University of Massachusetts Amherst

From the Selected Works of Theresa Y. Austin

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SPECIAL INTEREST GROUP on HERITAGE LANGUAGES-FALL NEWSLETTER

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**1. News from the HL SIG Officers**

*Theresa Austin, Co-Chair*

Defining “Highly Qualified Teachers” in Heritage Language Education

What is a “highly qualified” teacher in Heritage Language Education? Currently there are no national standards for determining this. However, if we look at federal legislative sources, The Elementary and Secondary Education Act (ESEA, 2001)
a definition that requires three conditions to be met for a “highly qualified” teacher: 1) holding at least a bachelor degree from a four-year institution, 2) being fully certificated or licensed by the state, and 3) demonstrating competence in each core academic subject area in which the teacher teaches (ESEA, 2001, sec 9101,23). Yet when we see how the highly regarded and long-established field of bilingual education has contributed to this area, we may refine those notions with more relevant and up-to-date criteria for being a highly qualified teacher for heritage language learners.

Josue M. Gonzalez (2008) edited Encyclopedia of Bilingual Education, and outlined 10 points that distinguished a three-tiered analysis of EL/Bilingual Teacher Competencies among effective generic teachers, Cross Cultural Language and Academic Development (CLAD) teachers and bilingual teachers. The particular characteristics for bilingual teachers include the typical requirements of knowledge about curriculum, instruction, and assessment. However, several are quite pertinent to heritage language teachers:

“6.4 Knowledge of bilingual language use in the students’ homes and community and affirmation of the use of two or more languages as a resource”

“6.5 Expectations that students will become fully linguistically and culturally integrated into society as bilingual individuals”

“7. Creation of a classroom environment that affirms use of L1 and L2 for all functions and levels of classroom interaction and academic study” p. 97

Certainly a highly-qualified heritage teacher has to have command of content knowledge. However, no longer is it sufficient for the teacher to demonstrate subject matter knowledge and pedagogical knowledge only using the structural features of prestige varieties. Rather it is now expected that teachers know how to tap and value HL varieties in instruction to create learning environments that encourage learners to succeed in their communities, as well as in schools. Currently the Common Core standards also includes responsibilities to teach so that students learn to think, collaborate, and are “college ready.”

The professional literature points out that a highly-qualified heritage teacher needs to understand that their learners’ experiences occur within a dominant society that does not necessarily value their home/heritage language or literacy practices. This holds the teacher responsible for educating the parents and the learners.

For parents whose academic preparation has been in their child’s heritage language, there often is an assumption that that the language education here in the US must imitate the education they received in their home country. This expectation is that the child will be untouched by the educational system in the US and when s/he returns, s/he will seemlessly pickup where their peers are in that home language.
For those parents that are not returning to their home country, they may insist on having the home country’s language curriculum transplanted intact in the heritage language school, as if their children had been raised in the home country. Teachers must be able to enlist evidence and persuasion to negotiate with both positions and work with parents to form a shared realistic curriculum that truly develops an understanding that is different from the parents’ experience.

A highly qualified teacher must also be prepared to deal with learner’s expectations that are being shaped by larger discourses and values that English is the only language that matters. Their peers, other teachers in school, and administrators may not be multilingual or bilingual. Learners may even feel ashamed to admit that they know their heritage language, let alone actually use it outside the heritage language setting. Their parents may never fully understand the peer pressure to fit into a monolingual norm, one that even the learners may not understand. Teachers of heritage learners thus have to build abilities to explain and work against dominant language ideologies of society, to be able to build up learners’ repertoires in ways that the parents appreciate and ways that are sanctioned by the institutions in which teachers work.

In listing these two often encountered issues in heritage language teacher’s lives, what would a highly qualified teacher be able to demonstrate in order to earn this title? My list would include the following:

1. ability to document and tap the varieties of language in their learners’ community
2. ability to document family practices and educate parents to leverage their expectations in support of instruction
3. ability to “translate” between language varieties and the dominant languages to further develop their students’ metalinguistic skills and positive identities as multilinguals
4. ability to use interactional classroom patterns/activities to involve students in developing additional language registers and literacy genres for learning content matter
5. ability to overcome negative linguistic ideologies to encourage heritage literacy and language development

Researchers can contribute by examining how teachers who accomplish the above impact learners in academic accomplishments as well as their communities. This would move the field into new territory that honors heritage learners in ways that challenge past colonizing research.

Send us your ideals for preparing teachers for the 21st century. We look to hearing your thoughts, and to including them in our next newsletter.

References


**Yvonne Fariño, Co-Chair**

**Continuing Expeditionary Learning Throughout the Year**

In the last newsletter I talked about my plans to conduct a *Mexican Muralist Movement Learning Expedition*. Instead of having the textbook chapters dictate the progression of my curriculum, I decided to search for the linguistic features, countries, and themes in each unit in order to prepare students for the Learning Expedition. I then proceeded to design how I was going to prepare the students with the linguistic, cultural, and literacy knowledge prior to and during the Learning Expedition while at the same meeting the language program curriculum. The theme that gave me the most flexibility was *Family and Community*, although I may title it Family, Community, and Society to show students how they are part of the social construction of society.

**Meeting the academic, social, cultural and affective needs of heritage language learners: A reflective instructional practice for curriculum planning**

In my experience as a language educator and as a researcher, I have noticed that Spanish heritage language students do not have access to rigorous academic curriculum in the Spanish classroom (García, 2001), and the Spanish for heritage learners curriculum needs to address students’ cultural and individual differences (Carreira, 2012, 2007; Rodríguez, 2014), promote critical consciousness (Leeman, 2012), and focus on identity and affective issues (Martínez, 2012; Potowski, 2012).

Learning Expeditions are tools for real-world application that engages educators and learners to go beyond the curriculum and not just across the curriculum. Learning Expeditions are also a great way for heritage learners to share the richness that exists within each other, their families, and their communities, because it offers a multi-voice perspective, authenticity of knowledge with real-world application that affirms students’ social identity and membership. Thus, Learning Expeditions serve as “cultural tools” because they sustain students’ linguistic variety and funds of knowledge, while increasing their linguistic repertoire into academic literacy and concepts.

**Planning for a Learning Expedition in the Spanish classroom**

In order for Heritage Language Learners (HLLs) to develop “academic concepts” (Vygotsky, 1994) as they progress from novice to intermediate levels, cultural and linguistic affordances are essential for student achievement because they foster student engagement and retention, and positions students as learners.

Linguistic features offer a way to integrate effective communication, whether oral or written, in a variety of situations and for multiple purposes, and to interact with cultural competence and
understanding. As a critical language educator, affording opportunities for teaching and learning to develop “academic concepts” and literacy via linguistic functions have allowed me and students to reach our zone of proximal development (zpd) as we transform and are transformed by the knowledge that we are co-constructing.

The linguistic features that will lead me to the Mexican Muralist Movement Learning Expedition is Family and Community, and can be found in almost any Level 2 textbook. The unit design includes:

· Family structure. The vocabulary and concepts students practice are the application of question words, what is appropriate to ask, and varying their language use according who they interview.

· Interviews conducted to family members and neighbors and then share their stories. In this activity, students practice and learn how to describe family members and community in the present and in the past. They also learn how to negotiate turn-taking, synthesize information, while practice real-language in context, and learn about their family and community history.

· The importance of family and community traditions and celebrations. In this activity, students also learn geography, culture and historical background of where the family member or neighbor comes from or that person’s heritage. In addition, students learn and practice numbers, months of the year, activities that correlate with seasons and weather conditions, and how geographical location, culture and history dictate traditions and celebrations.

· Artifacts and symbols that represent the heritage or ethnicity of a family member and community.

**Preparing for El Movimiento Muralista Mexicano Learning Expedition**

The student population in my urban school is primarily Puerto Rican, so I chose to introduce Puerto Rico through a Case Study which I named *La puertorriqueñidad a través del arte*. My goal was to increase students’ linguistic repertoire, practice grammatical structures and develop their writing skills through reading. The idea of a Case Study was to have students building background knowledge through analysis of “puertorriqueñidad”, or Puerto Rican identity, and practice basic Spanish literacy. The objective of the Case Study through a three-day lesson was to practice question words, and review descriptions in the present and the past. I am finding that for heritage speakers, it personalizes the learning experience to their literacy level because they read through various texts, then they synthesize what they read and lastly, they write a structured summary about the artist in their own words. I introduced the painter Rafael Tufiño to them and then made a presentation similar to the one they will be presenting.

**Theoretical Underpinnings of My Pedagogical Decisions**

Vygotsky’s Sociocultural Theory (1987) links learning and development as a social product because of how social cognition represents forms of commonsense and general knowledge of our group’s social
mind: historicity, beliefs and values. Because language is a mental tool that mediates the development and internalization of cultural forms of behavior, and semiotic systems in everyday activities (Vygotsky, 1978, 1986, 1998), social cognition, or ideology, can be materialized into activities during instructional design and pedagogical decisions. In this sense, language can also serve as a “cultural tool” to scaffold understanding, negotiation, and co-construction of knowledge.

Case Studies offer students an in-depth look at how cultural symbols and artifacts are representations of a group’s identity, and because of its cultural construction, they are flexible and hybrid. Artists know how to use cultural symbols, cultural artifacts, space, color, brushwork, movement of forms, to name a few, to represent a sentiment, honor a story or a person or persons, etc. Understanding an artist’s point of view, means learning how to think like an artist. In this perspective, the three-day lesson that follows was a way for students to learn to think like an artist in order to understand his or her pieces of work, and the message they are transmitting:

**Content Learning Targets:**
- I can describe who ________ is, how s/he
- I can demonstrate how the theme and symbols represent Puerto Rican identity (i.e. puertorriqueñidad) in my artist’s drawings, paintings, or sketches
- I can categorize and explain what artifacts symbolize Puerto Rican identity in the presentations of Puerto Rican artists

**Activator:** What are some Puerto Rican products and symbols that you have seen?

**Character Learning Target:**
- I can prepare a high quality presentation of a Puerto Rican artist

**Mini-Lesson:**
- Question words
- La puertorriqueñidad a través del arte

**Guided Practice:** Lectura de Rafael Tuñón y presentación
a. ¿Quién es él / ella? ¿Cuál es su apodo (nickname) artístico?
b. ¿Cuándo nació?
c. ¿Dónde estudió?
d. ¿Qué le interesaba cuando estudiaba arte?
e. ¿En qué estilo de arte se concentró?
f. ¿Qué temas pintaba en sus obras de arte?
g. ¿Cuál fue su contribución en su carrera artística?
h. ¿Qué obras de arte representan su contribución artística? ¿Cuáles símbolos usa y por qué?
Independent-Practice: Research

1. Olga Albizu Rosaly
2. Myrna Báez
3. Antonia Darder
4. Jan D’Esopo
5. Soraida Martinez
6. Vilma G. Holland
7. José Campeche
8. Francisco Oller
9. Rafael Ríos Rey
10. José Felipe Ríos
11. Luis German Cajigas
12. Manuel Hernández Acevedo
13. Fernando Sayán Polo
14. James de la Vega
15. Félix Rodríguez Báez
16. Ángel Botello
17. Obed Gómez
18. Luis Germán Cajiga
19. Julio Rosado del Valle
20. Samuel Lind
21. Miguel Pou Becerra
22. Wichie Torres
23. Katharine Rodríguez

Debrief:

1. What symbols and artifacts represent Puerto Rican identity?
2. What symbols and artifacts that represent Puerto Rican identity did your artist use in his works?
3. Did the title of the artist’s works of art also reflect Puerto Rican identity?

References


Rosario M. de Swanson, Vice Chair

Greetings again from the Heritage Languages Vice-Chair!

I hope to see you all at ACTFL in San Diego!!

Well, it is November, and the holiday season is just around the corner. The entrance of the holiday season ushers in the winter months, the end of the semester, and the end of the year! It is time to go inward and reflect on the year’s passing. As I reflect on 2015, my mind always goes back to technology and to how technology has changed the ways we teach languages, for the most part aiding and supporting our methodologies, others hindering and getting in the way of teaching. That’s the reason why I wanted to share an experience that might resonate with you and see if you have encountered similar situations, problems when dealing with a technologically savvy group of students that seem to resort to translators to write their formal compositions, readily available to them within their cell phones.

I have noticed a trend, at least amongst the group of college students I usually teach, to resort to dictionaries available to them in their cell phones rather than bothering to flip through the pages of the text-book, in part because of the speed within which the answer appears. Why is this mortifying, you might ask? Well, because the trend is to find the word in English or Spanish instantly translated avoiding to resort to the Spanish dictionary for similar words, a step important for retention of deep structures. I even had an entire compositions written with a translator, easy to spot when comparing written work produced in class with that produced away from the classroom. I must admit that a part of me yearns for the times when technology meant paper, pencils, markers, index cards, old fashion projectors and such, but the part of me that looks toward the future, understands that language learning and teaching, must walk hand-in-hand with the technology our students are so immersed in, in order to maintain their interest and move them forward. I hope I am not alone!
Joy Kreeft Peyton, Secretary

Conference on Community-Based Heritage Language Schools: Promoting Collaboration Among Educators, Families, and Researchers

I am happy to report that a very successful conference was held on Friday & Saturday, September 18 & 19, 2015, at American University in Washington, DC. The keynote speaker, Dr. Olga Kagan (past founding officer of the ACTFL Heritage Language SIG and current Director of the National Heritage Language Center [NHLRC] at UCLA), talked about the field of heritage language education and research: Where have we been, where are we now, and where are we going. On the conference web site, http://www.american.edu/cas/education/bilingual/Community-Based-Heritage-Language-Schools-Conference-Schedule-2015.cfm, you can see this and all of the presentations. The conference was a fabulous networking event for stakeholders working in many different languages and language programs, and we are planning to hold the conference again next year. Please let me know if you would like to be involved!

Wei-Li Hsu, Outreach Coordinator and Organizer

Affective and Social Learning Strategies for Heritage Language Learners

Growing up in a multilingual context and as a researcher of heritage language learning, I grew up speaking only one language, Mandarin, although my father is a native speaker of Hakka Chinese, and my mother is a native speaker of Taiwanese Chinese. After coming to and pursuing my postgraduate degree in the United States, I seek to re-connect to my parents’ roots through (re)learning Taiwanese and Hakka. When learning these two languages, I adopt some learning strategies and would like to examine the usefulness of learning strategies for heritage language learners.

Language learning strategies are divided as six categories: memory, cognitive, compensation, metacognitive, affective, and social strategies (Hsiao & Oxford, 2002), Items 1 to 9, 10 to 23, 24 to 29, 30 to 38, 39 to 44, and 45 to 50, respectively, in the Strategy Inventory for Language Learning (SILL). Oxford (1990) defines the six categories as:

1. Memory strategies are intentionally retrieving old knowledge to learn new information, and the retrieving can be activated through pronunciation-printed presentation connection, body movement, and flashcards;
2. Cognitive strategies are adopted for learning through reasoning, analysis, summarizing, synthesizing, and reorganizing new information into existing knowledge schemata for learner’s communication purposes;
3. Compensatory strategies are methods used for guessing from the context in listening and reading, using synonyms and skipping/avoiding unfamiliar words;
4. Metacognitive strategies are related to identifying monitoring and evaluating learning progress and arranging the environment for optimal learning outcomes, such as study space, schedule, and learning materials;
5. Affective strategies are techniques used to maintain positive attitude and emotion toward the learning experience, such as rewarding for good performance and lowering speaking anxiety by talking to supportive, closed friends;
6. Social strategies help learners to interact with others and explore the sociocultural elements of the target language, such as asking for confirmation of the language use, asking for clarifying an unfamiliar word, or asking for help with an assignment.

To start learning Hakka, I first searched YouTube to learn some greetings and then called my dad to show off my newly-learned Hakka phrases. During this process, I found most learning strategies I adopted are affective and social strategies while avoiding metacognitive ones. My strategy use is similar to the frequently-used strategies by other Chinese heritage language learners (Sung, 2011). Oxford (1990) believes that strategy use is highly related to learning/communication purposes. Many heritage learners are like me, learning the language to strengthen our family ties, and SILL may not be adequately to reflect the different learning purposes from foreign language learners. For example, Chinese heritage learners in Sung’s 2011 study reported that they sought confirmation of their dialect use, instead of Mandarin, from their family, and asking for clarifying the difference between certain words in their home dialect and the “standard” form taught in class. Another, these heritage learners did not seek more access to the target cultural and community considering they are often regarded as part of the community. Therefore, when teachers design activities for students practicing the target language outside of classroom, we should also consider how to expand heritage learners’ use of memory, cognitive, metacognitive, and compensatory strategies and foreign language learners’ social strategies.

Reference


2. HL SIG Officer Elections Are Underway!
Hseuh-Ming Tommy Lu, Immediate Past Co-Chair

This year these two positions are open for HL SIG Officer.

Co-Chair
Term: Two years (2015-2017; starts after ACTFL conference)
Duties: Solicits, organizes, and selects presentations for the annual convention; assists the SIG in articulating and disseminating its issues and concerns to ACTFL; chairs the SIG’s annual business meeting; and acts as the liaison between the SIG and ACTFL staff.

Secretary
Term: Two years (2015-2017; starts after ACTFL conference)
Duties: Prepares the minutes of the SIG Annual Business meeting; receives the SIG session proposals for the next year’s conference; and manages the proposal review process for the SIG

Here are the bios of the candidates who are running:

Co-Chair 2015-2016

Maria Carreira

Maria’s involvement in the field of HLS spans nearly two decades and includes a wide range of experiences, from teaching, to conducting research, creating pedagogical materials, and giving workshops. As co-director of the National Heritage Language Resource Center (NHLRC) at UCLA, my work focuses on HL-teacher training and raising awareness among language educators and school administrators of the critical role that an HL education plays in the academic development and social wellbeing of language minority children. As co-chair of the HL Special Interest Group, teaching and advocacy will also be high-priority issues for me, in particular, disseminating information on classroom and program practices that respond to the needs of HL learners in language departments.

Besides my work at the NHLRC, I am a professor of Spanish at California State University, Long Beach. I have served as chair of the Spanish SAT Committee and am a co-author of four Spanish textbooks, Nexos, Alianzas, Cuadros, and Sí Se Puede (all published by Cengage). I am also a co-author of a book about Latino youth, Voces: Latino Students on Life in the United States (Praguer, 2014). I received my Ph.D. in linguistics from the University of Illinois, at Urbana Champaign.

Martin Guardado

Martin is an associate professor of Applied Linguistics and the Academic Director of the English Language School at the University of Alberta in Canada. He obtained his PhD from the Department of Language and Literacy Education at the University of
British Columbia with a focus on heritage language socialization. His research interests include heritage language socialization in home, school and community settings, diasporic identities, discourse analysis, TESL, task-based language teaching and technology and second language education. His work has appeared in many peer-reviewed journals and edited books. His vision as Co-Chair of the ACTFL Heritage Languages SIG is to help raise awareness about the linguistic realities of heritage language learners in homes and local communities. In particular, he is committed to researching the complexities of communication in multilingual homes and exploring what these insights might contribute to informing multilingual parenting practices, classroom pedagogy and policy. A key strand within this research program involves examining multilingual parental decisions in interlingual/linguistically mixed families. He hopes to encourage the ACTFL membership to engage in fruitful conversation regarding the unique challenges of this rapidly growing demographic.

Secretary 2015-2016

Wei-Li Hsu

Wei-Li is a PhD Candidate, Second Language Studies, University of Hawaii at Manoa. My research interest is Chinese as a heritage language, cross-orthographic reading processing, program evaluation and language assessment. I have been conducting studies in the areas of Chinese language placement test, Chinese language program evaluation, and building a Chinese language learner corpus. I hope I can have the opportunity to better serve the HL-SIG members and hope the committee can award me this opportunity.

Voting will take place between 11/15 and 12/15/2015. Jocelyn Hofstede will send out a voting link to all SIG members who have paid dues before 10/1.

3. Looking Forward to Seeing You at ACTFL 2015

2015 ACTFL Annual Convention and World Languages Expo
Friday, November 20 to Sunday, November 22, 2015 | San Diego, CA
Don’t forget to register for ACTFL and to select the Heritage Language SIG as your special interest group! (http://www.actfl.org/)

You can’t afford to miss our HL SIG meeting and sessions at this conference in San Diego. All sessions are open to all attendees.

**HL SIG Business Meeting:** Saturday, November 21, 5:15-6:15, Convention Center Room 23A

In addition, we have two inspiring sessions planned, which will engage you in envisioning possibilities for transforming instruction and research agenda.

**Session 1 - Fundamental concepts for heritage language education**
Friday, November 20, 5:00–6:00 pm, Room 23A, Convention Center

In an increasingly multilingual US, does the new trend of taking into account students' prior linguistic knowledge point to where language teaching is headed? What will implications be for pedagogy and teacher education? During this session participants will hear from educators at the forefront of these new initiatives. Describing successes and challenges in creating and running L3 programs, useful ideas will be presented for anyone considering the addition of language classes catering to the growing number of US students already fluent in Spanish.

**X for Spanish Speakers - L3 Courses for an Increasingly Multilingual U.S.**
- Will Travers and Giuseppe Tosi, Georgetown University
- Michael Child, Leiden University
- Clorinda Donato, California State University, Long Beach

Progressively over the past few decades, certain university courses have been helping Spanish-English bilinguals, many of them heritage speakers, learn a related third language (L3). Often taking the form of Portuguese for Spanish Speakers, in recent years classes in Italian and French have begun to appear as well (Donato and Escudé, 2013). Though there exist numerous commonalities between these innovative courses, the pivotal role of Spanish stands out. This session will feature educators at the forefront of these new initiatives describing successes and challenges in creating and running L3 programs. Useful ideas will be presented for anyone considering the addition of language classes catering to the growing number of US students already fluent in Spanish.

**References:**

**Session 2 - Becoming Bilingual, Biliterate, and Bicultural: A Sociocultural Approach**
Saturday, November 21, 4:00-5:00 pm, Room 23A, Convention Center
Do you strive to teach heritage language learners? Can you benefit from suggestions for building a stronger program for linguistically and culturally diverse populations? Increase your success by becoming aware of resources within your grasp. After a presentation, we will discuss opportunities and resources that afford HLLs bicultural/bilingual identities. The presentations open up discussions about future directions. This session is open to instructors from all levels of HL programs.

**Effects of developing a student-generated newspaper on learning to write in Korean,**
Hunjin Jung & Minyoung Song

Writing is an important component of second language learning. Heritage learners (HLs) of Korean need authentic reasons and audiences when learning to write. This presentation describes a technology-assisted collaborative newspaper-making activity and its effects on improving HLs’ engagement and development in writing. We also describe an online collaborative newspaper-writing environment that we designed for second language instructors and learners.

We will describe an authentic learning activity that involves technology-based collaborative newspaper-making, which was designed to engage Korean heritage learners in writing following principles of authentic learning (Yi, 2008). We will present the newspaper-making activity and examples of student-generated newspapers. We will describe how the students’ achievement was measured (assessment criteria and coding schemes), using the newspaper text they created and discuss the results of the statistical analysis (descriptive statistics and the result of a t-test of one-way between subjects ANOVA) that compared the quantified measures of the students’ achievement in pre- and posttests and compared to achievement of students who undertook conventional writing instruction. Finally, we will describe the design of and theoretical framework for a new collaborative online learning environment for second language learners.

**Reference**

**Heritage Education Program for Filipino Americans in Hawaii,**
Dr. Rodney Jubilado
This presentation is based on four theoretical frameworks and approaches that guide the development and implementation of a heritage language program in Hawaii: Language, Identity, Culture, and Migration. The presenter will describe this theoretical orientation, key features of the program, and the results of three years of research on it, focusing on the state of cultural and linguistic identity of the Filipino-American heritage learners. The importance of support from the university administration as well as community participation and involvement in the holistic enhancement of the program in sustaining the interest and the identity formation of the students will be described. Participation of the students in the major Filipino-related activities at university, state, and regional levels will also be presented and discussed.

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Heritage Language SIG Business Meeting and Discussion Group: 
Building stronger heritage language programs
Saturday, November 21, 5:15–6:15 pm, Room 23A, Convention Center

Heritage language curriculum designers strive to incorporate students' linguistic and cultural knowledge, as well as their socially constructed identities, into instruction, so that students can succeed while becoming aware of the diversity that exists within the Spanish-speaking community. However, even though there is an increase of Hispanic presence in the U.S., it does not correlate with an increase in the number of heritage language classes in Spanish. In fact, heritage language speakers are often found in foreign language classes, especially at the secondary school levels. In our featured presentation, Language and Identity among High School Heritage Language Learners of Spanish, followed by discussion groups, participants will discuss what opportunities are or may be developed in their programs where students are afforded their bicultural/bilingual identities while also addressing cultural competence for all learners, and highlighting the resources available in their community. The session is open to instructors at all levels of heritage language instruction: elementary and secondary schools, community-based schools, and universities.

Presenters: Theresa Austin and Yvonne Fariño, University of Massachusetts; Julianne Bryant, Biola University; Wei-Li Hsu, University of Hawaii; Joy Peyton, Center for Applied Linguistics; Rosario Swanson, Marlboro College

4. Other News from the Field

Spread the news about the HL SIG and the newsletter to your colleagues!
Share our newsletter widely, and send us news of what you are doing that we can share with SIG members!