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

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### Introduction

It is predicted that by 2023, 30% of the US school-age population will be Latin@<sup>1</sup> (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'

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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<sup>2</sup> 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™,<sup>3</sup> 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 (novenio 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 trabajo y 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 debería tener 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 creó que 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 enviarían libros escritos en inglés y español para que los padres lean con sus hijos. Mayoría de los padres están dispuestos hacer lo que separe a ayudar a sus hijos, como en el caso de la Sra. Martínez. Creó que 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. Este es un gran paso para ellos ya que demuestra su empeño 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 pre-service 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 <ul style="list-style-type: none"> <li>- Noruega</li> <li>- Perú</li> </ul> para presentar la diferencia del tiempo en diferentes hemisferios.
2. Presentación del contenido	La maestra: <ul style="list-style-type: none"> <li>- agrupará a los estudiantes en grupos de cuatro</li> <li>- mostrará un mapa</li> <li>- explicará la traslación de la tierra alrededor del Sol</li> <li>- explicará las estaciones del año en función de la traslación de la Tierra</li> </ul>
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 multi-modal 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).

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