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Resources for Teaching Spanish as a Heritage Language

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Topic: Textbooks, academic volumes, and online resources for teaching Spanish as a heritage language

Abstract: This brief report describes several textbooks, academic volumes, and online resources designed by and written for instructors who teach Spanish as a heritage language, as well as researchers who work in this field. It emphasizes the importance of both pedagogical and ideological considerations when selecting a textbook for Latino students of Spanish. The report concludes that although textbooks are important, they are one of several resources that make up a successful language class. It is essential the way instructors integrate their teaching materials with their daily classroom practices, in accordance with their students' strengths and needs, as well as with their own disciplinary knowledge.

Keywords: Spanish, Pedagogy, heritage, ideology, textbooks.

Introduction

It is common knowledge that young people of Latino descent in the U.S. are increasingly entering higher education (Krogstad 2016)¹ and that many have a keen interest in studying Spanish, the language they inherited from their families. In the last few years, this growth of Latino students (“heritage learners”) in language classrooms has led to a major expansion in the field of teaching Spanish as a Heritage Language (SHL) throughout the country (Beaudrie 2012).

The latest linguistic and educational research in this field argues that, given the linguistic, social, and cultural characteristics of young Latinos, the development of Spanish courses that account for their specific strengths and needs is imperative (Potowski and Carreira 2004; Valdés 2001, 2005). For example, as these young people have grown up in family environments where Spanish is spoken, they possess a knowledge and command of the language and culture that their non-Latino peers lack. Even those who do not already speak Spanish have some grasp of the language that enables them to join conversations in Spanish, though their own contributions may be in English. Latino youth also have varying degrees of closeness to and knowledge of their culture of origin, and of their other Latino classmates’ cultures. Very few have attended Spanish-speaking schools or received formal instruction in the language. They do not have thorough

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¹ According to the Pew Hispanic Center, 35% of Hispanics between ages 18 and 24 enrolled in two- or four-year university programs in 2014. This represents a 13% increase since 1993, when the rate of enrollment in higher education was 22%.

knowledge of written Spanish's complexities and uses, so they are unable to fully participate in bilingual communities—or society at large—as fully literate Spanish-speaking citizens. Any effort to foster these young people's linguistic growth will surely prove ineffective if it does not take into account their previous experiences with Spanish and make effective use of suitable supporting learning materials.

This report aims to provide the reader with descriptions of a selection of the latest textbooks, academic volumes, and online resources in the field of Spanish as a heritage language (SHL) in order to guide instructors in the process of selecting texts for: a) informing course-curriculum design, b) working with Latino students in the classroom, as well as mixed classes of students of Spanish as a foreign language (SFL) and SHL students, and c) keeping their disciplinary knowledge up to date with the latest linguistic and pedagogical research in the SHL field. This report is divided into five sections: a description of the most general characteristics of the SHL classroom; a few key considerations on the theoretical and ideological foundations that underlie textbook design; a description of the five best-known textbooks on the market today; a description of the five most recent academic volumes; and a presentation of three online resources for SHL teachers.

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The SHL Classroom

More than ever, institutions of higher education are attempting to offer Spanish courses specifically for heritage learners. However, since new courses are

generally approved based on the specific number of students (language classes typically require at least 10 or 15), a shortage of Latino students is a common obstacle to opening a new class specifically for that population. Consequently, many language programs are forced to hold “mixed classes,” where SFL and SHL students share a classroom. This is currently the most common scenario, and it poses more than a few challenges (Carreira 2016), as these groups have different needs, strengths, and reasons for studying Spanish.

For example, while Latino youths tend to have strong implicit knowledge of the language, SFL students develop greater metalinguistic understanding through formal SFL classes, where they learn the specific grammatical terminology for identifying parts of the sentence, verb tenses, and modes. Given Latino students’ lack of Spanish schooling opportunities, they are not usually armed with the linguistic terminology necessary for identifying lexical and grammatical elements, nor are they familiar with the academic and written registers and norms of their Spanish-speaking countries of origin. To further complicate the situation, many young Latinos experience discrimination and stigmatization throughout their school time in the U.S. education system and ultimately internalize negative messages about their language and culture. For their part, in many secondary and university Spanish classes negative messages about heritage learners’ own varieties of Spanish are conveyed by labeling them “familiar” or colloquial as they use forms that have been stigmatized by the educated classes.

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Curriculum Design and Materials

The current situation in mixed and SHL classrooms is, to say the least, complex. Students' varying capabilities with the language, and diverse varieties of the language itself converge in the classroom. This has led to an urgent, growing need for curriculum redesign of Spanish classes. Traditional SFL grammar guides and textbooks do not speak to the needs of current Latino students or mixed classrooms. These materials must be updated to cover the new, diverse needs of these educational contexts.

That said, as recent studies have shown curriculum (re)design and material selection has become a challenging and complex process. Nation and Macalister (2010) have determined that all language program designs should include the following components: (1) identification of students' needs, (2) establishment of principles and theoretical foundations that support the design, (3) establishment of goals, (4) decisions on content and presentation sequence, (5) material and activity design, (6) monitoring and learning evaluation, and (7) course evaluation.

This process, which Valdés (2015) calls language “curricularization,” is far from a simple, neutral process that can proceed independent of institutional and political factors. As Valdés and Parra state (forthcoming 2017), course design and material selection take place within a complex, multi-level system of values, including ideologies about language, conceptualizations about various learning

processes and bilingualism, specific departmental requirements, a language program's own specific objectives, and the objectives of individual Spanish classes.

The classroom is the point of arrival for all of these ideologies, theories, policies, and objectives, which are crystallized and reflected in our curriculum, activities, teaching style (Zahorik 1991), and, certainly, our materials. This is most true of textbooks, which serve both as 'bundle and backbone' of courses on any subject: they contain a particular selection of topics, organized in a definite sequence and represented through specific materials (Caravita et al. 2008; Zahorik 1991).

How does this complex system manifest itself, concretely, in SHL textbooks? Research on textbook design in several academic fields has revealed that textbooks strongly reflect their authors' beliefs and values, as well as their *attitudes* (Caravita et al. 2008; Lemke 1990) *and feelings* toward the discipline (Zimmerman 1996). In light of this fact, it is worth pausing here to consider the values, beliefs and attitudes that guide SHL textbook design, as they, like any other textbook, are a central value in the teaching/learning process (Krammer 1985).

Throughout the history of Latino communities in this country, Spanish has existed as a heritage language in contact with English. SHL textbooks have not escaped the politics and ideologies that are the product of this contact. In 2007, Leeman

and Martínez (36) carried out a detailed study on this topic, in which they conducted a critical analysis of the titles and prefaces to university-level textbooks and manuals intended for heritage learners published from the 1970s through the end of the 20th century. The authors flushed out the potent assumptions that guided the design of those texts and demonstrated how those assumptions and the discourse on SHL have not only changed over the years, but also tended to be multifaceted, complex, and often contradictory, in tandem with ideologies on race, ethnicity, and the value of diversity and education.

For example, Leeman and Martínez explain that the earliest SHL textbooks of the 70s emerged in the context of the civil rights movement and, consequently, emphasize community pride, access to Spanish, and the value of the Latino identity. However, they also adopted an eradication model i.e. the traditional, normative objective of eliminating students' own varieties of Spanish, influenced by the students' rural provenance or by contact with the English language. According to the educated, monolingual norms of Latin America and Spain, these varieties were, and are still considered by many, linguistically unsound and socially and culturally unrefined. It was the pioneering work of Valdés (1981) and other scholars that demonstrated how this eradication teaching framework was not only ineffective for fostering language learning, but also deeply harmful to students' self-esteem and sense of identity.

In the 80s and 90s, an expansion model was proposed as a replacement for the eradication model. The goal was to expand students' repertoire beyond their own varieties of Spanish. This discourse placed importance on Spanish as a world language, stripped of its local value. This emphasis on globalization did include some notion of community, but the envisioned community was a homogeneous, uniform Spanish-speaking community that included the United States, an idea that is far from historical or contemporary reality. Leeman and Martínez found that this new approach to representing the Latino community did value students' own varieties of Spanish, but those varieties were subordinated to the notion of standard Spanish associated with this imagined homogeneous community. The authors suggest that this proposal was ultimately another form of normativity veiled in a globalizing discourse. It was at this point that the idea of language as a commodified good—which continues today—first took hold. Thanks to the notion that language skills opened up opportunities, chiefly professional ones, world languages, such as Spanish, acquired a certain value. Leeman and Martínez point out that this discourse resulted in the recognition of Spanish's value as a public and professional language, which has heightened interest in its study and increased its chances at preservation.

The most recent approaches to teaching Spanish to Latino youth have made use of Leeman and Martínez's findings and contributed to fruitful developments in pedagogical research on SHL (Beaudrie and Fairclough 2012, 2016; Beaudrie, Ducar and Potowski 2014; Pascual y Cabo 2017). These approaches contend

that, in addition to information that will expand young Latino’s linguistic repertoire, new curricula for heritage learners must also facilitate critical reflection (Parra 2016) on the ideological messages that underlie concepts of what is linguistically “correct” and “appropriate” (Leeman and Serafini 2016); the relationship and combination of Spanish and English (Carvalho 2012; Otheguy and Stern 2010); the emergence of a “translanguage” in discursive practices (García and Wei 2014); the power relationship between varieties of the same language (Martínez 2003) and what that power relationship means for the identity of young Latinos (Potowski 2012; Parra 2016).

Teaching Written Spanish

As many Latino students have had little to no formal schooling in Spanish, one of SHL’s key objectives is to strengthen knowledge of the written language, especially in its academic register. Recent proposals suggest that the best way for young Latinos to approach this modality is through a functional focus (Colombi 2003, 2009) in which students reflect on the particular characteristics of different textual genres (formal letters, expository and argumentative essays, and so forth) and thereby learn their characteristic lexico-grammatical structures. These proposals dismiss the idea of teaching isolated and sentence-level grammatical rules, instead favoring teaching the written language at a discursive and textual level. This discursive/textual approach takes a step further in Martinez (2005) who insist in the importance of exploring and appreciating the

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border genres that are part of students realities, which open the door for new and creative uses of the language (Valdés 1981).

Textbooks

The following are examples of textbooks written by experts in the field of SHL teaching, aware of the ideological, linguistic and pedagogical topics outlined above. They have varying emphases (for example, on form, function or identity), and some can be adapted for mixed classes as well as for classes in which students have varying command of the language. These textbooks are noteworthy in that they feature relevant and significant content for Latino youth, including in-context grammatical topics, and in that they consider writing to be a process through which students can learn about diverse textual genres such as expository and argumentative essays, and opinion editorials. This conception of writing as a process includes presentation of models for each text genre and activities related with each model, as well as a revision process that can be done by peers or by the instructor.

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My descriptions are based on a review of these textbooks' tables of contents, and prefaces. However, unlike Leeman and Martínez, I do not attempt an ideological analysis of each book's discourse; I merely describe their content, their approaches to teaching SHL, and the chief characteristics of their supporting materials for students and instructors.

- Kim Potowski (2017). *Conversaciones escritas*. 2nd edition. Wiley.

The second edition of this book is based on the latest pedagogical proposals in English, SFL and SHL language arts courses. It is designed for use in advanced (third and fourth year) courses in the SFL sequence, but can also be adapted to fit the skills and needs of heritage learners with a strong command of oral Spanish who need to strengthen their writing skills. It is broken down into eight chapters, each of which discusses current issues of interest to young people to promote social and cultural dialogues. These issues include immigration in the U.S., questions of identity and language, the workplace, technology and wellbeing, health, gender issues, and literary themes in the U.S. Each chapter includes at least two readings related to the content unit, as well as pre- and post-reading activities. Grammar points are presented within the context of each chapter's topic. Every chapter also features writing activities based on specific models, mainly different genres of writing. It also comes with support materials, including a workbook, videos in Spanish, and ideas for instructors who want to organize community activities.

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- Ana Roca (2012). *Nuevos Mundos. Lectura, cultura y comunicación. Curso de español para bilingües*. 3rd edition. Wiley and Sons, Inc.

The goal of this book, which is currently being revised for its fourth edition, is to develop communication and writing skills for heritage learners, although it can be used in mixed classrooms. Each of its eight chapters encourages critical reflection on various aspects of culture and includes “voices” from one of the main Latino groups in the U.S., as well as voices from Spain, so that students become familiar with a wide variety of cultural and social topics. The topics covered in *Nuevos Mundos* include: the Hispanic presence in the U.S.; profiles of Mexican Americans, Puerto Ricans, Cubans and Cuban Americans; Spain’s multicultural heritage; human rights; women and culture; and the importance and power of images and music. Each chapter is divided into the following sections: “Conversación y cultura” (Conversation and Culture), “Lectura” (Reading), “Mundos hispanos” (Hispanic Worlds), “El arte de ser bilingüe” (The Art of Being Bilingual), and “Unos pasos más: fuentes y recursos” (A Few Steps Further: Resources). All of the activities aim to develop students’ ability to “explore, describe, analyze, interpret and debate” (Roca 2012: 12) in Spanish. The book’s more unique resources include the cross-generational “Abuelos/Abuelas Project,” for which students interview their grandparents and senior members of their community. The project comes with a series of exercises and reflection activities.

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- María Carreira and Michelle Geoffrion-Vinci (2007). *¡Sí se puede! Un curso transicional para hispanohablantes*. Cengage Learning.

This book is specifically aimed at heritage learners with little exposure to or formal instruction in Spanish. The goal of *¡Sí se puede!* is to present students with the language in its different registers and to familiarize them with its various contextual uses. In other words, through a content-based design, the book hopes to expand students' formal and functional linguistic knowledge. It places a heavy emphasis on culture and discusses social and cultural topics that are relevant to the identity of today's Latino youth. It specifically stresses the general view of the U.S. as a place of convergence for several Spanish-speaking cultures, whose numerous social and cultural contributions add to the country's diversity. There are chapters on communities with heritage in Mexico, Puerto Rico, the Dominican Republic, Cuba, El Salvador, Nicaragua, Panama, and Guatemala, as well as voices from Chile, Argentina, Uruguay and Spain. It features texts from across several genres, including short stories, poems, song lyrics, newspaper articles, and accounts by students and community members. Each chapter contains activities that promote critical thinking and hone the linguistic abilities that Latino students have already acquired in English, facilitating their transfer to Spanish. Among these activities are reading exploration and comprehension questions, grammatical and spelling topics, as well analysis of the language's different registers, mentioned above. The earlier activities in *¡Sí se puede!* are less demanding; the difficulty increases as one gets further into the book. This speaks to the needs of learners with minimal command of Spanish and helps guide them as they foray into increasingly complex uses of the language. It also enables more advanced students to review and perfect their skills.

- Cecilia M. Colombi, Jill Pellettieri and María Isabel Rodríguez (2006). *Palabra abierta*. 2nd edition. Cengage Learning.

This book is divided into seven thematic chapters that discuss topics such as human bonds, family, women and society, the Latin American worldview, and the experience of border and identity by the Latino community in the U.S. Each chapter explores these topics through reading and writing exercises that are based on systemic functional linguistics and designed to develop students' academic register and critical thinking skills, as well as their appraisal of different varieties and dialects of Spanish. It strengthens writing skills through activities that springboard from analysis of and explicit instruction in the lexicogrammatical building blocks of various textual genres. Reading activities are buttressed by exercises on vocabulary, linguistic structures, and writing strategies, with the aim of involving students in a creation-production process. This book is intended for intermediate and advanced learners, and has consistently met SHL students' needs over the years.

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- Sarah Marqués (2012). *La lengua que heredamos. Curso de español para bilingües*. 7th edition. Wiley.

This book has traditional content and structure with emphasis on linguistic forms. It explicitly values students' own varieties of Spanish, but also recognizes the importance of expanding that knowledge to include standard Spanish spelling and grammar. *La lengua que heredamos* has eight chapters that feature topics on every country in Latin America. Chapters 1 and 4 are specifically dedicated to Hispanics in the U.S. and Mexican Americans, respectively. Demographic information on each country, readings with pre- and post-activities, and vocabulary and grammar sections are included in every chapter. There is also a section entitled "Semejanzas y contrastes" (Similarities and Contrasts), which offers detailed discussion of English structures that could have several meanings in Spanish. It also includes a section on spelling and accent practice. Finally, each chapter has a section called "Temas para redactar y conversar" (Topics to Write and Talk About), which offers prompts that could be used as starting points for research projects. The textbook could be used from the beginner to the intermediate-advanced level, and gives instructors flexibility to select the topics and exercises that best suit their students' needs.

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Academic Volumes

The academic volumes cited below represent the latest in linguistic and educational research on SHL and mixed classes. They lay a broad foundation for guiding instructors' pedagogical and ideological reflections on curriculum design, student placement, and SHL evaluation. These volumes approach various topics through different theoretical frameworks, including theoretical linguistics,

classroom practice and community service, and present different methodologies, challenges, and areas for future research. All are essential sources of significant theoretical and pedagogical information for anyone interested in learning about and contributing to this growing field.

- Sara Beaudrie and Marta Fairclough (eds.) (2012). *Spanish as a Heritage Language in the United States. The State of the Field*. Washington, D.C.: Georgetown University Press.

This volume features 14 articles, organized into four main parts:. The first offers a general outline of Spanish language education in the United States, including linguistic ideologies and key concepts for theorizing on the language in contact with English. The second considers several theoretical perspectives on linguistic aspects of the learning process, such as grammatical competency and questions of pragmatics and discourse. The third focuses on the importance of taking students' motivations into account, as well as the role of Spanish in students' sense of identity. The fourth and final part considers the particular needs of heritage speakers; it discusses suitable, inclusive methods for assessment, as well as approaches to program design that strengthen students' knowledge of the language, mainly in its academic register.

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

This 10-chapter book acts as a summary of the research and pedagogy that has been carried out in the development of speaking, reading, writing, and cultural mastery in students of any heritage language in the U.S. It is not a book about Spanish exclusively, though Spanish does receive substantial attention, given its prevalence in the U.S. This book offers theoretical and practical connections for teaching heritage languages. It is written in an accessible style that enables readers to identify several challenges and areas of convergence for the numerous heritage languages present in the U.S. In addition to specific content, each chapter poses several questions of relevance to instructors who are reflecting on their own theoretical assumptions and exploring new possibilities for the conceptualization of their task, their language, and their students, with respect to the topic in question. Of these possibilities, particular emphasis is placed on a sociolinguistic concept of the language and comprehensive evaluation of young heritage speakers' abilities. Each chapter also includes a summary and complementary readings. *Heritage Language Teaching* is aimed at undergraduate students seeking certification as language teachers, graduate students who have already completed coursework in methodology, and instructors with a certain degree of classroom experience.

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- Diego Pascual y Cabo (ed.) (2016). *Advances in Spanish as a Heritage Language*. Amsterdam/Philadelphia: John Benjamins.

This volume presents a broad and multi-faceted vision of Spanish study in the U.S. and the advances that have been made in SHL in the past few years. The articles offer a general view of different areas of SHL study and attempt to integrate and connect research with real practices implemented in the classroom. *Advances in Spanish* hopes that this connection will be the starting point for further questioning and research avenues. The volume is divided into three sections, each of which is further separated into five chapters. It discusses bilingualism from a theoretical perspective, general aspects of SHL, and areas of innovation within the field. Though it uses specialized language, it is accessible to the community of professors, newcomers to the field, and graduate students.

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- Marta Fairclough and Sara M. Beaudrie (eds.) (2016). *Innovative Strategies for Heritage Language Teaching: A Practical Guide for the Classroom*. Washington, D.C.: Georgetown University Press.

This second volume edited by Beaudrie and Fairclough offers an update on pedagogical innovations in the teaching of heritage languages. It discusses several languages, though its topics and discussion are undoubtedly relevant to the SHL classroom. The book is divided into two main sections and a total of 11

chapters. The first section includes papers that discuss the fundamentals of teaching heritage languages and offers new perspectives on curriculum design, the role of the instructor, and program design. The second section focuses on strategies, techniques and innovative approaches for enriching the process of teaching and learning heritage languages, including Spanish.

- Gabriela C. Zapata and Manel Lacorte (eds.) (2017). *Multiliteracies, Pedagogy and Language Learning: Teaching Spanish to Heritage Speakers*. New York, NY: Palgrave Macmillan.

This volume presents the latest research on applying the multiliteracy pedagogical framework (Cope and Kalantzis 2000, 2009) to teaching SHL at all levels of instruction. Its eight chapters cover curriculum design and the role of digital materials in SHL classes; the role of Spanish programs in medical contexts; the contributions of the “learning by design” framework to SHL courses, with a community service components; and multiliteracy’s relationship with a sense of identity. One chapter also discusses this framework’s contributions to professional development for SHL instructors. It makes specific proposals for implementation based on the multiliteracy framework, as well as recommendations and concrete guidelines for future research. Its contents are based on the assumption that SHL learning must be intrinsically linked to meaningful life experiences and, consequently, that materials and teaching

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practices must be designed with the characteristics of heritage speakers in mind. *Multiliteracies, Pedagogy and Language Learning* is the first book on the market to compile exclusively empirical studies on teaching SHL.

Online Resources

- *National Heritage Languages Resource Center:*

<http://nhlrc.ucla.edu/nhlrc>

The National Heritage Languages Resource Center (NHLRC) is one of 16 national language resources centers physically based at the University of California, Los Angeles. This center offers training and online resources to teachers of any heritage language. Though the NHLRC's resources, professional trainings, and summer institute are not specific to SHL, they cover topics and teaching frameworks that can be applied to any heritage language. Of particular interest is the "Learning and Teaching" section, which offers general guidelines for teaching heritage languages and designing appropriate curricula. The NHLRC also hosts a yearly summer institute, an international conference, and an online workshop with modules that can be accessed at any time. The workshop is free (<http://startalk.nhlrc.ucla.edu/>). It also hosts the well reputed *Heritage Language Journal*: <http://www.heritagelanguages.org>

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- *The Center for Open Educational Resources and Language Learning*
(COERLL): <http://www.coerll.utexas.edu/coerll/>

COERLL, based at the University of Texas Austin, is another language resource center that offers free, open-access online resources on teaching SHL under the Creative Commons License.

Their website, <https://heritagespanish.coerll.utexas.edu/>, includes an extensive list of textbooks and research articles, a discussion forum, activity ideas, and a list of SHL events and workshops at different universities across the country.

- The Initiative for Teaching Spanish as a Heritage Language at Harvard University: <https://hwpi.harvard.edu/heritagespanish>

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This project launched in 2013, when the Department of Romance Languages and Literatures offered Harvard University's first ever SHL class. The goal of the initiative is to develop SHL courses and teaching materials and to conduct research in the field. Thus far, it has held two symposia and hosted the permanent seminar "Teaching Spanish as a Heritage Language: Theory and Practice," which every semester invites an expert in the field to work with a group of professors who are in the process of developing SHL courses at their own institutions. The initiative works in close collaboration with the Cervantes Institute's Observatory at Harvard University, which provides space, human

resources, and funding for the project. The initiative and the Observatory also host talks on topics related to teaching SHL, which are open to the public. Recordings of these talks can be viewed at the initiative's website (under "Lecture Series") or at the Observatory's YouTube channel: <http://bit.ly/2qTzWsD>.

For the past year, the initiative, with the support of the Observatory, has been a useful niche within an important community of practice that includes over 25 East-coast professors and high school teachers interested in contributing to the field by developing materials, creating courses and conducting research.

Conclusions

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The backbone of the future of SHL education lies in the commitment to developing resources that support and enhance Latin@ students 1) linguistic capabilities (Martínez 2016), 2) historical and cultural knowledge, and 3) strong sense and pride of ethnolinguistic identity. As future curriculum designers— instructors, mainly—contribute to this development, it is crucial that they work with innovative pedagogical and theoretical research. That said, though the availability of high-quality, well-designed materials is essential if SHL classes are going to produce meaningful and relevant learning experiences, what instructors *do* with those materials is even more important. Someone once said that 'actions speak louder than words'. In our field, the teaching of "*how to do things with words*" (quoting John Austin's seminal work) in Spanish will be improved only

through more informed and effective intellectual and pedagogical practices. The best textbooks and supporting materials will be of little use, if practitioners do not reflect on their own theoretical and pedagogical biases, thoroughly understand their evolving discipline and their own students' strengths and needs.

Therefore, the corpus used in instructors' professional development would benefit from inclusion of the academic volumes and online resources discussed here. Education research has demonstrated that instructors with greater professional knowledge tend to provide their students with greater support (Chidolue 1996; Opdenakker and Damme 2006). Heritage learners, like students of many other disciplines, can reap the benefits of their education only when meaningful materials are effectively implemented by instructors who are creative in their teaching practices, critical in their thinking, aware of their language ideologies, and well-informed on the latest developments in their field. Teaching materials and practices should reflect our commitment to strengthen a sense of multilingual and multicultural competence (Cook, 1992) in Latin@ students that will carry them onto future possibilities to study and use the Spanish language in personal and professional contexts.

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