



**Building interdisciplinary  
and international partnership  
to support heritage language  
pedagogy:**

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Universidad Nacional Autónoma de México

A journey of  
professional  
collaboration  
and learning.

2014 NHLRC  
Conference,  
UCLA

March 7-8

Marguerite Lavallée  
Department of Psychology  
Université Laval



# + 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



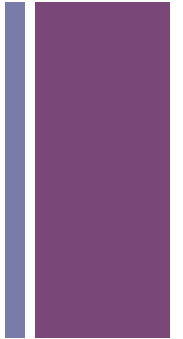
HARVARD UNIVERSITY

David Rockefeller Center for Latin American Studies





## 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



**UNAM**

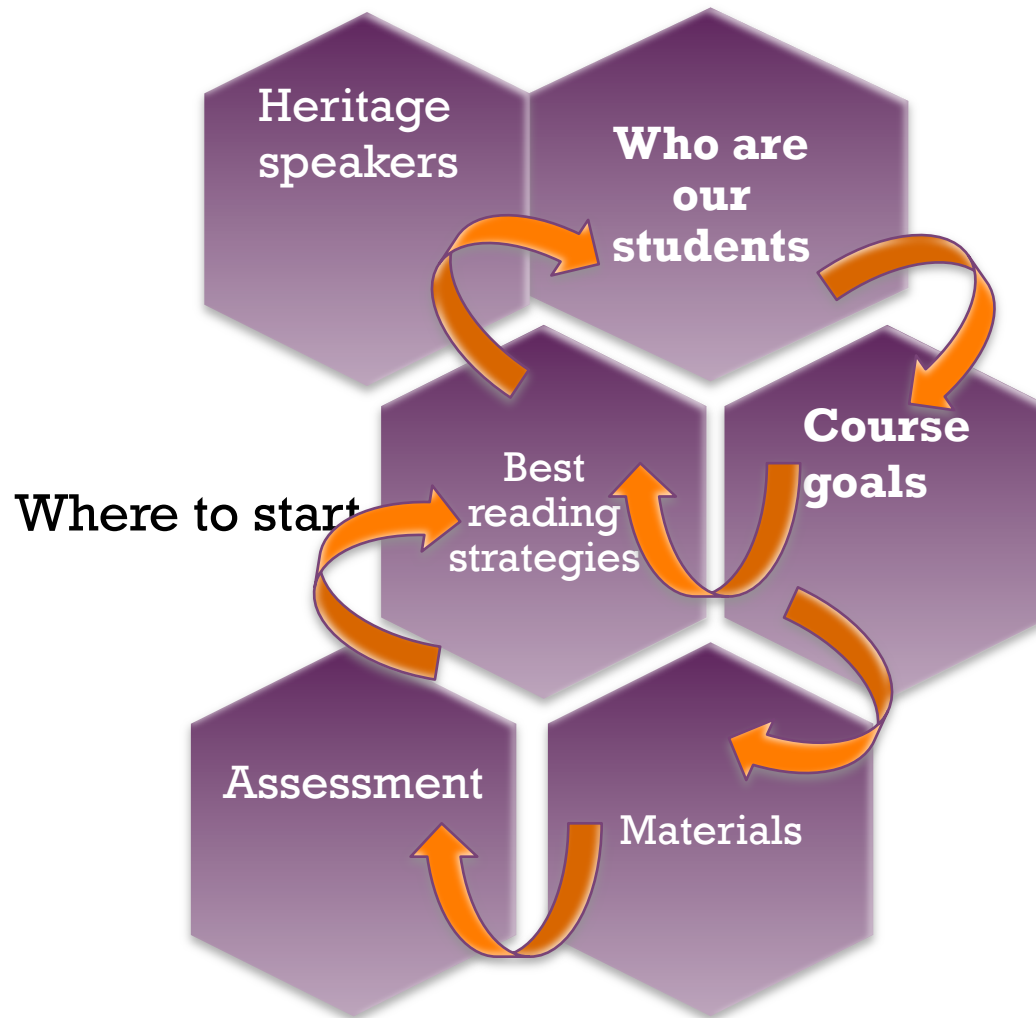






# First challenge: What do we want to do?

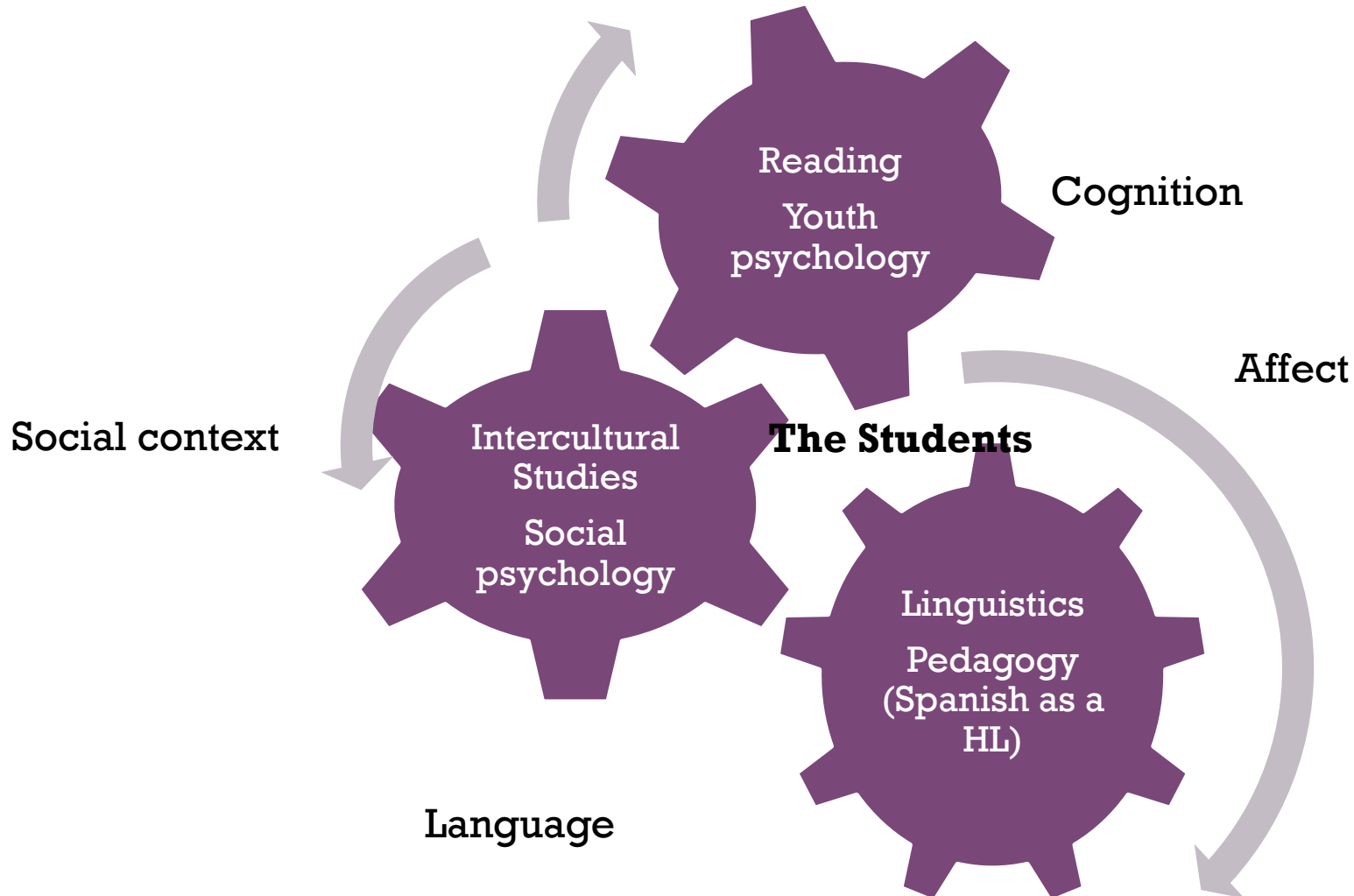
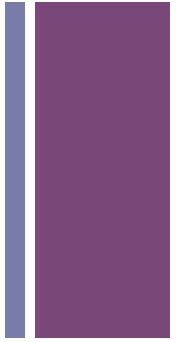
## Connecting the pieces





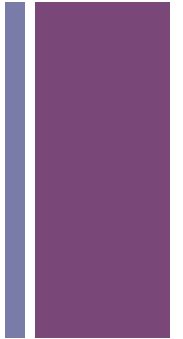


# An interdisciplinary/integral approach





# + Team activities



	Selection of materials for class	Selection/ adaptation of texts for reading program	Design of activities for reading program
Harvard	X	X	X
UNAM		X	X
Laval		X	X









# Description of Spanish 35: Spanish for Latino Students



**NUEVO CURSO**

**SPANISH 35**  
Español para estudiantes  
de herencia latina

Fortalece tus habilidades comunicativas  
interpersonales, interpretativas  
y de presentación

Cupo limitado a 15 estudiantes  
Fecha límite para recibir solicitudes:  
20 de Agosto, 2013

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](mailto:parra@fas.harvard.edu).





# Course structure

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

**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.

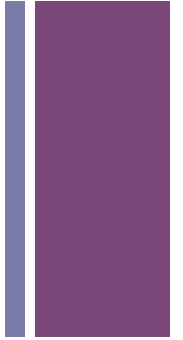
## ■ Themes

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





# Course Application



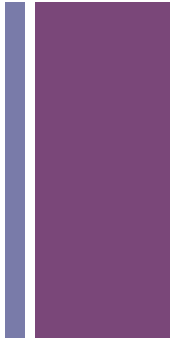
- Name, Year, Concentration
- Have you take Spanish courses at Harvard? Which ones?
- What is your motivations for taking this course
- What do you hope to learn in this course?
- Linguistic biography
- Write 3 specific grammatical points that you would like to learn
- What topics around the Latino community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





# The Students

Advanced Spanish proficiency

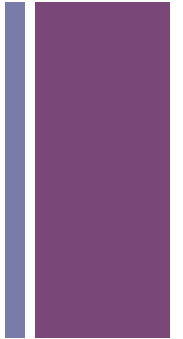


ID	Parents Country of origin	Students' country of origin
ARIC	Mexico	U.S. California
DORV	Mexico	U.S. Texas
CARA	Mexico	U.S. California
MARL	Mexico	Mexico
JASS	El Salvador	U.S. California
EMIS	U.S./Puerto Rico	U.S
GABS	Argentina/Brazil	U.S
LISC	Chile	Chile





# 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

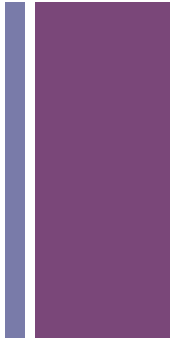
Use of Spanish	1 (Bad)	2	3( Regular)	4	5 (Good)
Communicate with family and friends			X (3.7)		
Oral presentations at school		X (2.8)			
Read simple texts			X (3.2)		
Read academic texts		X (2.1)			
Write e-mails and letters to family and friends			X (3.1)		
Write academic texts		X (2.1)			





## 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 to become fluent, strategic and professionally literate readers.

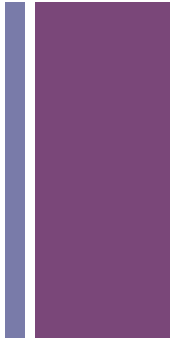






## LI and teaching Spanish as heritage language

- 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.



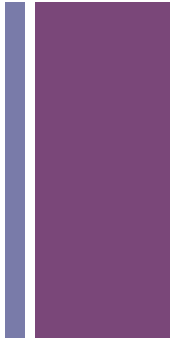




# Lectura Inteligente Herencia Latina (LIHL)

## 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.





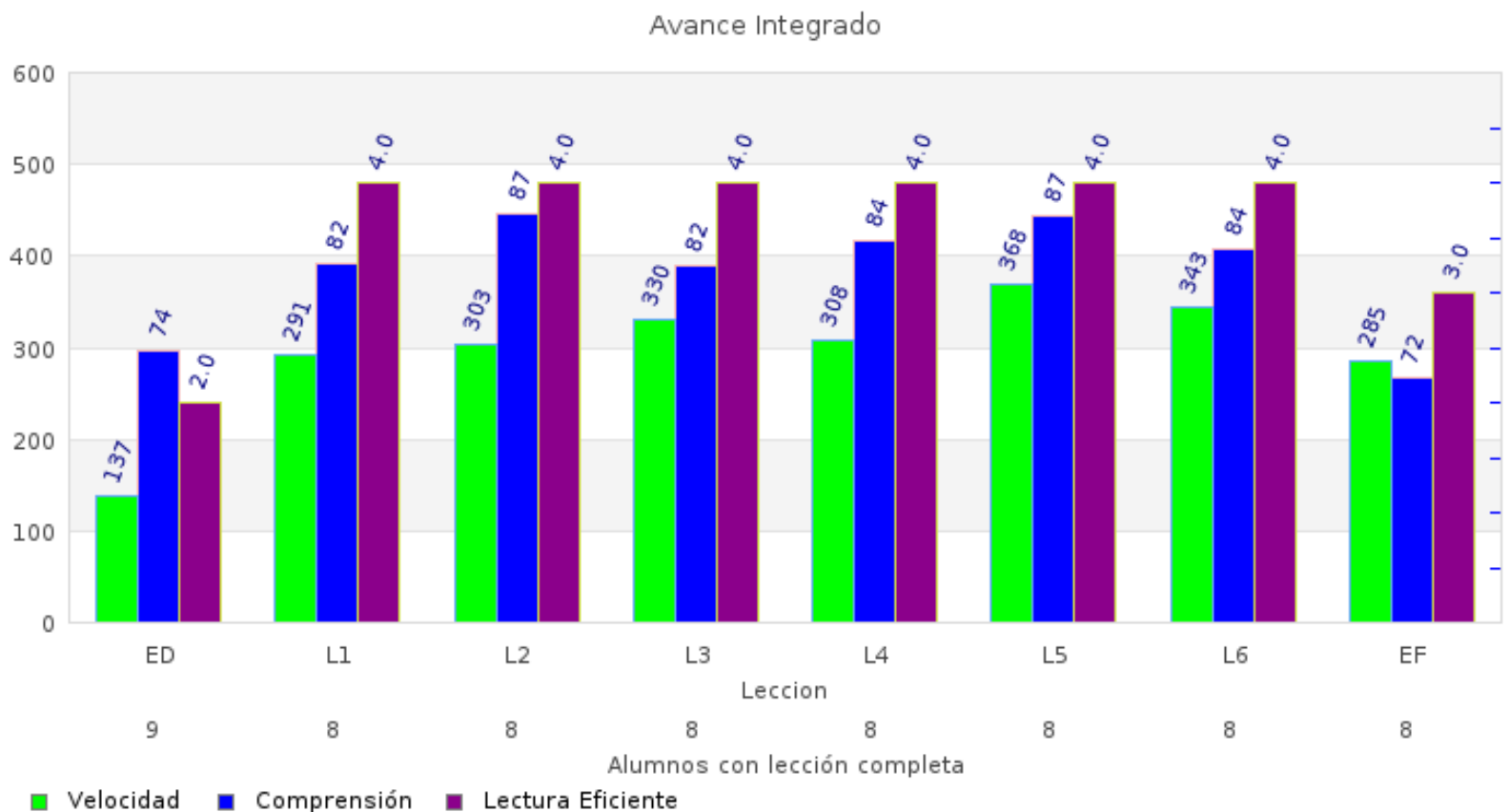
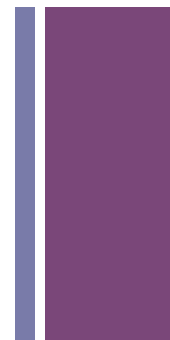
+ Some...







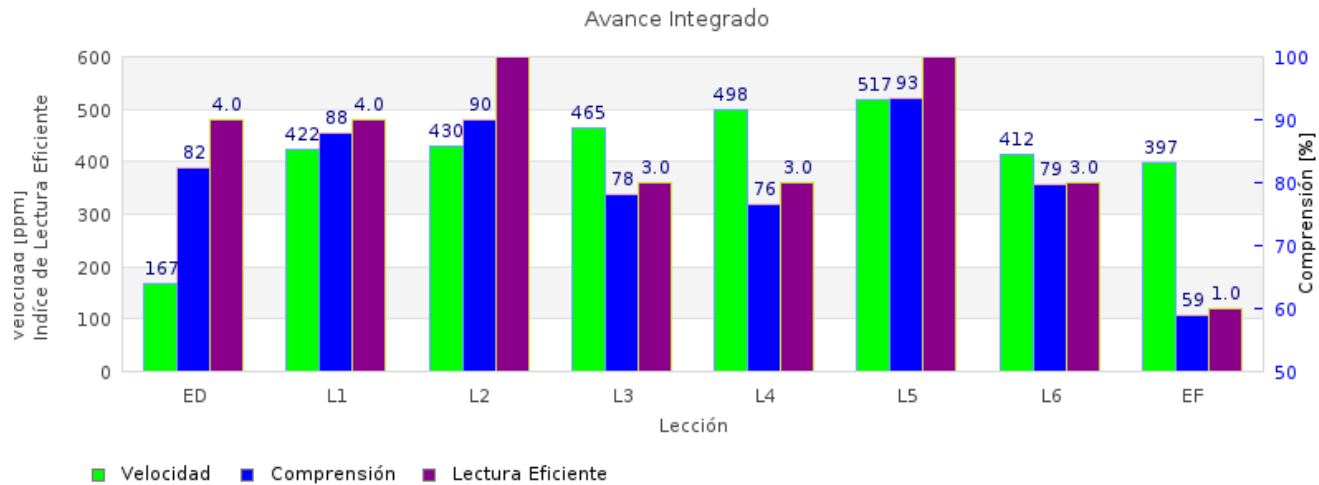
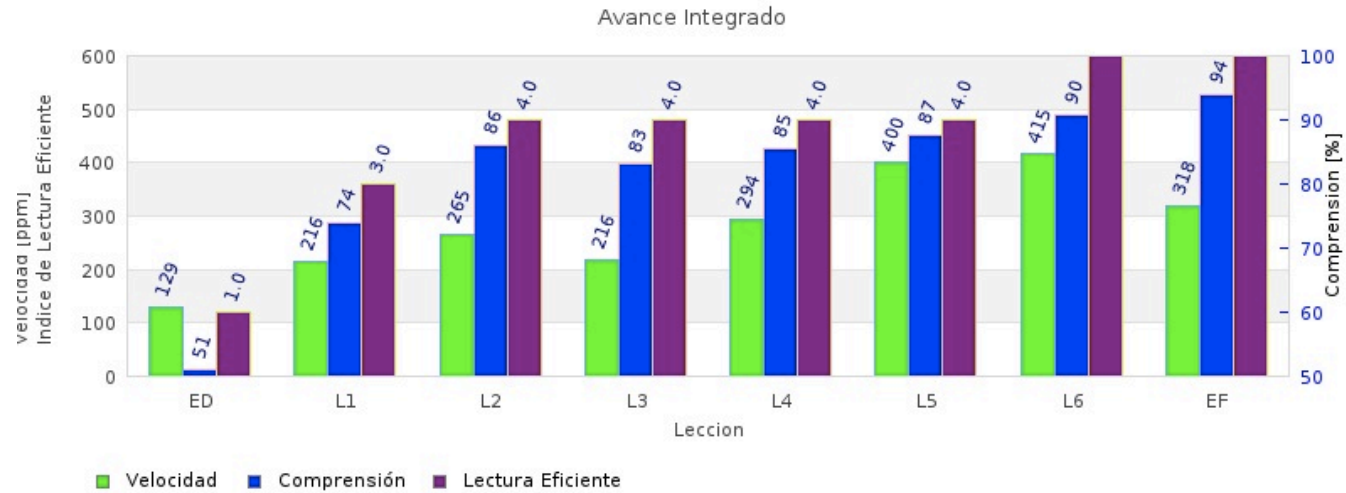
# Students' LIHL integrated progress through the semester



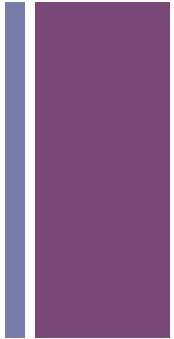




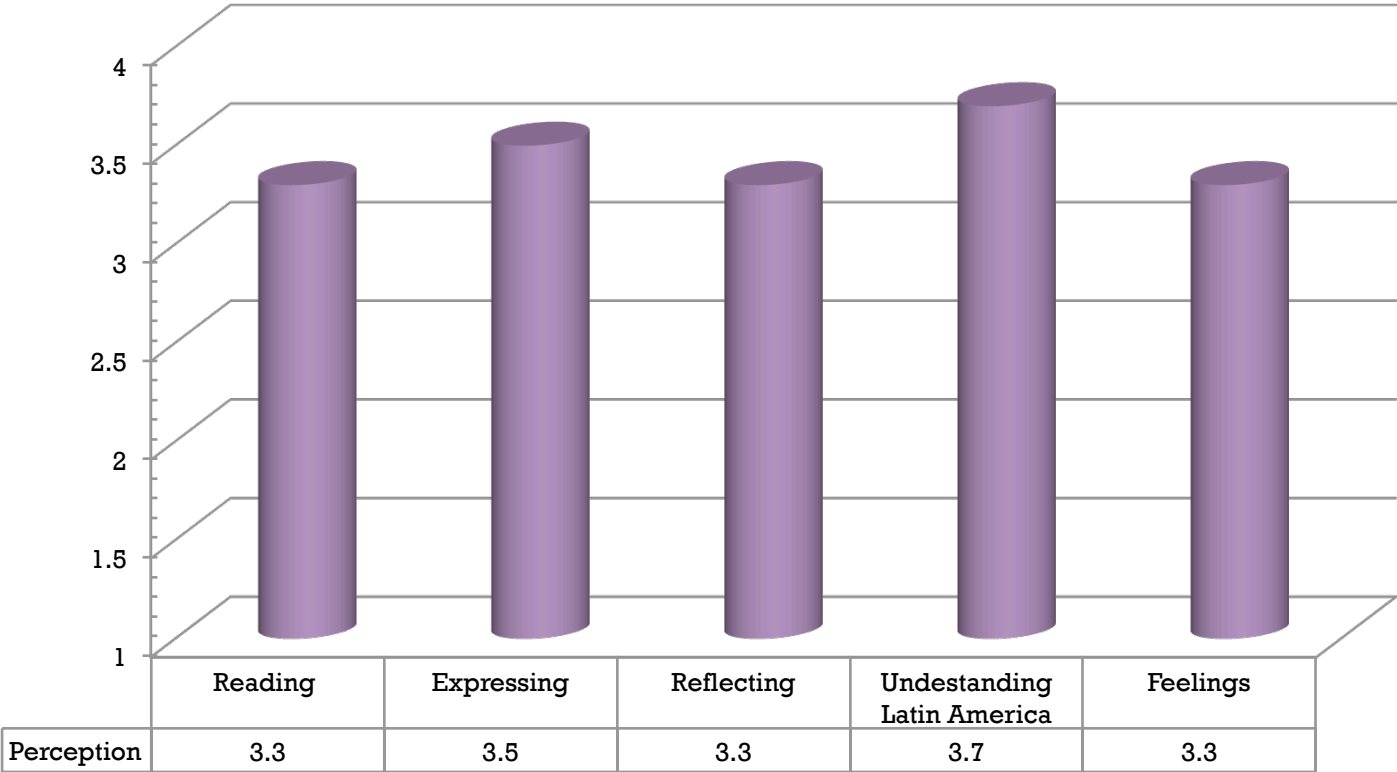
# Two students profiles







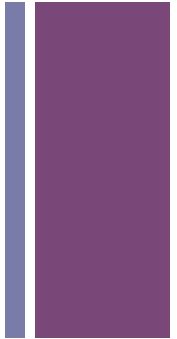
**The course allowed you...**



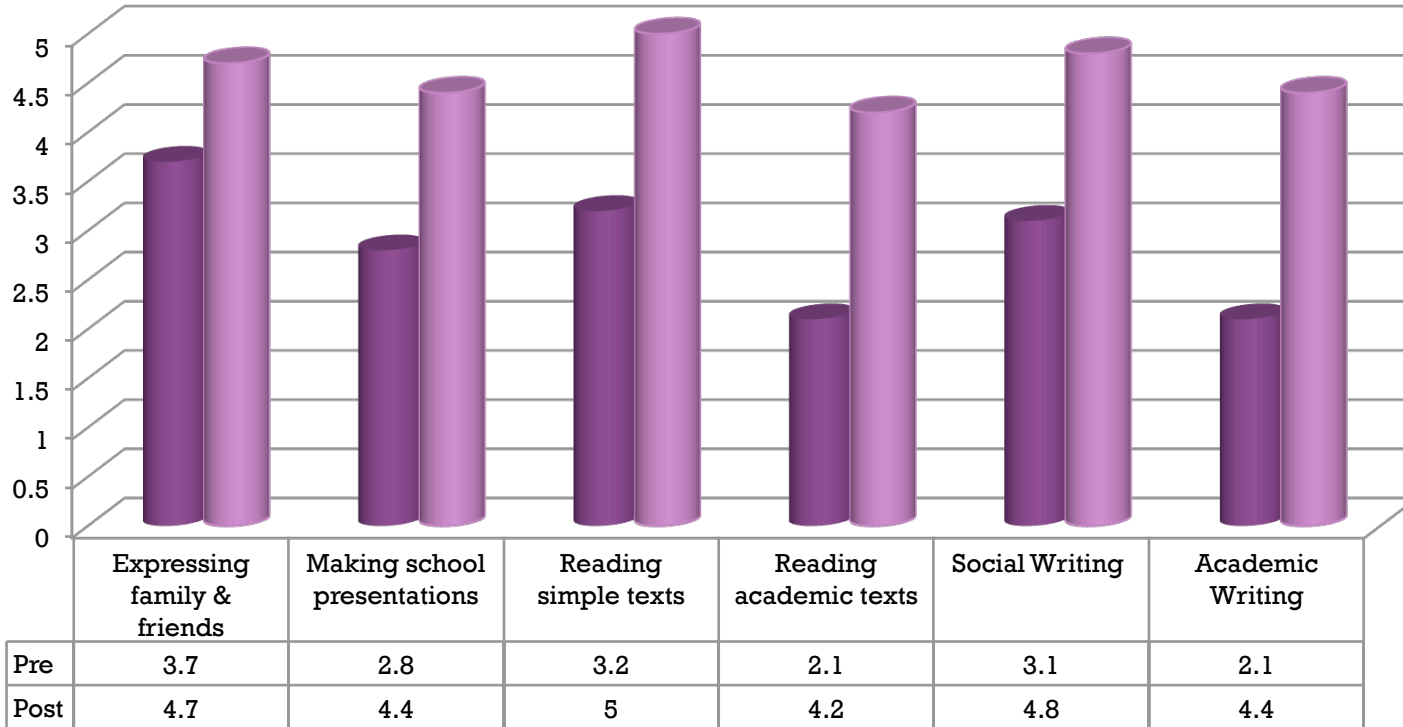




# Pre-post self evaluation (Student's- *t*)



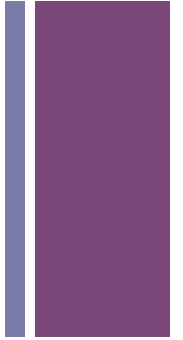
## How do I feel...







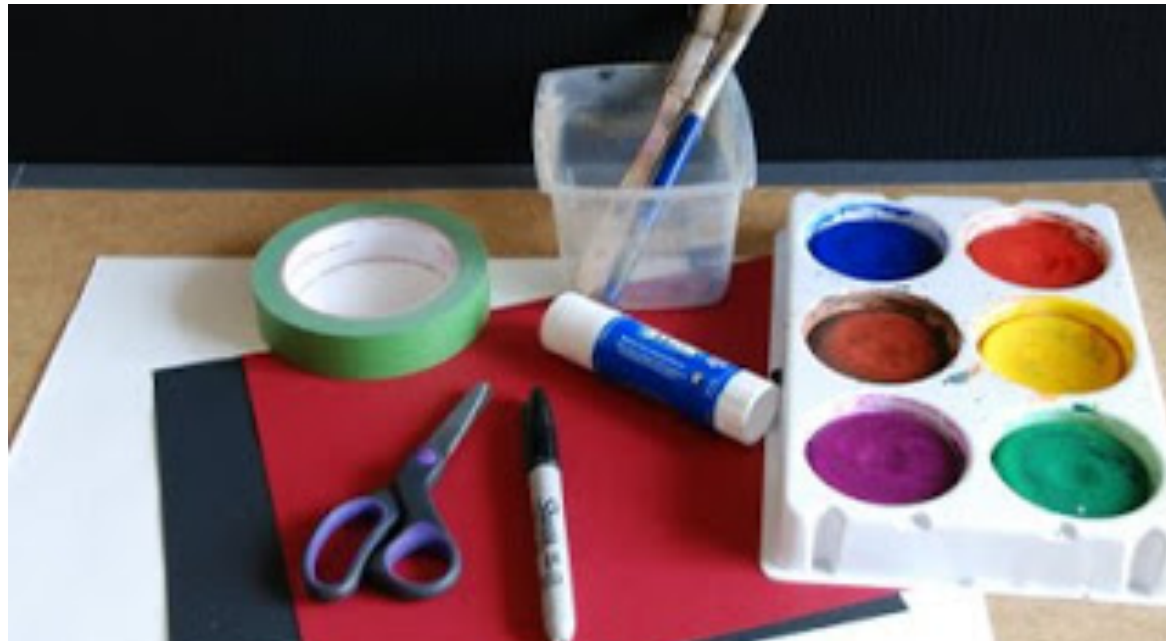
## What are the **three most important things** you learned about your Spanish in this course.



- 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 new about Spanish.



# + Final art projects





# + “La confusión del pizarrón”

(The confusing blackboard)



*“Las idas 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”*





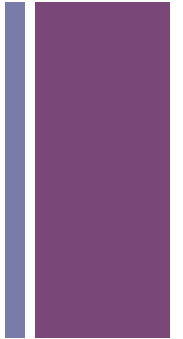
## Otoño (Fall)

***“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 apreciar mi cultura más y más.***





## “El español” (Spanish)

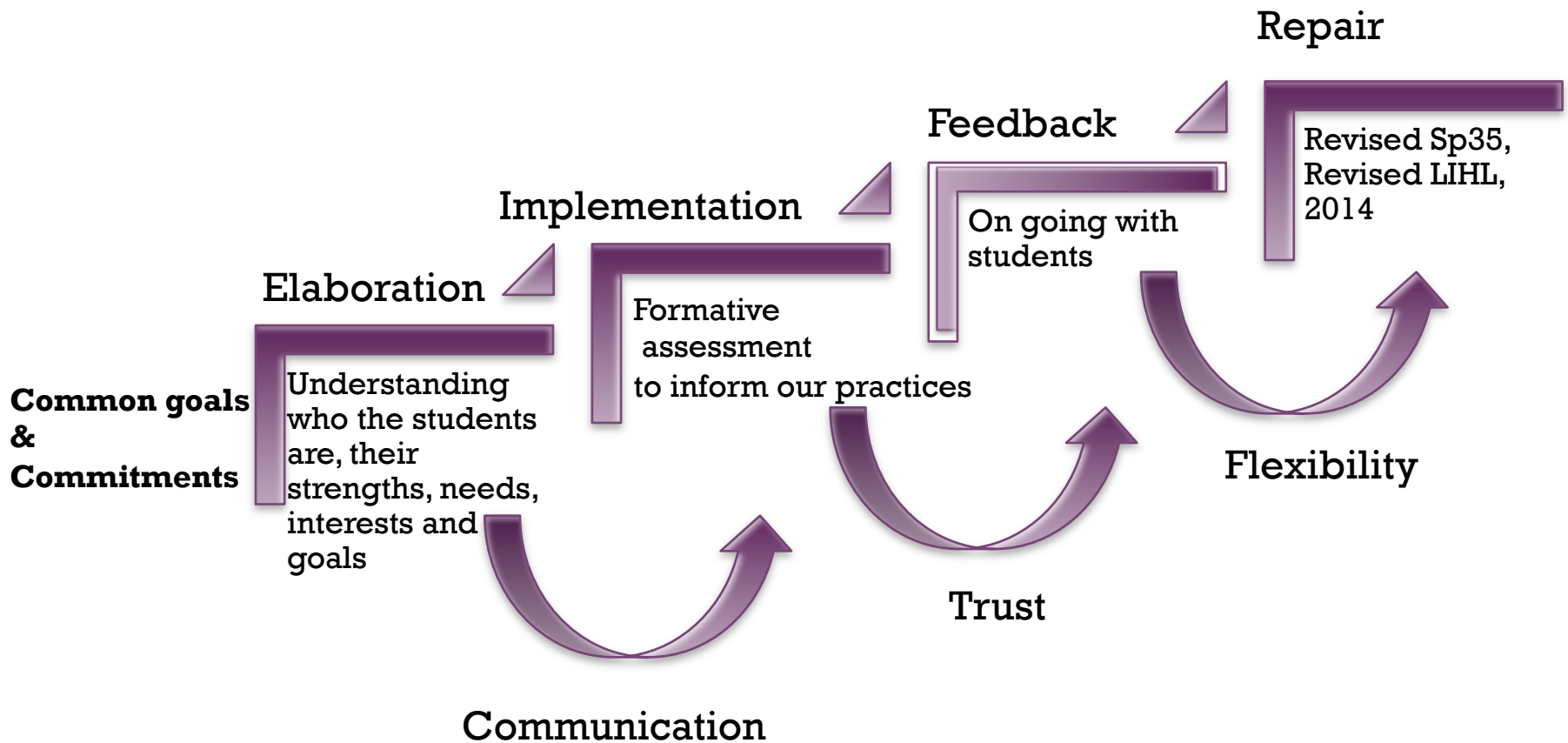


*“La idea de **pasar una antorcha** lleva consigo un sentido de **responsabilidad** para el portador de la llama, en la transición de ella, así como una responsabilidad de la participante de utilizar esa llama apropiadamente”*





# + Process of Collaboration Stages







# 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!**