Building interdisciplinary and international partnership to support heritage language pedagogy:

A journey of professional collaboration and learning.

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Presentation goals

- Collaboration overview and planning of course *Spanish 35*
- Description of *Spanish 35*
- (Analysis of linguistic data in progress)
- Results:
  - Reading progress
  - Self evaluation of language skills
  - Course impact on identity and future use of Spanish
- Model of collaboration
Collaboration overview and planning of course Spanish 35
Putting together the team

- Harvard (department of Romance Languages and Literatures)
  - María Luisa Parra
  - RA: Glenda Quiñonez

- Universidad Nacional Autónoma de México (School of Psychology)
  - Araceli Otero
  - Rosa del Carmen Flores
  - RA: Sacbé Ibarra

- Université Laval (Lab of Intercultural Psychology)
  - Margo Lavallée
First challenge: What do we want to do? Connecting the pieces

- Heritage speakers
- Who are our students
- Course goals
- Best reading strategies
- Assessment
- Materials

Where to start
An interdisciplinary/integral approach
## Team activities

<table>
<thead>
<tr>
<th></th>
<th>Selection of materials for class</th>
<th>Selection/adaptation of texts for reading program</th>
<th>Design of activities for reading program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harvard</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>UNAM</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Laval</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
### Course timeline and team meetings (2013)

<table>
<thead>
<tr>
<th>May-July</th>
<th>July</th>
<th>end August</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus group</strong></td>
<td><strong>First team meeting</strong></td>
<td>Application process (Self evaluation 1)</td>
<td>Classes</td>
<td><strong>Second team meeting</strong></td>
<td>LIHL Lessons 5 and 6 adjusted</td>
<td>End of classes</td>
</tr>
<tr>
<td>with Latino students</td>
<td><strong>UNAM, Mexico City</strong></td>
<td>Beginning of classes</td>
<td></td>
<td><strong>Meeting with students</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Design of course</strong></td>
<td><strong>Recording 1 (Narratives project, Polinsky Lab)</strong></td>
<td></td>
<td></td>
<td><strong>Feedback for LIHL</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Self evaluation 2</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Recording 2</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Third team meeting</strong></td>
<td><strong>UNAM, Mexico City</strong></td>
</tr>
</tbody>
</table>
Description of
Spanish 35: Spanish for Latino Students

Fortalece tus habilidades comunicativas interpersonales, interpretativas y de presentación

Trabajaremos con un enfoque funcional de la gramática para ampliar nuestro conocimiento del español del ámbito familiar al académico, en la modalidad oral y escrita. Exploraremos temas de actualidad, la lengua, la cultura y la identidad Latina en los EUA y en el mundo de habla hispana. Parte central de este curso será el uso del programa Lectura Inteligente que fortalecerá tus habilidades lectoras y de comprensión.

Para obtener más información o recibir la forma de solicitud, contactar con Dra. María Luisa Parra a través del e-mail parra@fas.harvard.edu.
## Course structure

<table>
<thead>
<tr>
<th>In Class</th>
<th>Written assignments (Handouts and rubrics)</th>
<th>Reading program: Lectura Inteligente Herencia Latina</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>Language family tree</td>
<td>Initial assessment</td>
</tr>
<tr>
<td><strong>Conversación: ¡Cuéntame!</strong></td>
<td>Informal e-mails and letters</td>
<td>Lesson 1 Educar los ojos</td>
</tr>
<tr>
<td></td>
<td>Formal letter</td>
<td></td>
</tr>
<tr>
<td><strong>La descripción: Cierro los ojos y dime cómo es...</strong></td>
<td>Description of a family feature</td>
<td>Lesson 2 Combatir malos hábitos</td>
</tr>
<tr>
<td></td>
<td>Book/Movie review</td>
<td></td>
</tr>
<tr>
<td><strong>La narración: Cuéntame qué pasó...</strong></td>
<td>Short story</td>
<td>Lesson 3 Diferentes tipos de textos narrativos</td>
</tr>
<tr>
<td><strong>La exposición I: ¡Explícame!</strong></td>
<td>Oral presentation</td>
<td>Lesson 4 Exposición</td>
</tr>
<tr>
<td><strong>La exposición II</strong></td>
<td>Expository essay</td>
<td>Lesson 5 Argumentación</td>
</tr>
<tr>
<td><strong>La argumentación: ¿En pro o en contra? ¡Convénceme!</strong></td>
<td>Argumentative essay</td>
<td>Lesson 6 Argumentación</td>
</tr>
</tbody>
</table>

*LIHL reading activities were paired with writing activities to strengthen students’ written academic skills in Spanish.*
Goals

Building on students’ previous knowledge of Spanish, to expand and strengthen their oral and written interpersonal, interpretive and presentational communicative skills.

Reading: to provide students with effective reading strategies to enhance fluency and reading comprehension.

Methodology

- **Meaningful content**: explore the topics of language, cultures and identity in the U.S and in the Spanish-speaking world
- **Functional approach to grammar**: to highlight differences found in informal and academic contexts.
- **Multiliteracies approach**: variety of texts and genres, music, videos, films and visual arts.
- **Critical pedagogy**
- **Differentiated teaching**
- **Formative assessment**
- **Peer review**

- The software *Lectura Inteligente Herencia Latina (LIHL)* is a main resource to strengthen students Spanish literacy skills.

Themes

- Family migration and linguistic history
- Language and identity
- Spanglish
- Sociolinguistic awareness
- Cultural awareness(Visit to Peabody Museum)
Course Application

- Name, Year, Concentration
- Have you taken Spanish courses at Harvard? Which ones?
- What is your motivations for taking this course?
- What do you hope to learn in this course?
- Linguistic biography
- Write 3 specific grammatical points that you would like to learn
- What topics around the Latino community that interest you the most?
- Do you have a hobby?
- What are your professional interests?
## The Students
### Advanced Spanish proficiency

<table>
<thead>
<tr>
<th>ID</th>
<th>Parents Country of origin</th>
<th>Students’ country of origin</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARIC</td>
<td>Mexico</td>
<td>U.S. California</td>
</tr>
<tr>
<td>DORV</td>
<td>Mexico</td>
<td>U.S. Texas</td>
</tr>
<tr>
<td>CARA</td>
<td>Mexico</td>
<td>U.S. California</td>
</tr>
<tr>
<td>MARL</td>
<td>Mexico</td>
<td>Mexico</td>
</tr>
<tr>
<td>JASS</td>
<td>El Salvador</td>
<td>U.S. California</td>
</tr>
<tr>
<td>EMIS</td>
<td>U.S./Puerto Rico</td>
<td>U.S</td>
</tr>
<tr>
<td>GABS</td>
<td>Argentina/Brazil</td>
<td>U.S</td>
</tr>
<tr>
<td>LISC</td>
<td>Chile</td>
<td>Chile</td>
</tr>
</tbody>
</table>
Students interests

- Accents
- Spelling
- **Improve reading**
- Subjunctive
- Preterit/Imperfect
- Vocabulary
- **Academic Spanish**
- History / Latin America-U.S. relations
- Latinos cultures in the U.S.
## Initial Self Evaluation

<table>
<thead>
<tr>
<th>Use of Spanish</th>
<th>1 (Bad)</th>
<th>2</th>
<th>3 (Regular)</th>
<th>4</th>
<th>5 (Good)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate with family and friends</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X (3.7)</td>
</tr>
<tr>
<td>Oral presentations at school</td>
<td></td>
<td></td>
<td>X (2.8)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read simple texts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X (3.2)</td>
</tr>
<tr>
<td>Read academic texts</td>
<td></td>
<td></td>
<td>X (2.1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write e-mails and letters to family and friends</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X (3.1)</td>
</tr>
<tr>
<td>Write academic texts</td>
<td></td>
<td></td>
<td>X (2.1)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lectura Inteligente (LI)

- Developed by professor Araceli Otero in collaboration with professor Rosa del Carmen Flores and with the technical support of Alvar Saenz, Ph.D. (MIT).

- Designed to provide the most effective reading strategies to enhance fluency and reading comprehension.

- **Main objective**: to help students become fluent, strategic and professionally literate readers.
It is already in Spanish.

It includes initial assessment, lessons, exercises and specific strategies to improve reading speed and comprehension as well as final evaluation tools.

As a result of the initial assessment, students get a profile and a series of options to improve their specific needs with specific strategies offered by the program.

LI strategies include three groups: i) Before reading activities (activation of previous knowledge, revision of vocabulary and frame of reference for interpretation of text); ii) Reading activities (monitoring comprehension); iii) After reading activities (summary of what was learned and overall review of text comprehension).

LI gives immediate and individual feedback to the reader, so each student can write and evaluate her/his own answers as she/he moves on through the program.

LI is flexible. It enables the incorporation of texts from different genres to adjust the readings to the needs of the specific course.
Lectura Inteligente Herencia Latina (LIHL) Selection of texts

- Give students various opportunities to explore different kinds of texts.
- Explore themes related to Latin American life, culture and history.
- Explore themes around Latino identity.
- Provide students with strategies to become multicultural readers.
Some...
Students’ LIHL integrated progress through the semester
**Two students profiles**

**Harvard University**

**BOLETA DE AVANCE INDIVIDUALIZADA**

**Alumno/a:** Dorothy Villarreal  

**Programa:** Herencia Latina  

**Grupo:** SPANISH 35 FALL 2013  

**Instructor:**  

<table>
<thead>
<tr>
<th>Fecha</th>
<th>Lección</th>
<th>Esfuerzo</th>
<th>Velocidad</th>
<th>Comprensión</th>
<th>Lectura Eficiente</th>
<th>Diagnóstico</th>
<th>Diagnóstico</th>
<th>Diagnóstico</th>
<th>Nivel</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-09-08 19:36:17</td>
<td>ED</td>
<td>52</td>
<td>229</td>
<td>92</td>
<td>Muy Bien</td>
<td>167</td>
<td>Promedio</td>
<td>Muy Rápida</td>
<td>82</td>
</tr>
<tr>
<td>2013-09-19 06:33:59</td>
<td>L1</td>
<td>74</td>
<td>216</td>
<td>86</td>
<td>Excelente</td>
<td>422</td>
<td>Muy Buena</td>
<td>Muy Rápida</td>
<td>40</td>
</tr>
<tr>
<td>2013-10-16 21:40:35</td>
<td>L2</td>
<td>3.0</td>
<td>265</td>
<td>83</td>
<td>Excelente</td>
<td>430</td>
<td>Aceptable</td>
<td>Muy Rápida</td>
<td>50</td>
</tr>
<tr>
<td>2013-10-20 23:53:19</td>
<td>L3</td>
<td>4.0</td>
<td>246</td>
<td>88</td>
<td>Excelente</td>
<td>465</td>
<td>Excelente</td>
<td>Muy Rápida</td>
<td>90</td>
</tr>
<tr>
<td>2013-11-25 05:11:57</td>
<td>L4</td>
<td>4.0</td>
<td>268</td>
<td>83</td>
<td>Excelente</td>
<td>498</td>
<td>Excelente</td>
<td>Muy Rápida</td>
<td>78</td>
</tr>
<tr>
<td>2013-12-01 21:05:58</td>
<td>L5</td>
<td>4.0</td>
<td>400</td>
<td>87</td>
<td>Excelente</td>
<td>412</td>
<td>Aceptable</td>
<td>Muy Rápida</td>
<td>40</td>
</tr>
<tr>
<td>2013-12-09 02:34:43</td>
<td>L6</td>
<td>30</td>
<td>415</td>
<td>87</td>
<td>Excelente</td>
<td>328</td>
<td>Aceptable</td>
<td>Muy Rápida</td>
<td>30</td>
</tr>
<tr>
<td>2013-12-09 03:09:25</td>
<td>EF</td>
<td>85</td>
<td>328</td>
<td>93</td>
<td>Excelente</td>
<td>412</td>
<td>Insuficiente</td>
<td>Muy Rápida</td>
<td>1</td>
</tr>
</tbody>
</table>

¹ Esfuerzo: Indica el desempeño del alumno en todos los ejercicios de la lección.  
² Velocidad / Comprensión / Lectura Eficiente: calificación basada en los ejercicios de lectura eficiente.  
³ ppm: medida de palabras promedio por minuto.

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**Parámetros de Interpretación de Resultados**

- **Velocidad**
  - 280 ppm o más: Muy Rápida
  - 220 y 279 ppm: Rápida
  - 160 y 219 ppm: Promedio
  - 100 y 159 ppm: Lenta
  - Menos de 99 ppm: Muy lenta

- **Comprensión**
  - 90 % o más: Excelente
  - 80 y 89 %: Muy Buena
  - 70 y 79 %: Aceptable
  - Menos de 59 %: Insuficiente

- **Lectura Eficiente**
  - El rango de lectura eficiente es entre 1 y 5.
The course allowed you…

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Expressing</th>
<th>Reflecting</th>
<th>Understanding Latin America</th>
<th>Feelings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perception</td>
<td>3.3</td>
<td>3.5</td>
<td>3.3</td>
<td>3.7</td>
<td>3.3</td>
</tr>
</tbody>
</table>
Pre-post self evaluation
(Student's- \( t \))

How do I feel...

<table>
<thead>
<tr>
<th></th>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expressing family &amp; friends</td>
<td>3.7</td>
<td>4.7</td>
</tr>
<tr>
<td>Making school presentations</td>
<td>2.8</td>
<td>4.4</td>
</tr>
<tr>
<td>Reading simple texts</td>
<td>3.2</td>
<td>5.0</td>
</tr>
<tr>
<td>Reading academic texts</td>
<td>2.1</td>
<td>4.2</td>
</tr>
<tr>
<td>Social Writing</td>
<td>3.1</td>
<td>4.8</td>
</tr>
<tr>
<td>Academic Writing</td>
<td>2.1</td>
<td>4.4</td>
</tr>
</tbody>
</table>
What are the three most important things you learned about your Spanish in this course.

- There is no one right way to speak Spanish.
- My Spanish is not “correct” or “incorrect” but it is a part of myself.
- I don’t have to punish myself if I don’t know a word.
- Spanglish is not a bad thing.
- I have learned that even when my heritage is mixed and I don’t speak much Spanish at home I am, in fact, Latina.
- I learned that the Spanish I learned at home is really valuable to me. Although we don’t speak Spanish at home consistently, I feel now very motivated to influence my parents and siblings to speak more Spanish.
- I feel I have been able to expand a lot what I already knew about Spanish.
Final art projects
“La confusión del pizarrón”
(The confusing blackboard)

“Las ideas que quiero representar en mi obra son las de confusión sobre la interseccionalidad de mi identidad, el desarrollo de mis ideales y cómo todos los temas que hablábamos cada semana se combinaban y se lograba un entrelace con todas las ideas y temas”
“El árbol es símbolo de firmeza pero también de crecimiento y de cambios; conforme las ramas crecen hacia arriba, las raíces también crecen para fortalecer al árbol y para que se mantenga en pie. Me identifico ya que, conforme han pasado los años y he crecido (en mi español y en edad), han crecido mis raíces y he logrado aprecia mi cultura más y más.”
“La idea de pasar una antorcha lleva consigo un sentido de responsabilidad para el portador de la llama, en la transición de ella, así como una responsabilidad de la participante de utilizar esa llama apropiadamente”
Process of Collaboration

Stages

Elaboration
- Understanding who the students are, their strengths, needs, interests and goals

Implementation
- Formative assessment to inform our practices

Feedback
- On going with students

Communication

Trust

Flexibility

Common goals & Commitments

Repair
- Revised Sp35, Revised LiHL, 2014
The result: A community of practice
(Lave & Wenger, 1991)

“A group of people who share a craft and/or a profession. The group can evolve naturally because of the members' common interest in a particular domain or area, or it can be created specifically with the goal of gaining knowledge related to their field. It is through the process of sharing information and experiences with the group that the members learn from each other, and have an opportunity to develop themselves personally and professionally” (Lave & Wenger, 1991).

“Multidimensional and multidirectional learning experience”
THANK YOU!