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Chicago's *Heritage Language Teacher Corps*: A Model for Improving Spanish Teacher Development

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Abstract: Few postsecondary foreign language teacher-training programs include coursework on teaching Spanish to native speakers (SNS), even at institutions that offer SNS tracks for their own undergraduates and that prepare high school teachers to work in areas with high Latino concentrations. This article describes a model of in-service SNS teacher training called the *Heritage Language Teacher Corps* offered through a collaboration between the University of Illinois at Chicago and the Chicago Public Schools. The program offers three graduate-level courses that prepare teachers in accordance with several of the “necessary teacher competencies for teaching SNS” outlined in the AATSP volume *Spanish for Native Speakers* (2000, 88). This article offers a description of the HLTC model: the three courses; workshops and other activities; program evaluations; and future directions.

Key words: Heritage (language), Teacher Development, Postsecondary, Spanish for Native Speakers

Introduction

The idea that native Spanish-speakers do not belong in Spanish foreign-language classes has been stated unequivocally in the literature (Valdés 1981, 8–10; AATSP 2000, 32) and research on university heritage speakers’ experiences in courses designed for second-language learners lends support to this claim (Potowski 2002). Some teachers may find advantages in combining native Spanish-speaking students with foreign-language learners, but often this practice is problematic because each group of students has very different needs. Heritage speakers usually possess well-developed oral communicative skills and are easily bored by curricula that focus on the acquisition of basic skills. Just as native English speakers enroll in language arts courses and not ESL courses, heritage speakers should receive Spanish language arts instruction focused on literacy and expanding their bilingual range (Valdés 1997) rather than foreign-language classes.

Unfortunately, heritage students continue to take Spanish courses designed for foreign-language learners, often because there is no SNS alternative. Only 33% of United States post-secondary institutions offer SNS courses (González Pino and Pino) and the lack of SNS is even more acute in our high schools: just nine percent of schools offered SNS instruction in 1997 (Rhodes and Branaman 1999), even though 15% of United States public school students are Hispanic (National Center for Educational Statistics 2001)¹. SNS courses are particularly necessary in areas with high concentrations of Latino students, such as Chicago, where 26% of the public schools are between 50% and 100% Latino (National Center for Educational Statistics 2001).² This means that there are often enough heritage speakers in a school to justify creating SNS sections, but lack of awareness, administrative support, or resources can get in the way.

Another principal obstacle is lack of teacher preparation. Few foreign-language teacher-training programs include coursework on teaching Spanish to native speakers. This means that even when separate classes are created for heritage speakers, many teachers do not have any training to work with such students. Calls for SNS teacher training began appearing at least twenty years ago (García-Moya 1981, Roca, Gutiérrez) but to date no formal national surveys have

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determined how many pre-service teacher-training programs include heritage issues. Postings by teachers on national listservs such as Foreign Language Teach suggest that most training programs do not.

In a related issue, United States universities and school districts have not yet established standards for teacher preparation in SNS. An informal survey taken of teachers in twelve states revealed that only one state had requirements for SNS teachers, but no state had SNS standards (ERIC Clearinghouse on Languages and Linguistics). No state currently offers SNS certification or endorsement for public school teachers. At the national level, the National Standards in Foreign Language Education Project (1996) makes only brief reference to heritage language learners.

Therefore, it appears that most Spanish teachers with heritage students have to find their own way. Few postsecondary institutions, such as Hunter College, California State University at Long Beach, and New Mexico State University regularly offer courses on SNS. However, some SNS teacher training is available at workshops and annual conferences. In 1998 the National Endowment for the Humanities sponsored a summer institute at UCLA for 30 high school SNS teachers (ERIC Clearinghouse on Languages and Linguistics, in press) and 2000 saw the Heritage Language Research Priorities Conference also at UCLA (Center for Applied Linguistics 2000). In 1999 the first Heritage Languages Initiative was held and a second took place in 2002. New Mexico State University at Las Cruces hosts an annual summer conference on Teaching Spanish to Native Speakers. Other institutions offer annual SNS workshops for their own Spanish instructors (Potowski 2001). Additional in-service training can often be found at national conferences such as AATSP, ACTFL, and NABE, and teachers can join national listservs such as the ACTFL-sponsored Special Interest Group "Spanish for Native Speakers."

Perhaps the most extensive SNS training program to date has been the three-year collaboration in New York City between Hunter College's Department of Curriculum and Teaching, Hunter College High School, and ACTFL, which was funded by a grant from the United States Department of Education (Fund for the Improvement of Postsecondary Education, or FIPSE). The project worked closely with teachers to examine effective practices with heritage speakers, resulting in an excellent model for other school districts to follow (Webb and Miller 2000). The courses also became an official part of the undergraduate and graduate teacher certification programs at Hunter College, which may pave the way to New York State certification, or minimally, an endorsement in heritage language teaching.

This article describes another model of in-service SNS teacher training, also funded by a FIPSE grant, which is being carried out from 2001 through 2003 in Chicago, Illinois. At 26%, Chicago's Latino population makes it the third-largest Latino city in the United States; it also has the third-largest public school system and the second-largest Mexican community in the country (United States Census 2000). In the year 2000, the total enrollment of Spanish-speaking children in the Chicago Public Schools (CPS) was 33%, and the number of CPS schools offering heritage Spanish-language courses grew from 25 to over 40 schools between 1995 and 2000. However, CPS estimates that a quarter of heritage speakers taking Spanish classes are enrolled in foreign-language classes instead of SNS.³ CPS has developed a series of standards for teaching heritage languages such as Spanish, Polish and Vietnamese (Chicago Public Schools, Office of Language and Cultural Education 1999) and a more specific scope and sequence document for SNS (García et al. 1998), but Illinois foreign-language certification does not require teachers to complete any coursework in SNS.

The *Heritage Language Teacher Corps* (HLTC): An Overview

The *Heritage Language Teacher Corps* or "HLTC" is a model developed through collaboration between the Department of Spanish, French, Italian and Portuguese at the University of Illinois at Chicago and the World Language Unit of the Chicago Public Schools' Office of Language, Cultural and Early Childhood Education. The goal during the three-year funding period is to create a team of 100 high school Spanish teachers who are specialists in teaching SNS. The

program offers three graduate-level courses to practicing high school teachers: (1) Spanish literature and culture; (2) sociolinguistics; and (3) SNS methods. The grant allows these courses to be provided at no charge through the University's Office of Continuing Education. The courses do not form part of a degree program but they do carry graduate credit, and several teachers have received transfer credit at other universities.

The HLTC seeks to prepare teachers in accordance with several of the "necessary teacher competencies for teaching SNS" outlined in the AATSP volume *Spanish for Native Speakers* (2000, 88), including knowledge of the appropriate pedagogical principles in language expansion and enrichment; theories of social and linguistic processes that underlie bilingualism and languages in contact; knowledge of the sociolinguistic dynamics of Spanish as a system of communication in the United States; and knowledge and understanding of students' home culture and the connections with Hispanic cultures in general. In these courses, teachers expand their knowledge in the three content areas of literature and culture, sociolinguistics, and methods, and apply this knowledge by developing classroom materials and sharing effective strategies with each other.

What follows is a description of the HLTC model: the three courses; workshops and other activities; program evaluations; and future directions.

The three courses

The courses offered in this model respond to local needs and resources. Each program should carefully evaluate the circumstances of its teachers and determine which topics would be most beneficial to them.

(1) *Teaching Literature and Culture*

The course content is oriented to teachers' literature preferences because teachers work at different levels, ranging from first-year SNS to Advanced Placement, and because teaching assignments can change over time. In this course, teachers analyze literary texts and films they can use successfully in their own classrooms, including plays, short stories, poems, and novels (see Appendix A for an abridged reading list). Teachers also explore the social and political history of Latin America and Spain by analyzing films that are likely to provoke discussion among students. The course also uses documentaries to explore the importance of the political and physical geographies and general histories of Spanish-speaking countries.

The majority of the works studied, balanced between male and female authors, come from Latin America in order to strengthen students' pride in their cultural and literary heritage. Many of these works also appear on the reading list for the Advanced Placement (AP) Spanish Literature exam, although this is not specifically designed as an AP preparation course. Additionally, the course incorporates United States Latino literature by inviting a local expert in this field to share activities and bibliography.

After engaging in critical analysis of the works both orally and in writing, teachers create original classroom activities that they present to their colleagues. What makes this activity so valuable is that teachers share feedback on how to improve the activities based on personal experience. In this way, each teacher builds a useful materials portfolio of some twenty literary and cultural activities. The course instructor seeks both to provide a model for the interpretation of literary and cultural texts as well as to elicit ideas from the teachers based on their own experience, so s/he is careful to allow time for teachers to share stories during the three hours of weekly class time. This course also includes a review of reading strategies such as predicting, activating background knowledge, skimming, and guessing meaning, which are described in the AATSP *Spanish for Native Speakers* volume (2000, 40). Teachers are often familiar with these strategies since they are the same as those used in Spanish literature courses for non-heritage speakers.

Teachers in this course report that what worries them the most about their students is their lack of reading initiative and effort. This course helps remedy the problem by presenting texts from different time periods that appeal to the students because they are highly relevant to their

own lives. For example, the Spanish poet Bécquer proves extremely popular with both teachers and students, who relate easily to both of his major themes: love and literary creation.

(2) Sociolinguistics

This course focuses on Spanish in the United States. The primary goal is for teachers to recognize the linguistic validity of their students' language varieties (Carreira 2000) and to explore ways to raise their students' linguistic awareness and self-esteem. After exploring general sociolinguistic principles, teachers read articles and watch videos about Spanish-speaking communities in the Southwest, New York, and Miami, from both a historical and a linguistic perspective (see Appendix B for an abridged reading list). They also learn to identify the rule-governed linguistic properties underlying "Spanglish" such as code-switching and borrowing, and then discuss research on the role of classroom code-switching in promoting students' learning (Nichols and Colón).

Teachers review available data about Latino immigration patterns to Chicago, Spanish literacy practices in the city, and an unpublished monograph about the use of the subjunctive in the Mexican neighborhood of Little Village (Eliás-Olivares et. al.). However, despite having the third-largest Latino community in the United States, one that is 70% Mexican and 15% Puerto Rican (United States Census 2000), little data has been collected on the Spanish spoken in Chicago. Teachers in this course carry out two original research projects: gathering students' responses to a written questionnaire and analyzing different lexical and grammatical items as well as language use and attitude patterns; and tape recording, transcribing, and analyzing a three-minute codeswitched conversation. This model may be useful for educators in any town or city with native Spanish-speakers, especially if the communities living there have not yet been the subject of sociolinguistic research.

As in the literature course, teachers create original classroom activities that introduce students to sociolinguistic principles such as register and dialect variation (much like the examples in AATSP 2000, 60–61) and the value of collecting ethnographic community data. Guest speakers are invited to class, including a local professional who worked on the Spanish version of an important national standardized test; a professor who described her family literacy program for Latino parents in Chicago; and Latino college recruitment officers from local colleges and universities who discussed ways that teachers can help heritage students use their Spanish skills to get into college.

(3) Methods in teaching Spanish to Native Speakers

This course draws mainly on recent publications in the area of SNS pedagogy (AATSP 2000; Webb and Miller 2000) although, as noted by Valdés, the various pedagogical practices currently used in SNS classes are not directly supported by theories of heritage language learning or the role of instruction in their development (1997, 19). Teachers begin by exploring "what they believe about themselves as teachers of heritage language learners, about the learners themselves, about the nature of the learning environment, and about the qualities of an effective curriculum" (Webb and Miller 70). Drawing on the work of VanPatten, Scalera argues: "The teacher of heritage language learners is the single most important element that will determine the success of his or her students. Each teacher's beliefs about how to teach and about the abilities of heritage language learners will have a major impact on the decisions he or she makes in terms of use of class time, types of assignments, and how and why students are motivated to learn" (71–72).

Unlike foreign-language teaching contexts in which an overall linguistic homogeneity of students is assumed, the variation in heritage speakers' linguistic profiles and language experiences requires that teachers become experts on the Spanish-speaking communities that they teach and to incorporate this knowledge into their curricula. Using the "Framework for learning about your students" and the "Statement of shared goals and fundamental beliefs" (Webb and Miller), teachers are asked to reflect on (1) the social, educational, and affective characteristics of their students, and (2) what teachers, heritage students, and heritage curricula should strive to achieve.

Related to point (1), since the beliefs that teachers bring to the classroom greatly influence how they work with students and what they expect from them (Schwartz 234), the instructor is careful not to admonish teachers about what they “should be” doing before allowing them time to share and examine their beliefs about their students and about how they see their roles as teachers.

After examining beliefs about learning and teaching, the course moves to point (2). The purpose is to create SNS classes that more closely resemble native language-arts classes, including activities such as literacy workshops with webs of discussion groups, journals, and individual student conferences (McCallister) rather than foreign-language classes that focus on the acquisition of basic communicative ability.⁴ First, teachers examine available placement tests (Otheguy and Toro), particularly *La Prueba de Ubicación* used in the CPS system, and seek to understand exactly what these instruments measure. Next, teachers study and make suggestions about the CPS “Spanish for Native Speakers: Scope and Sequence” document (García et. al.). Teachers working in school districts that do not have such a document could utilize such a course to develop one.

Next, teachers determine how to best meet the goals set by the *Scope and Sequence*. For example, they explore contextualized methods of teaching grammar that draw on their students’ own production. If many students use gerunds in subject positions (“Fumando es malo para la salud”) or do not produce the past perfect subjunctive, teachers develop a series of communicative classroom activities that focus on these items. The goal is not the use of verb forms for their own sake, but to help students expand their communicative range in formal situations. The AATSP volume also contains many useful activities. Finally, teachers are exposed to action research methods in order to encourage reflection on their own teaching practices and on their students’ learning.

Workshops

Two workshops are held each year and are widely publicized for all SNS teachers in the city. The topics for each workshop are determined through a survey of SNS teachers. The first two-hour workshop was divided into four sessions: how to create an SNS program, teaching literature, teaching sociolinguistics, and teaching grammar. HLTC teachers presented their own activities to the attendees, a format designed to empower the teachers themselves as SNS experts. The next workshop had two topics: Internet SNS resources, and assisting heritage students in taking the Advanced Placement Spanish Language exam. Although some heritage speakers are enrolled in official AP courses, many of those who are not could pass this test with a minimal amount of preparation. Many teachers were not aware that their students did not have to be enrolled in an official AP course in order to take the exam, and that students who qualified for reduced school lunch also qualified for a substantial exam fee reduction. Since earning college credit may strongly influence heritage students’ future educational possibilities, a member of the College Board was invited to discuss these points and the format of the test. These workshops are important venues for teachers who cannot enroll in semester-long courses as well as for us to recruit new teachers into the program.

Other activities

Other activities that are part of this model include classroom visits, an SNS materials center, a local HLTC conference in 2003, and assistance with national conferences and with other resources.

** Classroom visits*

Members of the HLTC staff make two planned visits to each participating teacher’s classroom. These visits are collaborative rather than evaluative and have two principal goals: (1) to get to know the teachers’ classroom environments, and (2) to find evidence that

teachers are applying what they are learning in the HLTC to their classrooms. Teachers indicate that this is one of their favorite aspects of the program because they enjoy the professional attention.

* *SNS materials center*

The grant has allowed us to build a collection of textbooks, articles, videos, and other materials related to SNS instruction. We have also archived all classroom activities created by HLTC teachers in a non-circulating reading room and make them available to teachers with valid identification.

* *Conference*

At the end of 2003, the HLTC will host an SNS conference in Chicago. The intended audience includes both local and national SNS educators at the elementary, secondary, and postsecondary levels.

* *Assistance in submitting to conferences and other resources*

HLTC teachers interested in participating in conferences with SNS themes are assisted in preparing submissions. One of our teachers gave a presentation at the SNS conference at New Mexico State University in 2002. HLTC teachers have also joined the Spanish for Native Speakers Special Interest Group sponsored by ACTFL and frequently contribute to that group's listserv.

Program evaluation

One of the requirements of the FIPSE grant is that the HLTC undergo an external evaluation. An experienced evaluation team has been assembled and their final report is expected in 2004. The evaluations of the 25 teachers that participated in the first year of the program indicated that they found the courses very useful. One teacher described his transformation from a "red pen-wielding zealot of standard Spanish" to an admirer of the creativity expressed through United States Spanish, which he claims makes him a more effective SNS teacher.

Future directions

We have identified four principal future directions for this program including a component on the teaching of writing, improved recruitment, articulation with elementary schools and universities, and continued funding.

Writing: The three courses in this model are very ambitious in the amount of material they seek to cover. Teachers often ask questions about how to approach the teaching of writing, and the guest speaker from the College Board stated that it is on the writing section that heritage students often do poorly on the AP language exam. Ideally we would offer a fourth course entirely on the topic of heritage Spanish writing.

Recruitment: Many of the HLTC teachers come from high schools with large Latino populations. Three teachers have come from Benito Juárez High School, where 98% of the student body is Latino; five others were from Sullivan and Kelvyn Park High Schools, which average 70% Latino. However, there are at least four more schools with significant Latino populations (Robert Clemente, Farragut, South Side Preparatory, and Senn High Schools) from which we have not yet been successful at recruiting teachers. We plan to begin in-person visits to these schools and meetings with their language department heads and school principals.

Articulation for a high-school heritage language program should go two ways: down to the feeder elementary schools, and up to the local community colleges and universities. The program is seeking to establish several pilot elementary school Saturday Spanish school sites to increase the literacy and oral Spanish skills of young heritage speakers. When they arrive to high school,

course offerings should respond to their higher proficiency. To articulate with higher education, we have invited local community college and university recruitment officers to discuss college programs and scholarships for Latinos, and we have offered workshops encouraging teachers to administer the Advanced Placement Spanish language exam, but more can yet be done. SNS high school teachers could bring their students to local campuses for organized visits, particularly to undergraduate SNS courses. Graduate teaching assistants could tutor these students during office hours and assist them with completing college applications and applying for scholarships. Local colleges and universities could also create brochures with college-related information in Spanish for students' parents.

Such programs can also tap into the universities' own undergraduate heritage speakers to persuade them to consider professions as Spanish teachers, and to invite students who have already declared a major in Teaching Spanish to attend SNS workshops and to join the program once they become certified teachers with heritage students.

Finally, *continued funding* will help ensure the longevity of teacher-training programs such as the HLTC. If we cannot secure funds to provide teachers with full tuition waivers, offering a reduced tuition rate is an alternative. It is crucial that programs be able to sustain themselves through paid tuition or other means if funding cannot be renewed, as the Hunter College heritage program has done.

Conclusions

Chicago's *Heritage Language Teacher Corps* is a model for preparing teachers to work with heritage Spanish-speaking students. To our knowledge, it is the second program of its kind after the Hunter College /ACTFL collaboration, which we have consulted a good deal for our methods course and for general inspiration (Webb and Miller). It is hoped that the Hunter College and HLTC models give other school districts ideas for providing Spanish teachers with the training and professional development they need to work effectively with heritage speakers. In cities with large Latino populations, such programs fill an enormous need. Ideally, undergraduate teacher preparation programs would include coursework on heritage language teaching, but alternative programs such as the one described here can be offered to teachers who have already begun teaching. Hopefully such efforts can contribute to a national movement toward creating official State Endorsement or Certification in Heritage Language Teaching.

NOTES

¹In 1999, 57% of Hispanic students in grades K–12 spoke mostly English at home, 25% spoke mostly Spanish, and 17% spoke English and Spanish equally (NCES 2001).

²There are 6,942 public schools in the United States that are between 50% and 100% Latino, including 71% of schools in Los Angeles, 46% in Dade County, Florida, and 34% in New York City (National Center for Educational Statistics, 2001).

³No data are available on the placement procedures or the Spanish proficiency of these students. A teacher at a high school with many recently-immigrated students commented to me that her SNS courses are filled with these highly proficient students, while some heritage students with lower Spanish proficiency are placed in regular Spanish foreign-language classes.

⁴However, in communities with large numbers of what Lipski calls *transitional bilinguals*, more attention may need to be paid to basic oral communication.

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Appendix A

Abridged Reading List, *Teaching Literature and Culture*

Textbook:

- Iglesias, Estrella, and Christopher Maurer. (1993). *Temas: Introducción a la literatura hispánica*. Boston: Houghton & Mifflin.

Poesía:

From *Temas*: Bécquer, Neruda, García Lorca, Rosalía de Castro

Cuentos:

From *Temas*: Silvina Ocampo, "La paciente y el médico"; Gabriel García Márquez, "La mujer que llegaba a las seis"; Julio Cortázar, "Continuidad de los parques"; Ventura G. Calderón, "Coca"; Cristina Peri Rossi, "Las avenidas de la lengua"; Juan Rulfo, "No oyes ladrar los perros"; María Luisa Bombal, "El árbol"

Teatro:

Federico García Lorca, *La casa de Bernarda Alba*

Novela:

Gabriel García Márquez, *Crónica de una muerte anunciada*

Materiales presentados por los maestros en clase:

Ana María Matute, "La conciencia," "La felicidad," "Pecado de omisión"
 Juan José Arreola, "El Guardagujas"
 Fernando de Rojas, *La Celestina* (selección)
 Gabriel García Márquez, "La prodigiosa tarde de Baltazar"
 Jorge Luis Borges, "Borges y yo"
 Pablo Neruda, selección de poesías
 Rigoberta Menchú, revisado por Alicia Partnoy, "Me han pasado cosas como si fuera una película"
 Miguel de Cervantes, Selección de *Don Quijote*

Películas:

La historia oficial, La boca del lobo, ¡Ay Carmela!, Mariposa

Videos (Available from Teachers Video Company):

Frida Kahlo, Diego Rivera, The Aztec Empire, Lost City of the Incas, Lost Kingdoms of the Maya, Salvador Dali, Pablo Picasso: A Primitive Soul, Botero: Four Seasons

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Appendix B

Abridged Reading List, *Sociolinguistics: Spanish in the United States*

Amastae, John and L. Elías-Olivares, (Eds.). (1982). *Spanish in the United States: Sociolinguistic Aspects*. Cambridge: Cambridge UP. 9-46.

Selected readings:

Poplack, Shana. "Sometimes I'll start a sentence in Spanish y termino en español": Toward a typology of code-switching."
 Sánchez, Rosaura. "Our linguistic and social context."

Colombi, Cecilia and Francisco Alarcón, (Eds.). (1997). *La enseñanza del español a hispanohablantes: Praxis y teoría*. Boston, MA: Houghton Mifflin.

Selected readings:

García, Ofelia, and Ricardo Otheguy. "No sólo de estándar vive el aula: lo que nos enseñó la educación bilingüe sobre el español de Nueva York."
 Hidalgo, Margarita. "Criterios normativos e ideología lingüística: aceptación y rechazo del español de los Estados Unidos."
 Silva-Corvalán, Carmen. "El español hablado en Los Ángeles: aspectos sociolingüísticos."

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- Fishman, Joshua. (1996). "What Do You Lose When You Lose Your Language?" In Cantoni, G. (Ed.) *Stabilizing Indigenous Languages*. Flagstaff, AZ: Center for Excellence in Education, Northern Arizona University.
- Holli, Melvin, and Peter d'Alroy Jones, (Eds.). (1995). *Ethnic Chicago: A Multicultural Portrait*. Grand Rapids: W.B. Eerdmans. 346–77.
- McKay, Sandra and Sau-Ling Wong, (Eds.). (1998). *Language Diversity: Problem or Resource?* Cambridge: Newbury House.
- Selected readings:
 García, Ofelia, and Ricardo Otheguy. "The Language Situation of Cuban Americans."
 Valdés, Guadalupe. "The Language Situation of Mexican Americans."
 Zentella, Ana Celia. "The Language Situation of Puerto Ricans."
- Nichols, Patricia, and Manuel Colón. (2000). "Spanish Literacy and the Academic Success of Latino High School Students: Codeswitching as a Classroom Resource." *Foreign Language Annals* 33.5: 498–511.
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- Zentella, Ana Celia. (1997). "The Grammar of Spanglish." In Zentella, Ana Celia, *Growing up Bilingual: Puerto Rican Children in New York*. Malden: MA: Blackwell Publishers. 115–36.

Videos:

Mapa del corazón. Available through KNME TV-5, Albuquerque, NM.

Films for the Humanities and Sciences:

Spanish in America

Spanish-Speakers and Bilingualism

Spanish Today

Appendix C

Abridged reading list, *Methods in Teaching Spanish to Native Speakers*

- AATSP (2000) Professional Development Series, *Handbook for Teachers K-16: Volume I, Spanish for Native Speakers*.
- Colombi, Cecilia, and Alarcón, Francisco (Eds.). (1997). *La enseñanza del español a hispanohablantes: Praxis y teoría*. Boston, MA: Houghton Mifflin.
- Selected readings:
 Valdés, Guadalupe. (1998). "The Teaching of Spanish to Bilingual Spanish-speaking Students: Outstanding Issues and Unanswered Questions."
 Villa, Daniel. "Theory, Design and Content for a 'Grammar' Class for Native Speakers of Spanish."
- García, Marco; José Esparza, Inara Bundza, Janet Nolan, Daisy Kramer, and Sonia Barrillas-McEntee. (1998) *¡Español! Spanish for Spanish Speakers in High School. Scope and Sequence/Resource Manual, Levels I and II*. Chicago: Office of Language and Cultural Education.
- Merino, Barbara; Henry Trueba, and Fabián Samaniego (Eds.). (1993). *Language and Culture in Learning: Teaching Spanish to Native Speakers of Spanish*. Tempe: Bilingual Review/Press. Selected readings.
- Valdés, Guadalupe; Anthony Lozano, and Rodolfo García-Moya. (Eds.). (1988). *Teaching Spanish to the Hispanic Bilingual: Issues, Aims and Methods*. New York: Teachers College.
- Selected readings:
 Orrantia, Dagoberto. "Spanish for Native Speakers: A Proposed First-year Syllabus."
 Fernández, Rosa. "Teaching the Bilingual Student: What Works and What Doesn't."
 González-Berry, Erlinda. "Basic Spanish for Native Speakers: A Rationale and Course Outline."
 Lozano, Anthony. "A Modern View of Teaching Grammar."
 Teschner, Richard. "Spanish for Native Speakers: Evaluating Twenty-five Chicano Compositions in a First-year Course."
- Webb, John, and Barbara Miller. (Eds.) (2000). *Teaching Heritage Language Learners: Voices from the Classroom*. Yonkers, NY: ACTFL.