



From design to success: SHL teaching practices for engaging and empowering our students

Summer 2021 Virtual Workshop organized by
the [Texas Coalition for Heritage Spanish](#)

Schedule

**All times are Austin, Texas Central time (CDT)*

Day 1 - Thursday, June 24, 2021

- 8:30am Zoom room opens
- 9:00 - 9:15 Workshop introduction
- 9:15 - 10:00 Session 1 - [Opening Up Language Education: The Affordances of Open Resources and Practices for Language Learning](#)
- 10:00 - 10:30 Break
- 10:30 - 11:45 Session 2 - [The Process of Developing SHL OER Material while Integrating Writing Skills and Critical Awareness](#)
- 11:45 - 12:45 Lunch (entertainment TBD)
- 12:45 - 1:15 Poster sessions in self-selecting breakout rooms (posters will be displayed ahead of time in Padlet)
- 1:15 - 2:30 Session 3 - [Cultural Portfolios in the Function of Critical Pedagogy](#)
- 2:30 - 3:00 Break
- 3:00 - 4:15 Session 4 - [Translation as Community Engagement in the Heritage Language Classroom](#)
- 4:15 - 4:30 Closing

Day 2 - Friday, June 25, 2021

- 8:30am Zoom room opens
- 9:00 - 9:15 Workshop introduction and an introduction to a new project collecting reading resources for the heritage classroom
- 9:15 - 10:30 Session 5 - [Building Tools to Help Heritage Students Develop Written Academic Discourse](#)
- 10:30 - 10:50 Break
- 10:50 - 12:05 Session 6 - [La revisión por pares \(peer review\) en la clase de español como lengua heredada](#)
- 12:05 - 12:45 Lunch
- 12:45 - 1:15 Poster sessions in self-selecting breakout rooms (posters will be displayed ahead of time in Padlet)
- 1:15 - 2:30 Session 7 - [Enseñando con el corazón: Placing Heritage Speakers' Language Varieties, Histories, and Communities at the Core of the Curriculum](#)
- 3:00 - 3:30 Break
- 3:30 - 4:30 Closing round table with all presenters

Session descriptions

Opening Up Language Education: The Affordances of Open Resources and Practices for Language Learning

Facilitator: Carl Blyth

The Process of Developing SHL OER Material while Integrating Writing Skills and Critical Awareness

Facilitators: Yanina Hernandez and Jose Esteban Hernandez

This presentation will cover the process of creating OER materials. We will focus on the development of writing skills, while keeping in mind the integration of critical awareness, essential for the SHL student. We will start by focusing on points that we would like to cover in our classroom that we can then incorporate as an activity and eventually as a thematic unit. The approach of the presentation will be mainly practical, and it will point out basic concepts on SHL pedagogy and the process of OER construction.

Cultural Portfolios in the Function of Critical Pedagogy

Facilitator: Gabriela Vokic

This workshop demonstrates how to foster critical pedagogy, a series of pedagogical practices that require the students to improve their linguistic awareness and to question socio-political hierarchies, domination and practices that create it (Freire 1970, Leeman 2005), in heritage Spanish classes by using a semester-long cultural portfolio assignment. This is a project comprised of a series of deliberately created, written and oral entries, whose purpose is an examination of the students' heritage cultures and a critical exploration and reevaluation of topics relevant to the socio-political space of the Hispanics in the U.S., while simultaneously working on their linguistic performance.

Translation as Community Engagement in the Heritage Language Classroom

Facilitator: Emily Bernate

This workshop offers strategies and practice for incorporating community translation projects in the heritage language classroom. We will first discuss the kinds of learning objectives that can be accomplished through translation projects. Then, we will review translation projects completed by heritage students that are currently used in museums, elementary schools, and clinics. Afterwards, we will practice developing a translation assignment that can be used in your

own classroom. As part of the assignment development, we will learn how to enhance a translation project by incorporating reflection questions that help students think about translation in the context of social justice.

Building Tools to Help Heritage Students Develop Written Academic Discourse

Facilitator: Edna V. Velásquez

This session will demonstrate a first step for developing academic writing in heritage language (HL) education through the lens of a “learning to write” approach (Hedgcock, J., & Lefkowitz, N., 2011). We will focus on the exploration of the underlying structure of written academic discourse through the elaboration of summaries for non-fiction texts. By the end of the workshop, participants will be able to (a) design a rubric that can be used to evaluate students’ summaries, (b) see the rubric as a pedagogical tool to help HL students acquire summarization skills, as well as recognize and (re)produce written academic discourse.

La revisión por pares (peer review) en la clase de español como lengua heredada

Facilitators: Ashley Lenz, Anna Marrero-Rivera

Taking into account the specific pedagogical needs of heritage language learners, this workshop focuses on teaching K-12 educators how to carry out a successful peer review in their heritage language or mixed classes. We will provide teachers with specific suggestions on how to prepare their students for a peer review, how to guide them through the process, and finally, how to incorporate their classmates’ feedback into their writing. In addition, educators will be provided with two rubrics: one that students can use during their peer review session and another that teachers can use when grading.

Enseñando con el corazón: Placing Heritage Speakers’ Language Varieties, Histories, and Communities at the Core of the Curriculum

Facilitators: Nancy Domínguez-Fret and Oscar Guzmán

Although Spanish as a Heritage Language classes are a product of the Chicano Movement, this history is often excluded from Heritage classrooms. As Heritage speakers and teachers of Spanish, the presenters will use their experiential knowledge to advocate for heritage students’ experiences to be represented in the academic curriculum. Through this presentation, presenters will share curriculum ideas that were intentionally designed to validate and be

inclusive of students' language varieties, histories, and communities. Educators will leave with relevant, practical and real-life activities they can apply in their Heritage classrooms.

About the facilitators and organizers



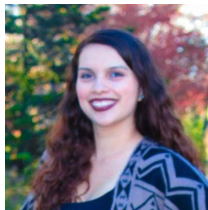
Flavia Belpoliti

Flavia Belpoliti (PhD), was born in Buenos Aires, Argentina. She is Associate Professor of Spanish and the Director of the Spanish Graduate Studies at the Department of Literature and Languages at Texas A&M-Commerce. Her undergraduate and graduate courses are related to the areas of Spanish Language Pedagogy, Teaching Methods, and Hispanic Linguistics. Her primary areas of research include Spanish as a Second and as Heritage language, Curriculum Design, and Spanish Sociolinguistics.



Emily Bernate

Emily Bernate is an Assistant Professor of Spanish in the Department of Languages, Literatures and Cultures. Her research interests include sociolinguistics and pragmatics, particularly gender differences in language and politeness norms. She has taught second-language and heritage languages courses in Spanish at the University of Houston where she completed her M.A. and Ph.D. coursework. Currently, she teaches courses in Spanish linguistics with a focus on Spanish Heritage Learners and Spanish in the United States



Nancy Domínguez-Fret

Nancy Domínguez-Fret is a doctoral candidate in Curriculum & Instruction at the University of Illinois at Chicago (UIC). Nancy has taught Spanish as a heritage language (SHL) at the high school and college-level. Her research explores the experiences of Spanish heritage speakers across the educational pipeline who became SHL teachers and how their educational experiences may inform their pedagogical practices. Nancy's research and practice also explores the intersections of Critical Language Pedagogy and Ethnic Studies in the SHL classroom.



Oscar Guzmán

Oscar Guzmán is a Spanish as a Heritage Language (SHL) educator at Romeoville High School in Illinois. He obtained a B.A. in Spanish, Education and Latin American Studies from Swarthmore College, an M.A. in Latin American & Iberian Literature from Stanford University, and a M.A.T. in Spanish K-12 from National Louis University in Chicago. Oscar has taught every level of Spanish Learners to University Heritage Speaker classes. Oscar uses his experience as a heritage speaker himself to create relevant student material with a focus on literature and film.



José Esteban Hernández

José Esteban Hernández is Professor of Hispanic Linguistics at the University of Texas-Rio Grande Valley. His research interests include sociolinguistic variation, dialect and language contact in a U.S. setting, and the study of discourse analysis and discourse markers. Most recently, he has focused on language and identity issues under language contact situations. He has taught courses on the dynamics of language variation and change, and the sociolinguistics of U.S Latina/o communities.



Yanina Hernández

Yanina Hernández is a lecturer in the University of Texas Rio Grande Valley. She holds an M.A. from the University of New Mexico, and has taught beginning-level Spanish courses for more than 15 years, including face-to-face and online courses. Her experience includes teaching at the University of New Mexico, Texas Southern University, Houston Community College, Texas State Technical College, and University of Texas Pan American (now UTRGV). She was the co-coordinator of COERLL's User-Generated Materials for Heritage Spanish project from 2014-2018.



Ashley Lenz

Ashley Lenz is a Ph.D. student in Spanish Linguistics at Arizona State University. Ashley received her B.A. in Spanish with coursework in Bilingual/Bicultural Education from Illinois State University. She received her M.S.Ed in Education and Social policy from Northwestern University. Before coming to ASU, she taught in a dual language elementary school programs in Illinois. Her work focuses on heritage language education and language ideologies of bi/multilingual children.



Anna Marrero-Rivera

Anna Marrero-Rivera is a PhD student and Graduate Teaching Associate at Arizona State University. She was born and raised in Puerto Rico and has been teaching Spanish for Heritage Speakers in the United States for the last 7 years. Before beginning her PhD program, Anna was a high school teacher in Austin, Texas. Her research interests include heritage language pedagogy, curriculum design and linguistic attitudes.



Jocelly G. Meiners

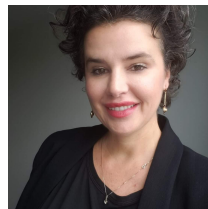
Jocelly G. Meiners is a Lecturer in the Department of Spanish and Portuguese at UT Austin and specializes in teaching courses for Heritage Spanish learners. Her research interests include pragmatics and emotion in

second language acquisition, heritage Spanish learners and pedagogy, as well as linguistic attitudes and language maintenance regarding Spanish in the US. Jocelly currently serves as co-director for the Texas Coalition for Heritage Spanish (TeCHS).



Edna Velasquez

Edna Velasquez is an Assistant Professor of Spanish and Coordinator of the Spanish Teaching Minor at Sam Houston State University. She was born in Colombia and earned her PhD in Hispanic Studies from the University of Houston. Edna has a broad range of experiences in K-12, as a teacher and teacher-trainer. Her main research interests include advanced biliteracy for Heritage Language Learners of Spanish and Spanish teachers' training. She teaches face-to-face and online courses in Spanish at all levels.



Gabriela Vokic

Gabriela Vokic, Ph.D., is an Associate Professor of Hispanic Linguistics at Southern Methodist University in Dallas, TX. She specializes in second language acquisition, phonetics, and laboratory phonology. Her recent research interests include phonological acquisition in L2 Spanish and heritage Spanish populations and heritage language pedagogy. Her constant commitment to teaching has earned her the highest teaching-related honor at SMU – the Altshuler Distinguished Teaching Professor Award and induction into SMU's Academy of Distinguished Teachers.



Carl Blyth

Carl Blyth is the Director of the Center of Open Educational Resources and Language Learning (COERLL) and Associate Professor of French Linguistics at UT Austin. His research interests include applied linguistics, French sociolinguistics, and discourse studies.