceptualizing:* guiding learners' attention explicitly to various elements of language and other semiotic systems	Conceptualizing by naming (drawing distinctions, categorizing, and naming) Conceptualizing with theory (putting key terms together into interpretative frameworks)
Critical framing	*Analyzing:* reflection on learners' own and other people's perspectives, interests, and motives	Analyzing functionally (drawing conclusions, functional relations, and patterns) Analyzing critically (evaluating different perspectives, interests, and motives)
Transformed practice	*Applying:* reshaping or creating texts on the basis of existing ones to make them appropriate for contexts of communication	Applying appropriately (applying knowledge in real contexts and testing its validity) Applying creatively (making interventions based on personal interests, experiences, and aspirations)

initiated research suggestions for translingual pedagogy; Leeman and Serafini (2016), critical language awareness and critical translingual competence; Oskoz and Elola (2014), development of digital stories through the integration of texts, images, and sound; Parra (2013), translingual competence, transcultural critical thinking, and social consciousness

through community engagement and artwork, and (2016), critical pedagogy in connection with sociolinguistic awareness, multiliteracies, and service learning in the community; and Samaniego and Warner (2016), progress of writing instruction in HL education until current "postprocess" or "genre" approaches.

In line with the primary pedagogical criteria of the Multiliteracies approach, these authors offer an extensive list of resources for the analysis and creative transformation of a variety of texts relevant to heritage learners, among them:

- Music, film, literature
- Other cultural and artistic artifacts
- Newspapers, magazines, radio, TV, Internet
- Maps, graphics, tables, etc.
- Summaries or abstracts of research projects
- Official reports or surveys
- Google, Bing, Yahoo, and other search engines online
- Questionnaires, surveys, interviews, etc. designed by students
- Oral narratives (individual, collective, family, public, digital)
- Blogs, wikis, YouTube channels, and other personal spaces online
- Research on linguistic landscapes
- Advertising online and in mass media
- (Non) participant observations in the community

…As described in the next section, most if not all of these textual options should be equally attractive and productive for our model of professional development for HL instructors.

A Multiliteracies Approach to Heritage Language Teacher Education

The theoretical and practical aspects of the sociocultural theory and the Multiliteracies approach discussed so far in this chapter have obvious implications for the professional development of language instructors working with L2 and HL students. As López-Sánchez and Kumagai

(2016) note, both frameworks view language teaching as inherently based on the collaboration between individuals with different profiles, skills, and perspectives regarding the language that they are either learning or teaching. Also, these frameworks are not particularly concerned with replicating the competence of idealized "native" speakers, or the skills of idealized "perfect language teachers." Rather, they are more interested in developing an awareness of language users and language teaching professionals about their personal and social agency in the L2, more critical competence, and more resources to interpret and produce a wide range of texts in diverse social spaces. This type of language pedagogy therefore requires teachers to be able to implement competently a number of roles in the socially situated practices of teaching and learning, among them "co-inquirer," "mediator," "transformation agent," "designer," "facilitator," and "empowerer." What else does the above mean for the preparation and/or education of instructors working with HL students?

In the first place, it is important that HL teacher education programs of any type (graduate courses or modules, workshops, seminars, etc.) develop their curricula and activities based on the relationship between the three concepts—everyday, scientific, and contextual—that feed the interconnected types of teacher knowledge—personal practical knowledge, subject matter knowledge, general pedagogical knowledge, and contextual knowledge. Let us consider, for example, the topic of individual characteristics of heritage learners initially included as part of the "Cultural" component in our model of professional development of HL instructors. A teacher education activity about this topic could begin with some oral narratives of heritage learners talking about their personal experiences growing up with two languages at home and in other social contexts (see, e.g., https://www.youtube.com/watch?v=d75fSTAStcI), or with personal narratives of the prospective or current instructors attending the training activity as a means of strengthening the connection between their experiences and the development of their professional expertise (see Boche 2014 for an account of narrative enquiries as part of a teacher education program within a Multiliteracies framework). Following this initial contact with and reflection on the issue under consideration, the teacher educator could ask participants to read one or more bibliographic sources about different options for the definition of

heritage learners (see, e.g., Van Deusen-Scholl 2003; Polinsky and Kagan 2007; Chapter 2 of Beaudrie et al. 2014) and then decide what key points about the topic are made by these sources. As noted earlier, it is crucial to encourage an active mediation between the contents of these two pedagogical stages to avoid purely theoretical (or anecdotal) positions. Such mediation should also lay out a conducive transition to the next stage, when participants could be asked to consider the extent to which the characteristics of heritage learners discussed so far during the activity are similar to or different from those of students in their immediate personal or professional context, or the degree to which a greater awareness could affect their current or future teaching philosophy, for example, regarding "narrow" and "broad" views of the definition of heritage learners.

Together with the attention given to everyday, scientific, and contextual concepts and the different types of related knowledge, HL teacher education programs or activities should integrate the pedagogical processes that define the Multiliteracies approach *Learning by Design*—that is, Experiencing, Conceptualizing, Analyzing, and Applying. As noted before, while these elements do not necessarily need to be implemented in a hierarchical or linear fashion, they should be sequenced around activities promoting continuous critical reflection (Fig. 8.2):

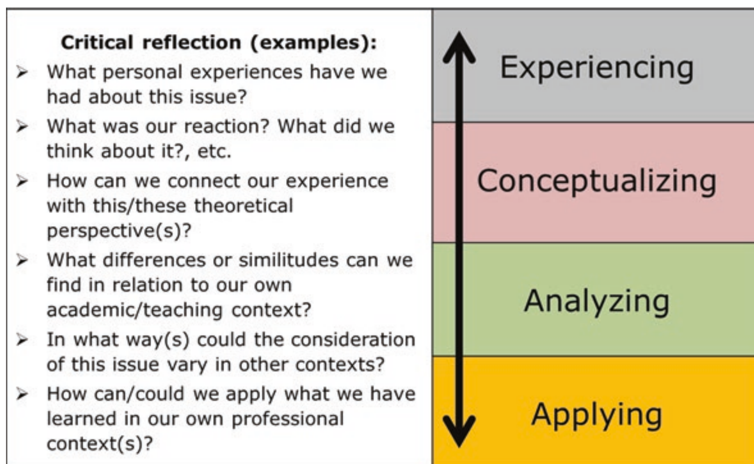


Fig. 8.2 Pedagogical sequence and critical reflection in HL teacher education

As a first example of how to structure a teacher education module within this approach, the exploration of differentiated instruction in classes with HLLs could begin with questions about personal experiences as learners or teachers in (a) classrooms with a combination of L2 and HL students, or (b) classrooms with only L2 or HL students with diverse levels of proficiency, motivation, or attitudes (*Experiencing the known*). Some sample questions could be: "Have you ever been in a classroom where students seemed to have quite uneven proficiency levels?" "Or students with very different attitudes toward the subject or the instructor?" "To what extent could those differences affect the interaction/rapport/dynamics of the course?" "Did you notice any specific strategies or techniques used by the instructor to balance those differences?" This initial stage could also include a discussion about perspectives offered by others (*Experiencing the new*) on the same issue (see, e.g., the resources provided at http://www.caroltomlinson.com/, or the performances by some film teachers displaying funny or inspiring techniques for inclusion and differentiated instruction at https://www.youtube.com/watch?v=i6rEy3Lqfio). The next activity would have participants develop a more general understanding of differentiated instruction through, for example, (a) naming and classifying the strategies or techniques discussed in the previous stage (*Conceptualizing by naming*) and/or (b) linking those strategies or techniques to the key concepts of a framework for differentiated instruction such as the one suggested by Carreira (2016) (*Conceptualizing with theory*). Analyzing activities should allow the participants to examine the main concepts presented so far in relation to their own academic and/or professional contexts. In the case of differentiated instruction, the participants could be asked to (a) consider the possible effects of implementing the strategies and tools listed by Carreira (*Analyze functionally*) and/or (b) discuss how L2 and HL students, other instructors, or even administrators could react to the implementation of the new framework (*Analyze critically*). Finally, the Applying stage could, among other options, involve activities to (a) put into effect the strategies and tools analyzed throughout the activity (*Applying appropriately*) and/or (b) create new differentiation strategies for a given local academic context of special interest to individual participants (*Applying creatively*). The structure of activities for this final phase would depend on the particular con-

ditions of the teacher preparation program, for example, if participants have or do not have access to actual classrooms with HL/L2 students. Otherwise, participants could be asked to create some teaching/learning scenarios where they could apply specific differentiation strategies accordingly.

The second example deals with the teaching and/or treatment of varieties of Spanish in courses with HLLs. An initial activity would have participants fill out a questionnaire to describe their dialect identity, beliefs, and practices (*Experiencing the known*) and to discuss the answers with their peers (*Experiencing the new*). A possible resource for this phase could be the questionnaire prepared by Andión (2013). In the next stage, participants could contrast the most frequent answers from the group with those highlighted by Andión in her study, or categorize the answers that show more negative or more positive beliefs (*Conceptualizing by naming*). At this point, participants could compare the notions of dialect identity, beliefs, and practices with the key concepts presented by Fairclough (2016b) as part of her multidialectal model to include additional varieties into an individual's linguistic repertoire (*Conceptualizing with theory*). Participants could now go back to the previous contrast between their answers to the questionnaire and the results of Andión's study to infer possible reasons for differences and similarities (*Analyze functionally*), and/or to evaluate their own and the other respondents' perspectives on Spanish varieties, with specific attention to their treatment in courses with HLLs (*Analyze critically*). The next activity could involve (a) the application in real-life contexts or in hypothetical scenarios of the contrastive techniques suggested by Fairclough (2016b, 156–159) (*Applying appropriately*) and/or (b) the consideration of complementary strategies for a given academic setting of interest to participants (*Applying creatively*).

The final example of how the *Learning by Design* framework may be applied to HL teacher education concerns assessment, an umbrella term that may include placement, quantitative measurement procedures, and other more qualitative kinds of assessment such as portfolios, journals, or observations. The module could begin with some questions about personal experiences and preferences regarding different forms of assessment (*Experiencing the known*), followed by a review of closed-ended/open-ended written exams, essays, oral presentations or oral interviews pro-

duced by HL and L2 students to compare grammatical or textual features (*Experiencing the new*). Then, participants could be asked to think, in general terms, about advantages and disadvantages of the previous—and other—assessment options (*Conceptualizing by naming*) in relation to either HL or L2 students. Next, participants would contrast their general impressions with key points about, for instance, the assessment process (reliability and validity) and/or types of test (diagnostic, formative, summative) (*Conceptualizing with theory*) (see, e.g., Chapter 10 of Beaudrie et al. 2014; Fairclough 2012; Beaudrie 2016b; Nik. Ilieva and Clark-Gareca 2016). After that, participants could backtrack to their own experience with assessment practices as language learners or teachers in order to consider whether formative or summative options were more common, what types of activities or items appeared more frequently in those options, or the extent to which any of the other key concepts presented in the previous stage were taken into account (*Analyze functionally*). Next, participants could reflect on possible reasons for which assessment options may be more or less popular in different academic or institutional contexts, and on their implications for HLLs in the short and long term (*Analyze critically*). Finally, participants would be asked to design new forms of diagnostic/formative/summative assessment options (or transform summative tasks into formative ones) in academic or institutional contexts of special interest to the participants (*Applying creatively*).

I am aware that many of the activities and/or resources described in these examples may already be used in existing HL teacher preparation programs and that the stages around which we have structured them are also present in other educational theories and practices (Cope and Kalantzis 2000). However, our main goals have been to (a) underline the *equal* importance of each of these pedagogical stages in order to reinforce the role of prospective and current HL instructors as designers of their own professional development and (b) emphasize the value of mediating between teachers' personal experiences, theoretical and pedagogical dimensions, and institutional and professional conditions. If a Multiliteracies language curriculum should provide learners with opportunities to become familiar with, analyze critically, and create from a wide variety of texts, HL teacher preparation programs should afford instructors opportunities to gain control over theoretical, pedagogical, and pro-

fessional resources so they can effectively apply or even transform these resources in any educational context where they teach or will be teaching.

Conclusion

As mentioned earlier, a key feature of this or any other professional development model for HL instructors should be its adaptability to diverse academic or institutional settings. With regard to the seven key components included in our model, Lacorte (2016, 103) points out that users "should assess all or some of them according to her or his own knowledge and experience as an instructor, teacher, educator, curriculum developer, language program director, researcher, or administrator, among others." (Quite likely, other authors with broader experience in HL teacher development [see, e.g., Potowski 2005; Kagan and Dillon 2009; Beaudrie et al. 2014] would agree with this position.) On the other hand, we would like to, first, underline the importance of bearing in mind (a) the different types of teacher concepts and knowledge and (b) the curricular and pedagogical stages presented in this chapter as the pedagogical basis for the development of programs, courses, modules, seminars, workshops, discussions, and so on about any issues within the above components of HL teacher education (Fig. 8.3).

Second, I would like to argue for a much stronger communication between Spanish departments or units and general education programs, since these two may possibly be the most instrumental points of reference for prospective and even current HL instructors. Valdés (2016, 2017) has recently defined "curricularization of language" as a process of "treating language as an academic subject in school contexts […] informed and controlled by a complex interacting system of ideological, epistemological, theoretical and practical mechanisms" (2017, 76–77). The same could be said about many HL teacher preparation programs, often affected by diverging, or even contradictory, perspectives on (a) the components of the professional development model presented in this chapter: ideological, cultural, socioaffective, linguistic, curricular, pedagogical, and professional; (b) the types of knowledge associated with everyday, scientific, and contextual notions developed by instructors: personal

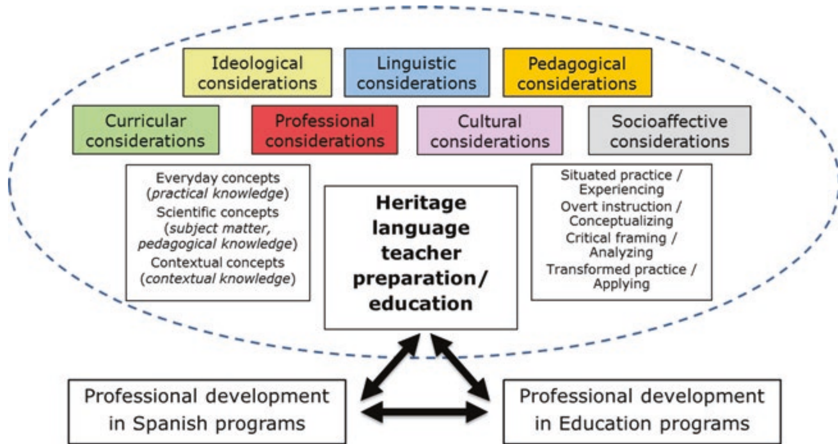


Fig. 8.3 Model for heritage language teacher preparation/education

practical, subject matter, pedagogical, and contextual; and (c) the pedagogical processes or stages around which instruction of teacher preparation programs may be structured: experiencing, conceptualizing, analyzing, applying. As we are aware of the common trend in our language teaching profession toward fragmentation, it will be crucial that those of us involved in the professional development of HL instructors make greater institutional, academic, and curricular efforts to work together on, for example, cross-listed and/or team-taught courses, reading groups, co-directed theses, co-sponsored workshops or seminars, collaborative research projects and grant proposals, and so on. Together with HL instructors, we all share the same objective: providing our HL students with the best Spanish language education possible.

Notes

1. For further information about these dimensions, see Wang and García (2002), Potowski and Carreira (2004), Brinton et al. (2008), Carreira and Kagan (2011), Kagan and Dillon (2009), Beaudrie (2012), Beaudrie et al. (2014), and Schwartz (2014). More relevant materials can be found in the websites of the NABE Bilingual Multicultural Resource Center (http://www.nabe.org/ResourceCenter); the National Heritage Language

Resource Center (http://www.nhlrc.ucla.edu/nhlrc); the Alliance for the Advancement of Heritage Languages (http://www.cal.org/heritage/); the National Capital Language Resource Center (http://nclrc.org/about_teaching/heritage_learners.html); the Center on Advanced Research on Language Acquisition (http://www.carla.umn.edu/); and the *Heritage Language Journal* (http://www.heritagelanguages.org/).

References

Andión, María Antonieta. 2013. Los profesores de español segunda/lengua extranjera y las variedades: Identidad dialectal, actitudes y prácticas docentes. *Revista Signos* 46 (82): 155–189. http://www.scielo.cl/pdf/signos/v46n82/a01.pdf

Auerbach, Elsa. 1995. The Politics of the ESL Classroom: Issues of Power in Pedagogical Choices. In *Power and Inequality in Language Education*, ed. James W. Tollefson, 9–33. New York: Cambridge University Press.

Beaudrie, Sara M. 2009. Teaching Heritage Language Learners and the Nativeness Issue. *ADFL Bulletin* 40 (3): 94–112. doi:10.1632/adfl.41.1.94.

———. 2012. Research on University-Based Spanish Heritage Language Programs in the United States. In *Spanish as a Heritage Language in the United States. The State of the Field*, ed. Sara M. Beaudrie and Marta Fairclough, 203–221. Washington, DC: Georgetown University Press.

———. 2016a. Building a Heritage Language Program: Guidelines for a Collaborative Approach. In *Innovative Approaches for Heritage Language Teaching: A Practical Guide for the Classroom*, ed. Marta Fairclough and Sara M. Beaudrie, 80–98. Washington, DC: Georgetown University Press.

———. 2016b. Advances in Spanish Heritage Language Assessment: Research and Instructional Considerations. In *Advances in Spanish as a Heritage Language*, ed. Diego Pascual y Cabo, 143–158. Philadelphia: John Benjamins.

Beaudrie, Sara M., Cynthia Ducar, and Kim Potowski. 2014. *Heritage Language Teaching: Research and Practice*. New York: McGraw Hill.

Belpoliti, Flavia, and Marta Fairclough. 2016. Inquiry-Based Projects in the Spanish Heritage Language Classroom: Connecting Culture and Community Through Research. *Hispania* 99 (2): 258–273. doi:10.1353/hpn.2016.0045.

Bloom, Benjamin S., ed. 1956. *Taxonomy of Educational Objectives: The Classification of Educational Goals. Handbook I: Cognitive Domain*. New York: David McKay Company.

Boche, Benjamin. 2014. Multiliteracies in the Classroom: Emerging Conceptions of First-Year Teachers. *Journal of Language and Literacy Education* 10 (1): 114–135. http://jolle.coe.uga.edu/wp-content/uploads/2014/04/Multiliteracies-in-the-Classroom-Boche.pdf

Brinton, Donna M., Olga Kagan, and Susan Bauckus, eds. 2008. *Heritage Language Education: A New Field Emerging*. New York: Routledge.

Carreira, María. 2012. Meeting the Needs of Heritage Language Learners: Approaches, Strategies, and Research. In *Spanish as a Heritage Language in the United States. The State of the Field*, ed. Sara M. Beaudrie and Marta Fairclough, 223–240. Washington, DC: Georgetown University Press.

———. 2016. A General Framework and Supporting Strategies for Teaching Mixed Classes. In *Advances in Spanish as a Heritage Language*, ed. Diego Pascual y Cabo, 159–176. Philadelphia: John Benjamins.

Carreira, María, and Olga Kagan. 2011. The Results of the National Heritage Language Survey: Implications for Teaching, Curriculum Design, and Professional Development. *Foreign Language Annals* 44 (1): 40–64. doi:10.1111/j.1944-9720.2010.01118.x.

Connelly, F. Michael, D. Jean Clandinin, and Ming Fan He. 1997. Teachers' Personal Practical Knowledge on the Professional Knowledge Landscape. *Teaching and Teacher Education* 13 (7): 665–674. doi:10.1016/S0742-051X(97)00014-0.

Cope, Bill, and Mary Kalantzis, eds. 2000. *Multiliteracies: Literacy Learning and the Design of Social Futures*. New York: Routledge.

———. 2009. Multiliteracies: New Literacies, New Learning. *Pedagogies: An International Journal* 4 (3): 164–195. doi:10.1080/15544800903076044.

Creese, Angela, and Adrian Blackledge. 2010. Translanguaging in the Bilingual Classroom: A Pedagogy for Learning and Teaching? *The Modern Language Journal* 94 (1): 103–115. doi:10.1111/j.1540-4781.2009.00986.x.

Fairclough, Marta. 2006. La enseñanza del español como lengua de herencia: Un curso de preparación para docentes. *Revista Iberoamericana de Lingüística* 1: 31–50.

———. 2012. A Working Model for Assessing Spanish Heritage Language Learners' Language Proficiency Through a Placement Exam. *Heritage Language Journal* 9 (1): 121–138.

———. 2016a. Emerging Trends with Heritage Language Instructional Practices: Advances and Challenges. In *Advances in Spanish as a Heritage Language*, ed. Diego Pascual y Cabo, 221–236. Philadelphia: John Benjamins.

———. 2016b. Incorporating Additional Varieties to the Linguistic Repertoires of Heritage Language Learners. In *Innovative Approaches for Heritage Language Teaching: A Practical Guide for the Classroom*, ed. Marta Fairclough and Sara M. Beaudrie, 143–165. Washington, DC: Georgetown University Press.

Fairclough, Marta, and Sara M. Beaudrie, eds. 2016. *Innovative Strategies for Heritage Language Teaching. A Practical Guide for the Classroom*. Washington, DC: Georgetown University Press.

García, Ofelia, and Tatiana Kleyn, eds. 2016. *Translanguaging with Multilingual Students: Learning from Classroom Moments*. New York: Routledge.

García, Ofelia, Susana Ibarra Johnson, and Kate Seltzer. 2017. *The Translanguaging Classroom: Leveraging Student Bilingualism for Learning*. Philadelphia: Caslon.

Gee, James Paul. 2002. Literacies, Identities and Discourses. In *Developing Advanced Literacy in First and Second Languages: Meaning with Power*, ed. Mary J. Scheleppegrell and M. Cecilia Colombi, 45–66. Mahwah: Lawrence Erlbaum.

Henshaw, Florencia. 2016a. Technology-Enhanced Heritage Language Instruction: Best Tools and Best Practices. In *Innovative Approaches for Heritage Language Teaching: A Practical Guide for the Classroom*, ed. Marta Fairclough and Sara M. Beaudrie, 237–254. Washington, DC: Georgetown University Press.

———. 2016b. Online Courses for Heritage Learners: Best Practices and Lessons Learned. In *Advances in Spanish as a Heritage Language*, ed. Diego Pascual y Cabo, 281–298. Philadelphia: John Benjamins.

Hornberger, Nancy H., and Shuhan Wang. 2008. Who Are Our Heritage Language Learners? Identity and Biliteracy in Heritage Language Education in the United States. In *Heritage Language Education: A New Field Emerging*, ed. Donna M. Brinton, Olga Kagan, and Susan Bauckus, 3–38. New York: Routledge.

Johnson, Karen E. 2009. *Second Language Teacher Education. A Sociocultural Perspective*. New York: Routledge.

———. 2016. Language Teacher Education. In *The Routledge Handbook of English Language Teaching*, ed. Graham Hall, 121–134. New York: Routledge.

Johnson, Karen E., and Adriana C. Kuerten de Dellagnelo. 2015. L2/FL Teacher Education: Bridging the Complexities of Teaching and the Learning of Teaching. *Ilha Do Desterro* 68 (1): 11–16. doi:10.5007/2175-8026.2015v68n1p11.

Johnson, Karen E., and Paula R. Golombek, eds. 2011. *Research on Second Language Teacher Education. A Sociocultural Perspective on Professional Development*. New York: Routledge.

———, eds. 2016. *Mindful L2 Teacher Education: Sociocultural Perspective on Cultivating Teachers' Professional Development*. New York: Routledge.

Kagan, Olga, and Kathleen Dillon. 2009. The Professional Development of Teachers of Heritage Learners: A Matrix. In *Building Contexts, Making Connections: Selected Papers from the Fifth International Conference on Language Teacher Education*, ed. Michael Anderson and Anne Lazaraton, 155–175. Minneapolis: CARLA.

Kalantzis, Mary, and Bill Cope. 2008. Language Education and Multiliteracies. In *Encyclopedia of Language and Education*, Language Policy and Political Issues in Education, ed. Stephen May and Nancy H. Hornberger, vol. 1, 2nd ed., 195–211. New York: Springer.

Kramsch, Claire. 2008. Ecological Perspectives on Foreign Language Education. *Language Teaching* 41 (3): 389–408. doi:10.1017/S0261444808005065.

Kress, Gunther R. 2000. Multimodality. In *Multiliteracies: Literacy Learning and the Design of Social Futures*, ed. Bill Cope and Mary Kalantzis, 182–202. New York: Routledge.

Kumagai, Yuri, and Ana López-Sánchez. 2016. Advancing Literacies in World Language Education. In *Multiliteracies in World Language Education*, ed. Yuri Kumagai, Ana López-Sánchez, and Sujane Wu, 1–25. New York: Routledge.

Lacorte, Manel. 2015. Methodological Approaches and Realities. In *The Routledge Handbook of Hispanic Applied Linguistics*, ed. Manel Lacorte, 99–116. New York: Routledge.

———. 2016. Teacher Development in Heritage Language Education. In *Innovative Approaches for Heritage Language Teaching: A Practical Guide for the Classroom*, ed. Marta Fairclough and Sara M. Beaudrie, 99–119. Washington, DC: Georgetown University Press.

Lantolf, James P., and Matthew E. Poehner. 2014. *Sociocultural Theory and the Pedagogical Imperative in L2 Education: Vygotskian Praxis and the Research/Practice Divide*. New York: Routledge.

Lantolf, James P., Stephen L. Thorne, and Matthew E. Poehner. 2015. Sociocultural Theory and Second Language Development. In *Theories in Second Language Acquisition: An Introduction*, ed. Bill VanPatten and Jessica Williams, 207–226. New York: Routledge.

Leeman, Jennifer, and Ellen Serafini. 2016. Sociolinguistics for Heritage Language Education and Students: A Model for Critical Translingual Competence. In *Innovative Approaches for Heritage Language Teaching: A Practical Guide for the Classroom*, ed. Marta Fairclough and Sara M. Beaudrie, 56–79. Washington, DC: Georgetown University Press.

Lo Bianco, Joseph. 2000. Multiliteracies and Multilingualism. In *Multiliteracies: Literacy Learning and the Design of Social Futures*, ed. Bill Cope and Mary Kalantzis, 92–105. New York: Routledge.

López-Sánchez, Ana, and Yuri Kumagai. 2016. Afterword. In *Multiliteracies in World Language Education*, ed. Yuri Kumagai, Ana López-Sánchez, and Sujane Wu, 233–237. New York: Routledge.

Lowther Pereira, Kelly. 2016. New Directions in Heritage Language Pedagogy: Community Service-Learning for Spanish Heritage Speakers. In *Advances in Spanish as a Heritage Language*, ed. Diego Pascual y Cabo, 237–258. Philadelphia: John Benjamins.

Negueruela-Azarola, Eduardo, and Próspero N. García. 2016. Sociocultural Theory and the Language Classroom. In *The Routledge Handbook of English Language Teaching*, ed. Graham Hall, 295–309. London: Routledge.

New London Group. 1996. A Pedagogy of Multiliteracies: Designing Social Futures. *Harvard Educational Review* 66 (1): 60–92. doi:10.17763/haer.66.1.17370n67v22j160u.

Nik. Ilieva, Gabriela, and Beth Clark-Gareca. 2016. Heritage Language Learner Assessment: Toward Proficiency Standards. In *Innovative Approaches for Heritage Language Teaching: A Practical Guide for the Classroom*, ed. Marta Fairclough and Sara M. Beaudrie, 214–236. Washington, DC: Georgetown University Press.

Oskoz, Ana, and Idoia Elola. 2014. Integrating Digital Stories in the Writing Class: Towards a 21st Century Literacy. In *Digital Literacies in Foreign Language Education: Research, Perspectives, and Best Practices*, ed. Janel Pettes Guikema and Lawrence Williams, 179–200. San Marcos: CALICO.

Parra, María Luisa. 2013. Expanding Language and Cultural Competence in Advanced Heritage- and Foreign Language Learners Through Community Engagement and Work with the Arts. *Heritage Language Journal* 10 (2): 115–142.

———. 2016. Critical Approaches to Heritage Language Instruction: How to Foster Students' Critical Consciousness. In *Innovative Approaches for Heritage Language Teaching: A Practical Guide for the Classroom*, ed. Marta Fairclough and Sara M. Beaudrie, 166–190. Washington, DC: Georgetown University Press.

Pascual y Cabo, Diego, ed. 2016. *Advances in Spanish as a Heritage Language*. Philadelphia: John Benjamins.

Polinsky, María, and Olga Kagan. 2007. Heritage Languages: In the 'Wild' and in the Classroom. *Language and Linguistics Compass* 1 (5): 368–395. doi:10.1111/j.1749-818x.2007.00022.x.

Potowski, Kim. 2002. Educating University FL Teachers to Work with Heritage Spanish Speakers. In *Research and Practice in Language Teacher Education:*

Voices from the Field, ed. Bill Johnston and Suzanne Irujo, 87–100. Minneapolis: CARLA.

———. 2005. *Fundamentos de la enseñanza del español a los hablantes nativos en los Estados Unidos*. Madrid: Arco/Libros.

Potowski, Kim, and María Carreira. 2004. Teacher Development and National Standards for Spanish as a Heritage Language. *Foreign Language Annals* 37 (3): 427–437. doi:10.1111/j.1944-9720.2004.tb02700.x.

Samaniego, Malena, and Chantelle Warner. 2016. A Multiliteracies Approach to Heritage Language Instruction. In *Innovative Approaches for Heritage Language Teaching: A Practical Guide for the Classroom*, ed. Marta Fairclough and Sara M. Beaudrie, 191–213. Washington, DC: Georgetown University Press.

Schwartz, Ana María. 2014. Preparing Teachers to Work with Heritage Language Learners. In *Handbook of Heritage, Community, and Native American Languages in the United States*, ed. Terrence G. Wiley, Joy Peyton, Donna Christian, Sarah Moore, and Na Liu, 359–369. New York: Routledge.

Shively, Rachel. 2016. Heritage Language Learning in Study Abroad: Motivations, Identity Work, and Language Development. In *Advances in Spanish as a Heritage Language*, ed. Diego Pascual y Cabo, 259–280. Philadelphia: John Benjamins.

Thorne, Stephen L. 2013. Language Learning, Ecological Validity and Innovation Under Conditions of Superdiversity. *Bellaterra Journal of Teaching & Learning Language & Literature* 6 (2): 1–27. doi:10.5565/rev/jtl3.526.

Toth, Paul D., and Kristin J. Davin. 2016. The Sociocognitive Imperative of L2 Pedagogy. *The Modern Language Journal* 100: 148–168. doi:10.1111/modl.12306.

Unsworth, Len, and Robyn Bush. 2010. Introducing Multimodal Literacy to Young Children Learning English as a Second Language. In *Multiliteracies in Motion: Current Theory and Practice*, ed. David R. Cole and Darren L. Pullen, 59–83. New York: Routledge.

Valdés, Guadalupe. 2016. Afterword: Curricularizing Language: Implication for Heritage Language Instruction. In *Innovative Approaches for Heritage Language Teaching: A Practical Guide for the Classroom*, ed. Marta Fairclough and Sara M. Beaudrie, 255–270. Washington, DC: Georgetown University Press.

———. 2017. "From Language Maintenance and Intergenerational Transmission to Language *Survivance*": Will 'Heritage Language' Education

Help or Hinder? *International Journal of the Sociology of Language* 243: 67–95. doi:10.1515/ijsl-2016-0046.

Van Deusen-Scholl, Nelleke. 2003. Toward a Definition of Heritage Language: Sociopolitical and Pedagogical Considerations. *Journal of Language, Identity, and Education* 2 (3): 211–230.

Vygotsky, Lev S. 1978. In *Mind in Society: The Development of Higher Psychological Processes*, ed. Michael Cole, Vera John-Steiner, Sylvia Scribner, and Ellen Souberman. Cambridge, MA: Harvard University Press.

Wang, S., and M. García. 2002. Heritage Language Learners. http://www.ncssfl.org/papers/NCSSFLHLLs0902.pdf

Manel Lacorte (mlacorte@umd.edu) is Associate Professor of Spanish Applied Linguistics, Director of the Spanish Language Program, and Director of the MA program in Hispanic Applied Linguistics at the University of Maryland. His research and teaching interests involve second language (L2) and heritage language (HL) pedagogy and teacher education; L2 classroom interaction and context(s); applied linguistics; and sociopolitical issues in L2 and HL teaching and learning. Several of his edited volumes and a number of articles have been published in leading journals.

9

Concluding Remarks

Manel Lacorte

All the chapters in this volume have intended to corroborate our initial view of the relationship between the Multiliteracies framework *Learning by Design* and heritage language (HL) education as "a match made in heaven" (Chap. 1). On the one hand, the last few decades of research on heritage languages in the United States and elsewhere have resulted in a more accurate understanding of issues related to linguistics, sociolinguistics, educational linguistics, and language acquisition (see, e.g., Wiley et al. 2014; Montrul 2016; Pascual y Cabo 2016; Kagan et al. 2017). In the field of HL pedagogy in particular, special emphasis has been placed on promoting sociolinguistic awareness, stimulating involvement in diverse literacy practices, expanding students' linguistic repertoires, and getting them more engaged in experiential and/or service learning in order to increase their commitment to the community. On the other hand, these goals seem to be very similar to those of the Multiliteracies framework, a pedagogical approach that has recently come of age since it was first presented by the New London Group in 1996. Some of the

M. Lacorte (✉)
University of Maryland, College Park, MD, USA

© The Author(s) 2018

G.C. Zapata, M. Lacorte (eds.), *Multiliteracies Pedagogy and Language Learning*,
DOI 10.1007/978-3-319-63103-5_9

main principles of this approach are (a) the integration of "formal"/academic learning and "informal"/personal learning as a way to reflect the new realities that all learners experience in their everyday lives; (b) the development of curricular and pedagogical resources that may be more related to the learners' personal, social, and cultural backgrounds; and (c) the opportunities for learners to interpret and create forms and meanings from an extensive variety of oral, written, visual, audiovisual, and digital texts.

As noted in Chap. 1 of this book, we strongly believe that the theoretical and practical bases of the Multiliteracies framework in its more recent version—*Learning by Design*—may be quite beneficial for all of us involved in HL education: learners, instructors, program developers or administrators, materials designers, and teacher educators. In this regard, the contributors to this volume have made a special effort to go beyond anecdotal accounts of pedagogical interventions in confined or experimental settings, and provide instead complete descriptions of pedagogical, curricular, and professional applications of the knowledge and tasks associated with *Learning by Design*. In what follows, I will briefly highlight some of the key features connecting the chapters in this book which could eventually have a transformational effect on the teaching of Spanish as a heritage language (SHL) in the United States.

- *Incorporation of multimodal instructional resources*. Working with a wide variety of texts and genres, the projects presented in this volume have intended to enrich the possibilities and experiences of both learners and instructors of SHL. From films, music, literary works, biographies, documentaries, and scientific publications, among other options (Chaps. 2, 3, and 4), to digital storytelling, written reflections, self-generated questions, and life story narratives (Chaps. 4, 5, 6, and 7), the resources included in this book should encourage the learners' active development of their Spanish skills through the analysis and understanding of multiple social and cultural meanings. The multimodal resources in most of the projects are not only relevant to the learners' life, academic experience, and community, but also important for successful critical reflection, conceptualizations, and application in real-life contexts.

- *New directions in assessment*. The incorporation of multimodal resources in HL education should be followed by the implementation of assessment options that go beyond the traditional language test or, as Parra points out, "punitive/reward end-of-program measures" (this volume, xxx). In line with the position taken by the Multiliteracies framework and recent research in HL education (see, e.g., Carreira 2012; Beaudrie 2016; Nik Ilieva and Clark-Gareca 2016), the authors in this project have proposed a range of assessment tasks to account for heritage language learners' (HLLs) diverse abilities and needs. For example, Parra and her colleagues (Chap. 2) combined "mini quizzes" on specific information coming from classroom discussions or presentations of content with essays, creative written assignments, oral presentations, and reading reports; Zapata (Chap. 3) had her students develop individual e-Portfolios with personal reflections and multimodal narratives, among other materials; Martínez and San Martín (Chap. 4) designed a digital illness narrative project as the culmination of their capstone course in Sociolinguistics and Latino Health; and Ruggiero (Chap. 5) developed a multimodal journal for the HLLs in her service learning course to include digital storytelling, written reflections, and self-generated questions for critical enquiry. Finally, assignments for the undergraduate course for pre-service instructors prepared by Grosso Richins and Hansen-Thomas (Chap. 7) consisted of, among others, online journal entries and oral reflections, design of lesson plans, participation in technology-mediated simulations of parent-teacher conferences, group presentations, and the development of a multimedia product.
- *Curricular integration of the specifics of individual and group identities*. As important as offering learners a wide variety of materials for both instruction and assessment, the projects in this book suggest many options to personalize tasks and activities in relation to the learners' implicit/explicit knowledge of the Spanish language, and experiences with Spanish-speaking communities on a personal and academic level. First, the authors provide extensive details about the personal and academic backgrounds of the participants, as well as about the institutional settings where the pedagogical and/or curricular interventions are implemented. Second and more important, all the projects take into careful consideration these backgrounds in order to establish connections

between what is known by students and what is new as an integral part of the instructional sequence either in SHL at all levels (Chaps. 2, 3, 4, and 5) or in HL teacher preparation/education courses, seminars, workshops, and so on (Chaps. 6, 7, and 8).

- *A framework for collaboration and transformation*. Along with a deeper understanding of individual backgrounds, the tasks and activities in this book actively promote the collaborative construction of knowledge, both as an integral part of the pedagogical sequence and as a crucial cognitive tool. While collaboration may be a more obvious dimension of the *Learning by Design* approach applied to SHL courses at all levels, this book has also drawn attention to the value of collaboration from the first steps of the professional development of instructors working with HLLs. For example, the activities in Chap. 7 for pre-service bilingual teachers of Spanish to become more aware of their HL on the personal and professional level involved interviews with Spanish-speaking parents, classroom oral presentations and discussions, simulations and role-plays, and collaborative lesson planning. For its part, all the examples included in Chap. 8 to illustrate the pedagogical stages of HL teacher preparation activities were based not only on the notions of learners' collaborative construction of knowledge (Kalantzis et al. 2016), but also on the critical importance of interaction between instructors so they can successfully internalize the different types of concepts and knowledges outlined by sociocultural theory applied to L2/HL teacher education.
- *A pedagogy for agency and critical enquiry/thinking*. In the same way that the field of HL education now emphasizes critical reflection about the linguistic and cultural repertoires of HLLs, the Multiliteracies approach also considers critical analysis and reflection as essential for learners to (a) develop critical stances with regard to any type of text or genre and (b) become agents of social change based on their awareness of, as Parra notes, "language and cultural ideologies that [learners] might have experienced [and] the power relations that are established through linguistic exchanges in the different communities in which they participate" (this volume, xxx).

Working together on this edited volume has allowed us to become much more aware of our own critical voice as members of an important professional community within HL education. It has also provided us with a much deeper understanding of the multiple and complex conditions and circumstances for SHL pedagogy throughout the United States. And for this we thank our contributors again.

References

Beaudrie, Sara M. 2016. Advances in Spanish Heritage Language Assessment: Research and Instructional Considerations. In *Advances in Spanish as a Heritage Language*, ed. Diego Pascual y Cabo, 143–158. Philadelphia: John Benjamins.

Carreira, María. 2012. Formative Assessment in HL Teaching: Purposes, Procedures, and Practices. *Heritage Language Journal* 9 (1): 100–120.

Kagan, Olga, María Carreira, and Claire Hitchens Chik, eds. 2017. *The Routledge Handbook of Heritage Language Education: From Innovation to Program Building*. New York: Routledge.

Kalantzis, Mary, Bill Cope, Eveline Chan, and Leanne Dalley-Trim. 2016. *Literacies*. 2nd ed. Cambridge: Cambridge University Press.

Montrul, Silvina. 2016. *The Acquisition of Heritage Languages*. Cambridge: Cambridge University Press.

New London Group. 1996. A Pedagogy of Multiliteracies: Designing Social Futures. *Harvard Educational Review* 66 (1): 60–92. doi:10.17763/haer.66.1.17370n67v22j160u.

Nik Ilieva, Gabriela, and Beth Clark-Gareca. 2016. Heritage Language Learner Assessment: Toward Proficiency Standards. In *Innovative Approaches for Heritage Language Teaching: A Practical Guide for the Classroom*, ed. Marta Fairclough and Sara M. Beaudrie, 214–236. Washington, DC: Georgetown University Press.

Pascual y Cabo, Diego, ed. 2016. *Advances in Spanish as a Heritage Language*. Philadelphia: John Benjamins.

Wiley, Terrence G., Joy Peyton, Donna Christian, Sarah Moore, and Na Liu, eds. 2014. *Handbook of Heritage, Community, and Native American Languages in the United States*. New York: Routledge.

Manel Lacorte (mlacorte@umd.edu) is Associate Professor of Spanish Applied Linguistics, Director of the Spanish Language Program, and Director of the MA program in Hispanic Applied Linguistics at the University of Maryland. His research and teaching interests involve second language (L2) and heritage language (HL) pedagogy and teacher education; L2 classroom interaction and context(s); applied linguistics; and sociopolitical issues in L2 and HL teaching and learning. Several edited volumes of his have been published, and a number of his articles have appeared in leading journals.

Index

A
Abdi, K., 153
academic register, 164–7, 189, 192
academic *vs.* non-academic language, 164, 171
ACTF, World-Readiness Standards, 131
Alcaraz, L., 76
American Academy of Arts and Sciences' Commission on the Humanities and Social Sciences report, 107
analyzing critically, 17, 32, 75, 102
analyzing functionally, 16, 32, 41, 75, 76, 97, 99–101
Anderson, J., 109
Andión, M. A., 215
applying appropriately, 76, 77, 112, 117, 141, 214, 215
applying creatively, 76, 117, 214–16
arts-based projects, 134, 135
assignments, 34, 40, 42, 56, 57, 84, 87, 131, 136, 143, 181, 184
Auerbach, E., 204

B
basic-level cognition (BLC), 21n3
Beaudrie, S. M., 34, 35, 151, 197
belonging, 4, 5, 10, 15, 16, 18, 20, 37, 41, 71, 116, 138–40, 154, 189
Belpoliti, F., 209
bilingual education, 19, 36, 177, 178
bilingualism, 8–10, 170
bilingual learners, 149
Bilingual Target Language Proficiency Test (BTLPT), 176, 177, 179, 180
bilingual teachers, 175–7, 189–91, 193, 230
Binghampton community, 134, 143

© The Author(s) 2018

G.C. Zapata, M. Lacorte (eds.), *Multiliteracies Pedagogy and Language Learning*,
DOI 10.1007/978-3-319-63103-5

blogs, 7
Bloom, B. S., 209
BTLPT. *See* Bilingual Target Language Proficiency Test (BTLPT)

C

Caritas Village (CV), 133–6, 143
Carreira, M., 169, 214
coding process, 160
communication, modalities of, 1
community contextualization in HL education, 109
community leaders, 19, 134–6, 140, 141, 143
community service learning (CSL), 18, 129, 130, 138, 142
comprehension, 6, 12, 38–40, 44, 66, 176, 177, 187
conceptualizing by naming, 74, 75, 95, 99, 139, 214–16
conceptualizing process, 139
conceptualizing with theory, 74, 112, 214–16
contextual concepts, 204, 205, 213
contextual knowledge, 206, 212
Cope, B., 8, 33, 73, 92n6, 116, 117, 131, 137, 139, 155, 156, 171, 209
Correa, M., 170, 171
Crabbe, D., 155
Creating Community, Engaged Scholarship (CruCES) project, 129, 130
  analyzing, 139–41
  applying, 141
  background, 133–4
  conceptualizing, 139
  experiencing, 137–8
  and *Learning by Design*, 137
  project design, 134–7
  project significance for HLs, 141
crisis in humanities, 110
critical level analysis, 139–40
Critical Race Theory, 114
critical thinking component, 33
CruCES project. *See* Creating Community, Engaged Scholarship project
cultural considerations, 201
culturally relevant materials, development of, 12, 13
culture, 32, 48, 89, 90, 116, 117, 122, 132, 138, 140, 141, 175
Cummins, J., 10, 116
curricular considerations, 201
curricularization of language, 217

D

Davies, B., 153
Dellagnelo, K., 203
digital illness narrative project, 114–18, 122, 124
digital learning platform, 73
digital storytelling, 114, 115
  discoveries of language and power, 118–23
digital tools, integration of, 7
dual language learners, 149

E

El antes y el después, Una transformaciónenautopercepción, 53–4

El español (The Spanish Language), 50–1
Elola, I., 210
empirical learning, 204
empty verbalism, 204
English as a Second Language (ESL), 181
English literacy, development of, 10
ensembles, 5, 7, 8, 11, 13, 71, 72, 75, 76, 84, 85, 88
e-portfolios, 77, 83, 229
ESL. *See* English as a Second Language (ESL)
ethnographic theory, 113
everyday concepts, 203, 204
experiencing the known, 13, 32, 41, 72–7, 112, 137, 138, 181, 187, 214, 215
experiencing the new, 32, 41, 72, 112, 137, 138, 156, 214–16

F

face-to-face classroom, discussions and conferencing, 77
Fairclough, M., 33, 209, 215
Felix, A., 151, 162
first-generation immigrants, 178
formal learning, 4, 70, 93, 138, 144
functional analysis of forms, 182
functional level analysis, 140

G

García, O., 209
general pedagogical knowledge, 206, 212
Golombek, P. R., 203, 205

H

Harré, R., 153
Healy, A., 30
Hepple, E., 6
heritage language (HL), 9, 91, 150, 175
  characteristics, 197
  education, 8, 68, 109, 227
  exercise, 182–3
heritage language learners (HLLs), 8, 12–14, 19, 20, 123, 129, 149–52, 154, 176, 177, 229, 230
  available designs, 178–9
  professional development of language, 201–2
heritage language learning for the health professions (HLHP), 111
heritage language pedagogy, *Learning by Design* and, 12, 14–17
Heritage Language Program Profiles on Alliance website, 198
heritage language teacher preparation/education, model for, 218
heritage learners (HLs), 130–2, 201
  development of, 10
  project significance for, 141–4
  skills of, 152
heritage programs, 31
HHLs. *See* heritage language learners (HHLs)
Hinojosa, A. Q., 84
Hispanic identity, 151, 152
Hispanic linguistics program, 163, 169
Hispanic population, 67

Hispanic-serving institution, 68, 91, 92n1
HLHP. *See* heritage language learning for the health professions (HLHP)
HL proficiency, development of, 180, 201
HL teacher preparation, 216, 217, 230
  key components of, 199–202
Hornberger, N. H., 123
Humanities, crisis in, 110
hybrid narratives, 84, 88
hybrid web-page project, 7

I

ideological considerations, 201
immigrant, 6, 9, 133, 134, 170, 178, 179, 181, 191
immigration module materials, 74
imperfect, 75, 79–81, 85, 86
individualism, 109
informal learning, 3, 4
instructional guidance, 32
instructional tools, 12, 31
instructor feedback, 81, 82

J

Jiménez, F., 73–7, 80, 83, 93, 95, 97, 102
Johnson, K. E., 203, 205

K

Kalantzis, M., 3, 8, 14, 28, 33, 73, 92n6, 116, 117, 131, 137, 139, 141, 155, 156, 171, 209
Kleyn, T., 209
knowledge-based tasks, 14
knowledge processes, 4, 5, 7, 13, 14, 18, 20, 32, 71, 72, 109, 110, 116, 125, 131, 137, 143, 179–81
  sample instructional applications, 15–17
Kumagai, Y., 209, 211

L

Lacorte, M., 20, 200, 217, 232
language education, 124, 125, 207–11
language pedagogy, 212
languages for specific purposes (LSP), 108, 110, 111, 118, 125, 130, 132, 139
language teacher education, 202–6
language teaching curricula, 207
language teaching profession, 108, 212–18
large scale surveys, 152
Las torres castellanas de Babel, 48–9
Latino health, 113–14
Latino population in United States, 184
learning, 12–14, 19, 29–31, 114–16, 123, 124, 130–2, 138, 139, 141–3, 157, 159, 178, 180, 181, 187, 189, 193, 198, 202–4, 215
  characterization, 4
  HL, 109–13, 125
  informal, 3
  opportunities and multiliteracies, 154–6
  platform, 73, 74

resource, 14
Learning by Design, 3–8, 30, 68, 70, 85, 87, 91, 92, 109–11, 116, 117, 124, 125, 130–2, 139, 176, 179, 180, 183, 190, 192, 199, 207, 227, 228, 230
application of materials and tasks based on, 7
Creating Community, Engaged Scholarship (CruCES) project and, 137
element in, 4
framework, 110
and heritage language pedagogy, 12–20
learning processes, 181
pedagogical model, 71
pedagogical moves, 32
pedagogy, 72, 76, 77
in practice, 179–81
principles of, 5
projects of, 6, 7
transformative learning paradigm, 113
Learning by Design pedagogy, 29, 31–3, 41, 54, 58, 76, 77, 110, 116, 124, 130, 145, 176, 178, 179, 181
redesigned, 190–2
LecturaInteligenteHerencia Latina (LIHL), 34, 38–40
Leeman, J., 109, 152, 210
linguistic considerations, 201
linguistic diversity, 155, 208
literacies, 1, 116, 155, 156, 159, 169, 176, 177, 181, 184, 192, 193
process of, 207
skills of, 70, 78
traditional concept of, 1
López-Sánchez, A., 156, 209, 211
low-income heritage populations, 68
LSP. *See* Languages for Specific Purposes (LSP)

M

Macleroy, V., 109
Martínez, G., 12, 18, 92
Merriam, S. B., 159
Merrill, K. Z., 153
metalinguistic awareness, 18, 68, 77, 78, 86, 87, 182
Mexican-American communities, 69, 71, 76
Mexican-American experience, 71, 89
Millán, C., 84
Mills, K., 7
minority learners, teaching of language to, 70
modern communication, multimodal nature of, 70
modules, 5, 71, 113, 202, 212, 217
Módulo de instrucción, 93–103
motivational factor, HLs, 132
multiliteracies approach, 1, 28, 68, 70, 109, 124, 154, 199, 207–11, 230
framework, 227, 229
to heritage language teacher education, 211–17
language curriculum, 216
pedagogies, 129, 144, 154, 155, 157, 167–70, 176, 208, 209
multiliteracies-based instructional materials, 77
multimodal digital ensembles, 71

multimodal ensembles, 5, 7, 11, 13, 15–17, 84, 88
multimodal instructional resources, incorporation of, 13, 228
multimodal narratives, 77, 83–5, 229
multimodal resources, 6, 37, 168, 228, 229
multiple language contexts, 150

N

narratives, 79, 81–3
  hybrid narratives, 84, 88
  multimodal narratives, 83
  written narratives, 86
New London Group (NLG), 1, 2, 155, 227
Northern California Hispanic-serving institution, 68
Nussbaum, M. C., 108, 124

O

online program LIHL, 43, 47
oral development, Sp35, 43
orthography, 80
Oskoz, A., 210

P

Pan American Health Organization's manual *Saluden las Américas*, 112
parent-teacher conference simulation, 183–7
  lesson delivery, 187–9
Parra, M. L., 18, 55, 210, 229, 230
participants, 5, 18, 19, 36, 77–80, 83–6, 88, 89, 91, 145, 151, 154, 156–60, 163–5, 167–71, 178, 179, 212–16, 229
participation, 133, 135, 144, 153, 154, 181, 229
Pavlenko, A., 159
pedagogical considerations, 201, 202
pedagogical content knowledge, 205
pedagogical process, 206, 213, 218
  components of, 209
pedagogy of multiliteracies, 2, 21n2, 124, 156
  curricular and pedagogical components/processes of, 210
  development and change, 2
peer collaboration, 77
personal practical knowledge, 205, 212
Petrov, L. A., 109
powerful learning tool, 114
practical pedagogical knowledge, 205
pre-service teachers, 178–84, 187–90, 192, 194n3
preterite, 80, 81, 85, 86
pre- *vs.* post-course self-assessment, 47
professional considerations, 202

R

reading program, Sp35, 38–40
re-voicing, 8, 13
Richins, G., 19, 229
Rivera, T., 112
Rowsell, J., 155, 170

S

Samaniego, M., 209, 211
sample lesson plan, 188
Schools of Education, 206
Schwartz, A. M., 197, 198
scientific concepts, 204, 206
second language
  development of, 6
  mixed population of, 29
Serafini, E., 210
Serafini, F., 5
SHL. *See* Spanish heritage language (SHL)
Showstack, R. E., 150, 151, 171
Social Writing, 47
socioaffective considerations, 201
sociocultural theory, 202–6, 211
socioeconomic groups, 140
sociolinguistics, 113–15, 123, 125, 163
SPAN 4703, 129, 133, 134
Spanish complex structures, 35
Spanish development, 179
Spanish for Specific Purposes, 18
Spanish heritage language (SHL), 9, 27, 150, 228
  educators in, 33
Spanish heritage language learners (SHLLs), 8, 31, 33, 67
  analyzing functionally and critically, 75–6
  applying appropriately and creatively, 76–7
  best practices for, 27
  characteristic of, 9
  conceptualizing by naming and with theory, 74–5
  development of, 13
  geographical and institutional background, 69–71
  instructional material for development of, 11
  instructional program for, 14
  pedagogical practices for, 27
  self-evaluation of Spanish proficiency, 78
  United States, 8–13
Spanish heritage learners, 150
  concept of, 3
  instructional materials for, 71–2
Spanish language, 150, 161–4
  classrooms, 150
  El español, 50–1
  linguistic richness and complexity of, 48–9
Spanish skills, 10, 18, 36, 44, 228
Spanish-speaking communities, 113, 205, 229
Spanish 35 (Sp35), 28, 29, 57, 58
  classroom dynamics in, 29–30
  conceptualization of language and literacy in, 30–2
  course design, 37–41
  final art project, 48–54
  integration of theory and practice, 41–3
  Learning by Design knowledge processes in, 32–3
  limitations, 55–6
  notions of assessment in, 33–5
  oral development, 43
  reading program, 38–41
  reading progress, 43–5
  self-evaluation, 46–8
  student application process and placement, 35–6
  writing skills, 45–6
stereotypes, 6, 32

subject matter knowledge, 206, 212
Summers, L., 108
synesthesia, 5, 8, 75
systemic functional linguistics (SFL), 2

T

teacher education, 177
 activity, 212
 program, practice-based orientation of, 178
teacher ideologies, 201
teacher knowledge, 212
teacher preparation education programs, knowledge in, 206
teaching, need for pedagogical material for, 9
TeachLivE™, 183, 184, 188, 194n3
Texas Oral Proficiency Test (TOPT), 177
texts, interpretation and production of, 207
TOPT. *See* Texas Oral Proficiency Test (TOPT)
Tormentas (Storms), 51–3
traditional literacy skills, 11
transformational learning, 70, 92
transformative curriculum, 4
transformative learning, 83, 93, 116, 138, 178
transformative processes, 208

U

United States
 context, 123
 global dominance, 107
 Hispanic population in, 67
 Latino population in, 184
 school-age population, 173
 Spanish heritage language learners in, 8
 Spanish speaking communities in, 113
U.S.-Mexico border, 110, 112

V

Valdés, G., 8, 12, 108, 169, 217
visual literacies, 6
Vygotsky, L. S., 202

W

Wang, S. C., 123
Warner, C., 209, 211
web pages, 7
Wenger, E., 30, 154
World Café-style discussion forum, 136
written narratives, 83, 86

Y

Yolanda, 153, 154

Z

Zyzik, E., 9, 12, 21n3