AN EVALUATION OF TWO UNIVERSITY SPANISH FOREIGN LANGUAGE PROGRAMS´ PRACTICES FOR HERITAGE LANGUAGE LEARNERS:
AN ACTION RESEARCH STUDY

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in
Teaching International Languages

by

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AN EVALUATION OF TWO UNIVERSITY SPANISH FOREIGN LANGUAGE PROGRAMS’ PRACTICES FOR HERITAGE LANGUAGE LEARNERS:
A MULTIPLE CASE STUDY

A Thesis
by
Fernando Gustavo Acuña
Spring 2015

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DEDICATION

To all educators, students, families, and communities supporting the foreign and heritage languages.
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I would like to thank my advisor, Dr. Hilda Hernández. Were it not for her encouragement and support, this work might never have seen the light of day. Her intellect and understanding know no bounds, and I am deeply indebted to her.

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ABSTRACT

AN EVALUATION OF TWO UNIVERSITY SPANISH FOREIGN LANGUAGE PROGRAMS’ PRACTICES FOR HERITAGE LANGUAGE LEARNERS: AN ACTION RESEARCH STUDY

by

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The Hispanic population grew to 54 million, or an estimated 17 percent of the U.S. population, and is projected to be almost 31 percent by 2060. As the number of Spanish-speaking immigrants increases, the population of non-English speaking immigrants also increases. Studies show that within two to three generations most of the non-English speaking populations will lose their heritage languages. As a result of this language loss, researchers have advocated for the preservation of the nation’s heritage languages. By preserving the heritage languages, the U.S. political and commercial situation worldwide would stand to benefit from the language resource available within the country; however, only 24% of the 772 colleges and universities offer Spanish language courses for native speakers, or heritage language learners.
This multiple case study addressed the academic challenges that heritage language students face in two university Spanish language programs: One research institution had a Spanish heritage language for Spanish native speakers and the other state university had only a foreign language program. The study examines how the programmatic features, curricular strategies, and variables affect heritage language and foreign language learners. In order to get multiple perspectives, interviews surveys, and telephone interviews were conducted with 14 participants - coordinators, instructors, and students - from the two university Spanish programs.

The investigation into Spanish language programs examined the demographics of each language program, programmatic characteristics, placement procedures, curriculum objectives, instructional practice goals, and program satisfaction. Unlike previous studies, the results were triangulated to analyze similarities and differences in the two programs. The findings suggest that learners, instructors, and coordinators of the two Spanish language programs should endeavor to improve on program practices, writing, multimedia use, and practicing Spanish in the community and in the students’ chosen profession. Furthermore, the instructors and coordinators in university Spanish programs in the United States should also address the language learning needs of heritage language students, so that their proficiency in written and oral Spanish can improve, providing an opportunity for heritage language students to utilize Spanish away from the academic learning environment, and thus succeed in their professional lives as well.
CHAPTER I

INTRODUCTION

In 2013, the nation’s Hispanic population reached 54 million or an estimated 17 percent of the U.S. population (U.S. Census, 2014). In California, the Spanish-speaking population makes up more than a third of the state’s population (Colombi & Roca, 2003, p. 3); furthermore, it is estimated that 38.3 million of U.S. residents 5 years of age and older use Spanish at home (U.S. Census, 2013). As the number of foreign immigrants increases in the United States, current research shows that “within two or three generations most of the non-English speaking immigrants will have lost, or almost lost their heritage language” (UCLA Steering Committee, 2000, p. 334). This heritage language (HL) loss is prevalent in the U.S., but efforts to maintain ethnic languages continue, even though they have been met with resistance. In the 1980s, English-only initiatives in California, Arizona, and Florida would limit bilingual instruction in the classroom and pass constitutional amendments making English the official language (Colombi & Roca, 2003, p. 6; Gandara & Contreras, 2009, pp. 143-145).

In spite of the English-only movement, Brecht and Ingold (2000) state that the U.S. Government has concerned itself with trying to preserve our heritage languages in order to meet the demands in commerce, national security and international relations (as cited in Peyton, Ranard, & McGinnis, 2001, pp. 10-11.). Educators and policy makers have been advocating for more linguistic research in the area of teaching non-English
languages and preserving heritage languages by developing classes for heritage language learners (Valdés, 2007, p. 194), despite the fact that a majority of the university Spanish language programs throughout the United States are specifically for foreign language (FL) learners and not Spanish HL learners. According to a survey conducted by the Modern Language Association, only 24% of the 772 colleges and universities offering Spanish language courses had classes for Spanish heritage language learners (Goldman, Lusin, & Welles, 2004, p. 58). In order to address the needs of HL learners, some university language programs are implementing new approaches and curricular strategies to assist HL learners in acquiring their target language. Yet in addressing the challenges of teaching Spanish HL learners, instructors and administrators have to be aware of the concerns facing students both inside and outside the class.

Draper and Hicks (2000) provide an overview of how student motivation can be influenced by teacher and societal attitudes toward a heritage language (pp. 24-25). Language teachers and program coordinators need to be aware of the students that are either heritage learners or native speakers; unfortunately there are times when HL speakers of the target language may speak well, but lack knowledge of grammatical structure and more formal registers of the language. Another concern with teaching HL learners is motivation, which can either help students to excel in learning their home language or inhibit them from ever learning and maintaining their heritage language. In Canada, research revealed that simply having an HL program is not enough to motivate students to learn the language. Three principal factors are needed to generate a positive outcome: parental education levels, ethnic identity, and administrative support (as cited in Draper & Hicks, 2000, pp. 25-27).
But how do language programs manage these factors as well as address the needs of the HL learners in the curriculum and language courses? It would make sense that students, with a vested interest and strong ethnic connection to the target language should be able to transcend what is learned in the classroom and utilize their HL in the community and in other places where their HL is spoken. However, that is not always the case. Therefore, it is important for language instructors and coordinators to effectively plan and prepare their curriculum and lesson plans when they have HL students in their classrooms.

Although the research into the programmatic features, curricular strategies, and variables affecting heritage language and foreign language learners is extensive, studies that address both groups together are few. Nevertheless, the necessity for more research related to these two types of learners should not be ignored if heritage language learners continue to be taught alongside FL students.

Background of the Study

My initial interest in foreign languages began by learning French in high school during my freshmen year. This might have been considered odd, since my family spoke both Spanish and English at home and in the community at large. This interest in French served as a bridge to learning Spanish later in community college. It was two years after completing high school with a rudimentary understanding of French that I began to explore Spanish, which I thought would be easier. Some instructors had said that French and Spanish were both Latin languages and very similar, so learning one after the other should not have been too difficult. However, less than three weeks into the semester
of the Spanish course, I immediately perceived that this Spanish was not the same kind of
Spanish we spoke at home, and nothing even remotely resembling the Latin-based
language I had experienced in French class. So what was supposed to be easy, very
quickly became hard and disheartening. For some reason, speaking in Spanish was not
too problematic, but the writing assignments were difficult. In the beginning, I would turn
in essays and short compositions only to have them returned with numerous red marks,
while the non-native Spanish speakers seemed to be thriving. After speaking with some
of my classmates, I discovered that I was not alone and that other students with similar
backgrounds were having the same experience. Fortunately, the instructor was aware of
our plight and offered us additional support, working with us when we needed to resolve
a grammatical or orthographical issue. Thus we were able to improve. The initial
frustration with the differences in Spanish and our language skills was worrisome for us.
Sometimes, when we used the Spanish we learned in class with our family or in our
community, we would be told that we were using language that was too formal and
academic. Some members of our community even reacted quite negatively to our use of
Spanish, as though we were showing off.

What began as an exploration into the Spanish language evolved into a need
to understand the differences between what was taught in class and how people spoke in
the community. Now, as a researcher and language teacher, I strive to understand and
respect these differences, nuances of expression, and switching back and forth between
the two languages in order to provide a unique insight into my home life and that of the
larger world. Yet for those of us studying Spanish back then, it was the ethnic connection
that motivated us to delve into learning more about our own heritage language. This was
the impetus that transcended the classroom and moved us back into the community with a
deeper understanding and appreciation of how we were using our Spanish.

Research suggests that knowing the heritage language fluently does not affect
ethnicity. According to linguist Carmen Fought, there are different ways to express ethnic
identity, such as cuisine, music, and dress, so language is just one piece of the puzzle
(Faulx, 2013). Fought states:

Ethnicity is something that we construct. It's not something that happens to
us; it's something that we do. It's something that we choose. Language is
one of those choices we make every day. Not having a heritage language
doesn't disqualify you from being a member of your ethnic group (as cited
in Faulx, 2013).

While the ethnic connection is important acquiring that language component
as an HL learner can provide an understanding of when to use Spanish in formal and
academic contexts. This enriches the experience of ethnicity at home and in the
community. Nevertheless, questions remained as to what could be done to facilitate the
learning of Spanish for learners like me. What are some of the features that focus on the
needs of heritage language learners? What variables affect the curricular planning that
instructors’ use in class when they are teaching heritage language and foreign language
learners? Do native speaker Spanish classes have an effect on heritage language learners?

In order to answer these questions, I surveyed Spanish language coordinators,
and instructors in the spring semester of 2009. I also administered an online survey and
telephone interview to Spanish HL students in both programs.
Purpose of the study

In this multiple case study, I investigate two university Spanish language programs. The programs are distinct: one is taught at a research institution, which has courses specifically designed for Spanish HL learners, while the other is at a state university that did not offer separate courses for HL learners.¹

The main objectives of the multiple case study were to investigate how the ethnic connections for HL learners impacted their learning, the reasons why students want to utilize the language, and the circumstances that enhance the learning and acquisition of the Spanish heritage language. The process of language learning and the difficulties encountered by all stakeholders is discussed in detail, so that the impact of both programs’ practices promoting and maintaining the Spanish language could be contrasted and examined.

The study examines surveys, questionnaires, and interviews to triangulate how the stakeholders involved - coordinators, language instructors, and students - used the HL language inside and outside the class. Furthermore, the study strives to provide insights into what was effective and what was lacking for teachers and students. Through the use of the data collected, as well as triangulation of subjects' responses, the researcher tried to limit potential bias with the data and ensure the confidence, content validity and reliability of the qualitative research findings (Cohen, Manion, & Morrison, 2007; Yin, 2003).

¹ At the time of the study, the state university did not offer a Spanish HL course; however, now there is a Spanish HL course.
Research Questions

The stated objectives will be investigated using the following research questions:

1. What are the programmatic features that address the needs of heritage language learners?
2. In what ways do faculty support the academic achievement of heritage language learners?
3. What variables affect the curricular strategies that instructors use for heritage language and foreign language learners? How do these variables affect heritage language and foreign language learners differently?
4. What effect do heritage language courses have on heritage language learners?

Statement of Need

At present, there is a growing interest in heritage languages. Studies, theses, and dissertations are contributing to the growing research in the area of Spanish heritage language studies (Beaudrie & Fairclough, 2012). However, there are few qualitative studies investigating the curricular strategies that language instructors utilize with HL students, the HL students' experiences in their classes, and how classes benefit HL students in terms of language maintenance.

Research into effective teaching practices for HL learners needs to address the concerns of HL learners and offer pedagogical practices that work in mixed HL and FL learner settings, so that HL learners can succeed in the classroom and continue speaking Spanish in their communities. It is through effective classroom teaching practices and the
coordination of language programs as a whole that we can hope to improve students’
desire to learn and provide a positive outcome for all stakeholders.

In order to identify the factors that enhance instruction for HL students, a
multiple case study approach was utilized. This research method of multiple or collective
case study allowed the researcher to gather data from two distinct settings, and analyze
the similarities and differences in Spanish language programs. Additionally, a holistic
analysis of the data provided insights into specific curricular strategies, programmatic
features and the satisfaction felt by learners.

This study contributes to the growing field of Spanish heritage language
research by providing input from the participants involved in the study, so that their
collective input can address what concerns them most about the process of acquiring and
maintaining their students’ target language. The study also identified some classroom
practices instructors utilized, as well as the classroom strategies utilized in situations
where location, class size and/or classroom dynamics were not conducive to teaching
without some modification by the instructors.

In conclusion, the study offered insights into the pedagogical strategies and
curricular practices used by showing how the students felt about their classes and
instructors. This reflection on the part of the students provided the final component in
classroom instruction, because it was after the courses had ended that the students had to
reflect on and evaluate the effort the instructors had put into their learning, and the
potential benefits they felt they had received.
Limitations of the Study

The participants in this case study were limited to a small group. Utilizing a questionnaire to gather data on a large-scale basis was not an option. Furthermore, due to the limited time frame, it was not possible to interview every professor and instructor in each program.

In the survey administered to the Spanish foreign language coordinators and instructors, there was a combination of open and closed responses. The questionnaires were mostly administered through in-person interviews, which allowed the participants to respond to questions that explored the different aspects surrounding their Spanish language program and HL learners. The advantage of this combination was flexibility in the range of answers; however, there were also disadvantages, such as the possibility that responses could be subjective or, perhaps, lack reliability (Brown, 2001, pp. 36-37).

Questionnaires administered to the heritage language learners within both programs were done online via SurveyMonkey\(^2\) and followed up by a telephone interview. The telephone interviews were recorded so that it would be possible to transcribe the students’ responses later; however, as the interviews were done by telephone, the drawbacks of not being able to observe the interviewees’ gestures and facial expressions could have limited the dependability of the responses; likewise, the subjectivity of the participants’ answers, and lack of veracity could affect the surveys’ reliability (Brown, 2001, pp. 5-6).

\(^2\) SurveyMonkey is an online service provider that allows users to create web browser based surveys.
Finally, this study provided an in-depth view into both Spanish programs. There is always a danger of generalizing about what was expressed by the participants. This is especially true when the researcher’s perspective emphasizes what might be considered to be important. Despite these limitations and the difficulty of generalizing about the programs, it is hoped that the study will provide useful insights into understanding the instructors, coordinators and heritage language learners’ utilization of Spanish at the university level.

Organization of the Study

Chapter 1 consists of the background of the study and the rationale for the investigation of Spanish heritage language learners in two programs: one Spanish language program specifically for heritage language learners and the other for foreign language learners. The research questions address programmatic features of the two programs, the variables affecting curricular planning and ultimately what the outcome is on the heritage language students themselves. Chapter 2 focuses on scholarly literature and research on heritage language learners in the U.S., Spanish in the U.S., heritage language programs in universities, differences between second language learners and heritage language learners, and attitudes surrounding heritage language learners in Spanish language programs, as well as the instructors’ attitudes to the issues of self-esteem. Chapter 3 discusses the methodology of the multiple case study. It also describes the setting and participants, and explains at length the data collection instruments - the surveys, and student telephone interviews. Chapter 4 reports findings from the surveys and telephone interviews. The research questions are answered and triangulated with the
results from the survey. Chapter 5 highlights the results and presents the conclusions, implications and possibilities for future research on heritage language learners.

Definition of Terms

Foreign Language

Foreign language (FL) refers to a language, which is not native to the learner. It usually refers to a language that is from another country or region. Based on Bussman’s (1998) definition, “a foreign language is any language that is not officially recognized in a given country or state” (p. 419).

Heritage Language

The definition of “heritage language” varies widely. For example, Valdés (2001) stated that the definition of “heritage language” may depend on whether it is viewed from a personal perspective, or from an educator’s or researcher’s viewpoint (pp. 37-38). The personal perspective defines heritage language as an individual’s ancestral language or the language that immediate family members speak infrequently. Further, many heritage language learners are, as Gambhir (2001) states, “true beginners that have renewed their interest in their heritage language because of tradition and culturally ethnic or religious reasons” (p. 214). In this study, the Spanish heritage learners are defined as individuals with a personal or familial connection to Spanish (Beaudrie & Fairclough, 2012, p. 6).

Native Speaker

Native speaker (NS) refers to a person who has spoken a language since birth. According to Crystal (2008), native speaker refers “to someone for whom a particular
language is a first language or mother-tongue” (p. 321). In the study, a Spanish NS is an individual who has acquired the Spanish language since childhood within his or her home or community.
CHAPTER II

REVIEW OF LITERATURE

Introduction

The purpose of this literature review is to explore the implications of research on curricular strategies and planning for heritage language learners. This investigation must first be based on the understanding of how Spanish arrived in the United States and how recent policies affect the support for heritage languages. Later, the term heritage language is defined to establish clear parameters for the multiple case study. Once parameters are defined, research and scholarship on teaching heritage language learner in the classroom are reviewed. These include assessment for evaluating heritage learners. In the final section, research focused on the differences between FL and HL learners provides a broader perspective of the issues. Research on teachers’ attitudes toward HL learners are the principal focus of this review. Care was taken in selecting sources that clearly addressed heritage language learning, and how to teach HL learners effectively.

Spanish in the United States

Spanish has the distinction of being one of the oldest colonial and immigrant languages spoken in the Americas, and in what later would become the territory of the United States. Since the arrival of Spanish explorer Ponce de León in 1513, the Spanish began settling in areas that would later become Florida, Texas, California, Colorado, New
Mexico, Arizona, and Utah (Weber, 1992). Once the colonial roots of Spain were widely established in these territories, missions were built to convert, educate, and civilize the local indigenous populations (Weber, 1992). Weber (1992) points out, Unlike the European colonists in North America that often excluded indigenous populations, the “Spanish missionaries sought to include natives within its new world societies. Thus, Spanish missionaries labored to win the hearts and minds of Indians” (p. 12). Although the zeal of conversion, and forced labor often caused the indigenous peoples to rebel and, the Spanish colonists retaliated through violence, intimidation, and fear (Weber, 1992; Valdés, 2006a). The dichotomy of power brought about the establishment of a caste system that equated superiority with social status, parentage, wealth, and occupation (Weber 1992; Valdés, 2006a). The established hierarchy placed the Spanish of pure blood on the top, the mixed blood mestizos below, and the indigenous peoples on the bottom (Weber 1992; Valdés, 2006a). During this time, the Franciscan missionaries endeavored to teach Spanish, with some success. Through the end of the colonial period, Spain’s power began to wane as England destroyed their fleets of ships and, shortly, thereafter, France invaded and took control of Spain’s territories in the Americas (Weber, 1992). The United States purchased the Louisiana territories in 1803, and began to expand westward. Mexico would the fight against Spain to gain its independence beginning in 1810. In the Mexican-American War, Mexico would sign the Treaty of Guadalupe Hidalgo in 1848. From 1850 to 1912, ten states would join the United States - Arizona, California, Colorado, Kansas, Nevada, New Mexico, Oklahoma, Texas, Utah, and Wyoming (Weber, 1992).
The cession of the Mexican territories made life difficult for Spanish-speaking settlers, since their customs, culture and traditions no longer accepted and their titles to land were no longer valid. In California, the first constitution ensured that the Mexican citizens would be granted the same rights and privileges as other American citizens. By 1879, changes to the California Constitution revoked the rights of the Spanish-speaking settlers. As a result, the publication of official documents and proceedings that were once published and debated in Spanish and English, were now to be issued in English only (Valdés, 2006a).

In the next section, historical events that influenced immigration, race relations, and language policy will be discussed to see how these social processes brought about the necessity to preserve our heritage languages in the United States. The goal is to examine important historical contexts and changes in education language policy are discussed to highlight in order to understand how maintaining heritage languages is vital for the growth and diversity of the country.

United States Language Policy

In the United States, there is no official language policy. There are only laws that provide non-English speaking students the right to acquire the English language (Gándara, Losen, August, Uriarte, Gómez, & Hopkins, 2010). Minority languages are culturally subordinated to the majority or “official” language, and are, therefore, culturally subordinate, despite the lack of a language policy concerning minority languages, (Gándara et al., 2010). Ovando (2003) observes: “some states published official documents in minority languages, [while] the U.S. Congress consistently refused
to do so” (pp.3-4). However, Gándara et al. (2010) point out “the federal government has never had an actual language policy (only a series of policies about language and education) [and] the states have also diverged from one another and from the federal government in the policies they have implemented” (p. 22).

At the beginning of the 20th century, the rise in European nationalism increased fears in the U.S. that radical foreign ideologies might make their way into the country via immigrants. The Naturalization Act of 1906 was created to demand that all immigrants assimilate into American culture and speak only English (Ovando, 2003, p. 4; Gándara et al., 2010). Meanwhile more and more immigrants from Mexico continued to arrive in the U.S. in search of jobs.

By the 1960s, the Naturalization Act of 1906 was revoked. The Civil Rights Act of 1964, began an era of rights for English learners based on Title VII of the Act, which forbids discrimination based on national origin and was interpreted to include language (Ovando, 2003; Gándara et al., 2010). In 1968, federal policy known as the Bilingual Education Act was passed. Symbolic in nature, the act carried no weight until the 1974 Lau v. Nichols case recognized the right of linguistic minority students to have access to the same curriculum as English-speaking students (Ovando, 2003; Gándara & Contreras, 2009; Gándara et al., 2010). Immediately afterward, a strong mandate was established to teach children in their primary language while they acquired English. Programs varied as to the duration and approach used to teach the first language as children learned English (Ovando, 2003). Although the bilingual programs grew, it was only a small percentage of language minority students that received adequate bilingual instruction (Ovando, 2003). In 1972, the Commission on Civil Rights findings reported
that, of the schools surveyed, only 6.5 percent had bilingual programs, which reached 2.7 percent of the Mexican-American population. Texas served 5 percent of state’s Mexican-American students with bilingual education programs in 5.9 percent of the schools (U.S. Commission on Civil Rights, 1972, p. 22). During the 1980s, the gains of the Civil Rights movement waned, and the shift in education returned to English-only instruction. As a consequence, many bilingual education programs were cut or reduced funding (Ovando, 2003; Gándara & Contreras, 2009; Gándara et al., 2010).

Throughout this period, the few bilingual education programs that remained were largely phased out as a political movement began in response to immigration policy. In 1998, the voters in California introduced a ballot initiative – Proposition 227 – to limit illegal immigration by cutting social and educational services for undocumented immigrants (Ovando, 2003; Gándara & Contreras, 2009; Gándara et al., 2010). Inspired by the actions of California, Arizona, Colorado, Washington, and Massachusetts passed similar initiatives (Ovando, 2003). The proponents for these initiatives claimed that bilingual education wasted financial resources by teaching immigrant children their minority language, while at the same time neglecting the teaching of English. Advocates of bilingual education argue that this “sink or swim” approach to English immersion produced language proficiency scores among English language learners that were below projections. Many language teachers and researchers have expressed concerns that English immersion classes do little to teach language learners English and tend to cause attrition (Gándara & Contreras, 2009). According Scalera (2000):
It can be said that our educational system has created a hybrid learner, one who is neither a native speaker of a language nor a second language learner. These students have been schooled in a language different from the one in which they had their first thoughts. They were not taught to read or write in their first language and, in high school, when our society finally concedes to provide foreign language instruction, they are being asked to learn to read and write in their primary language. (p.76)

The English Plus counter movement seeks to stem the tide of English-Only activism by emphasizing the benefits of having more than one language (Crawford, 1998). Some benefits include cognitive and academic growth, help with identity conflicts, family values by maintaining one’s heritage language, and cultural vitality (Crawford, 1998, pp. 3- 4). The value of mental and cognitive flexibility coupled with traditional family values, and customs provide many benefits to the individual learner. Nevertheless, as the debate continues, researchers, educators, and language learners will need to negotiate the services available, if they wish to maintain their heritage language.

Language Crisis

In 2010, the U.S. Census revealed that 13% of the American population was foreign-born (U.S. Census, 2012). With the number of foreign immigrants increasing, research shows that “within two or three generations most of the non-English speaking immigrants will have lost or almost lost their heritage language” (UCLA Steering Committee, 2000, p. 334). This language loss has U.S. policy makers concerned that the nation is suffering from a language crisis. In the U.S. alone, there are more than 150 non-English languages, yet there are significantly lower numbers of skilled professional bilinguals finishing college and universities studies (Brecht & Ingold, 1998). If the country is to develop individuals with the bilingual skills necessary to resolve this
language crisis, then it has to require more training and instruction than the current
college or university curriculum provides. This would necessitate more instructional time
than the typical curriculum provides (Brecht & Ingold, 1998).

The demand for less commonly taught languages, as well as Spanish, has
focused systematic heritage language programs. Such programs offer a curriculum that
has instruction in writing, and study of different registers that are formal and informal.
Technical and professional language skills taught in a college or university setting can
help HL learners to develop language quickly and effectively so that it can be utilized in
the students’ daily lives and within the larger community (Brecht & Ingold, 1998).
According to Brecht and Ingold (1998) "enrollments in Spanish have grown rapidly, the
supply of college students who graduate with professional-level skills in Spanish is
inadequate to meet the huge demand” (para. 10).

If English-only advocates continue to push for a policy of English only, then
the country as a whole will lose access to a most abundant and important resource. It
makes sense to address this crisis head on and establish HL programs, so that HL learners
can fully access their family’s heritage language. This would support linguistic
proficiency for the individual learner as well as reinforce linguistic diversity within local
communities.

Defining Heritage Languages

The definition of “Heritage Language” varies widely. Valdés (2001) has
stated that the definition of “Heritage Language” may depend on whether it is viewed
from a personal perspective, or from an educator’s or researcher’s viewpoint (p. 38). The
personal perspective defines HL as an individual’s ancestral language or the language
that immediate family members speak infrequently. Many HL learners are, as Gambhir
(2001) states, “true beginners that have renewed their interest in their HL because of
tradition and for cultural, ethnic or religious reasons” (p. 214). According to Valdés
(2001), language educators and researchers in the U.S. define HL as a term connected
with an endangered, indigenous or immigrant language. Furthermore, she defines the HL
learner as “an individual raised in a non-English speaking home who is bilingual in both
English and his/her home language to some extent” (p. 38). While these highlight two
perspectives, Valdés (2001) claims that Spanish language instructors in the U.S. often
refer to HL learners as native speakers or bilingual students (p. 38). Valdés and Figueroa
(1994) categorized two types of bilinguals. One was an “elective bilingual,” the product
of his or her learning environments via classes, study abroad programs, and other
academic programs. The other is a “circumstantial bilingual,” who has acquired and
developed proficiency in multiple languages, because the first language cannot be used to
communicate effectively. The elective bilingual is a product of an academic learning
environment, while the circumstantial bilingual is a product of an informal and
nonacademic setting (pp. 10-19). Despite these differences, Kondo-Brown (2003) states
that “there is a tendency for the same proficiency measurement instruments to be used for
both, and that the question of instrument selection and appropriateness for circumstantial
bilinguals has been ignored” (p. 10).

In conclusion, Wiley (2001) states “labels and definitions that we apply to
heritage language learners are important, because they help to shape the status of the
learners and the languages they are learning. Deciding on what types of learners should
be included under the heritage language label raises a number of issues related to identity and to inclusion and exclusion. (p. 35). In terms of language revitalization efforts, some learners with strong ethnolinguistic affiliations find it important to establish a connection with their HL language, though they might not be speakers of the language (Wiley, 2010).

Heritage Language Learners in the Classroom

In this section, classroom instruction and the strategies used to increase the range of comprehensibility and linguistic accuracy of heritage language learners are examined. The classroom environment for most language learners establishes a connection between the language that is being taught and how it is used in the real world. However, most classroom instruction usually falls short of what happens in the real world, due to the methodology or the lack of realia utilized in instruction. For heritage language learners, the informal use of language and their ethnic connection are the foundation that they bring to class. When a lesson in class reviews the formal use of the language that is unfamiliar or if the textbook utilizes vocabulary that is not commonly used in their communities, what is taught in class may have little relevance for the learner. Therefore, it is important that the HL learners understand that what is being learned in class can connect them to other Spanish-speaking communities as well as enhanced language use in their academic and professional lives.

For HL learners, the acquisition of Spanish at home and in the community is different than “foreign language acquisition that, at least initially, usually begins in a classroom setting” (UCLA Steering Committee, 2000, p. 339). Normally, the approach to
teaching in a foreign language setting has been to present the language in an academic environments. Though HL learner benefit from learning more formal language, it is up to the instructor to be careful not to diminish the importance of the HL learners’ use of the language, while teaching the more formal use of the language (Potwoski, 2002; Martínez, 2003; Correa, 2011).

Martínez (2003) advocates use of dialect practice (CBDA) as a means of enriching classroom teaching by providing direct student-centered awareness of the way the language is used; asking “students to ‘model’ the speech of socially prestigious groups... implicitly acknowledges that their own language is somehow not good enough to get on in society” (p.4). Therefore, instructors need to be conscious of the fact that the goal is to facilitate the acquisition of the formal variety of the target language for students who are not familiar with academic Spanish, and not to treat students as though their lack of a formal register means their use of the HL needs to be modified or repaired.

Samaniego and Pino (2000) suggest that “teachers should provide model registers using video, radio, movies, guest speakers, and the like and then require students to model different registers, especially formal registers through role playing, debates and speeches” (as cited in Martínez, 2001, p. 34)

When HL students express their ideas to the class, they can do so in small group discussions that facilitate conversation practice. In formal presentations, the language is academic and normally follows a lecture format, structured to inform an audience. The presenter speaks to his peers, while at the same time he or she is trying to impress the instructor (Valdés & Geoffrion-Vinci, 1998). The use of lectures, though more academic in nature, is beneficial in teaching HL learners to develop presentational
skills. It allows students to learn formality in speech. Zentella (as cited in Potowski, 2002) illustrates how formality can be understood when compared to clothing that is worn to the beach. What is used in more formal occasions, like weddings, is never used at the beach, nor vice versa. Through this example, it is clear that HL learners may inappropriately use informal language, when it would be important to use a more formal and appropriate register.

There is the traditional notion that using grammar drills in teaching and practicing them incessantly can increase communication proficiency in HL learners. However, research shows that content-based learning, with grammar taught in a descriptive, rather prescriptive manner, effectively facilitates learning (Martínez, 2003). The importance of distinguishing between what is necessary or effective when addressing the classroom needs of HL learner should be based upon the personal needs of the student.

According to Carreira and Armengol (2001), the list below indicates what instructors need to know about HL learners and the reasons why students study Spanish, which include one or more of the following:

a) to fulfill a language requirement,
b) to connect with their roots,
c) to communicate with monolingual family members,
d) to increase participation in community affairs,
e) to make professional use of Spanish at the national or international levels. (p. 13-14)
Instructional Design

In designing courses, instructors need to keep in mind the students’ attitudes and expectations. Draper and Hicks (2000) cite the importance of program goals, teaching strategies and materials, and standards as well as the heritage language learner themselves (p. 26). Each helps to guide the program pedagogically in developing a curriculum that takes into account the heritage language learners' needs. The program goals provide a focus for the program and objectives for learning. The program goals normally strive for an acceptable use of the standard language (Draper & Hicks, 2000, p. 26). The materials and teaching strategies provide the HL students with the means to learn, and activities can range from group activities that allow cooperative learning to the use of oral histories that talk about the immigrant groups in their communities (Draper & Hicks, 2000, p. 27). The standards and the heritage language learner framework defines communicative competence and “provides a means of recognizing the skills that heritage language learners bring to studies” (Draper & Hicks, 2000, p. 28).

According to Valdés et al. (2008), instructors and language coordinators need to design instruction that strives to develop heritage language learners’ strengths. Programs must also be designed to focus not only on the function of instruction in the development as well as acquisition or reacquisition of the primary HL that is not dominant. In order to accomplish this task, programs must:

1. Develop language evaluation/assessment procedures that can identify key differences among heritage learners.
2. Investigate the implicit systems of different types of heritage learners in their non-dominant first language.
3. Determine the degree of system restructuring that would need to take place in order for heritage speakers at different levels of heritage-language proficiency
to carry out particular functions in particular settings using appropriate linguistic forms.

4. Investigate the role of different types of instruction in such restructuring for different types of heritage speakers.

5. Determine whether pedagogies used to restructure the interlanguages of L2 learners can also be effective for various categories of heritage speakers (pp. 21-22).

Heritage Language and Foreign Language Learners

When FL instructors begin teaching language classes, the differences between HL and FL learners are noticeable, and instructors must understand the different types. Fortunately, many studies in recent years have been made available to instructors of HL learners. There are particularly useful as many universities still have mixed HL and FL learner courses, instead of courses specifically designed for heritage language learners.

Foreign language learners essentially start learning a language from the beginning and pass through a series of developmental stages. FL learners have acquired their first language, and acquire a foreign language through stages of development. Ellis (2008) states that “research in both L1 and L2 acquisition has convincingly shown that language acquisition follows particular orders and stages as it proceeds” (as cited in Lynch, 2008, p. 4).

In contrast, heritage language learners tend to be different from one another. HL learners’ oral proficiency is often non-academic and their speech may be limited to a narrow range of styles and register. Others have been educated in countries where the language is spoken and demonstrated native levels of proficiency. Valdes (2000) distinguishes between high-status groups, which have more fluency in the heritage language, and the low-status groups, which “tend to develop a narrower range of styles in
both oral and written modes” (p. 44). Needless to say, there is a difference of opinion regarding the proficiency of HL learners. Krashen (2000) states that there are HL learners that are more proficient grammatically than other HL learners, and the range of oral proficiency can vary greatly, which can “be psychologically devastating, [and sends] a message to the HL speaker that he or she does not know his or her own language, while an outsider does” (as cited in Lynch, 2008, pp. 11-12).

Teachers’ Attitudes Towards Heritage Language Learners

When instructors teach HL learners for the first time, there is a risk of assuming that all learners are alike and have the same needs and developmental competencies. However, HL learners are unique. Each HL learner has a different set of competencies. One might be more fluent, the same student might need more grammar practice. HL learners tend to have different competencies and “fall along a continuum” (Valdés, 2000, p. 41).

Research has shown that HL students are sensitive to criticism, so instructors need to take care when correcting them. Roca and Gutiérrez (2000) state:

Our job as instructors should not be to “fix” their “broken” Spanish, but to expand their linguistic repertoires; learn to use more formal varieties of Spanish; learn to interact with people in a fashion more appropriate for a business environment; learn to make oral and written presentations that are at a professional level; and communicate more effectively with a wider pool of individuals from the Spanish speaking world. In other words, students would expand their vocabularies, their registers, their styles. Thus, students will be better equipped to function well in a monolingual Spanish environment and to have at their commands more formal registers of Spanish useful in business, academic, and other professional settings (as cited in Correa, 2001, p. 34).
Furthermore, it is the function of the instructor to make students feel as comfortable as possible when sharing ideas and personal feelings. Instructors should also share their personal feelings so that the class can feel inclusive. By sharing his or her ideas, the instructor opens up the class for discussion and allows students to express themselves in an environment that is open and friendly (Samaniego & Pino, 2000).

Assessing Heritage Language Learners

It is clear that heritage learners have special needs and concerns, and that these needs and concerns should be taken into consideration when designing tests and other assessments. In Spanish language classes, instructors must concern themselves with assessment practices that adequately evaluate language proficiency. This concern with effective assessment practices focuses on assessments that are necessary and important. Despite the belief that tests are true reflections of student proficiency, the most valid assessment of a student does not come solely from a single test. It should encompass different types of assessments conducted throughout the semester and school year. It is through these assessments that instructors can make observations about a learner’s performance and evaluate his/her growth over a period of time (Brown, 2004, pp. 4-5). Instructors must also consider the importance of alternative assessments “within an overall framework of responsible assessment and decision-making” (Brown, 2004, p. 672).

Valdés et al. (2008) outlines proficiency assessment procedures that address the needs of HL learners. Moreover, proficiency assessment procedures are needed that can:
1. Establish general typologies of heritage speakers of different types.

2. Allow researchers to compare and contrast various types of speakers along a variety of dimensions.

3. Provide information about the range of functions that can be successfully carried out by different speakers.

4. Provide information about the linguistic characteristics of the various registers present in the language repertoires of individual L1/L2 users. (p. 22)

In 2000, the UCLA Steering Committee suggested the need for research in the field of heritage language learning. This need for research involved a set of variables in six areas that appear to be indirectly or directly associated with HL instruction (Kondo-Brown, 2003, p. 3; UCLA Steering Committee, 2000, p. 336), including “heritage speaker, the family, the community, language specific focus, programs, and assessment” (Kondo-Brown, 2003, p. 3). Assessment is clearly an essential element.

Possible Future for Heritage Language Learners

When discussing positive outcomes for the future of HL learners, instructors need to have a clear understanding of the curriculum used in the classroom.

*Curriculum Guidelines for Heritage Language Classrooms at the University of California* discusses the assessment of HL learners at length, stating that “heritage language students begin language instruction with some degree of proficiency. Assessment of students is essential for understanding the nature of HL proficiency, as well as of other HL characteristics” (UCLA - International Institute, 2003, para. 1). The UCLA - International Institute also provides a framework for assessing HL learners and
suggests that the following assessment instruments are needed in programs with HL learners:

- placement
- identification of areas of strength, error patterns and lacunae to inform curricular needs
- measuring student progress within programs (evaluating programs as well as students)
- determining when (e.g., at which level, with what kind of focus) heritage and foreign language students can study together profitably
- understanding heritage students' motivation. (UCLA- International Institute, 2003, para. 2)

Conclusion

To summarize, the chapter reviewed the literature considering heritage language learners. Initially, the brief history of Spanish in the U.S. provided a background of public policy affecting immigrants and foreign languages in U.S. The term “heritage language” was examined to establish a concise definition for the multiple case study. Analyzing the differences and similarities of HL and FL learners provided insights into about how each learner acquired the target language. In the section concerning assessments of HL learners’ language proficiency, factors in assessment were discussed. The literature review provides a foundation for undertaking the study and supports the improvement of practices in order to preserve heritage languages.
CHAPTER III

METHODOLOGY

Design Statement of Research Study

The purpose of the multiple case study was to investigate the characteristics, instructional practices, pedagogical approaches, and student satisfaction of two universities’ Spanish programs. The surveys and interviews provided insights into both programs, so that the researcher could take into account the various perspectives of each program. Consequently, this study analyzed the participants’ responses and the variables affecting the instructors’ choice when utilizing specific curricular strategies so as to elucidate each programs’ specific features.

Since the two programs were distinctive in how they approach HL learners, the different questionnaires and interviews gathered data about participant's concerns with Spanish and how it was taught. The open-ended questions on the survey provided an opportunity for respondents to speak freely, which put forward some interesting opinions about what was being taught. Currently, there are very few studies of HL learner programs that have investigated the perceptions and opinions of coordinators, instructors, and students concurrently. Most of the research being done focuses on the strengths and weaknesses of a particular program or approach to teaching, which is why this multiple case study is relevant in obtaining a broader perspective on Spanish HL learning. By comparing and contrasting responses, we can examine how all the participants played a
role in utilizing the heritage language in class, as well as the importance of how the heritage language is utilized both outside of class and in the community.

There are objections to the use of case studies, but it is possible to identify factors from a wide variety of evidence by developing qualitative approaches of inquiry (Yin, 2003, pp165-166), which delve deeper into the overall importance of a particular subject. The choice in utilizing a multiple case study was to investigate the complex and dynamic qualities of the two programs, and to discover systematic connections among the participants' experiences and behaviors, as well as the relevant characteristics of the contexts (Johnson, 1992; as cited in Duff, 2008, 32). For this reason, the researcher triangulated the responses about the programmatic features of two different language programs and their effect on Spanish HL learners.

The following section describes the two settings for the study, provides a brief description of the settings and participants, and then presents the data collection instruments and procedure of the study.

Settings

Both universities in the study are located in agricultural areas in Northern California and in close proximity to large Spanish-speaking communities. The research university began offering Spanish HL courses in 1991. There are 3 levels of classes for Spanish HL speakers, which total 33 hours of class per quarter. Before the implementation of HL courses, the Spanish NS students had to complete two years of course work to matriculate into upper-division Spanish classes. The Spanish program at
the state university had 4 levels of Spanish FL classes, which provided students with 64 hours of class instruction per semester.

Participants

There were four participants from the research university Spanish NS program: two instructors, the coordinator, and a student respondent, Marcos, who was in his final year of study. At the state university, there were ten participants: five instructors, the coordinator, and four student respondents - Maria, Adriana, Julia, and Andrea. The participants in the convenience sample shared an interest in learning and maintaining their Spanish heritage language. The student participants were all at an advanced level of proficiency in Spanish, and all were in the final year of coursework for their degrees. (The students’ names have been changed to pseudonyms.) Table 1 provides data on the number of respondents per survey. The survey online and in-person survey were the same, however, most of the instructors and coordinators in both programs opted for the in-person survey, which allowed participants the opportunity to elaborate. The five student respondents from both universities took the online survey, but only four participated in the student telephone survey.

Data Collection Instruments and Procedures

Instruments

Online Survey and In-Person Survey

The surveys for the participants were adapted from “A framework for learning about your students” from Webb and Miller (2000, pp 47-54) and a questionnaire by Valdés, Fishman, Chávez, and Pérez (2006, pp 304-317). Webb and Miller (2000)
highlighted the importance of six categories to check the validity of the program: linguistic proficiency, motivation, academic preparedness, cultural connectedness, emotional factors and societal factors (pp. 47-54). From these six categories, the researcher framed the questions used to gather data about the program, instructional practices, the learners’ goals, linguistic proficiency, and academic preparedness.

In designing the questionnaires, the researcher examined the rationale for each Spanish language program, and how programs dealt with HL learners. The respondents provided information about the programs’ demographics, curriculum objectives, instructional practice, program satisfaction, areas that needed improvement, and the programs’ characteristics. Furthermore, these survey questions elicited detailed information about the programmatic features in order to see how these interacted with the overall goal of teaching Spanish HL learners, as well as to gauge how successful each program was in having students complete the program with a high level of proficiency.

Table 1

Number of Participants in the Survey

<table>
<thead>
<tr>
<th>Participants</th>
<th>Online survey</th>
<th>In-person survey</th>
<th>Student Telephone Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>University with a Spanish HL program</td>
<td>Coordinators</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Instructors</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Students</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>University without a Spanish HL program</td>
<td>Coordinators</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Instructors</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>
The coordinator survey for both Spanish programs had eight questions concerning the language program. There were questions concerning program characteristics, the approximate number of hours of instruction per term, the ethnicity of students and instructors, and the approximate number of faculty and instructors in the program.

In the survey for the coordinators in the university with the HL program, there were an additional 12 questions about the characteristics of the HL Program (see Appendix A). Furthermore, the coordinator’s survey had specific questions concerning placement procedures and about the preparation HL instructors had for teaching the course (see Questions 13 to 19 on Appendix A). The different sections of the coordinators’ survey are presented in Table 2.

Table 2

_Different Sections of Surveys Administered to Program Coordinators_

<table>
<thead>
<tr>
<th>Survey for Spanish HL Program Coordinator</th>
<th>Survey Spanish FL Program Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Program</td>
<td>Language Program</td>
</tr>
<tr>
<td>Question 1 through 8</td>
<td>Questions 1 though 8</td>
</tr>
<tr>
<td>Questions Regarding HL Program’s number of instructors, type of courses offered, when the course was first offered</td>
<td></td>
</tr>
<tr>
<td>Questions 9 through 12</td>
<td></td>
</tr>
<tr>
<td>Placement Procedures for Heritage Students</td>
<td></td>
</tr>
<tr>
<td>Questions 13 through 19</td>
<td></td>
</tr>
<tr>
<td>Program Characteristics</td>
<td></td>
</tr>
<tr>
<td>Question 20</td>
<td></td>
</tr>
</tbody>
</table>
The instructors’ survey for both programs had questions concerning placement procedures, instructional practices, program satisfaction, and areas of improvement (see Appendix B). In the survey designated for HL instructors, there were additional questions that focused on the curriculum objectives and characteristics of the program (Appendix C). The sections of the surveys administered to the instructors are in Table 3.

The difference between the online survey and the in-person survey was the manner in which the survey was administered. In the online survey, respondents only answered questions. They could not provide additional information unless there was a section that allowed them to elaborate on their answer. In the survey administered as an interview, respondents offered detailed answers to the questions without having to be cued to elaborate.

The HL students from both programs took the online survey and the telephone survey. As with the survey administered to the instructors, the HL student surveys also included sections concerning their program’s goals and objectives, instructional practices and goals, the students’ overall satisfaction with their program, the students’ background information, and their use of Spanish (see Appendices D and E). Both surveys are identical, except that the survey for the HL students in the Spanish FL program has an extra question dealing the hypothetical question of whether they would enroll in a Spanish HL program, if one were offered on their campus. The sections of the surveys administered to the instructors are in Table 4.
Table 3

_Different Sections of Surveys Administered to Instructors_

<table>
<thead>
<tr>
<th>Survey for Spanish HL Program Instructors</th>
<th>Survey Spanish FL Program Instructors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Placement Procedures</strong></td>
<td>Placement Procedures</td>
</tr>
<tr>
<td>Questions 1 through 3</td>
<td>Question 1</td>
</tr>
<tr>
<td><strong>Curriculum Objectives</strong></td>
<td></td>
</tr>
<tr>
<td>Question 4</td>
<td></td>
</tr>
<tr>
<td>• Language maintenance goals</td>
<td></td>
</tr>
<tr>
<td>• Expansion of bilingual range goals</td>
<td></td>
</tr>
<tr>
<td>• Transfer of reading and writing goals</td>
<td></td>
</tr>
<tr>
<td>• Acquisition of standard dialect goals</td>
<td></td>
</tr>
<tr>
<td><strong>Instructional Practice</strong></td>
<td></td>
</tr>
<tr>
<td>Questions 5 to 6</td>
<td></td>
</tr>
<tr>
<td>• Language maintenance goals</td>
<td></td>
</tr>
<tr>
<td>• Expansion of bilingual range goals</td>
<td></td>
</tr>
<tr>
<td>• Transfer of reading and writing goals</td>
<td></td>
</tr>
<tr>
<td>• Acquisition of standard dialect goals</td>
<td></td>
</tr>
<tr>
<td><strong>Program Satisfaction</strong></td>
<td></td>
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<tr>
<td>Questions 7 to 10</td>
<td></td>
</tr>
<tr>
<td>Satisfaction with:</td>
<td></td>
</tr>
<tr>
<td>• Language skills</td>
<td></td>
</tr>
<tr>
<td>• Program features</td>
<td></td>
</tr>
<tr>
<td>• Student outcomes</td>
<td></td>
</tr>
<tr>
<td><strong>Areas of Improvement</strong></td>
<td></td>
</tr>
<tr>
<td>Questions 11 through 13</td>
<td></td>
</tr>
<tr>
<td>• Course scheduling/facilities</td>
<td></td>
</tr>
<tr>
<td>• Student performance</td>
<td></td>
</tr>
<tr>
<td>• Instruction</td>
<td></td>
</tr>
<tr>
<td><strong>Program Characteristics</strong></td>
<td></td>
</tr>
<tr>
<td>Question 14</td>
<td></td>
</tr>
</tbody>
</table>
Table 4

**Different Sections of Surveys Administered to Spanish HL Students**

<table>
<thead>
<tr>
<th>Survey for HL Students in Spanish NS Program</th>
<th>Survey HL Students in Spanish FL Program Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Characteristics</strong> Questions 1 to 6</td>
<td><strong>Student Characteristics</strong> Questions 1 to 6</td>
</tr>
<tr>
<td><strong>Language Use</strong> Questions 7 to 10</td>
<td><strong>Language Use</strong> Questions 7 to 10</td>
</tr>
<tr>
<td><strong>Language Goals and Objectives</strong> Questions 11 to 17</td>
<td><strong>Language Goals and Objectives</strong> Questions 11 to 18</td>
</tr>
<tr>
<td><strong>Instructional Practice</strong> Question 18</td>
<td><strong>Instructional Practice</strong> Question 19</td>
</tr>
<tr>
<td>• Language maintenance</td>
<td>• Language maintenance</td>
</tr>
<tr>
<td>• Expansion of bilingual range</td>
<td>• Expansion of bilingual range</td>
</tr>
<tr>
<td>• Transfer of reading and writing</td>
<td>• Transfer of reading and writing</td>
</tr>
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<td><strong>Program Satisfaction</strong> Questions 20 to 25</td>
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**Student Telephone Survey**

A supplementary questionnaire was only administered to four of the HL students. One of the students chose not to participate in the telephone survey. The main objective of the telephone survey was to acquire specific details concerning their Spanish programs, classroom assignments, and curricular objectives of the program, so while the
online survey administered to the HL students concerned instructional practice, language usage, and language goals, the telephone survey provided the participants with an opportunity to voice their opinions as to what was done in class and their overall satisfaction with their language learning experience (see Appendix F).

Procedure

The researcher administered surveys to the respondents from the research university and the state university by initially contacting the coordinators from both universities. Later, the coordinator provided contact information for the student respondents. As mentioned, the online surveys were administered to one instructor from the HL program and all of the student participants during the spring semester of 2009. The other participants preferred to have the surveys administered in-person with the researcher. Of the surveys done in-person, all but two were recorded and later transcribed to ensure validity. The participants of the online survey received an informed consent letter before the survey was administered online, while the respondents of the in-person survey signed an informed consent form before being interviewed (Appendix G). Students taking the online survey and telephone survey also received an informed consent letter. The informed consent document explained the purpose the study, as well as how any information given by the participants was solely for the multiple case study. Therefore all statements were treated as confidential, and not directly attributed to any informant (Appendix H).
Online Survey

The primary objective of the survey was to gather information about the two university Spanish language programs. The survey had a screen that explained the purpose of the study and asked participants to read the informed consent section before continuing with the survey. The data from the online survey was collected via SurveyMonkey. The online instructor’s survey was administered to one instructor in the Spanish HL course. The coordinators from both programs and six instructors were administered the survey in-person.

Student Telephone Interview

The researcher interviewed the students via telephone during Spring Semester 2009, after they had completed the online survey. The researcher used a questionnaire that addressed some of the programmatic features of their Spanish program. It also covered certain assignments, the language learning strategies utilized, and their reflections on their learning experience (See Appendix F). All of the student interviews were recorded and later transcribed.

Data Analysis

The data collected from online surveys, in-person interviews, and telephone interviews was analyzed so that the characteristics of each program could be compared to see what was pertinent to the teaching of Spanish HL learners. The researcher examined the respondents’ answers in order to acquire an insider’s view of the program, and identify each program’s more salient features and its treatment of HL learners.
Unfortunately, information from the surveys and interviews could not be generalized, due to the small sample size.

In order to enhance the reliability of the study, the researcher triangulated the participants’ responses so that the data could be examined. This enabled the researcher to compare and contrast the two programs’ characteristics from the subjective or emic account provided. Denzin and Lincoln (2005) define triangulation as a “process of using multiple perceptions to clarify meaning, verifying the repeatability of an observation or interpretations “(p. 454). The triangulation of the data demonstrated the different levels of opinions from diverse perspectives, thus providing multiple sources of evidence that could be substantiated through analysis (Richard, 2011, p.78; Yin, 2003, p. 98). For example, participants related their experiences with the program and talked about the programmatic features, which provided appropriate connections for understanding and evaluating the effectiveness of each program, and although the data was not comprehensive, the researcher was able to underscore the differences of interpretation (Vidovich, 2003, p. 78). In conclusion, the researcher triangulated data and identified patterns in each program, which increased credibility and effectiveness of the findings. Nevertheless, the study attempts to understand the participants’ experiences by “showing the different truths about the phenomenon” (Wildy, 2005, p.120) of learning the Spanish heritage language.

Conclusion

The following chapter presents data collected from online surveys, in-person interviews, and telephone interviews. The findings and discussion identify experiences
specific to each of the participants’ perspective, and further, through analysis of the findings, what is essential to the students, instructors and coordinators will also be examined.
CHAPTER IV

FINDINGS AND DISCUSSION

Introduction

The objectives of the study were to investigate the similarities and differences of the two university Spanish language programs. From the research institution, four participants responded to the coordinator and instructor surveys and one student did the online survey and telephone interview, while the 11 respondents from the state university completed five online surveys, ten interviews and four telephone interviews with the researcher during the spring semester of 2009.

The first section of this chapter compares the responses of the 15 participants by examining the demographics of each language program, programmatic characteristics, placement procedures, curriculum objectives, instructional practice goals, web-based research projects, oral practice in class, reading and writing goals, acquisition of standard dialect goals, grammar explanations, curricular strategies, mixed classes with HL and FL students, books utilized in class, satisfaction with programs, areas of improvement, and content areas in need of improvement. The second section highlights each student participant’s experience in their Spanish programs, and examines their usage of Spanish in detail. In the last section, the researcher connected the results from the study directly to the research questions.
Results from Coordinators' Surveys

Program Demographics

In the research institution’s Spanish program, the percentage of traditional Spanish FL learners was about 80%, while the percentage of HL students who grew up with Spanish at home in the U.S. was around 15%, and the percentage of immigrant students who grew up in Spanish-speaking families was 5%. The graph in Figure 1 shows the percentage of students that are traditional foreign language learners, HL students who grew up with Spanish at home, and HL students that are immigrants who grew up in Spanish-speaking countries are shown.

![Graph showing student demographics](image)

**Figure 1.** Percentage of students in Spanish program at research institution.

The state university had approximately 405 students in the entire program at the time of the survey, which included lower and upper-division students. The number of both Spanish FL and HL learners varied depending on the whether it was lower or upper-division and tended to fluctuate from year to year. In the lower-division courses, the
percentage of traditional Spanish FL students was 85%, the percentage of HL students who grew up with Spanish at home in the U.S. was 10%, while the percentage of immigrant students who grew up in Spanish-speaking families was 5%. In the upper-division, 55% of the students were traditional foreign language students, 40% were students who grew up with Spanish at home, and just 5% were immigrant students who grew up in Spanish-speaking families. See Figure 2.

Figure 2. Percentage of students in Spanish program at state university.

Placement Procedures for HL Students

There was no mandatory placement test in either university program. When students enrolled in the Spanish HL program, they could either opt for the HL class or were advised to do so by a professor. Students could also speak directly with the Spanish HL program coordinator about being placed in the HL courses, and he would informally assess the student’s language ability to see if he or she could be placed in the HL track. In
order to informally assess the HL students, a questionnaire was administered to Spanish HL students at the beginning of courses. It was not a Spanish proficiency test as it was utilized to collect basic student background information.

In the university Spanish program without a HL program, there was a non-mandatory placement test administered online that could place students in five proficiency different levels. Students were asked to consider taking the examination if they had Spanish courses in high school, AP Spanish, or Spanish courses in a community college within the last two years. Additionally students who had taken courses from another institution within the last 3 to 5 years were advised to take the highest-level placement exam online. Test scores range from 1 to 100. A student who scored 85% and above would be registered for a language class appropriate for his or her level. For example, an incoming high school student would take Spanish Equivalency Exam 1, while an AP student would take Spanish Equivalency Exam 2. If a student had recently taken Spanish in community college, then students were advised to take the Spanish Equivalency Exam 3 or 4.

The lack of a placement test in the Spanish FL program did not prevent HL students from self-assessing their language proficiency or choosing a class appropriate to their level. All students who had prior experience in Spanish could choose a level appropriate to their ability. For this reason, many instructors felt that a mandatory placement test would force students to take a class at a level that was inappropriate for their true level, and this could be discouraging. According to one instructor, there should be a kinder way of encouraging students to take responsibility for their own placement.
learning the language and put them at ease, instead of feeling that they were undergoing mandatory testing.

In conclusion, there were instructors from both universities who felt that a placement test, whether administered online (as in the state university’s Spanish FL program) or through an informal interview (as in the research university's HL program), could not accurately assess students’ language proficiency.

**Program Characteristics: The Selection Process at the Spanish HL Program**

This question was also on the HL instructor’s survey. To avoid repetition, the answer has been summarized in this section of the results. Preparation for teaching in the Spanish HL program was selective. The coordinator usually chose faculty, and met instructors prior to teaching. When instructors were selected, they were given the syllabus and course materials. They were also provided with the objectives and goals of the Spanish HL course. After the courses began, instructors met with the coordinator in weekly, bi-weekly, or monthly meetings to discuss pedagogical issues or concerns. There were no formal observations or training carried out before the instructor began teaching in the HL program.

However, he did not go as far as to say that there actually was an unwritten rule that only Spanish native speakers could teach the HL course. One instructor made the point that during the several years he had been teaching; he had not seen a non-native Spanish speaker teach in the HL program.
Tutoring in Both Programs

Students in both programs were expected to spend about 10 hours of study each week; however, in the university with the HL program, there was a tutor assigned to each student for the duration of the course, and they were supposed to meet with students throughout the quarter to work on writing. The coordinator also coordinated the tutoring of the students, and about once every two weeks, he met with the 14 tutors to go over their responsibilities and the progress of the students being tutored throughout the year. The tutors had gone through the program successfully and had knowledge of the coursework and assignments.

In the FL program at the state university, tutoring was available, but it was not mandated. The hours of availability for tutoring were offered from Monday to Friday from 9:00 am to 5:30 pm, and on Fridays from 9:00 am to 2:30 pm. These times, however, did not necessarily coincide with the student’s schedule; therefore, a student could miss out on having a tutor if his or her schedule did not match those of the tutors’ available. Students also had to make an appointment. If two appointments are missed, then the student would not be able to receive tutoring services for the rest of the semester. The tutors had gone through the program successfully and had knowledge of the coursework and assignments.

Results from Instructors' Surveys

Curriculum Objectives for Spanish HL Program

The survey question about curriculum objectives, specifically for the instructors of the HL program, asked about the importance of the learning goals for the
entire sequence of Spanish HL courses. The learning goals addressed were language maintenance goals, expansion of bilingual range goals, transfer of reading and writing goals, and the acquisition of standard dialect goals.

The instructors provided different responses related to their program’s goals. One instructor from the FL program felt that the language maintenance goals concerning the comprehension of written materials on specialized business or professional topics, the studying of other academic disciplines in Spanish, the writing of persuasive essays, and the understanding and interpreting of extended oral presentations and other media were important. However, the other instructor did not necessarily agree. Even so, their responses on the importance of the expansion of bilingual range goals, the transfer of reading and writing goals and the acquisition of standard dialect goals were closely aligned and thought to be important by both respondents. (See question 4 on Appendix B).

Instructional Practice: Goals within the Two Programs

The overall focus of the two programs was to develop the Spanish FL and HL students’ linguistic ability, work on composition and writing, and develop analytical skills for use within a university Spanish program. By providing students with academic competency in Spanish, there was some concern among the instructors that the programs’ language maintenance goal of developing a broad vocabulary might not be satisfactory for students seeking to acquire Spanish for business and other professions.

The effectiveness of program goals related to language maintenance, the expansion of bilingual range goals, the transfer of reading and writing skills, and the
acquisition of standard dialect were all important concerns for the instructors in both programs. In terms of instructional practice, however, there were some salient differences between the two programs (See question five on Appendix B and question two on Appendix C). Initially, when the survey was administered to the instructors, some were wary about talking and thought it was best to state that they could speak only for the classes they taught, and not for the other instructors. One instructor in particular went so far as to state that he could not speak for his colleagues, since they did not have an HL program that was in use at that time. Therefore, they did not talk about this subject very much.

Nonetheless, all respondents from both universities thought that the instruction on the ways that the language varied both geographically and socially was effective. One professor said that, in her classes, the HL students benefited greatly from studying the varieties of Spanish geographically and socially, as well as doing ethnographic research in their upper-division linguistics, phonology and methodology classes, which focused on these same subjects. She also added:

I like to teach them, as much as possible, as to how a linguist looks at language objectively, at the varieties of languages and not judge varieties as being better or worse. And I think that that is very important psychologically for students that are heritage language speakers (Anonymous).

As far as student projects involving ethnographic work in the local community, only three of the five respondents from the FL program thought that these were effectively used with the HL learners in their program.
Expansion of Bilingual Range Goals

Specific to the expansion of bilingual range goals, it is important to note that all of the respondents from the Spanish FL program thought that their program effectively used web search projects by the students, even though one professor stated that web research projects were done mostly in the lower-division classes she taught.

Interestingly, none of the respondents from the HL program utilized web research projects in their classes. The reason for this could have been that the Spanish HL courses were on the quarter system. Therefore, the curriculum of the course needed to focus more on activities that emphasized text analysis, academic writing, and culturally thematic activities, thus leaving very little time for web-based research projects. One instructor mentioned that the three HL Spanish courses were covered in an upper-division Spanish courses the following year. Normally, a junior college or university without a Spanish HL course would have all students, HL and L2, matriculate through two years of courses before being advanced to upper-division classes, so the curriculum and lesson plans for the research university’s Spanish HL were quite intensive each quarter.

Finally, the instructors from both programs thought that it was important to use in-class listening comprehension activities. An instructor from the state university added that, in her beginning level Spanish classes, she was constantly utilizing in-class listening comprehension activities.
Bilingual Range Goal: Analysis of Appropriate for Different Types of Texts

One of the HL instructors thought that the analysis of language and the style appropriate for different types of published texts were effective, as did many of the respondents from the state university, who felt that a majority of these activities were effective in the classroom.

A professor from the state university said that he had students - both L2 and HL - analyze texts in every level of his Spanish classes by utilizing academic language. He had taught Spanish in a research institution before and had had certain expectations in regard to the students’ essays and writing abilities, since the students had been studying Spanish for years either in high school or college. However, the essays that he had received were not written very effectively. This provided a chance to reflect on why this was happening. As he explained, “Whenever a group gives you something and you think that it’s not what you expected, [then] your expectations are wrong, or their preparation is wrong” (Anonymous).

In order to deal with the students’ writing, he spoke with his supervisor and another instructor, and started to implement a plan to work with students on their writing. They broke compositions down into paragraphs, while talking about the differences between the oral and written language. He moved away from personal reflective essay assignments and had the students write about culture, literature, education or any subject that would allow them to write academically. It was through this process of writing in paragraphs and later expanding to more extensive compositions that he felt benefited the
students and helped to improve their writing. He now utilizes these same practices in the classes he teaches in the Spanish FL program.

**Bilingual Range Goals: Oral Practice and Conversations in Class**

A majority of the respondents in the Spanish FL program thought that conversation lessons were effective. An instructor in the state university stated that formal conversations per se were not as effective for HL learners. As a result, he found that small group conversations were more productive. He further added,

> I want small group [conversations]. I want them to have their effective filters down. I want them to be completely at ease…. I want them to feel at ease in small groups, and then some of the best can step up in front of the class and step into that formal role, and employ formal academic language, and model it for the others. (Anonymous)

In the HL program, both instructors did not think that formal conversations in class, and oral practice that focused on grammatical structures were effective for HL learners.

**Transfer of Reading and Writing Goals**

In reference to the transfer of reading and writing goals, all of the respondents from both programs thought that reading lengthy texts was an effective goal. There were some divergent responses concerning other goals. The instructors in the FL program were split on the value of individual research, group research, peer-editing, and reading of extensive texts. Two respondents did not feel that group research was as important as individual research, while two professors emphasized that the reading of lengthy texts (25 pages or more) was done more in upper-division Spanish courses, even though they were reading quite a bit in the earlier levels. An instructor also added that in her phonology class she had deliberately picked a book that was entirely in Spanish. The textbook was
not as up-to-date as other texts available in English, but the text was in Spanish, and her concern was to get students to use the language as much as possible on a regular basis. One professor in the FL program considered the reading of lengthy texts important, but thought that instructors needed to take into consideration the level of difficulty of the text and the students’ proficiency level. Another instructor agreed and emphasized that the length of the text should be commensurate to their level and comprehension of Spanish. Another respondent in the Spanish FL program thought it was effective for all levels, but did not elaborate on the length of the reading.

In the HL program, the professors said that students in their Spanish NS courses read poetry and novels, and watched films thematically related to their course books. All of these activities helped to reinforce the lengthy texts seen in class.

**Acquisition of Standard Dialect Goals**

A majority of the respondents from the Spanish FL program thought the goals for the acquisition of the standard dialect were effective. In terms of correcting errors in class, one professor said that he always corrected students in a subtle manner without being aggressive, so as not to discourage and harm student progress. Another instructor did not correct as much and thought it was more effective to model the correct form without having to highlight the negative, while yet another professor practiced positive modeling of errors in class. Two respondents from the FL program agreed that dictation was effective in class, depending on the task at hand, whereas one instructor stated that he would use dictation mostly in basic Spanish courses. A professor associated with the FL program pointed out:
I do dictation because it is [a] kind of a mid-range activity from getting the students to think about discreet words and why they are accented and how they are accented, but before going to the paragraph level or the composition level, they have to get to the sentence level. And I find one way of combining the discrete practice with sentence level expression is to dictate full sentences that have a variety of words that need an accent or don’t need an accent, depending on how they are pronounced, or depending on their semantic job in the sentence. (Anonymous)

To effectively work with drafting, writing, and rewriting compositions, one professor in the FL program felt that an instructor had to work on getting the students to write progressively, step by step. She did this by initially having the students examine paragraph structure, then the structure of the essay. Another instructor felt that the students had to do more writing, so she motivated students by having them earn points for editing and peer-editing each other’s papers in class.

Only two respondents from the HL program thought that four of the goals were effective for HL learners. Both HL instructors agreed that drafting, rewriting, and rewriting compositions, teacher correction of selected common errors, and grammatical explanation were beneficial; however, one instructor viewed grammar instruction on particular forms as effective, while the other felt that the direct study of vocabulary was of special importance.

**Acquisition of Standard Dialect Goals:**

**Grammar Explanations**

Grammar explanations and grammar instruction focused on particular forms were viewed by a majority of the respondents to be effective. One instructor in the L2 program said:

With the communicative approach, you are never supposed to do that. There are supposed to be at home memorizing their grammar, and they arrive in class and you just give them the place to interact. And I completely rebel against that. I believe that after a certain age we cannot deny that this is not the real world. It is a
classroom. And an explanation of the grammar can… move into your vernacular, and I think that it’s quite possible, so I do target grammar directly with explanations. I don’t want to dwell on that too much. I just spend a small amount of time. And this is the other reason I do it. I have students that come up and say thank you for doing that. That made it clear. If nothing else, it calms them psychologically. If that prescriptive grammar exercise didn’t penetrate into their vernacular at least their effective filter went down, so you know… Five minutes. That doesn’t hurt. It could help. (Anonymous)

The instructors stated what they felt might be effective in the classroom in an open response question. All respondents from the Spanish FL program mentioned what they thought was effective. A respondent thought it was beneficial to take into account the students’ self-esteem as well as drawing on the richness of the culture and language. Another instructor thought that an effective goal for HL students would be to analyze the readings and examine the manner in which the text is structured. The use of realia in the classroom to create a hands-on learning environment is what one professor found to be effective. For some class activities she would try to recreate situations where the students would be able to utilize the language they had just learned. One instructor utilized activities that had oral practice for vocabulary, and mentioned that for HL students, it was a process and the students themselves had to make an effort. She also stipulated that an effective instructor had to make corrections in a manner that did not offend the students or lower the students’ self-esteem.

Although this section of the survey examined the different types of overall academic goals, some of the instructors wanted to address specific curricular strategies utilized to teach both L2 and HL learners. Two professors had distinct strategies that drew on the strengths of the HL learners so that the whole class would benefit. What was unique was the manner in which instructors carried out their teaching by prioritizing
specific techniques or cooperative tasks that would be beneficial to all the students involved.

In the HL program, the approach used to teach the students varied. According to an instructor for the Spanish NS:

When I was teaching for the non-native, the coordinator was always pressing for the instructors to really whole-heartedly believe in the communicative approach, but it’s good. I like it, but sometimes I think the students need grammar and it’s more of like [being] teacher than an instructor. In this one [course] I think, the instructors have a lot of freedom. So it’s more about personal choice and style. I think it varies. We try to keep a communicative approach. Um, but I don’t know that it is dominant throughout all the courses. (Anonymous)

Acquisition of Standard Dialect Goals: Curricular Strategies Utilized with HL Learners in the FL Program

A respondent from the Spanish FL program at the state university gave an example of a class where she taught vocabulary. In some cases, the students were able to guess the word, but many times the vocabulary was from another part of the Spanish-speaking world, so if it was a word from a region of Spain or Cuba, they might not know the word. She then sought to reinforce the word by having the class come up with synonyms, so that they would look at dialects and examine the variety of ways it is possible to communicate the same idea. This type of circumlocution activity would draw on the knowledge of the speakers of Tex-Mex Spanish, Calo, Cal-Mex, and Spanglish, so that all of the students could see how the different registers are utilized in a specific area of the U.S.. This would help in showing HL learners how to write more formally for class by distinguishing between what was used informally with family and friends in a social setting and what was used academically or professionally.
An instructor in the FL program mentioned that two HL learners had chosen to enroll in her beginning level Spanish level class, which caused some resentment among the FL learners, since they assumed that the class was below the HL students’ appropriate level. As the class progressed during the semester, however, the grammar work and essays done by HL students reflected a correct assessment of their abilities and indicated that they were in the correct level. The other students assumed that just because they spoke Spanish fluently, they should have been in a higher-level class. To motivate the HL students, she would provide additional assistance with writing and grammar. Additionally, if she needed someone to model the pronunciation exercises, she would ask the HL students to speak in front of the class.

She would also constantly put them in different groups so that they would have an opportunity to work with everyone. By doing this, the instructor was motivating students and getting them to set a certain standard for oral proficiency in class. For the writing assignments, she would tell them that they were going to be held to a higher standard and, therefore, had to write more to challenge themselves. They were not awarded more points for their efforts, but were treated the same as everyone else who contributed to the class. If the other students were not as proficient in their oral fluency, then she would show and highlight their writing to let them know that they had something to share and stand out as well. These types of mixed classes made her feel as though the students in both groups would have something to learn and share, as well as provide equitable opportunities for all students.
Books Utilized in Both Programs

The books used in both programs varied. In the HL courses they used the texts *El mundo 21 hispano* and *Dos mundos*. Both covered two different approaches. *El mundo 21 hispano* was used specifically with HL speakers and *Dos mundos*, which utilized a natural approach, was used in mixed classes of FL and HL learners. In the FL program, the Spanish texts used were *Plazas* for the beginning levels and *Continuemos* for higher levels.

Program Satisfaction

Program satisfaction was an area of concern for the instructors of both programs. All of the instructors were asked to rate their degree of satisfaction in language skills, program features, and student outcomes. Although there were differences of opinion, most agreed that there were always areas that could use be improved.

In the Spanish HL program survey, one of the instructors was satisfied with student achievement as measured by the course examinations. The other was partially satisfied. The reason for partial satisfaction was that the instructor thought that more time should be utilized for having a writing workshop, and talking about the different dialects of Spanish. The other related question on the survey asked if HL instructors were satisfied with students’ success in subsequent courses. One instructor was satisfied, while the other did not know, since there was no access to information about the outcomes of their HL students after they completed the Spanish HL courses.

Concerning the students’ language skills, program features, and student outcomes, one instructor was moderately satisfied, while the other respondent felt that the students’ writing proficiency in the Spanish HL course should be at the same level when
they enter the program. Unfortunately, it is not. The instructor felt that this variance in ability was due to each student’s language proficiency. Some Spanish HL students only spoke Spanish at home and had not studied it formally in a classroom setting, so there was a lack of formal vocabulary and more Spanglish. Other students had an opportunity to study Spanish abroad and were more fluent, having higher proficiency in the language.

Nonetheless, the instructors in the HL program were mostly in agreement as to their satisfaction with programmatic features. Students in the Spanish NS courses improved in reading, speaking, and knowledge of grammar, and their orthography increased, so the individual benefits to the student satisfied both instructors. In order to assist students with grammar, one professor said:

Grammar corrections, I do it through their homework. Their diaries also, I can make a comment on them. Not always, but sometimes. I would correct… have them correct the homework, when we have a grammar homework, instead of me doing it at home. I tell them to exchange it. That seems to work okay. I don’t know to what extent it really makes a big difference, but it’s something I do. (Anonymous)

Other areas, such as writing, culture, and historical issues were mostly satisfactory for both instructors as well. The use of technology and multimedia by the students was not even considered by either, so they did not mention its use in class.

In the state university’s Spanish FL program, four of the instructors were most satisfied with the students’ improvement in reading and writing, and the students’ individual benefits. Two respondents felt satisfied with the student’s improvement in writing; knowledge of culture, vocabulary, grammar, and orthography; and the use of technology. The instructors explained these different levels of satisfaction as being dependent upon which level of Spanish, either lower or upper-division the instructor taught. One professor explained that her satisfaction with the program differed,
depending on whether it was lower or upper division. She qualified her statement even further by applying a Likert scale to this section of the survey, so she could rate her degree of satisfaction with the programmatic features. Concerning students’ improvement in reading, writing and speaking in the upper-division, she was moderately satisfied, but at the lower-division, she only felt satisfied with reading and somewhat satisfied with writing. The programmatic feature of speaking was satisfactory as long as the students had instructors that were capable of teaching them properly. She mentioned that there were several instructors who did not put too much emphasis on speaking, which might affect students’ progress. She was only moderately satisfied with the rest of the programmatic features in the upper and lower divisions, and highly satisfied with individual benefits in the upper-division. In regard to media and technology, she said that the students, in general, seemed to do very well, but that there were some instructors in the program who did not utilize it as much as they could. It just depended on the instructor.

Concerning the students’ speaking skills, one instructor thought that there was improvement, which would help the students’ confidence grow and carry over into the other skill sets in Spanish. Another instructor agreed that the students’ oral proficiency in Spanish did improve, and could see progress in reading proficiency. She qualified her response by saying that there were differences between lower and upper divisions. In general, she was moderately satisfied with all areas. The students’ proficiency in the four skills in the lower division courses students could be very disparate, depending on which instructor they had. There were colleagues who focused instruction on writing, aural or oral practice, or grammar. Nevertheless, she was moderately satisfied with the students'
progress even if they might be different in their levels of fluency. She also felt that the disparity in progress could have had something to do with the students’ commitment outside of class, since some had full-time jobs and other responsibilities that affected their overall dedication to learning. Yet she was moderately satisfied with reading in lower-division and very satisfied with it in upper-division. By the time the students were graduating, she said that they were very proficient readers in Spanish.

One respondent in the FL program was moderately satisfied with the language skills and program features, and very satisfied with the student outcomes. She estimated that 60% to 70% of the students in the program were HL learners, so if students finished the program with pride in their Spanish language, and would later become aware of the importance of Spanish in their lives, then she was very satisfied.

Two instructors were very satisfied with the program features, but only moderately satisfied with student outcomes and language skills of the student. One instructor added that there was minimal effort being made from many students, so it was not possible to be more than moderately satisfied with outcomes.

Finally, an instructor said that he was very satisfied in all areas. He felt that the program had professors from different parts of the Spanish-speaking world, and that the various groups and clubs on campus help to motivate students. He also thought that students were aware of the outcomes of learning Spanish and that both HL and L2 learners had an opportunity to study Spanish abroad.
Areas of Improvement: Spanish HL Programs

Instructors from both programs thought that there was a need for improvement. Areas mentioned in the survey were course scheduling and facilities, student performance, and instruction. On the online survey, one instructor skipped the question entirely, and the other thought instruction could use some improvement. He was concerned that the structure of the Spanish HL course needed to be more appropriate for the students’ true level of proficiency and less crammed when it came to the material taught per quarter. He also felt that there were too many lessons and too much material to cover in such a short period of time. All of these concerns might discourage the students and affect their learning, “We especially need to dedicate a bit more time to teaching writing. Students write, but it is as if they should already know how to formulate an academic essay” (Anonymous).

Areas of Improvement: Spanish FL Program

In the FL program, there were similar responses about which programmatic areas needed improvement. Most respondents expressed concern with course facilities, scheduling, and student performance. One professor thought that there should be more course offerings at different times of the day. She also expressed concern with student performance and the view that students’ had concerning their classes. She felt was that the students of the entire educational system of the U.S. as though it were a product or service, rather than an activity that they would have to actively participate in, if they were to acquire Spanish. She felt that this had a negative effect on the way that students viewed instruction. She added that they saw instruction and learning as a commodity.
Students’ expectations of what they would acquire in class, and what they actually learned would influence the choices they made in the program. She thought that students were influenced by how much they could gain with as little work or effort as possible. By trying to pay as little as possible for books and working outside of school, the students’ overall educational performance is affected. She said that students needed to be convinced that learning was an intrinsically worthwhile goal and that it was worth it to adhere to higher performance standards.

Furthermore, the same professor mentioned the need for smaller class sizes in order to help students with writing and composition. At the time, language classes were filled to a capacity of 30 students. In other foreign language classes outside of the Spanish program, there were as many as 35 to 40 students per class. This was particularly true for culture classes, where 50 students would sometimes be admitted. All of this deeply affected her dissatisfaction with students’ speaking performance at the upper-division level, since the possibility of doing essays and having discussions in this lecture type format were limited. She felt that these areas of instruction affected and had adversely influenced the proficiency of the program’s students. So she thought that there was always room for improvement. This could explain why there were frequent workshops and collaborative meetings that demonstrated the proactive approach professors were taking.

Technology workshops were frequently offered by the university, and the Spanish Department was awarded several grants, a portion of which were used to offer in-service training to instructors and professors. This helps to explain why excellence in
instruction was frequently discussed in faculty meetings. At the time, however, HL students were not usually discussed in the meetings.

Another instructor in the FL program was concerned about course scheduling and facilities. Budgetary concerns over student enrollments and class cancellations were affecting the program, and that semester, three classes had been canceled due to low enrollment. This was unfortunate because those classes were prerequisites for Bilingual Cross-Cultural, Language, and Academic Development (BCLAD) certification as well as for majors and minors in Spanish. This was especially difficult, since many sections of the basic Spanish courses were allowed to stay open with low enrollments. He said that this was a case of administration looking at the numbers and not taking the students’ best interests to heart. This, in part, played into his uneasiness with student performance. He felt that students needed more motivation to learn, as well as guidance, so that students could take advantage of the opportunities available outside the classroom. He also felt that the professors and instructors were helping students to broaden their perspectives with regard to the language and opportunities available once they finished the course. He also thought that better facilities were needed and that there should be more technology in the classrooms. This was a sentiment shared by all of the respondents. One respondent said:

More appropriate smart classrooms with data projection facilities, and classrooms with easily configured seating that allows for a variety of sorts of work - paired work, small group work, and large class room lecture, etc. We need more room to move around…especially in [the] lower-division. (Anonymous)
Areas of Improvement: The Need for an Oral Proficiency Interview Assessment

One instructor said that the program needed to have a higher standard of oral proficiency for the students. If instructors worked on an evaluation, something similar to oral proficiency interview assessment, it would help to get students speaking and interacting more. Student performance could be improved if there were uniformity in lower-division courses, as well as uniformity in the number of chapters that students were taking each semester. She also felt that if something better were in place, such as mid-term and final exams that could be written collaboratively, it might allow more interaction among instructors. She also added that more uniformity in upper-division courses might be beneficial as well. At that time, professors were used to having autonomy, and some wanted to do things their own way. The independence the instructors enjoyed made her feel as though they were in their own little world to teach the way they had always taught. She tried to organize a workshop for professors and instructors, and found only a couple of instructors interested enough to show up. She thought that there could be more collaboration among professors and instructors.

One experienced instructor thought that students needed to be more diligent and study more. As far as instruction was concerned, she thought that teaching within the program varied and depended on each individual instructor. She would also have liked to see more training on instructional techniques that help HL students in their classes.

Content Areas in Need of Improvement

Instructors from both programs thought that there were areas that needed improvement. In the HL program, both instructors agreed that the students’ writing skills
could use improvement, while only one instructor felt that text analysis could be improved.

The areas of improvement that the instructors in the FL program agreed upon were the students’ writing and speaking skills. Four respondents thought that the students’ vocabulary needed improvement, while only three instructors felt that the students’ reading and text analysis skills could use improvement.

One instructor adamantly said that they were content with the students’ hard work and effort, yet there would always need to be improvement. She added that if students finished the semester knowing only what was taught in class, then the instructors still had not met their goals, and so the bar would have to be raised higher. Moreover she felt that students had to have a strong sense of “ganas” (motivation) to continue to learn, so that they could use Spanish fully for their own benefit. Another instructor agreed that the need for improvement did not mean that student achievement was poor, but that improvement should always be a priority. (Anonymous)

Students’ Online Survey Results

Results from Students’ Surveys

From mid-May to late-June 2009, the students responded to the online surveys and were interviewed via telephone shortly thereafter. The survey was administered online via SurveyMonkey.

At the time, the five participants were working on completing coursework in their programs of study. Andrea was a graduate student finishing coursework in her Master’s degree program, while Marcos, Julia, Adriana and Maria were undergraduates
completing their Bachelor’s degrees. And even though there were some demographic differences in their background history, the participants were similar in their desire to preserve their Spanish HL and utilize their language skills in future studies and/or employment. Respondents offered a personal perspective on their program’s goals and adherence to teaching the foreign and heritage languages.

Instruction Practice in Both Programs

When the HL students in the Spanish FL program were asked to rate the learning goals for their program, four respondents thought it was very important to comprehend materials on specialized business topics, develop a broad vocabulary useful in business and professions, and understand as well as interpret extended oral presentations and information available through mass media. Three of the respondents thought that the understanding of Spanish speaking communities and culture was very important, while the respondents were split evenly between very important and moderately important when it came to the study of disciplines using Spanish and participating in everyday face-to-face interactions. As for making oral presentations, three of the students surveyed thought it was very important, while the other two thought it was only moderately important. Opinions about the importance of transfer in writing and reading goals varied among the respondents. The only goal that was agreed upon unanimously was the reading of written materials. Three respondents judged the writing of informal notes, personal letters, and informative essays to be very important. One found these goals to be moderately important. While the writing of persuasive essays was viewed by half of the respondents as important, one saw it as moderately important, and another viewed it as not important. The writing of narrative essays was rated as being
very important by two of the respondents, and unimportant by the other two. Two students thought that writing persuasive essays was very important; one felt it was moderately important, and another thought it was not important.

The acquisition of the standard dialect was important for the students. All of them unanimously agreed that the use of grammar to enhance accuracy, and use of written accents were both very important goals. The interest in grammar was evident when students in the Spanish FL program were asked about the areas they would like additional support in. A majority said that grammar was an additional concern. This is not surprising, since a number of professors mentioned that they used a natural approach to foreign language teaching, which provides students with as much comprehensible input as possible, and leaves grammar for study at home.

The goal of identifying and correcting dialectal nonstandard forms of speech in speaking was very important for three of the respondents, and moderately important for one student. Three of the respondents viewed spelling as important, while all of them regarded identifying and correcting dialectical or nonstandard forms in writing as important.

The Effectiveness of the Spanish Course

In the university with the Spanish FL program, three students felt that the goals that were effectively used in the Spanish courses. Concerning the language goals of their FL program, three students thought that projects involving ethnographic research in communities were effective and two students thought that instruction on the way that Spanish varies geographically was effective.

A majority of the respondents thought the in-class listening comprehension
activities, analyses of language and style in different types of published texts, and formal conversations in small groups were very effective. Only two of the respondents felt that the web research projects, and large group presentations were effective. The transfer of reading and writing goals (e.g., individual and group research, peer editing of compositions, and reading of lengthy texts) were all viewed as effective by three of the respondents. However, in the acquisition of standard dialect goals, one respondent thought that drafting, writing, and rewriting of composition, dictation, and oral practice focused on grammatical structure as effective. Two respondents felt that teacher correction of selected common errors in front of the class, grammar explanations, and grammar instruction focused on particular forms were effectively used. Finally three respondents said that the direct study of vocabulary was effectively utilized in their program.

In the HL program student survey, Marcos defined all but two of the goals as very important. Studies of other disciplines using Spanish, identifying and correcting dialectal or nonstandard forms of speaking, and spelling were viewed as only moderately important. Of all the goals, he did not mention cooperative learning practices. However, when interviewed, he expressed interest in interacting with the other students in class and getting feedback on his assignments.

In either case, Marcos thought that all but two goals had been effective, even though he did not see the goals of peer editing of compositions, or the direct study of vocabulary as being met. He appreciated the Spanish HL courses available, even though he did admit that the program could do more to help students interested in writing and doing presentations.
Overall, the students in both programs thought their programs were effectively administered and appreciated the assistance they received from instructors. The opportunity to learn and improve their understanding and use of language, and its place historically, linguistically, and locally was important to all of them.

Student Online Survey and Telephone Interview Results

HL Student (Research University)

Marcos, a Hispanic undergraduate in the research university, was in the process of finishing his coursework. Born in Mexico, he came to the U.S. as a young child and grew up speaking both Spanish and English. He prefers to speak Spanish, but generally speaks both Spanish and English quite well. He studied Spanish in a community school for three years when he was younger. His family wanted him to continue to maintain his Spanish HL, and this helped to instill a sense of pride in being bilingual and in working to maintain his Spanish.

The importance of Spanish HL in his life is reflected in his attitude. The language is an important part of who he is. At one time, it had been a barrier to learning English, but he had been able to grow with it. This made his studies and school more challenging and enjoyable. It also helped him make friends and learn a valuable skill.

Marcos’ decision to enroll in the Spanish NS program was influenced by his parents, who were always willing to lend a helping hand to people who wanted to learn Spanish. It was through their guidance and support that he had grown. When asked about his proficiency, he felt that he had native fluency in all four skill sets, as well as native-
level proficiency in grammar and vocabulary. He was satisfied with his achievement in Spanish, and said that he had grown immensely as a person through being more fluent. These experiences helped him feel more involved with his community and very satisfied with his overall academic learning experience.

During the telephone interview, he said that he used Spanish about 80% of the time in the university. When he was in high school, he never really had the opportunity to improve his writing and knowledge of Spanish until he enrolled in the Spanish HL courses. The initial experience of writing in Spanish was quite a shock for him. At the time of the interview, he was enrolled in writing classes learning to analyze the type of writing needed for essay writing.

In the past, he only spoke informal Spanish at home or with friends, so he felt that he had improved considerably. He was now more aware of how to communicate ideas in writing. He was able to use more formal Spanish in meetings and academic settings, and informally with friends outside of class. Despite his increased proficiency in writing, he said that he still had some difficulty speaking Spanish in front of large groups. His timidity sometimes prevented him from expressing himself in class.

When asked about assignments or projects he would like to have done, Marcos mentioned that he would like to have had more class discussions so that students could share ideas. Marcos also said that his assignments did not utilize multimedia, publications, and the Internet. Students were instead expected to refer to the texts they were given in class. There were opportunities to watch a film in class, but he felt that, as effective as this was for building vocabulary, students needed to use the time for doing other things instead. He thought that as the movie relied on the passive skill of listening,
this was a task that students could do at home.

In conclusion, when asked what he would like to see changed, Marcos said that he would like to have more offerings in writing for students to improve their writing skills and less emphasis on the literature component. In general, he felt that the FL and HL program in his university did not necessarily help the student to develop writing proficiency, so he would like to see a greater focus on writing and less on grammar and translating.

**HL Students (State University)**

Maria was a Chicana undergraduate who grew up speaking Spanish at home. She was born in the United States and attended school abroad for one semester during her university studies. She speaks both Spanish and English with family and friends. However, the language she prefers to speak is English. She had never studied Spanish in a community school, nor in church, yet when asked if she would be willing to study in a Spanish NS course, she said that she would, if one were available. She felt that it would offer something different from what she had seen in her previous Spanish coursework, and provide an opportunity to learn about other areas of Spanish than writing and speaking.

As for preserving her HL, she said that her family feels that it is very important for her to preserve their roots; however, she feels that it is equally important to maintain both her English and Spanish. Her Spanish HL is an important part of who she is and useful in life. In school, use of her Spanish HL widened her horizons and made her studies more enjoyable. Through her language and studies, she had made many friends. She loves Spanish and identifies with the language, which she enjoys using every day.
When asked to rate her language abilities in Spanish, she said that she had native level proficiency in the four skills – reading, writing, listening, and speaking – and an advanced level of fluency in grammatical knowledge and with vocabulary. She felt satisfied with her achievement in Spanish. When asked to identify areas she would like additional support with; she felt that she needed more support on grammar. Even though she is a native speaker, Maria had some issues with the written accentuation and stress.

Considering her program overall, Maria said that she experienced a great sense of belonging or community in her courses, and was very satisfied with her academic experience and learning environment. She felt that she had done very well, due in part to the professional instruction she received.

Nevertheless, Maria thought that a stronger connection needed to be made in order to enhance the integration of cultural diversity and linguistic perspectives. Moreover, she felt that learning Spanish solely in the classroom would not be enough, and should be experienced by analyzing its use in the local community. Unfortunately, there was no telephone interview, since it was not possible to reach her. However, her answers to the student survey were recorded, along with the other respondents, via SurveyMonkey.

Adriana was an undergraduate finishing in her Spanish major at the time of participation in the study. A Latina educated in a Spanish-speaking country, she was 25 years old when she moved to the U.S. She speaks both English and Spanish outside of class with both family and friends, though she prefers Spanish.

Adriana wanted to maintain her Spanish HL, since it was a part of her family’s identity and roots. She still had contact with family in Mexico, so it was
important to preserve her language and culture. Furthermore, by maintaining her HL she was connecting with her family’s traditions and values, which would be passed down to her children, so they could be proud of their two cultures. When asked if she would enroll in a Spanish HL course in her university if one were available, she replied, “Yes, I would enroll. I would like to know more about my heritage and more about Chicanos. I don't consider myself a Chicana, but I have two Chicano teenagers” (Anonymous).

Her attitudes toward the HL were reflected in her responses, in which she stated that her HL was a useful and important part of who she was. It made school more enjoyable. Her decision to enroll in the Spanish program was so that she could learn about her country and its culture, and so that she could help to change the stereotype that exists about Mexicans. Through her example, she would also like to motivate other Latinos by showing them how important it is to get an education.

It was not surprising that she rated her Spanish HL abilities in the four skills and knowledge of grammar and vocabulary as native proficiency. Adriana was very satisfied with her achievement in Spanish. When learning English, she forgot some of her Spanish vocabulary. With practice she improved on grammar and learned about other Spanish-speaking countries. Concerning areas of additional support within the Spanish program, she said that she would like to learn more about Chicano literature and its heritage, so that she could understand the culture of her children in the U.S.

Adriana felt a great sense of belonging while in the program and was very satisfied with the classes, instructors, and learning environment. She thought the professors were well prepared and admired one of the professors as a role model. She felt that her knowledge of the language and cultures had increased.
Accessibility was the key to enhancing the integration of cultural diversity and linguistic perspectives. She felt that there needed to be an inexpensive day care facility for students with children studying in the university, more programs with low-cost textbooks, and more activities for students to do within the community.

During the follow-up telephone interview, she added that she felt that there should be more culture and history classes to help provide incentives and reinforce language learning. She viewed the classes outside the program as important to her educational experience and felt that they were related thematically to her overall learning in Spanish. In addition, her Chicano Literature class helped her connect with her community here and establish bonds with students in the class. She also enjoyed the opportunity she had to share ideas and establish interpersonal connections with other students of different ethnic and cultural backgrounds.

The technological access she had one semester by studying online at another university within her university system impressed her with its full use of online media, testing, and assignments. She would like to have more online class offerings, since it was difficult to get certain classes every semester, as some courses were offered only once a year. Because of this inconvenience, she said that students had to reschedule their work and familial responsibilities in order to enroll in classes.

Overall she felt that the professors were very understanding with their students and creative in the classroom. Her classes were fun and interesting, and the professors helped her to improve her listening comprehension, composition writing, and text analysis skills as well as grammar. If there were any changes, she would like to see
more work on essays and composition practice, and more writing in a professional manner.

Julia, a Chicana undergraduate who grew up with Spanish at home, had just finished her coursework for her major. She had not studied abroad, but was involved with the Spanish speaking community off campus. She spoke Spanish at home, but in both Spanish and English with her friends. She preferred to speak both languages, and regularly attended a Spanish-speaking church. She mentioned her interest in business letter writing and would like to have learned Spanish related to the area of health sciences. Although she appreciated help with grammar and speaking, she wanted more assignments unrelated to literature. While this is not possible within the foreign language program, the opportunity to study abroad for a semester or a year could provide more opportunities to speak Spanish outside the classroom, as a professor in the Spanish FL program suggested in her questionnaire. If Spanish HL courses were offered, she would be interested in attending, so that she could meet other Spanish native speakers on campus. Her family wanted her to maintain her Spanish HL so that she would be able to communicate with family members and relatives that do not speak English. Personally, she would like to maintain Spanish because it is part of her familial background and heritage. She also felt that it was important and useful, since it helped her to make friends, and made school more enjoyable.

Julia entered the Spanish program to facilitate her understanding of the language. When evaluating her own proficiency in the four skills, she felt that she had a native level of proficiency, while her knowledge of grammar and vocabulary was advanced. Overall she was satisfied with her level of achievement in Spanish, even
though she was not at the level she felt she needed to be. She would have liked to have had additional support in grammar, some business letter writing skills or perhaps something in health science, her other area of study.

In her courses, Julia felt a sense of belonging to the community, and was very satisfied with her overall academic experience in the courses. She was satisfied with the learning environment, though she did admit in the telephone interview that she felt as if she needed more of a challenge, since she was already familiar with the language. She also thought that her proficiency might have suffered. She said that she had initially struggled to fully comprehend the readings, and needed to improve on her writing skills. Nevertheless, as her proficiency improved, she felt as though her learning had plateaued. In the classroom, she would have liked to do more group work, so that the students would have had the opportunity to learn together by working in teams. In regards to her classes, she felt that there was little utilization of multimedia and other types of authentic materials in Spanish; however, she did mention a computer program she used in one of her Spanish classes, which helped with pronunciation and phonology. She really liked that class in particular, and some of the literature classes helped to increase her vocabulary and knowledge of literature. Outside of the program, she would like to have classes in Spanish in her other major, so that she would be prepared to work in an international market.

Andrea was a Latina/Hispanic student in the last year of her graduate studies. She was born in the U.S., but moved to Mexico at an early age. She returned to the U.S. when she was in the 5th grade, but only stayed a year and returned to Mexico, where she stayed until 7th grade, at which point she relocated to the U.S. permanently.
She speaks both Spanish and English with friends. However, when she speaks with her aunts and uncles, she communicates only in Spanish, while with the rest of her family she speaks English. She has no preference for either language and enjoys speaking both.

If there were Spanish HL courses, she would attend them. Andrea felt that she needed to work on accentuation and writing. Her family would like her to maintain her Spanish HL, and the thought of losing it would make her feel as though she had wasted her time living and studying in Mexico. Her attitude gives her the motivation to learn more. It is an important part of who she is and was instrumental in helping her make friends. What influenced her decision to come into the program was the opportunity to travel and eventually teach adults foreign languages.

Andrea felt that her Spanish HL abilities in reading, writing, speaking and listening comprehension were at native level proficiency; however, she was not too confident with her knowledge of grammar and vocabulary. Overall, she was satisfied with her achievement in Spanish, although she thought she could use additional support in grammar, syntax and technical writing. Even though she was satisfied with her academic experience and learning environment, she felt that the focus of the Spanish program was primarily on literature. These made her feel as though there should be something more outside of the program. She wondered if HL courses would have helped her Spanish to improve and would have matriculated if they had been offered. In order to satisfy her graduate program’s Spanish language requirement, she took a Latin America Studies class as a Spanish independent study course. For her, the work was very challenging and interesting, since it was in both Spanish and English. It was this
combination of Latin American Studies and Spanish that made her feel that the Spanish program should merge the two courses in some way, so that students have more access to cultural diversity.

In the telephone interview, Andrea said that she had spoken more informal Spanish before enrolling in Spanish courses, and she improved her knowledge of academic Spanish, as well as her writing and composition. Through her experiences in and outside of class, she began utilizing more formal and informal varieties of Spanish with friends and at work. Andrea felt that being bilingual had given her more options in speaking and using languages. When speaking or writing academically, she found that in order to sound knowledgeable, she had to have time to think, so that she would turn the right phrase or word. This process of learning and reflecting on her studies is something she thinks she will continue to do throughout her life.

Though she felt more proficient after completing her course, she would have liked to have more writing assignments, and to write in different genres or styles. She thought that having to write outside of the area of literature, e.g. writing a business proposal or in a journal, would help immensely, and increase their knowledge of grammar and vocabulary.

Andrea acknowledged that some professors were not fully utilizing the Internet, multimedia, or authentic materials as much as the majority of instructors, but she felt that all of them had something unique to offer. For example, one professor did not use technology in class as the others did, but she did reinforce Spanish through acting and reading. During our discussion, she mentioned areas in which the Spanish program had
improved, and even the most technologically challenged professors were making an
effort to utilize PowerPoint presentations and videos in class.

In the Spanish program, Andrea thought that the assignments did not do much
to increase her understanding of the target language. The changes she would like to see
would be the integration of Spanish and Latin American studies courses, since the
combination would help provide some unique perspectives on the linguistic and cultural
diversity of the Spanish-speaking world.

Overall, she enjoyed the flexibility of the teachers, and felt that her instructors
and professors were very supportive, and understanding of HL learners. She was very
satisfied with faculty support given to students in the program.

Results for Research Questions

As we saw in the section above, the respondents addressed their concerns with
the programmatic features, program objectives, curricular strategies, program
satisfaction, and areas of improvement that they felt were important. Even though both
programs were different, the responses from the participants demonstrated what concerns
they had with their program and how important Spanish was to all of them. Each
participant cared about their program and felt that it was important to improve it.

In addressing the needs of HL learners, however, the programs employed
different methods when it came to helping students acquire the target language. Some of
the differences depended on the time available per semester or quarter, the curriculum
strategies, and the supplemental support outside of class.
In order to highlight key findings, the research questions are used to frame the presentation of results. This serves to highlight the salient differences and possible shortcomings of each program.

- Results for Question 1: What are the programmatic features that address the needs of heritage language learners?

Each program approached the teaching of Spanish differently, which varied depending on the students' needs. There was no one approach utilized in the teaching. For example, in the Spanish HL program, the thematic lessons were designed to provide HL learners with as much Spanish as possible in three quarters, so the HL instructors had a tight schedule and could not deviate from the course syllabus. Additionally, the course utilized two textbooks specifically for HL learners, films, novels, and poems, which helped to reinforce vocabulary, and match the cultural information that was seen in class. The classroom assignments and essays strengthened students’ productive output. Nevertheless, one instructor felt that there needed to be lessons to highlight the dialectical differences in the way Spanish was spoken in the community and in other parts of the Spanish-speaking world, but this was not possible due to time constraints.

Another important component in the program for Spanish HL learners was mandatory tutoring. All of the students were assigned a tutor that would work with them on writing and homework. In order to guarantee student’s progress, the coordinator and tutors would meet during the quarter to discuss each HL students’ development. The meetings between the coordinator and tutors would last about an hour, and each tutor would present the progress of the students they were tutoring. Each tutor worked with about three students per quarter. It was during these meetings that the coordinator was
able to hear how the HL students were doing, and advise the tutors on how to proceed when assisting them with writing and grammar.

In spite of this additional support, one student respondent felt that there should not be as much focus on film, literature and poetry in class. He also added that while the literature seen in class was engaging and interesting, there should be less time and attention given to it, and more attention paid to writing compositions and on giving presentations. One instructor in the HL course agreed with the student’s assessment, and admitted that writing posed a problem for some HL students, and that there needed to be more lessons on writing, so that they would know how to structure an academic essay in Spanish, and develop stronger writing skills.

In the Spanish FL program, there was no single approach to teaching the HL students in class, since all classes were mixed with FL and HL learners. For this reason, professors had different approaches, methodologies and curricular strategies that changed depending on the subject being taught. Nonetheless, all of the instructors shared the same concerns when it came to teaching HL learners. They developed strategies that would help highlight the HL learners’ oral proficiency in class, without disrespecting their dialect of Spanish. One instructor would have both FL and HL students work together in pairs or small groups, so that they could assist each other. All of the respondents said that they would draw on the strengths of the HL learners whenever possible, and respect the HL students’ use of Spanish. It was through discussions of the varieties of Spanish that the HL students were able to appreciate the differences as well as understand how the language is spoken in other parts of the world. When reading short stories in Spanish, one instructor would usually ask the students to give synonyms of a word or to paraphrase
expressions from the text, and then write these on the board. During these brief exchanges, the students would suggest synonyms, and alternative meanings.

Occasionally, during discussions as to the meaning and use of formal and informal phrases, HL students would be asked to contribute to the classroom discussion so that the FL learners would be able to hear how the HL learners spoke in Spanish. Overall, all of the instructors from the Spanish FL program recognized the HL students’ needs and attempted to provide support whenever possible, so that they could acquire the grammar and vocabulary necessary to function in a university level Spanish class. Most of the professors felt that the oral fluency of the HL leaners was good; however, they needed to learn more grammar and vocabulary.

Overall, the relationship between the students and instructors was positive, and all respondents were mutually pleased with the effort instructors made by being engaged and interested in their students’ learning. As mentioned before, there were perceived differences with the programmatic features, curriculum strategies, and program satisfaction by the respondents in the Spanish FL program, but as a whole, all of the respondents were pleased with the instruction, even if there were areas that they felt needed improvement.

- Question 2: In what ways do faculty support the academic achievement of heritage language learners?

The faculty support for HL learners was crucial to both programs. In the HL program, the instructors coordinated their efforts to provide an intensive practice and study of Spanish. The course also reinforced their language learning skills and development of the Spanish heritage language, while exposing the students to different
types of literature. And even though there were many assignments, and the duration of
the course was fast-paced throughout the year, the students’ grammar and fluency
improved by the end of the program. One HL instructor did not know what happened to
most of the students once they had finished the Spanish program, since there was no
information on the students after they had completed the course. Overall, she was pleased
with the results and felt the students had learned a great deal in the Spanish HL program.

In the FL program, the goal of teaching Spanish to all students, either as a part of
the necessary coursework requirements for a degree, a certification for teaching, or a
university foreign-language requirement, meant that the instructors’ focus did not solely
address the concerns of teaching HL learners. Nevertheless, some instructors made an
effort to support HL learners through extra writing assignments, more oral practice, and
constant evaluation of their language use in class. Instructors were supportive of HL
learners’ ethnicity by supporting cultural events, such as ethnic holidays, plays,
presentations, and club activities. There were cooperative learning practices that the
instructors used to reinforce what was studied, and to promote the HL students’ use of
Spanish through oral presentations. All of these combined efforts show the concern the
instructors had in teaching HL learners and based on the interviews with the student
respondents, the faculty support was an important influence on their learning and
retention. Additionally, all of the students felt that the instructors provided the necessary
support that was needed to learn Spanish. For this reason, the HL students felt that they
would continue using Spanish in their professional and personal pursuits, even after they
had finished their studies.
• Question 3: What variables affect the curricular strategies that instructors use for heritage language and foreign language learners? How do these variables affect heritage language learners and foreign language learners differently?

In the survey, different variables were examined to determine what effect they would have on Spanish HL learners. There were specific questions regarding curricular strategies utilized by the instructors to motivate students; teaching of grammar, reading, vocabulary, and writing; goals and objective for the program; use of technology; and program satisfaction. From the results of the surveys, and interviews, the researcher triangulated the data and saw noticeable differences between the two programs.

In identifying the variables or factors that affect the curriculum, it is important to highlight the fact that HL and FL learners are distinct and have different needs and thus identify. The coordinators in both programs needed a curriculum that effectively taught the target language. Since the Spanish FL program was without an HL course at the time of the survey, it remained at the discretion of the instructor to prepare, develop, and apply effective strategies for teaching HL and FL learners in the classroom. The textbooks and exercises selected to develop the students’ literacy skills and oral fluency in Spanish were specifically for FL learners. As the students advanced to higher levels from lower to upper-division, the structural features of Spanish were taught and reviewed extensively. Gradually the students’ understanding of grammar progressed as did the complexity of listening comprehension tasks. Because the curricular strategies were for FL students, some professors needed to adapt lessons to address the needs of HL students with a high level of oral fluency. However, most instructors in the Spanish FL program understood that HL speakers could be at any point along the continuum of Spanish depending on
their proficiency level (Valdés, 2001, p.41; Lynch, 2008, p. 11). In order to understand the students’ needs and facilitate their development of the four skills, instructors had to assess what the students could do, in order to build upon the students’ comprehension and skills, and construct a teaching plan (Draper & Hicks, 2000, pp. 26-30). Most instructors in the FL program mentioned that HL learners tended to exhibit high levels of fluency when speaking informally in Spanish, but this again would depend on the exposure the HL speaker had to Spanish growing up (Lynch, 2008, pp. 254-255).

Nevertheless, the survey results indicate that most of the instructors had developed a strategic plan, formally or informally, for teaching HL learners enrolled in their classes, through prior teaching experience the instructors were aware of the pedagogical approach they would use. When teaching HL and FL learners, an instructor from the program needed to make sure that the students were able to cooperatively work together. This was done in order to balance differences in the communicative levels of the two groups, since FL learners tend to feel threatened having classes with HL learners (Correa, 2011, p. 310). She would normally have students form small groups, monitor group activities, and adapt classroom practices in order to give all students a chance to express themselves orally, thus assuring that all linguistic needs were attended to. Likewise, another instructor had the students in his class study the varieties of Spanish spoken by speakers in the community. In many ways, the main purpose was not specifically to learn the language, but rather to rediscover and reaffirm the importance of the heritage language in their community, and contribute to the learning of the students the classroom.

The effectiveness of the program’s responsiveness to HL learners’ ethnicity was evident as the students from both programs expressed how professors addressed their
concerns in class by respecting the academic goals and linguistic differences of all the stakeholders. Both were important factors in providing support for HL students.

One instructor used a computer program in Spanish linguistics to analyze different varieties of Spanish. This class impressed a student from the FL program, who felt that the class demonstrated the importance of formal speech styles in Spanish, and its use at home or in more formal settings.

In conclusion, the university with the Spanish FL program was planned for FL learner, so the textbooks, lessons, and assignments were intended for both developing literacy skills in Spanish as well as the oral proficiency of FL learners. Despite this fact, the instructors made efforts to acknowledge and comprehend the HL learners’ needs to develop their grammar practice and use of formal registers when speaking.

- **Question 4:** What effect do heritage language courses have on heritage language learners?

The study of HL learners in the research institution highlights the importance of effectively teaching and supporting students throughout the program. And even though there is no formal assessment for students entering the HL program, the placement, according to the instructors, seemed to have benefited the students. The effect of heritage language courses on HL learners is beneficial. They contribute to the students’ overall goal of learning their heritage language. However, once the courses have ended, and the students have acquired the formal structure of Spanish, it is not so much about reaffirming what they already knew, but reinforcing the ties to ethnicity and community, more specifically recognizing its importance to their community in relation to other Spanish-speaking countries. In conclusion, the final result of what the students take away
from their courses varied depending on their expectations and needs. Most of the student respondents felt that they needed more than just academic Spanish, if they were able to acquire a job after their studies. For example, Maria and Julia wanted to focus their Spanish practice in the area of healthcare and business. As a consequence, they will now be able to move beyond the course and into a program of study outside of the U.S., where they can concentrate their Spanish studies in their area of interest, or personal study outside of class.

At the completion of the Spanish coursework, Marcos wanted to learn more Spanish for professional purposes. In many ways, the acceleration offered by the HL courses is beneficial in helping to focus on language in a manner that is intensified and directly related to students’ academic needs. Additional Spanish practice in writing, on how to give presentations, and in other areas of professional interest would require the students to either seek out a specialized course or do an academic exchange to a Spanish-speaking country.

Most respondents were confident that they would continue to use Spanish both at home and in their professional lives. Furthermore, they stated that learning their HL was not about reaffirming what they already knew about their Spanish heritage language, but reinforcing their knowledge and comprehension, being able to evaluate the language critically, and speaking more formally and with more fluency in different circumstances.

Lastly, the most important effect the heritage languages courses had on the learners was the desire to preserve their language and culture. One respondent was pleased he had taken the HL course, because now he would be able to return to his community with
more confidence in his Spanish. He also felt that now he could give something back to
his community and teach others Spanish.

Conclusion

The data presented in this chapter came from 14 participants in the multiple
case study of the two university Spanish foreign language programs. All of the
coordinators and instructors answered either an in-person survey or an online survey,
while four of the five student participants answered both the online survey and the
telephone interview. The triangulation of the survey results presents data about the
curricular strategies, features of the language program, objects, goals and overall
satisfaction. In Chapter V, the summary, conclusions and recommendations from the
multiple case study are discussed further. The chapter highlights the importance of
heritage language learning in the United States, and offers recommendations pertaining to
both Spanish foreign language programs, concerning writing and compositions, use of
technology, and a possible Spanish certificate program. The future directions of HL
students that the researcher mentions are more qualitative studies that focus on complex
variables, such as external motivation and vocabulary development.
CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

In recent years, many researchers have studied the importance that HL programs have on learners, as well as the conditions that promote learning the heritage languages. Most researchers strongly advocate the importance of having separate courses for HL learners, so that they can succeed in acquiring their heritage language, distinguish between the registers used in language, and succeed in maintaining as well as promoting the use of the language in their community. However, given the limited number of college and university campuses teaching heritage languages, it is essential to research what factors help promote the learning of heritage languages. This effort to study the effectiveness of teaching and learning heritage languages, does not mean that the need for promoting heritage languages has diminished. To the contrary, the positive result of having such programs offers hope to communities struggling to preserve their heritage languages.

This multiple case study investigated two university language programs that taught Spanish. One program had a Spanish HL course and the other had a Spanish foreign language course. The purpose was to investigate the effect each program had
on HL learners as well as to identify program characteristics and pedagogical approaches. Fourteen of the respondents – coordinators, instructors, and students – participated in the study during the Spring semester 2009. The results, collected from surveys, online surveys, and telephone interviews, were analyzed and triangulated in order to compare and contrast the programmatic elements in the two programs. All instructors and coordinators in both programs met the task of motivating the students to acquire their Spanish HL students, so that the students would be able to acknowledge the importance of engaging with their Spanish-speaking communities as much as possible.

Conclusions

The necessity of addressing HL learners’ needs is of the utmost importance. It can make the difference between HL’s flourishing for future generations, or dying out after two or three generations. The latter would be a great loss to the community where the heritage language is spoken, and a failure to respect ethnic diversity in the U.S.. The results of the investigation reveal that the HL program succeeded in teaching HL learners quickly. However, participants in the study felt that more attention to writing and presentations in Spanish would be beneficial. Furthermore, the student participants appreciated their instructors’ efforts, and finished the programs knowing that they wanted to maintain their Spanish HL and develop it further in their area of study or future professions.

The findings demonstrated that the instructors in both programs understood the importance of promoting their desire to learn and respected the different varieties of spoken Spanish. With this in mind, the effectiveness of the instructors’ teaching enabled
the students to have meaningful learning experiences, and an opportunity to learn to express themselves in their heritage language.

Implications and Recommendations

The results support several recommendations that were important for participants in both language programs. While there were some divergent opinions regarding programmatic elements within the language programs, there was consensus among the participants that further improvements were possible. The following are recommended to enhance curricular planning and learning strategies when teaching HL learners.

The first recommendation is that there be an assessment instrument for identifying the proficiency level of heritage language learners. Neither of the programs had formal assessment for incoming students. Although the university with the HL program had an informal assessment, i.e., an interview with the coordinator that measured the students’ proficiency level, it was not an effective and accurate measure of a student’s proficiency in Spanish. An instructor in the HL program stated that some students would occasionally have difficulty doing the coursework, since they did not have the grammatical or vocabulary base necessary. So, in order to facilitate the students’ learning, the program had implemented a system of tutoring to reinforce what was taught in class. In the university without a Spanish heritage language program, there were nonobligatory online tests assessing FL learners, but no online placement tests to measure the proficiency of HL learners. It was not necessary at the time of the study, since there was no HL program. Ideally, if any proficiency assessment test were used to measure HL
learners, then it would need to measure more than just grammar and vocabulary, since HL learners’ true proficiency is the use of the four skills: reading, writing, speaking, and listening, as well as their functioning in the class and within the community (Mercado, 2000, pp. 213-215). In addition to grammatical concerns, HL learners are often placed in the same courses as FL students, despite their higher level of oral competency. HL learners can be very different from another. They have different needs linguistically speaking, depending on their exposure to Spanish (Lynch, 2008, p 271). In addressing the need for a measure of HL students’ proficiency, the programs should consider an alternative form of assessment, beyond the standard grammar and vocabulary proficiency assessment test. An alternative assessment can help to reduce potential biases with the socio-emotional factors impeding positive test outcomes and focus more on assessments that provide reinforcement of the target language through the skills HL learners bring to the Spanish FL class (Mercado, 2000, p 212). Thus, if an alternative proficiency assessment test were administered to incoming HL learners, it might provide insights into the HL learner’s competency and proficiency. This could help the program to identify the specific linguistic needs of learners, and highlight the importance of heritage language learning itself.

Another recommendation for both university Spanish language programs would be to work more on writing, more specifically, on writing within different disciplines. Student respondents and some instructors felt that writing was absolutely critical. Even though both programs had writing assignments in every Spanish language course, the courses tended to focus primarily on academic writing. According to student
respondents, the programs’ focus was mostly on literature. However, most respondents wanted to write more in other disciplines, such as healthcare and business related fields. Unfortunately, there are few university courses in the U.S. that offer language students the opportunity to develop writing skills in technical areas, or to communicate in disciplines outside of what is covered in the general Spanish course. In practice, the university with the Spanish foreign language program worked on writing assignments throughout the semester, and some professors worked with the students on the writing of poetry, and essays. Additionally most tutoring focused on primarily academic language and literature, so if there were courses specifically for writing and oral communication, then HL students would have the scaffolding to write proficiently in other areas other than literature. Perhaps there could be more connections to other Spanish programs within the community or through academic exchange programs that could help integrate the students’ interest in their Spanish HL language and other areas of study. Another possibility could be the creation of certificates that would show that HL students have acquired a specific level of proficiency in Spanish at a professional level. It would not necessarily be a minor, but it could represent a certain degree of professional development in Spanish, and could help student get a job in the future (H. Hernandez, personal communication, December 5, 2014).

Finally, most respondents from the university with the Spanish FL program felt that the use of multimedia in the classroom was important for students and instructors alike. Unfortunately, in some cases, there were limitations as to what could be done with multimedia, due to the lack of classrooms with computers and equipment to run multimedia, such as PowerPoint, videos, and music, such as with the university with the
Spanish foreign language program. Therefore, it was not always possible to provide students with media in class. In order to resolve the lack of technology in the classroom, instructors could still utilize and integrate multimedia into assignments and class presentations by allowing students to create PowerPoint presentations. This will promote development of the target language, and presentational skills. While this might be difficult for professors who do not utilize much technology in class, instructors need to strive to apply more technology, whenever possible, so that the students’ technological skills can exceed the expectations of the job market and better prepare them for the future.

Directions for Future Research

Foreign language programs have an obligation to promote the academic achievement of HL learners in developing their sociolinguistic competence, so that they can communicate “with a variety of audiences and for a variety of purposes: social, academic and beyond” the classroom (The ACTFL/Hunter College FIPSE Project Development Team, 2002, p. 84). It is through the understanding, promotion, and maintenance of our linguistic diversity that our country can hope to succeed. Future research into heritage language learning will offer insights into curricular strategies that can be utilized when teaching HL learners separately or in mixed FL and HL classes. However, at present, more research into the effectiveness of HL language programs needs to be done, if heritage languages are ever to be promoted and maintained. Finally, the desire to preserve one’s heritage and culture will not be appreciated by English-only
supporters, but if the nation is to develop commercially and become enriched ethnically and linguistically, then the maintenance of our country’s heritage languages must be strengthened and maintained. Financial incentives for maintaining the heritage languages are often considered to be costly or disadvantageous, but it is more costly for a country to not maintain them by not maintaining them. It is often said that foreign and heritage languages are a tangible asset. In fact, they are one of the most valuable intangible assets in the country. Diplomats, marketing experts, and corporate executives all understand the importance of linguistic and ethnic diversity in the workplace. This raises questions as to why heritage language are taught at only some of our universities and not developed as a national resource.

This multiple case study explored the coordinators, instructors and students’ collective interpretations of two language programs and presented perceptions about language learning and the pedagogy of language teaching. Even though the methodology and teaching objectives varied from instructor to instructor, they all shared a vested interest in teaching, maintaining and retaining Spanish. When FL and HL learners participate in well-managed classes, the learning environment proved to be one of contribution and sharing. This, however, depended much on the student dynamic, what was being taught, and the interests of individual students. In future investigations, researchers should employ qualitative surveys to gather information about demographics, programmatic features, and curricular strategies on a larger scale in order to examine which factors are most beneficial. In terms of qualitative research, future studies should have a longer duration and incorporate more variables in their research, such as identifying specific variables affecting reading comprehension, factors that promote
external motivation, or the development of vocabulary. Other research approaches that could be utilized, include descriptive, correlational, action research, or experimental. Future studies could investigate factors such as how to place HL learners in a Spanish class, and which textbooks and lesson plans are more successful in helping HL students acquire the target language.

As future directions of research on HL learners emerge, similarities and differences between HL learners on the lower end on the continuum will be studied more, so that instructors can better address their needs in order to just teach these types of learners. Research suggests that the proficiency of Spanish HL learners is directly related to their social exposure to the Spanish language. As more studies delve into the differences among HL learners, there will be a need to more clearly and define the differences between HL learners and FL learners, as well as to identify the pedagogical approaches and applications of technology that benefit different types of learners.

Finally future studies will need to examine the affect of the HL programs on language preservation, allowing investigators to study the few programs that exist and those communities that support them.
REFERENCES


Survey for Coordinators of Spanish Language Programs

Please answer the following questions.

**Language Program**

1. Approximately how many hours of classroom instruction are offered each semester/quarter? _______

2. Approximately how many hours outside of class time are students expected to study or utilize their target language? _______

3. Approximately how many students enroll in your Spanish language (not Spanish literature) courses per semester/quarter? _______

4. Approximately what percentage of the students taking Spanish fall into the following categories?
   - _____ % traditional foreign language students (i.e., students from non-Spanish speaking families)
   - _____ % students who grew up with Spanish at home in the United States (i.e., US-born children of Spanish-speaking families)
   - _____ % immigrant students who grew up in Spanish-speaking countries
   - _____ % other (Please describe) ____________________________________________

   100% = Total number of students in your Spanish program/department

5. What is the total number of faculty teaching in your department/program? _______

6. How many Spanish language instructors are in your program?
   (Including all courses and programs within Spanish) ____________________________

7. Which of the following categories best describe your program’s instructors? Check all that apply.
   - US Latinos who grew up with Spanish at home
   - US Latinos who grew up in non-Spanish-speaking families
   - Latinos who were educated in Spanish-speaking countries
   - Non-Latinos who grew up in non-Spanish-speaking families

8. Approximately how many of your program’s instructors fall into the following categories? (Please give an estimated number)
   - _____ US Latinos who grew up with Spanish at home
   - _____ US Latinos who grew up in non-Spanish-speaking families
   - _____ Latinos who were educated in Spanish-speaking countries
   - _____ Non-Latinos who grew up in non-Spanish-speaking families
(For the university with a heritage language program)
9. How many Spanish language instructors are in the heritage language program? ______

10. When did you begin to offer special or separate courses in Spanish for heritage language students?
________________________________________________________________________

11. What levels and types of courses does your institution currently offer heritage language students?
________________________________________________________________________

12. Which courses do you usually recommend that heritage language learners take after they have completed the sequence of courses designed for them?
________________________________________________________________________

Placement Procedures for Heritage Language Students

13. Does your Spanish language department/program offer a general placement examination for students enrolling in Spanish language courses for the first time?
☐ Yes ☐ No

14. Is your general placement examination used to help you identify heritage language students?
☐ Yes ☐ No
If yes, then how is it used? ______________________________________________________________________
________________________________________________________________________

15. How are students placed in the course(s) designed for heritage language students? Check all that apply.
☐ By advisors and counselors
☐ Self-selection
☐ Teacher recommendation
☐ General placement examination
☐ Outside assessment
☐ Other (Please specify): ______________________________________________________________________

16. What aspects of language proficiency does the special examination for heritage language students assess? Check all that apply.
☐ Reading for information
☐ Reading literature
☐ Writing on personal topics
☐ Writing on academic topics
☐ Listening to a conversation
☐ Listening to academic presentations
O Translating from English to Spanish/Spanish to English
O Making presentations
O Correcting nonstandard language usage
O Use knowledge of grammar to enhance accuracy
O Other (Please specify): ________________________________________________

17. Check all aspects of language proficiency that the special examination measures.
   a) Listening
      O listening to a conversation
      O listening to extended oral presentations (e.g., radio or television announcements, formal lectures)
      O other (please describe) ______________

   b) Speaking
      O interacting with other speakers
      O making a presentation
      O other (please describe) ______________

   c) Reading
      O reading (e.g., literature)
      O reading (e.g., newspapers, or other authentic texts)
      O other (please describe) ______________

   d) Writing
      O writing on a personal topic (e.g., notes, personal experience essay)
      O writing on an academic topic (e.g., response to reading)
      O other (please describe) ______________

   e) Structure/Grammar
      O familiarity with grammatical terminology
      O identification/production of specific grammatical forms
      O ability to correct nonstandard language usage
      O other (please describe) ______________

   f) Translation
      O ability to translate from English to Spanish
      O ability to translate from Spanish to English
      O other (please describe) ______________
18. Which parts of the general examination have you found most useful in assessing heritage language speakers?

- Listening comprehension
- Oral interview
- Reading comprehension
- Writing sample
- Sections on grammar and grammatical terminology
- Sections that require the use of the standard language

Other (Please describe) ___________________________________________________

19. How are students placed in the courses designed for heritage language learners.

Check all that apply.

- Students are placed in such courses by advisors/counselors.
- Students self-select for courses using descriptions of courses provided.
- Students take a general Spanish placement examination designed for all newly enrolling students.
- Students complete a language survey that asks about their use of Spanish in their everyday lives.
- Students transfer from courses designed primarily for foreign language learners into heritage language courses at the recommendation of their teachers.

Other (Please describe) ________________________________________________

Program Characteristics

20. What type of preparation do your instructors have for teaching heritage language learners? Check all that apply

- Learned on the job by teaching heritage language learners
- Attended sessions on the teaching of heritage language speakers at professional conferences
- Carried out extensive individual reading on the teaching of heritage language speakers
- Attended summer workshop(s) on teaching heritage language speakers
- Visited heritage language classes at nearby schools and colleges
- Took special course(s) on teaching heritage language students as part of a teaching certificate program
- Taught course(s) for heritage language students as part of graduate teaching assistant responsibilities
- Did work based on life experience
- Did work based on educational experience
- Took special course(s) on teaching heritage language students as part of graduate teaching assistant training
- Became member of listserv focusing on the teaching of heritage language speakers

Other (please specify): ____________________________________________

Survey for Instructors in Spanish Heritage Language Program

Please answer the following questions.

Placement Procedures

1. Does your department or foreign language program offer a specially designed placement examination for heritage language students?
   ○ Yes  ○ No

2. What level(s) and type(s) of courses does your institution offer for Spanish heritage language learners?
   ○ First-year Spanish for heritage language speakers
   ○ Second-year Spanish for heritage language speakers
   ○ Third-year Spanish for heritage language speakers
   ○ Fourth-year Spanish for heritage language speakers
   ○ Composition for heritage language speakers
   ○ Advanced grammar for heritage language speakers
   ○ Oral communication for heritage language speakers
   ○ Other (Please specify): ____________________________________________________________

3. At what levels and in which types of courses do heritage language speakers enroll?
   Which courses bring heritage language speakers and foreign language speakers together?
   ○ First-year Spanish
   ○ Second-year Spanish
   ○ Writing and composition
   ○ Advanced grammar
   ○ Oral communication/conversation
   ○ Culture and civilization courses
   ○ Introductory literature courses
   ○ Other (Please specify): ____________________________________________________________

______________________________________________________________________________
______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
Curriculum Objectives

4. For the entire sequence of courses, how important are the following learning goals for heritage language speakers? Check all that apply.

**Language maintenance goals**
- Comprehend written materials on specialized business or professional topics
- Study other disciplines using Spanish (e.g. science, history, etc.)
- Develop a broad vocabulary useful in business and professions
- Understand and interpret extended oral presentations and information available through mass media
- Participate in everyday face-to-face interactions
- Function in the cultures of Spanish-speaking communities and countries

**Expansion of bilingual range goals**
- Make oral presentations in front of an audience

**Transfer of reading and writing goals**
- Write narrative essays
- Write informative essays
- Write persuasive essays
- Read written materials such as novels, short stories, editorials, Web materials
- Comprehend written materials such as novels, short stories, editorials, Web materials
- Write informal notes and personal letters

**Acquisition of standard dialect goals**
- Identify and correct dialectal or nonstandard forms in writing
- Identify and correct dialectal or nonstandard forms in speaking
- Use grammar to enhance accuracy
- Use the written accent
- Spell correctly
- Other - (Please specify):

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Instructional Practice

5. Which of the following goals have you used effectively with heritage language learners of Spanish? Check all that apply

**Language maintenance goals**
- Instruction on the ways that language varies geographically
- Instruction on the ways that language varies socially
- Projects involving ethnographic research in communities by students
Expansion of bilingual range goals
- Web research projects by students
- In-class listening comprehension activities
- Analysis of language and style appropriate for different types of published texts
- Oral presentations to a large group
- Formal conversations in a small group setting

Transfer of reading and writing goals
- Individual research
- Group research
- Peer editing of compositions
- Reading of lengthy texts

Acquisition of standard dialect goals
- Drafting, writing, and rewriting of compositions by students
- Direct study of vocabulary
- Teacher correction of selected common errors in front of the class
- Grammar explanations
- Dictation
- Oral practice focused on grammatical structures
- Grammar instruction focused on particular forms
- Other - (Please specify):

6. Which books are used in the instruction of heritage language and/or foreign language speakers?

Program satisfaction

7. Are you satisfied with the achievement of students in the heritage language program, as measured by the course examinations?
- Yes    - No
Why or why not? (Please explain)
8. Are you satisfied with the achievement of students in the heritage language program, as measured by the success in subsequent courses?

☐ Yes  ☐ No

Why or why not? (Please explain)
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

9. Rate your degree of satisfaction in the following areas?

<table>
<thead>
<tr>
<th>Area</th>
<th>Very Satisfied</th>
<th>Moderately Satisfied</th>
<th>Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language skills</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Program features</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Student outcomes</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Comments: _____________________________

10. Which particular features of the program are you most satisfied with? Check all that apply.

☐ Students’ improvement in reading
☐ Students’ improvement in writing
☐ Students’ improvement in speaking
☐ Students’ knowledge of culture
☐ Students’ knowledge of historical issues
☐ Students’ knowledge of vocabulary
☐ Students’ knowledge of grammar
☐ Students’ knowledge of orthography
☐ Students’ use of multimedia/technology
☐ Students’ improvement in standard language usage
☐ Individual benefits (e.g., motivation, identity, dialectical differences)

Areas for improvement

11. Which program areas do you think need improvement? Check all that apply.

☐ Course scheduling/facilities
  Comments: _____________________________

☐ Student performance
  Comments: _____________________________

☐ Instruction
  Comments: _____________________________
12. Which programmatic elements do you think need improvement? Check all that apply.
- More class offerings at different levels
- Placement examinations
- Materials
- Activities that increase student motivation and interest
- Articulation with 9-12 skills
- Connections with the community
- Standard language usage
- Offers for students with limited literacy skills

13. Which content areas do you think need improvement? Check all that apply.
- Reading skills
- Writing skills
- Vocabulary
- Speaking skills
- Text analysis skills

**Program Characteristics**

14. What type of preparation do you have for teaching heritage language learners? Check all that apply.
- Learned on the job by teaching heritage language learners
- Attended sessions on the teaching of heritage language speakers at professional conferences
- Carried out extensive individual reading on the teaching of heritage language speakers
- Attended summer workshop(s) on teaching heritage language speakers
- Visited heritage language classes at nearby schools and colleges
- Took special course(s) on teaching heritage language students as part of a teaching certificate program
- Taught course(s) for heritage language students as part of graduate teaching assistant responsibilities
- Did work based on life experience
- Did work based on educational experience
- Took special course(s) on teaching heritage language students as part of graduate teaching assistant training
- Became member of listserv focusing on the teaching of heritage language speakers
- Other (please specify):

Survey for Instructors in Spanish Foreign Language Program

Please answer the following questions.

Placement Procedures

1. Does your department or foreign language program offer a specially designed placement examination for heritage language students?
   ○ Yes  ○ No

Instructional Practice

2. Which of the following goals have you used effectively with heritage language learners of Spanish? Check all that apply
   
   Language maintenance goals
   ○ Instruction on the ways that language varies geographically
   ○ Instruction on the ways that language varies socially
   ○ Projects involving ethnographic research in communities by students

   Expansion of bilingual range goals
   ○ Web research projects by students
   ○ In-class listening comprehension activities
   ○ Analysis of language and style appropriate for different types of published texts
   ○ Oral presentations to a large group
   ○ Formal conversations in a small group setting

   Transfer of reading and writing goals
   ○ Individual research
   ○ Group research
   ○ Peer editing of compositions
   ○ Reading of lengthy texts
**Acquisition of standard dialect goals**
- Drafting, writing, and rewriting of compositions by students
- Direct study of vocabulary
- Teacher correction of selected common errors in front of the class
- Grammar explanations
- Dictation
- Oral practice focused on grammatical structures
- Grammar instruction focused on particular forms
- Other - (Please specify):

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. Which books are used in the instruction of heritage language and/or foreign language speakers?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

**Program satisfaction**

4. Rate your degree of satisfaction in the following areas?

<table>
<thead>
<tr>
<th>Language skills</th>
<th>Very Satisfied</th>
<th>Moderately Satisfied</th>
<th>Dissatisfied</th>
</tr>
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<tbody>
<tr>
<td>Comments: _____________________________</td>
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<tr>
<td>Student outcomes</td>
<td></td>
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</tr>
<tr>
<td>Comments: _____________________________</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Which particular features of the program are you most satisfied with? Check all that apply.
- Students’ improvement in reading
- Students’ improvement in writing
- Students’ improvement in speaking
- Students’ knowledge of culture
- Students’ knowledge of historical issues
- Students’ knowledge of vocabulary
- Students’ knowledge of grammar
- Students’ knowledge of orthography
- Students’ use of multimedia/technology
- Students’ improvement in standard language usage
- Individual benefits (e.g., motivation, identity, dialectical differences)
Areas for improvement

6. Which program areas do you think need improvement? Check all that apply.
   ○ Course scheduling/facilities
     Comments: __________________________________________________________
   ○ Student performance
     Comments: __________________________________________________________
   ○ Instruction
     Comments: __________________________________________________________

7. Which programmatic elements do you think need improvement? Check all that apply.
   ○ More class offerings at different levels
   ○ Placement examinations
   ○ Materials
   ○ Activities that increase student motivation and interest
   ○ Articulation with 9-12 skills
   ○ Connections with the community
   ○ Standard language usage
   ○ Offering for students with limited literacy skills

8. Which content areas do you think need improvement? Check all that apply.
   ○ Reading skills
   ○ Writing skills
   ○ Vocabulary
   ○ Speaking skills
   ○ Text analysis skills

Survey for HL Students in Spanish Heritage Language Program

Please answer the following questions.

**Student Characteristics**
1. What is your current grade level?
   - Undergraduate
   - Graduate
   - Professional
   - Other (please specify) __________________________

2. Indicate the ethnic group with which you identify.
   Please check all that apply.
   - Chicano
   - Hispanic
   - Latino
   - Spanish
   - South American
   - Central American
   - Caribbean
   - Other (please specify) __________________________

3. Which of the following categories best describes you?
   - US Latino/a who grew up with Spanish at home
   - US Latino/a who grew up in a non-Spanish-speaking family
   - Latino/a who was educated in a Spanish-speaking country
   - Non-Latino/a who grew up in non-Spanish-speaking family

4. If you were not born in the U.S., did you attend school in the country where you were born?
   - Yes
   - No

5. If you attended school abroad, how long did you attend school there?
   - I have not attended school abroad
   - 1-4 years
   - 5-8 years
   - 9-12 years
   - More than 12 years
   - Other (please specify) __________________________
6. If you were not born in the U.S., how old were you when you arrived?
   ○ Not applicable, I was born in the U.S.
   ○ Younger than 3
   ○ 3-5 years
   ○ 6-13 years
   ○ 14-18 years
   ○ Older than 18
   ○ Other (please specify) ________________________________

**Language Use**

7. What language(s) do you speak most often outside of class?
   ○ English
   ○ Spanish
   ○ Both English and Spanish
   ○ Other (please specify) ________________________________

8. What language(s) do you speak with family members?
   ○ English
   ○ Spanish
   ○ Both English and Spanish
   ○ Other (please specify) ________________________________

9. What language(s) do you speak with friends?
   ○ English
   ○ Spanish
   ○ Both English and Spanish
   ○ Other (please specify) ________________________________

10. In general, which language do you prefer to speak?
    ○ English
    ○ Spanish
    ○ Both English and Spanish
    ○ Other (please specify) ________________________________

**Language Goals and Objectives**

11. Have you studied Spanish at a community school?
    ○ Yes (Please indicate the duration of your study) ________________________________
    ○ No
    ○ Other (please specify) ________________________________

12. Have you studied Spanish at church?
    ○ Yes (Please indicate the duration of your study) ________________________________
    ○ No
    ○ Other (please specify) ________________________________
13. Does your family want you to maintain your Spanish heritage language?
   ○ Yes  ○ No
   Why or why not? Please explain ____________________________________________
   ____________________________________________

14. Do you want to maintain your Spanish heritage language?
   ○ Yes  ○ No
   Why or why not? Please explain ____________________________________________
   ____________________________________________

15. What are your attitudes toward your Spanish heritage language? Check all that apply.
   ○ It makes me feel embarrassed sometimes.
   ○ It is an important part of who I am.
   ○ It is useful.
   ○ It has been a barrier to learning English.
   ○ It has made school more challenging.
   ○ It has made school more enjoyable.
   ○ It has made school less challenging.
   ○ It has made school less enjoyable.
   ○ It has helped me make friends.
   ○ It has made it more difficult to make friends.
   ○ It is a valuable skill.
   ○ Other (please specify) ________________________________________________

16. What influenced your decision to come into this program? Please explain.
   ____________________________________________
   ____________________________________________
   ____________________________________________

17. How would you rate your heritage language abilities in the following skills?

<table>
<thead>
<tr>
<th></th>
<th>Beginner</th>
<th>Elementary</th>
<th>Intermediate</th>
<th>Advanced</th>
<th>Native</th>
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<tbody>
<tr>
<td>Reading</td>
<td>○</td>
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<td>Writing</td>
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<td>○</td>
<td>○</td>
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<tr>
<td>Speaking</td>
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<tr>
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<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
### Instructional Practice

18. In your Spanish courses, how important are the following learning goals for you?

<table>
<thead>
<tr>
<th>Learning Goals</th>
<th>Beginner</th>
<th>Elementary</th>
<th>Intermediate</th>
<th>Advanced</th>
<th>Native</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grammatical knowledge and accuracy</strong></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td><strong>Language maintenance</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehend written materials on specialized business or professional topics</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Study other disciplines using Spanish (e.g. science, history, etc.)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Develop a broad vocabulary useful in business and professions</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Understand and interpret extended oral presentations and information available through mass media</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Participate in everyday face-to-face interactions</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Function in the cultures of Spanish-speaking communities and countries</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td><strong>Expansion of bilingual range</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Make oral presentations in front of an audience</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td><strong>Transfer of reading and writing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write narrative essays</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Write informative essays</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Write persuasive essays</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Read written materials such as novels, short stories, editorials, Web materials</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Write informal notes and personal letters</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td><strong>Acquisition of standard dialect</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify and correct dialectal or nonstandard forms in writing</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
Identify and correct dialectal or nonstandard forms in speaking
Use grammar to enhance accuracy
Use the written accent
Spell correctly
Other - (Please specify):

19. Which of the following goals have been used effectively in your Spanish courses? Check all that apply

Language maintenance goals
- Instruction on the ways that language varies geographically
- Instruction on the ways that language varies socially
- Projects involving ethnographic research in communities by students

Expansion of bilingual range goals
- Web research projects by students
- In-class listening comprehension activities
- Analysis of language and style appropriate for different types of published texts
- Oral presentations to a large group
- Formal conversations in a small group setting

Transfer of reading and writing goals
- Individual research
- Group research
- Peer editing of compositions
- Reading of lengthy texts

Acquisition of standard dialect goals
- Drafting, writing, and rewriting of compositions by students
- Direct study of vocabulary
- Teacher correction of selected common errors in front of the class
- Grammar explanations
- Dictation
- Oral practice focused on grammatical structures
- Grammar instruction focused on particular forms
- Other - (Please specify):
Program Satisfaction

20. Are you satisfied with your achievement in the Spanish language?
   ○ Yes       ○ No
   Why or why not? (Please explain)
   __________________________________________
   __________________________________________
   __________________________________________

21. In what areas would you like additional support? Please explain.
   __________________________________________
   __________________________________________
   __________________________________________

22. To what extent do you experience a sense of belonging or community in your courses?
   (Mark one)
   ○ To a great extent
   ○ To some extent
   ○ To a limited extent
   ○ Not at all
   __________________________________________
   __________________________________________
   __________________________________________

23. How satisfied are you with the overall academic experience in your courses? (Mark one)
   ○ Very satisfied
   ○ Satisfied
   ○ Neutral
   ○ Dissatisfied
   ○ Very dissatisfied
   Please explain
   __________________________________________
   __________________________________________
   __________________________________________
24. How satisfied are you with the overall learning environment in your program? (Mark one)

- Very satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very dissatisfied

Please explain
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

25. What can the program do to enhance the integration of diverse cultural and linguistic perspectives?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

APPENDIX E
Survey for Heritage Language Students in Spanish Foreign Language Program

Please answer the following questions.

Student Characteristics

1. What is your current grade level
   ○ Graduate
   ○ Professional
   ○ Other (please specify) ________________________________

2. Indicate the ethnic group with which you identify.
   Please check all that apply
   ○ Chicano
   ○ Hispanic
   ○ Latino
   ○ Spanish
   ○ South American
   ○ Central American
   ○ Caribbean
   ○ Other (please specify) ________________________________

3. Which of the following categories best describes you?
   ○ US Latino/a who grew up with Spanish at home
   ○ US Latino/a who grew up in a non-Spanish-speaking family
   ○ Latino/a who was educated in a Spanish-speaking country
   ○ Non-Latino/a who grew up in non-Spanish-speaking family

4. If you were not born in the U.S., did you attend school in the country where you were born?
   ○ Yes   ○ No

5. If you attended school abroad, how long did you attend school there?  ○ I have not attended school abroad
   ○ 1-4 years
   ○ 5-8 years
   ○ 9-12 years
   ○ More than 12 years
   ○ Other (please specify) ________________________________
Survey for Heritage Language Students in Spanish Foreign Language Program
Please answer the following questions.

**Student Characteristics**

1. What is your current grade level
   - Graduate
   - Professional
   - Other (please specify) _______________________________________

2. Indicate the ethnic group with which you identify.
   Please check all that apply
   - Chicano
   - Hispanic
   - Latino
   - Spanish
   - South American
   - Central American
   - Caribbean
   - Other (please specify) _______________________________________

3. Which of the following categories best describes you?
   - US Latino/a who grew up with Spanish at home
   - US Latino/a who grew up in a non-Spanish-speaking family
   - Latino/a who was educated in a Spanish-speaking country
   - Non-Latino/a who grew up in non-Spanish-speaking family

4. If you were not born in the U.S., did you attend school in the country where you were born?
   - Yes
   - No

5. If you attended school abroad, how long did you attend school there?
   - I have not attended school abroad
   - 1-4 years
   - 5-8 years
   - 9-12 years
   - More than 12 years
   - Other (please specify) _______________________________________

6. If you were not born in the U.S., how old were you when you arrived?
   - Not applicable, I was born in the U.S.
   - Younger than 3
   - 3-5 years
   - 6-13 years
   - 14-18 years
   - Older than 18
   - Other (please specify) _________________________________________
6. If you were not born in the U.S., how old were you when you arrived?
- Not applicable, I was born in the U.S.
- Younger than 3
- 3-5 years
- 6-13 years
- 14-18 years
- Older than 18
- Other (please specify) ________________________________

Language Use

7. What language(s) do you speak most often outside of class?
- English
- Spanish
- Both English and Spanish
- Other (please specify) ________________________________

8. What language(s) do you speak with family members?
- English
- Spanish
- Both English and Spanish
- Other (please specify) ________________________________

9. What language(s) do you speak with friends?
- English
- Spanish
- Both English and Spanish
- Other (please specify) ________________________________

10. In general, which language(s) do you prefer to speak?
- English
- Spanish
- Both English and Spanish
- Other (please specify) ________________________________

Language Goals and Objectives

11. Have you studied Spanish at a community school?
- Yes (Please indicate the duration of your study) ________________________________
- No
- Other (please specify) ________________________________
12. Have you studied Spanish at church?
   ○ Yes (Please indicate the duration of your study) ______________________________
   ○ No
   ○ Other (please specify) ________________________________________________

13. If there were Spanish heritage language or Spanish for Native Speaker courses at your university, would you enroll?
   ○ Yes  ○ No
   Why or why not? Please explain _________________________________________
   ________________________________________________________________

14. Does your family want you to maintain your Spanish heritage language?
   ○ Yes  ○ No
   Why or why not? Please explain _________________________________________
   ________________________________________________________________

15. Do you want to maintain your Spanish heritage language?
   ○ Yes  ○ No
   Why or why not? Please explain _________________________________________
   ________________________________________________________________

16. What are your attitudes toward your Spanish heritage language? Check all that apply.
   ○ It makes me feel embarrassed sometimes.
   ○ It is an important part of who I am.
   ○ It is useful.
   ○ It has been a barrier to learning English.
   ○ It has made school more challenging.
   ○ It has made school more enjoyable.
   ○ It has made school less challenging.
   ○ It has made school less enjoyable.
   ○ It has helped me make friends.
   ○ It has made it more difficult to make friends.
   ○ It is a valuable skill.
   ○ Other (please specify) ______________________________________________

17. What influenced your decision to come into this program? Please explain.
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
18. How would you rate your heritage language abilities in the following skills?

<table>
<thead>
<tr>
<th></th>
<th>Beginner</th>
<th>Elementary</th>
<th>Intermediate</th>
<th>Advanced</th>
<th>Native</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td><strong>Listening</strong></td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td><strong>Grammatical knowledge and accuracy</strong></td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
</tbody>
</table>

**Instructional Practice**

19. In your Spanish courses, how important are the following learning goals for you?

<table>
<thead>
<tr>
<th></th>
<th>Very Important</th>
<th>Moderately Important</th>
<th>Not Important</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language maintenance</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehend written materials on specialized business or professional topics</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>Study other disciplines using Spanish (e.g. science, history, etc.)</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>Develop a broad vocabulary useful in business and professions</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>Understand and interpret extended oral presentations and information available through mass media</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>Participate in everyday face-to-face interactions</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>Function in the cultures of Spanish-speaking communities and countries</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td><strong>Expansion of bilingual range</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make oral presentations in front of an audience</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td><strong>Transfer of reading and writing</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write narrative essays</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>Write informative essays</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>Write persuasive essays</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>Activity</td>
<td>Use the Written Accent</td>
<td>Use Grammar to Enhance Accuracy</td>
<td>Identify and Correct Dialectal or Nonstandard Forms in Writing</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>------------------------</td>
<td>---------------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>Read written materials such as novels, short stories, editorials, Web materials</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Write informal notes and personal letters</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

**Acquisition of Standard Dialect**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Use the Written Accent</th>
<th>Use Grammar to Enhance Accuracy</th>
<th>Identify and Correct Dialectal or Nonstandard Forms in Writing</th>
<th>Identify and Correct Dialectal or Nonstandard Forms in Speaking</th>
<th>Spell Correctly</th>
<th>Other - (Please Specify):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drafting, writing, and rewriting of compositions by students</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Direct study of vocabulary</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Teacher correction of selected common errors in front of the class</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
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<tr>
<td>Grammar explanations</td>
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<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
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<tr>
<td>Dictation</td>
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<tr>
<td>Grammar instruction focused on particular forms</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Other - (Please specify):</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

20. Which of the following goals have been used effectively in your Spanish courses? Check all that apply.

**Language Maintenance Goals**

- Instruction on the ways that language varies geographically
- Instruction on the ways that language varies socially
- Projects involving ethnographic research in communities by students

**Expansion of Bilingual Range Goals**

- Web research projects by students
- In-class listening comprehension activities
- Analysis of language and style appropriate for different types of published texts
- Oral presentations to a large group
- Formal conversations in a small group setting

**Transfer of Reading and Writing Goals**

- Individual research
- Group research
- Peer editing of compositions
- Reading of lengthy texts

**Acquisition of Standard Dialect Goals**

- Drafting, writing, and rewriting of compositions by students
- Direct study of vocabulary
- Teacher correction of selected common errors in front of the class
- Grammar explanations
- Dictation
- Oral practice focused on grammatical structures
- Grammar instruction focused on particular forms
- Other - (Please specify):
Program Satisfaction

21. Are you satisfied with your achievement in the Spanish language?
   ○ Yes    ○ No
   Why or why not? (Please explain)

22. In what areas would you like additional support? Please explain.

23. To what extent do you experience a sense of belonging or community in your courses? (Mark one)
   ○ To a great extent
   ○ To some extent
   ○ To a limited extent
   ○ Not at all
   Please explain

24. How satisfied are you with the overall academic experience in your courses? (Mark one)
   ○ Very satisfied
   ○ Satisfied
   ○ Neutral
   ○ Dissatisfied
   ○ Very dissatisfied
   Please explain
25. How satisfied are you with the overall learning environment in your program? (Mark one)
○ Very satisfied
○ Satisfied
○ Neutral
○ Dissatisfied
○ Very dissatisfied

Please explain

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

26. What can the program do to enhance the integration of diverse cultural and linguistic perspectives?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

APPENDIX F
Telephone Interview Questions for Heritage Language Learners

Follow-up telephone interview questions

Before enrolling in Spanish courses, how often did you use Spanish in your daily life?

Now that you have taken Spanish at the university level, describe your use of the language academically?

Describe how you were using it informally outside the university?

Do you feel more comfortable expressing yourself in Spanish? If so, how comfortable?

Do you ever feel uncomfortable expressing yourself in Spanish? If so, when and in what circumstances?

Have your studies affected your proficiency in Spanish? If so, how?

Which assignments were most beneficial in your study of Spanish? Please explain why?

How effective were assignments in increasing your understanding of Spanish?

Were there other assignments or projects you would have liked to have done in your classes? What might they have been?

To what extent, do assignments allow you to utilize multimedia, publications, the Internet, and other authentic materials in Spanish?

Were there other forms of media given? If so, what were they, and how effective were they?

What would you like to see changed or done differently in your university’s Spanish program?

What did you like best?
Informed Consent for Coordinators and Instructors

INFORMED CONSENT FORM
AGREEMENT TO PARTICIPATE

Title of Study: A Program Evaluation of Two University Spanish Foreign Language Programs Practices for Placement and Retention Spanish Heritage Learners

Researcher:
Fernando Gustavo Acuña
Telephone: (530) 7731

Information:
For my thesis research at California State University, Chico, I am researching university Spanish programs and their methods, approaches, and curricular strategies utilized with heritage language learners. I will ask you some questions regarding your experience in the area of Spanish language teaching within your language program. The total time of this interview will be from 30 to 45 minutes.

If you consent, I will record our interview either in an MP3 or WAV format. The recording will allow me to accurately record your statements. Your statements will not be attributed to you and your name will not be used.

Your participation is voluntary. There will be no repercussion if you choose not to participate or drop out of the interview. While this study will not yield any immediate benefit to the individual participants, it will add to the general store of academic knowledge on and about the issue of Spanish heritage language teaching.

The final results of the study will be published in a thesis and be archived at Meriam Library and California State University.

You signature certifies that you have read the foregoing and consent to participate in this project.

____________________________________
Print name

____________________________________
Signature of Participant

Date

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Informed Consent for Students’ Online Survey

Informed Consent for Survey with Students

The purpose of this survey is to examine the methods, approaches, and curricular strategies utilized with heritage language learners in your university’s Spanish language program. This study will contribute to a better understanding of Spanish heritage language teaching and learning.

The total time required to complete this survey should range from 10 to 15 minutes.

Your participation in this survey is voluntary. Each individual survey and telephone interview will be treated confidentially and tallied as a part of your Spanish language program’s data. Your statements will be used in the case study and will not be attributed to you directly.

There will be no repercussions if you choose not to participate or drop out of the interview.

If you have any questions, please contact me at (530) 343-7731 or via e-mail at fgacuna@gmail.com.

Thank you for your cooperation. I greatly appreciate it.

Fernando Gustavo Acuña
California State University, Chico
APPENDIX I
In-Person Survey Results for Coordinators from Spanish HL Program and FL Program

<table>
<thead>
<tr>
<th>Question</th>
<th>Coordinator of Spanish Program without Spanish Heritage Language Program</th>
<th>Coordinator of Spanish Program with Spanish Heritage Language Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Approximately how many hours of classroom instruction are offered each semester/quarter?</td>
<td>64 hours per class per semester. 18 sections x 64 = 1152 hours of instruction.</td>
</tr>
<tr>
<td>2.</td>
<td>Approximately how many hours outside of class time are students expected to study or utilize their target language?</td>
<td>10 hours / week in a 4 credit class</td>
</tr>
<tr>
<td>3.</td>
<td>Approximately how many students enroll in your Spanish language (not Spanish literature) courses per semester/quarter?</td>
<td>About 405 students</td>
</tr>
<tr>
<td>4.</td>
<td>Approximately what percentages of the students taking Spanish fall into the following categories?</td>
<td>Lower-Division 85% Upper-Division 55%</td>
</tr>
<tr>
<td></td>
<td>Traditional foreign language students (i.e., students from non-Spanish speaking families)</td>
<td>Lower-Division 10% Upper-Division 40%</td>
</tr>
<tr>
<td></td>
<td>Students who grew up with Spanish at home in the United States (i.e., US-born children of Spanish-speaking families)</td>
<td>Lower-Division 5% Upper-Division 30%</td>
</tr>
<tr>
<td></td>
<td>Immigrant students who grew up in Spanish-speaking countries</td>
<td>8 full-time faculty members</td>
</tr>
<tr>
<td>5.</td>
<td>What is the total number of faculty teaching in your department/program?</td>
<td>4 part-time instructors</td>
</tr>
<tr>
<td>6.</td>
<td>How many Spanish language instructors are in your program? (Including all courses and programs within Spanish)</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Which of the following categories best describe your program’s instructors? Check all that apply.</td>
<td>US Latinos who grew up with Spanish at home</td>
</tr>
<tr>
<td></td>
<td></td>
<td>US Latinos who grew up in non-Spanish-speaking families</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Latinos who were educated in Spanish-speaking countries</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Non-Latinos who grew up in non-Spanish-speaking families</td>
</tr>
<tr>
<td>Question</td>
<td>Coordinator of Spanish Program without Spanish Heritage Language Program</td>
<td>Coordinator of Spanish Program with Spanish Heritage Language Program</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 8. Approximately how many of your program’s instructors fall into the following categories? (Please give an estimated number) | 2 US Latinos who grew up with Spanish at home  
5 US Latinos who grew up in non-Spanish-speaking families  
3 Latinos who were educated in Spanish-speaking countries  
4 Non-Latinos who grew up in non-Spanish-speaking families | 2 Latinos who were educated in Spanish-speaking countries. But, in general, we don’t have parameters for our instructors dependent on ethnicity |
| (For the university with a heritage language program)                   |                                                                          |                                                                     |
| 9. How many Spanish language instructors are in the heritage language program? |                                                                          | 2 instructors, as mentioned above.                                   |
| 10. When did you begin to offer special or separate courses in Spanish for heritage language students? |                                                                          | We began offering SHL courses in 1991                               |
| 11. What levels and types of courses does your institution currently offer heritage language students? |                                                                          | Three levels of instruction for Spanish HL Learners                  |
| 12. Which courses do you usually recommend that heritage language learners take after they have completed the sequence of courses designed for them? |                                                                          | There are 5 requirements. There is Spanish in the United States, there is Latin American Culture, there is Latin American Literature, Peninsular Literature, and Linguistics |
| 13. Does your Spanish language department/program offer a general placement examination for students enrolling in Spanish language courses for the first time? |                                                                          | No                                                                  |
| 14. Is your general placement examination used to help you identify heritage language students? |                                                                          | No                                                                  |
| 15. How are students placed in the course(s) designed for heritage students? |                                                                          | ● Self-selection  
● Teacher recommendation |
| 16. What aspects of language proficiency does the special examination for heritage students assess? |                                                                          | ● There is an oral evaluation done with the coordinator |
| 17. Check all aspects of language proficiency that the special examination measures. |                                                                          | ● Listening to a conversation  
● Interacting with other speakers |
18. Which parts of the general examination have you found most useful in assessing heritage speakers?

- Oral interview

19. How are students placed in the courses designed for heritage language learners?

- Students self-select for courses using descriptions of courses provided.
- Other (please specify): Instructors recommend students for course

20. What type of preparation do your instructors have for teaching heritage language learners?

- Work based on educational experience
- Other (please specify): Graduate Seminars

APPENDIX J
In-person Survey Results for Instructors from Spanish Foreign Language Program

<table>
<thead>
<tr>
<th>Survey Questions</th>
<th>Results from Instructors from Foreign Language Program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Placement Procedures</strong></td>
<td>Respondents recorded / Total number of respondents (5)</td>
</tr>
<tr>
<td>1. Does your department or foreign language program offer a specially designed placement examination for heritage language students?</td>
<td>No</td>
</tr>
<tr>
<td><strong>Instructional Practice</strong></td>
<td></td>
</tr>
<tr>
<td>2. Which of the following goals have you used effectively with heritage language learners of Spanish?</td>
<td></td>
</tr>
<tr>
<td><strong>Language maintenance goals</strong></td>
<td>4/5 = Instruction on the ways that language varies geographically 5/5 = Instruction on the ways that language varies socially 3/5 = Projects involving ethnographic research in communities by students</td>
</tr>
<tr>
<td><strong>Expansion of bilingual range goals</strong></td>
<td>5/5 = Web research projects by students 5/5 = In-class listening comprehension activities 5/5 = Analysis of language and style appropriate for different types of published texts 5/5 = Oral presentations to a large group 4/5 = Formal conversations in a small group setting</td>
</tr>
<tr>
<td><strong>Transfer of reading and writing goals</strong></td>
<td>5/5 = Individual research 3/5 = Group research 5/5 = Peer editing of compositions 5/5 = Reading of lengthy texts</td>
</tr>
<tr>
<td>Survey Questions</td>
<td>Results from Instructors from Foreign Language Program</td>
</tr>
<tr>
<td>------------------</td>
<td>-------------------------------------------------------</td>
</tr>
<tr>
<td>Acquisition of standard dialect goals</td>
<td>Respondents recorded / Total number of respondents (5)</td>
</tr>
</tbody>
</table>

- 5/5 = Drafting, writing, and rewriting of compositions by students
- 4/5 = Direct study of vocabulary
- 3/5 = Teacher correction of selected common errors in front of the class
- 5/5 = Grammar explanations
- 2/5 = Dictation
- 5/5 = Oral practice focused on grammatical structures
- 5/5 = Grammar instruction focused on particular forms
- 5/5 = Other - (Please specify):
  - “The cultural element is also important so that they understand the countries and also the richness of the language.”
  - “Analysis of reading. Pick apart the readings and look within the readings. Examination of texts, etc.”
  - “Bring realia into the classroom.”
  - “Oral Practice for Vocabulary.”
  - “We take into account their self-esteem, [so] it is helpful to make corrections in a manner that doesn’t offend. Also, it is good to define outcomes beforehand.”

3. Which books are used in the instruction of heritage language and/or foreign language speakers? “Plazas for Spanish 101, 102, and 201. We do about 5 chapters each semesters, and in the other semester we utilize another text called Continuemos.”

| Program satisfaction |  |
|----------------------|-----------------
| 4. Rate your degree of satisfaction in the following areas? Select one: Very satisfied, Moderately satisfied, or Dissatisfied. |  |
| Language skills | 1/5 = Very satisfied  
4/5 = Moderately satisfied  
0/5 = Dissatisfied |
| Program skills | 3/5 = Very satisfied  
2/5 = Moderately satisfied  
0/5 = Dissatisfied |
| Student skills | 3/5 = Very satisfied  
2/5 = Moderately satisfied  
0/5 = Dissatisfied |
<table>
<thead>
<tr>
<th>Survey Questions</th>
<th>Results from Instructors from Foreign Language Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Which particular features of the program are you most satisfied with?</td>
<td>Respondents recorded / Total number of respondents (5)</td>
</tr>
<tr>
<td>4/5 = Students’ improvement in reading</td>
<td>3/5 = Students’ improvement in writing</td>
</tr>
<tr>
<td>4/5 = Students’ improvement in speaking</td>
<td>3/5 = Students’ knowledge of culture</td>
</tr>
<tr>
<td>3/5 = Students’ knowledge of historical issues</td>
<td>3/5 = Students’ knowledge of vocabulary</td>
</tr>
<tr>
<td>3/5 = Students’ knowledge of grammar</td>
<td>3/5 = Students’ knowledge of orthography</td>
</tr>
<tr>
<td>3/5 = Students’ improvement in standard language usage</td>
<td>2/5 = Students’ use of multimedia/technology</td>
</tr>
<tr>
<td>4/5 = Individual benefits (e.g., motivation, identity, dialectical differences)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Areas for improvement</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Which program areas do you think need improvement?</td>
<td>Comments:</td>
</tr>
<tr>
<td>Course scheduling/facilities</td>
<td>“With a shortage of funding, we had to cut a requisite conversational class, which is important for undergraduates seeking a major and a minor in Spanish. The places where classes are sometimes held need to be improved.”</td>
</tr>
<tr>
<td></td>
<td>“There needs to be more course offerings in [the] afternoons and evenings. We need more courses available [in the] early mornings. More appropriate smart classrooms with data projection facilities, and classrooms with easily configured seating that allows for a variety sorts of work - paired work, small group work, and large classroom lecture, etc.”</td>
</tr>
<tr>
<td></td>
<td>“Enough room in the classroom, like enough seats. Smart Classrooms for all!”</td>
</tr>
<tr>
<td></td>
<td>“Meeting in different rooms.”</td>
</tr>
<tr>
<td></td>
<td>“Class times, classroom facilities, technology in the classroom.”</td>
</tr>
<tr>
<td>Survey Questions</td>
<td>Results from Instructors from Foreign Language Program Respondents recorded / Total number of respondents</td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| **Student performance** | 5/5 = Comments:  
• “Students need more motivation to learn.”  
• “Then we need to diversify our manner of funding our programs, so we can lower class size. In some of the other languages courses, there are 35 or 40 students per class. The culture classes sometimes have 50 students, [but there are] 35 to 50 students per class.”  
• “We need to have a higher standard for oral proficiency, which means we need to have more output year in and year out.”  
• “Need more study time & dedication.”  
• “Students need to know their role.” |
| **Instruction** | 2/5 = Comments:  
• “We can always improve. We are very proactive. We constantly have workshops and collaborative meetings in which we share strategies. We are being offered opportunities to attend technology workshops all the time.”  
• “Less students in the classroom; 10-15 in some classes and 23-30, but not 40 students to a class.” |
| **7. Which programmatic elements do you think need improvement?** | 5/5 = More class offerings at different levels  
3/5 = Placement examinations  
3/5 = Materials  
3/5 = Activities that increase student motivation and interest  
4/5 = Articulation with 9-12 skills  
4/5 = Connections with the community  
2/5 = Standard language usage  
3/5 = Offering for students with limited literacy skills |
| **8. Which content areas do you think need improvement?** | 2/5 = Reading skills  
4/5 = Writing skills  
3/5 = Vocabulary  
4/5 = Speaking skills  
2/5 = Text analysis skills |

Survey and In-person Survey Results for Instructors from Spanish Heritage Language Program

<table>
<thead>
<tr>
<th>Survey Questions</th>
<th>Results from Instructors from Heritage Language Program Respondents recorded / Total number of respondents (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Placement Procedures</strong></td>
<td></td>
</tr>
<tr>
<td>1. Does your department or foreign language program offer a specially designed placement examination for heritage language students?</td>
<td>No</td>
</tr>
<tr>
<td>2. What level(s) and type(s) of courses does your institution offer for Spanish heritage language learners?</td>
<td>1/2 = First-year Spanish for heritage speakers; 1/2 = Composition for heritage language speakers; 1/2 = Advanced grammar for heritage language speakers; 1/2 = Oral communication for heritage language speakers; 1/2 = Other: The courses we offer included grammar composition, and oral communication.</td>
</tr>
<tr>
<td>3. At what levels and in which types of courses do heritage language speakers enroll? Which courses bring heritage language speakers and foreign language speakers together?</td>
<td>1/2 = First-year Spanish 1/2 = Writing and composition 1/2 = Advanced grammar 2/2 = Oral communication/conversation 1/2 = Culture and civilization courses 1/2 = Introductory literature courses 1/2 = Other (Please specify): “Oftentimes there are Spanish film courses offered, so HL speakers as well as non-native speakers enroll in such courses.”</td>
</tr>
<tr>
<td><strong>Curriculum Objectives</strong></td>
<td></td>
</tr>
<tr>
<td>4. For the entire sequence of courses, how important are the following learning goals for heritage language speakers?</td>
<td></td>
</tr>
</tbody>
</table>

**Language maintenance goals**

- 1/2 = Comprehend written materials on specialized business or professional topics
- 1/2 = Study other disciplines using Spanish (e.g. science, history, etc.)
- 1/2 = Develop a broad vocabulary useful in business and professions
- 1/2 = Understand and interpret extended oral presentations and information available through mass media
- 2/2 = Participate in everyday face-to-face interactions
- 2/2 = Function in the cultures of Spanish-speaking communities and countries

**Expansion of bilingual range goals**

- 1/2 = Make oral presentations in front of an audience
### Survey Questions

#### Results from Instructors from Heritage Language Program

Respondents recorded / Total number of respondents (2)

<table>
<thead>
<tr>
<th>Transfer of reading and writing goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/2 = Write narrative essays</td>
</tr>
<tr>
<td>2/2 = Write informative essays</td>
</tr>
<tr>
<td>1/2 = Write persuasive essays</td>
</tr>
<tr>
<td>2/2 = Read written materials such as novels, short stories, editorials, Web materials</td>
</tr>
<tr>
<td>2/2 = Comprehend written materials such as novels, short stories, editorials, Web materials</td>
</tr>
<tr>
<td>2/2 = Write informal notes and personal letters</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Acquisition of standard dialect goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/2 = Identify and correct dialectal or nonstandard forms in <strong>writing</strong></td>
</tr>
<tr>
<td>1/2 = Identify and correct dialectal or nonstandard forms in <strong>speaking</strong></td>
</tr>
<tr>
<td>1/2 = Use the written accent</td>
</tr>
<tr>
<td>2/2 = Spell correctly</td>
</tr>
</tbody>
</table>

#### Instructional Practice

5. Which of the following goals have you used effectively with heritage language learners of Spanish?

<table>
<thead>
<tr>
<th>Language maintenance goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/2 = Instruction on the ways that language varies geographically</td>
</tr>
<tr>
<td>2/2 = Instruction on the ways that language varies socially</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expansion of bilingual range goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/2 = In-class listening comprehension activities</td>
</tr>
<tr>
<td>1/2 = Analysis of language and style appropriate for different types of published texts</td>
</tr>
<tr>
<td>2/2 = Oral presentations to a large group</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Transfer of reading and writing goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/2 = Individual research</td>
</tr>
<tr>
<td>1/2 = Group research</td>
</tr>
<tr>
<td>1/2 = Peer editing of compositions</td>
</tr>
<tr>
<td>2/2 = Reading of lengthy texts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Acquisition of standard dialect goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/2 = Drafting, writing, and rewriting of compositions by students</td>
</tr>
<tr>
<td>1/2 = Direct study of vocabulary</td>
</tr>
<tr>
<td>2/2 = Teacher correction of selected common errors in front of the class</td>
</tr>
<tr>
<td>2/2 = Grammar explanations</td>
</tr>
<tr>
<td>1/2 = Grammar instruction focused on particular forms</td>
</tr>
</tbody>
</table>

6. Which books are used in the instruction of heritage language and/or foreign language speakers?

*El mundo 21 hispano* and *Dos mundos.*
<table>
<thead>
<tr>
<th>Survey Questions</th>
<th>Results from Instructors from Heritage Language Program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program satisfaction</strong></td>
<td>Respondents recorded / Total number of respondents (2)</td>
</tr>
</tbody>
</table>
| 7. Are you satisfied with the achievement of students in the heritage language program, as measured by the course examinations? | 1/2 = Yes  
1/2 = Why or why not? (Please explain): “Partially satisfied. I particularly do not like the unit exams and wish we had more time to do a writing workshop or talk about different dialects of Spanish. At least explain the ‘voceo’ that is so prominent in Central America as well as other parts of South America.” |
| 8. Are you satisfied with the achievement of students in the heritage language program, as measured by the success in subsequent courses? | 1/2 = Yes  
1/2 = Why or why not? (Please explain): “I don’t know how well students do in courses they enroll beyond the Spanish… [HL] … series. I don’t have access to that information.” |
| 9. Rate your degree of satisfaction in the following areas?                     | Language skills: 1/2 = Moderately satisfied  
Program skills: 1/2 = Moderately satisfied  
Student skills: 1/2 = Moderately satisfied |
| 10. Which particular features of the program are you most satisfied with?       | 2/2 = Students’ improvement in reading  
1/2 = Students’ improvement in writing  
2/2 = Students’ improvement in speaking  
1/2 = Students’ knowledge of culture  
1/2 = Students’ knowledge of historical issues  
1/2 = Students’ knowledge of vocabulary  
2/2 = Students’ knowledge of grammar  
2/2 = Students’ knowledge of orthography  
2/2 = Students’ improvement in standard language usage  
2/2 = Individual benefits (e.g., motivation, identity, dialectical differences) |
| **Areas for improvement**                                                       | 11. Which program areas do you think need improvement?    |
| Course scheduling/facilities                                                   | 0/2  
Instruction                                                                 |
| 1/2 = Comments: “We have great instructors; however, the structuring of a more realistic, less packed course syllabus would be good. We especially need to dedicate a bit more time to teach writing. Students write but it is as if they should already know how to formulate an academic essay.”  |
| 12. Which programmatic elements do you think need improvement?                 | 2/2 = More class offerings at different levels  
2/2 = Placement examinations  
1/2 = Materials  
1/2 = Offers for students with limited literacy skills |
### Survey Questions

<table>
<thead>
<tr>
<th>Question</th>
<th>Results from Instructors from Heritage Language Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. Which content areas do you think need improvement?</td>
<td>2/2 = Writing skills&lt;br&gt;1/2 = Text analysis skills</td>
</tr>
</tbody>
</table>

#### Program Characteristics

<table>
<thead>
<tr>
<th>Question</th>
<th>Results from Instructors from Heritage Language Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>14. What type of preparation do you have for teaching heritage language learners?</td>
<td>2/2 = Learned on the job by teaching heritage language learners&lt;br&gt;2/2 = Taught course(s) for heritage language students as part of graduate teaching assistant responsibilities&lt;br&gt;1/2 = Did work based on life experience&lt;br&gt;1/2 = Did work based on educational experience&lt;br&gt;1/2 = Other (please specify): “I also meet with the coordinator of the program as well as with the other instructors every week to discuss weekly classes. My coordinator provides guidance for teaching the course.”</td>
</tr>
</tbody>
</table>
APPENDIX L
<table>
<thead>
<tr>
<th>Students</th>
<th>María</th>
<th>Adriana</th>
<th>Julia</th>
<th>Andrea</th>
<th>Marcos</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Characteristics</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question 1. What is your current grade level?</td>
<td>Undergraduate</td>
<td>Undergraduate</td>
<td>Undergraduate</td>
<td>Graduate</td>
<td>Undergraduate</td>
</tr>
<tr>
<td>Question 2. Indicate the primary racial/ethnic group with which you identify.</td>
<td>Chicana</td>
<td>Latina</td>
<td>Chicana</td>
<td>Latina/Hispanic</td>
<td>Hispanic</td>
</tr>
<tr>
<td>Question 3. Which of the following categories best describes you?</td>
<td>US Latina who grew up with Spanish at home</td>
<td>Latina who was educated in a Spanish-speaking country</td>
<td>US Latina who grew up with Spanish at home</td>
<td>Latina who was educated in a Spanish-speaking country</td>
<td>US Latino who grew up with Spanish at home</td>
</tr>
<tr>
<td>Question 4. If you were not born in the U.S., did you attend school in the country where you were born?</td>
<td>Skipped question</td>
<td>Yes</td>
<td>Skipped question</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Question 5. If you attended school abroad, how long did you attend school there?</td>
<td>I have not attended school abroad</td>
<td>Skipped question</td>
<td>I have not attended school abroad</td>
<td>I went to school in Mexico from the age of 5 to 8. I also did a semester abroad.</td>
<td>I have not attended school abroad</td>
</tr>
<tr>
<td>Question 6. If you attended school abroad, how long did you attend school there?</td>
<td>Not applicable. I was born in the U.S.</td>
<td>Skipped question</td>
<td>Not applicable. I was born in the U.S.</td>
<td>Younger than 3; Born in US; Moved to Mexico early age; Went to school in Mexico till 4th grade; Went to school in US for 5th grade; Mexico 6th, some of 7th grade; Moved to US to do rest of 7th &amp; up.</td>
<td>6-13 years</td>
</tr>
<tr>
<td><strong>Language Use</strong></td>
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</tr>
<tr>
<td>Question 7. What language(s) do you speak most often outside of class?</td>
<td>Both English and Spanish</td>
<td>Both English and Spanish</td>
<td>Both English and Spanish</td>
<td>Both English and Spanish</td>
<td>Both English and Spanish</td>
</tr>
<tr>
<td>Question 8. What language(s) do you speak with family members?</td>
<td>Spanish</td>
<td>Both English and Spanish</td>
<td>Spanish</td>
<td>Both English and Spanish; It depends on which side of the family I’m talking to. All aunts and uncles are [spoken to] in Spanish. Mom, sister, grandma, [and] cousins [are spoken to] in English.</td>
<td>Spanish</td>
</tr>
<tr>
<td>Question 9. What language(s) do you speak with friends?</td>
<td>Both English and Spanish</td>
<td>Both English and Spanish</td>
<td>Both English and Spanish</td>
<td>Both English and Spanish</td>
<td>Both English and Spanish</td>
</tr>
<tr>
<td>Question 10. In general, which language(s) do you prefer to speak?</td>
<td>English</td>
<td>Spanish</td>
<td>Both English and Spanish</td>
<td>Both English and Spanish</td>
<td>Spanish</td>
</tr>
<tr>
<td><strong>Language Goals and Objectives</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question 11. Have you studied Spanish at a community school?</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes, for easy A’s and then I turned it into my major.</td>
<td>Yes</td>
</tr>
<tr>
<td>Question 12. Have you studied Spanish at church?</td>
<td>No</td>
<td>No</td>
<td>No, but I attend a Spanish speaking church.</td>
<td>Not unless you count going to church in Mexico as studying Spanish at church.</td>
<td>No</td>
</tr>
</tbody>
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<thead>
<tr>
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<th>Julia</th>
<th>Andrea</th>
<th>Marcos</th>
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<tbody>
<tr>
<td><strong>Question 13. If there were Spanish heritage language or Spanish for Native Speaker courses at your university, would you enroll?</strong></td>
<td>Yes, because it would be a different approach to learning rather than the typical Spanish classes, where the focus is not on heritage (languages), but on speaking/writing properly.</td>
<td>Yes, I would like to know more about my heritage (language) and more about Chicanos. I don’t consider myself [a] Chicana, but I have two Chicanos teenagers.</td>
<td>Yes, To meet Spanish native speakers.</td>
<td>Yes, I need to work on accents and on developing my professional writing in Spanish. What are the grammar rules, when to bracket, [and] when to indent that kind of stuff. Technical writing, I guess?</td>
<td><strong>Question 13. Do you think your family want you to maintain your Spanish heritage language?</strong></td>
</tr>
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<tbody>
<tr>
<td><strong>Question 14. Does your family want you to maintain your Spanish heritage language?</strong></td>
<td>Yes, They feel it is very important to stay true to the roots.</td>
<td>Yes, For me and my family, [it] is part of identity and roots. I have contact with family in Mexico, and it is important for us to keep our language and culture.</td>
<td>Yes, so that we can communicate with family members who don’t speak English.</td>
<td>Yes, I think they know it’s useful.</td>
<td><strong>Question 14. Do you want to maintain your heritage language?</strong></td>
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<tbody>
<tr>
<td><strong>Question 15. Do you want to maintain your Spanish heritage language?</strong></td>
<td>Yes, I feel it is equally important to maintain both.</td>
<td>Yes, It is part of being human, part of you, and values and personality. For my [it] is very important to keep these and [our] language to understand better our family’s traditions and culture. We were both here, so this is something connects them with their parents. They both are proud to have two cultures.</td>
<td>Yes, because I believe it’s an important part of my background.</td>
<td>Yes, It is part of me. It would have been a waste of time to live in Mexico all that time and not maintain it.</td>
<td><strong>Question 15. What are your attitudes toward your Spanish heritage language?</strong></td>
</tr>
<tr>
<td><strong>Question 16. What are your attitudes toward your Spanish heritage language?</strong></td>
<td>It is an important part of who I am; It is useful; It has made school more enjoyable; It has helped me make friends.</td>
<td>It is an important part of who I am; It is useful; It has made school more enjoyable.</td>
<td>It is an important part of who I am; It is useful; It has made school more enjoyable; It has helped me make friends.</td>
<td>It is an important part of who I am; It is useful; It has made school more enjoyable; It has helped me make friends.</td>
<td><strong>Question 16. What influenced your decision to come into this program?</strong></td>
</tr>
<tr>
<td><strong>Question 17. What influenced your decision to come into this program?</strong></td>
<td>I love the language, it is part of me and I enjoy it.</td>
<td>I would like to teach about my culture and my country to change the Mexican, and so motivate my to go school and show them that if I go school they can too.</td>
<td>Since I already knew the language, I thought it would be an easy program.</td>
<td>I liked the idea of travel, teaching adults languages,[and] getting a Master’s [in Arts degree].</td>
<td><strong>Question 17. How would you rate heritage language abilities in the skills?</strong></td>
</tr>
<tr>
<td><strong>Question 18. How would you rate your heritage language abilities in the following skills?</strong></td>
<td>Reading: Native; Writing:Native; Speaking:Native; Listening:Native; Grammatical knowledge &amp; accuracy:Advanced; Vocabulary:Intermediate</td>
<td>Reading: Native; Writing:Native; Speaking:Native; Listening:Native; Grammatical knowledge &amp; accuracy:Advanced; Vocabulary:Native</td>
<td>Reading: Native; Writing:Advanced; Speaking:Native; Listening:Native; Grammatical knowledge &amp; accuracy:Advanced; Vocabulary:Native</td>
<td>Reading: Native; Writing:Native; Speaking:Native; Grammatical knowledge &amp; accuracy:Advanced; Listening:Native; Vocabulary:Advanced</td>
<td></td>
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<table>
<thead>
<tr>
<th>Instructional Practice</th>
<th>Maria</th>
<th>Adriana</th>
<th>Julia</th>
<th>Andrea</th>
<th>Marcos</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Question 19. In your Spanish courses, how important are the following learning goals for you?</strong></td>
<td><strong>Choose one:</strong> Very Important, Moderately Important, Not Important</td>
<td><strong>Choose one:</strong> Very Important, Moderately Important, Not Important</td>
<td><strong>Choose one:</strong> Very Important, Moderately Important, Not Important</td>
<td><strong>Choose one:</strong> Very Important, Moderately Important, Not Important</td>
<td><strong>Question 19. In your Spanish courses, how are the following learning goals for you?</strong></td>
</tr>
</tbody>
</table>
### Language maintenance

<table>
<thead>
<tr>
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<th>Marcos</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehend written materials on specialized business or professional topics</td>
<td>Very Important</td>
<td>Very Important</td>
<td>Very Important</td>
<td>Very Important</td>
<td>Very Important</td>
</tr>
<tr>
<td>Study other disciplines using Spanish (e.g., science, history, etc.)</td>
<td>Moderately Important</td>
<td>Moderately Important</td>
<td>Very Important</td>
<td>Very Important</td>
<td>Moderately Important</td>
</tr>
<tr>
<td>Develop a broad vocabulary useful in business and professions</td>
<td>Very Important</td>
<td>Very Important</td>
<td>Very Important</td>
<td>Very Important</td>
<td>Very Important</td>
</tr>
<tr>
<td>Understand and interpret extended oral presentations and information available through mass media</td>
<td>Very Important</td>
<td>Very Important</td>
<td>Very Important</td>
<td>Very Important</td>
<td>Very Important</td>
</tr>
<tr>
<td>Participate in everyday face-to-face interactions</td>
<td>Very Important</td>
<td>Moderately Important</td>
<td>Moderately Important</td>
<td>Very Important</td>
<td>Very Important</td>
</tr>
<tr>
<td>Function in the cultures of Spanish-speaking communities and countries</td>
<td>Very Important</td>
<td>Very Important</td>
<td>Skipped</td>
<td>Very Important</td>
<td>Very Important</td>
</tr>
</tbody>
</table>

### Expansion of bilingual range

<table>
<thead>
<tr>
<th>Students</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Make oral presentations in front of an audience</td>
<td>Moderately Important</td>
<td>Very Important</td>
<td>Not Important</td>
<td>Very Important</td>
<td>Very Important</td>
</tr>
</tbody>
</table>

### Transfer of reading and writing

<table>
<thead>
<tr>
<th>Students</th>
<th>Maria</th>
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<th>Andrea</th>
<th>Marcos</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write narrative essays</td>
<td>Not Important</td>
<td>Very Important</td>
<td>Not Important</td>
<td>Very Important</td>
<td>Very Important</td>
</tr>
<tr>
<td>Write informative essays</td>
<td>Moderately Important</td>
<td>Very Important</td>
<td>Very Important</td>
<td>Very Important</td>
<td>Very Important</td>
</tr>
<tr>
<td>Write persuasive essays</td>
<td>Not Important</td>
<td>Very Important</td>
<td>Moderately Important</td>
<td>Very Important</td>
<td>Very Important</td>
</tr>
<tr>
<td>Read written materials such as novels, short stories, editorials, Web materials</td>
<td>Very Important</td>
<td>Very Important</td>
<td>Very Important</td>
<td>Very Important</td>
<td>Very Important</td>
</tr>
<tr>
<td>Write informal notes and personal letters</td>
<td>Very Important</td>
<td>Very Important</td>
<td>Moderately Important</td>
<td>Very Important</td>
<td>Very Important</td>
</tr>
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</table>

### Acquisition of standard dialect

<table>
<thead>
<tr>
<th>Students</th>
<th>Maria</th>
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<th>Julia</th>
<th>Andrea</th>
<th>Marcos</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and correct dialectal or nonstandard forms in writing</td>
<td>Moderately Important</td>
<td>Moderately Important</td>
<td>Very Important</td>
<td>Very Important</td>
<td>Moderately Important</td>
</tr>
<tr>
<td>Identify and correct dialectal or nonstandard forms of speaking</td>
<td>Very Important</td>
<td>Moderately Important</td>
<td>Very Important</td>
<td>Very Important</td>
<td>Very Important</td>
</tr>
<tr>
<td>Use grammar to enhance accuracy</td>
<td>Very Important</td>
<td>Very Important</td>
<td>Very Important</td>
<td>Very Important</td>
<td>Very Important</td>
</tr>
<tr>
<td>Use the written accent</td>
<td>Very Important</td>
<td>Very Important</td>
<td>Very Important</td>
<td>Very Important</td>
<td>Very Important</td>
</tr>
<tr>
<td>Spell correctly</td>
<td>Very Important</td>
<td>Very Important</td>
<td>Very Important</td>
<td>Skipped</td>
<td>Moderately Important</td>
</tr>
<tr>
<td>Other – (Please specify)</td>
<td>Question 20. Which of the following goals have been used effectively in your Spanish course?</td>
<td>Question 19. Which of the following goals have been used effectively in your Spanish course?</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

### Language maintenance goals

<table>
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<tr>
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<th>Andrea</th>
<th>Marcos</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction on the ways that language varies geographically; Instruction on the ways that language varies socially; Projects involving ethnographic research in communities by students</td>
<td>Instruction on the ways that language varies geographically; Instruction on the ways that language varies socially; Projects involving ethnographic research in communities by students</td>
<td>Instruction on the ways that language varies geographically; Instruction on the ways that language varies socially; Projects involving ethnographic research in communities by students</td>
<td>Instruction on the ways that language varies geographically; Instruction on the ways that language varies socially; Projects involving ethnographic research in communities by students</td>
<td>Instruction on the ways that language varies geographically; Instruction on the ways that language varies socially; Projects involving ethnographic research in communities by students</td>
<td></td>
</tr>
</tbody>
</table>
### Expansion of bilingual range goals

| In-class listening comprehension activities: Formal conversations in a small group setting | Analysis of language and style appropriate for different types of published texts | Web research projects by students; In-class listening comprehension activities; Analysis of language and style appropriate for different types of published texts; Oral presentations to a large group; Formal conversations in a small group setting | Web research projects by students; In-class listening comprehension activities; Analysis of language and style appropriate for different types of published texts; Oral presentations to a large group; Formal conversations in a small group setting | Web research projects by students; In-class listening comprehension activities; Analysis of language and style appropriate for different types of published texts; Oral presentations to a large group; Formal conversations in a small group setting |

### Transfer of reading and writing goals

| Group research; Individual research; Peer editing of compositions; Reading of lengthy texts | Individual research; Peer editing of compositions; Reading of lengthy texts | Individual research; Group research; Peer editing of compositions; Reading of lengthy texts | Individual research; Group research; Reading lengthy texts |

### Acquisition of standard dialect goals

| Grammar instruction focused on particular forms | Teacher correction of selected common errors in front of the class; Grammar explanations; Oral practice focused on grammatical structures; Grammar instruction focused on particular forms | Direct study of vocabulary; Teacher correction of selected common errors in front of the class; Grammar explanations; Dictation | Drafting, writing, and rewriting of compositions by students; Direct study of vocabulary | Drafting, writing, and rewriting of compositions by students; Teacher correction of selected common errors in front of the class; Grammar explanations; Dictation; Oral practice focused on grammatical structures; |

### Program Satisfaction

| Question 11. Are you satisfied with your achievement in the Spanish language? | Yes |
| Question 12. Was there anything you would like to do differently? | I felt I am able to communicate and express myself well in both the school and community setting. |
| Question 13. How much do you experience a sense of belonging or community in your course? | To a great extent  |
| Question 14. How satisfied are you with the overall academic experience in your courses? | Satisfied |
| Question 15. How satisfied are you with the overall learning environment in your program? | Very Satisfied |

| Question 20. Are you satisfied with your achievement in the Spanish language? | Yes |
| Question 21. In what areas would you like additional support? | Grammar. As a native English speaker, I do not realize the emphasis on certain letters when writing. (Pronunciation, stress, and intonation.) |
| Question 22. To what extent do you experience a sense of belonging or community in your course? | To some extent |
| Question 23. How satisfied are you with the overall academic experience in your courses? | Satisfied |
| Question 24. How satisfied are you with the overall learning environment in your program? | Satisfied |
| Question 25. What aspects of the program do you value the integration of diverse cultural and linguistic perspectives? | |

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The table above outlines various goals and their associated activities, focusing on bilingual range, transfer of reading and writing, and acquisition of standard dialect goals. The program satisfaction questions also highlight areas for improvement and support needed by the students.