



2010-11-19

A Survey of Utah Spanish Teachers Regarding the Instruction of Heritage Language Students of Spanish

Sara Lynn Wilkinson
Brigham Young University - Provo

Follow this and additional works at: <https://scholarsarchive.byu.edu/etd>

 Part of the [Spanish and Portuguese Language and Literature Commons](#)

BYU ScholarsArchive Citation

Wilkinson, Sara Lynn, "A Survey of Utah Spanish Teachers Regarding the Instruction of Heritage Language Students of Spanish" (2010). *All Theses and Dissertations*. 2331.
<https://scholarsarchive.byu.edu/etd/2331>

This Thesis is brought to you for free and open access by BYU ScholarsArchive. It has been accepted for inclusion in All Theses and Dissertations by an authorized administrator of BYU ScholarsArchive. For more information, please contact scholarsarchive@byu.edu, ellen_amatangelo@byu.edu.

A Survey of Utah Spanish Teachers Regarding the Instruction
of Heritage Language Students of Spanish

Sara L. Wilkinson

A thesis submitted to the faculty of
Brigham Young University
in partial fulfillment of the requirements for the degree of
Master of Arts

Blair E. Bateman, Chair
Jerry W Larson
Rob A. Martinsen

Department of Spanish and Portuguese
Brigham Young University
December 2010

Copyright © 2010 Sara L. Wilkinson

All Rights Reserved

ABSTRACT

A Survey of Utah's Spanish Teachers Regarding the Instruction of Heritage Language Students of Spanish

Sara L. Wilkinson

Department of Spanish and Portuguese

Master of Arts

It is imperative that educators understand the current state of heritage language education because many locations have experienced large increases in their heritage language populations in recent years. This study reports on the findings of a statewide survey of secondary Spanish teachers in Utah regarding the instruction of Spanish heritage language students. Their perspectives give insight into Spanish Heritage Language (SHL) education in both traditional Spanish foreign language and heritage language classes. The information gathered describes the availability of specialized courses, the prevalence of SHL students in Spanish classes, and these students' backgrounds. It also describes the characteristics of Spanish teachers in terms of their beliefs and attitudes related to teaching SHL students and their preparation for doing so. Other issues considered include placement, materials, creating specialized classes, instructional approaches and accommodations, areas of emphasis, and teachers' perceptions of the effectiveness of both their traditional and specialized Spanish classes in meeting SHL students' needs.

Results indicate that specialized classes are not yet widely available in Utah, many teachers lack training to work with SHL students, and SHL students come from a variety of backgrounds. In traditional Spanish classes, teachers use many approaches to accommodate SHL students, and their schools have a variety of experiences in attempting to create specialized classes. Teachers of specialized Spanish classes report that their schools vary in whether or not they offer classes that are differentiated by levels, and that their classes' principal objectives typically include literacy and grammar. These teachers also typically perceive that their Spanish classes are more effective in meeting SHL students' needs than do teachers of traditional Spanish classes. In addition, this study includes many recommendations to improve Spanish heritage language instruction.

Keywords: heritage language, Spanish, secondary schools, Utah, teacher education, Spanish for Native Speakers

ACKNOWLEDGMENTS

I would like to express gratitude to Blair E. Bateman for investing himself so fully in this research and for his feedback and direction, which have been invaluable during the research and writing of this paper. He has been a trusted mentor bringing this project to fruition. I am also grateful to Rob A. Martinsen and Jerry W Larson, for their patience, support, and willingness to assist in this project. Thanks should also be given to my husband, Samuel Wilkinson, for his never-ending encouragement and support in this endeavor as well as to my parents, Ernesto and Lynn Di Giordano, who have inspired in me a desire to learn and the confidence to pursue my goals.

TABLE OF CONTENTS

CHAPTER 1	1
Introduction.....	1
Rationale and Need for the Study	3
Overview of the Study	4
Significance.....	5
CHAPTER 2	7
Introduction.....	7
Defining Heritage Speakers	7
Reasons for SHL Students to Study Spanish	9
Personal Preparation and Enhancement.....	9
Academic Improvement.....	10
Teaching SHL Students	13
Teaching SHL Students in Traditional Spanish Foreign Language Classes.....	14
Teaching SHL students in Heritage Language Classes	19
Other Matters Related to Teaching SHL Students.....	23
Teacher Competencies and Preparation.....	23
Materials for Teaching SHL Students.....	27
CHAPTER 3	31
Introduction.....	31
Methods.....	31
Participants.....	32
Measurement Instrument	33

Data Analysis	35
CHAPTER 4	36
Introduction.....	36
Data Analysis	36
School and Classroom Contexts	36
Teacher Characteristics	40
SHL Students in Spanish Classes	43
Responses of Teachers of Foreign Language Classes	45
Accommodations for SHL Students	47
Creating Separate Classes or Programs for SHL Students	52
Responses of Teachers of Heritage Language Classes.	53
SHL Classes and Students	54
Suggestions for Improvements to SHL Programs.	57
Teacher's Additional Comments and their Perspectives on the Effectiveness of their Classes in Meeting SHL Students' Needs	59
CHAPTER 5	66
Findings, Conclusions, and Implications	66
Availability of SHL Programs	66
Student Backgrounds and Needs	67
Backgrounds and Characteristics of Teachers	69
Teaching SHL Students in Spanish Foreign Language Classes	72
Placement of SHL Students in Spanish Foreign Language Classes.	72
Accommodations for SHL Students in Spanish Foreign Language Classes	73

Textbook Accommodations	73
Instructional Accommodations	75
Assigning SHL Students Special Roles	75
Other Common Accommodations	76
Frequency of Accommodations	78
Creating Specialized Classes.	80
Teaching SHL Students in Spanish Heritage Language Classes	82
Placement of SHL Students in Spanish Heritage Language Classes	82
Principal Objectives of SHL Classes	83
Resources for SHL Classes	84
Support from Parents, Administrators, and Districts through Articulation	85
Meeting SHL Students’ Needs in Heritage and Foreign Language Classes.....	87
Limitations of the Study.....	87
Recommendations for Future Research	88
Conclusion	89
REFERENCES	91
APPENDIX A: Email Message Inviting Teachers to Participate in the Study.....	98
APPENDIX B: Survey Instrument	99
APPENDIX C: Verbatim Responses to Survey Question 21	107
APPENDIX D: Verbatim Responses to Survey Question 34.....	115
APPENDIX E: Verbatim Responses to Survey Question 35	117

LIST OF TABLES

Table 1: School Districts in Which Participants Teach	37
Table 2: Social Contexts of Schools in Terms of Languages Spoken	38
Table 3: Backgrounds of SHL Students in SHL and Foreign Language classes.....	39
Table 4: How Prepared Teachers Feel to Address the Needs of SHL Students	40
Table 5: Teachers' Confidence in Teaching Classes for SHL Students in Terms of their Spanish Language Skills.....	41
Table 6: Teachers' Preparation for Teaching SHL Students.....	42
Table 7: Teachers' Perceptions of Why SHL Students Take Spanish Foreign and Heritage Language Class(es).....	44
Table 8: Special Roles Assigned to SHL Students in Foreign Language Classes	47
Table 9: Frequency of Accommodations Made for SHL Students	49
Table 10: Summary of Adjustments Made to Meet SHL Students' Needs in Spanish Foreign Language Classes.....	50
Table 11: Parental and Administrative Support for SHL Programs.....	56
Table 12: How Well SHL Students' Needs are Met in Spanish Foreign and Heritage Language Classes	64

CHAPTER 1

Introduction

Populations of various ethnic groups in the U.S. are on the rise, and one of the most prominent groups in this growth is the Hispanic/Latino population. Between 1990 and 2000, the U.S. Latino population grew 40% while the rest of the population only grew 10% (Potowski & Carreira, 2004). Recent statistics show this upward trend continuing; according to the U.S. Census Bureau (2006), between 2000 and 2006, the Hispanic/Latino population accounted for one-half of the nation's growth, and their growth rate (24.3%) was more than three times the growth rate of the total population (6.1%). In 2006, there were 44.3 million Hispanics in the United States, making up 14.8% of the total population. By 2050, the same U.S. Census Bureau predicts that there will be 102.6 million Hispanics in the U.S., making up 24.4% of the population.

Educators must carefully consider what impact these demographic changes are having and will continue to have on their schools. According to Potowski and Carreira (2004), a few years ago Latino students made up 32% of the 100 largest public school districts and 27% of the 500 largest public school districts. According to these researchers, approximately 6,942 public schools are between 50-100% Latino. Nevertheless, it is not only schools in states where there have been large numbers of Hispanic students for quite some time, such as those in California, Texas, New York, Florida, and Illinois, that are being affected; many other parts of the country, where there were previously few Hispanic/Latino students, have recently experienced an unprecedented growth of their Latino population (U. S. Census Bureau, 2006). Educators in many states are very interested in this student population, and they are looking for answers regarding how to meet their educational needs.

Over the past few decades, support has grown for Spanish-language instruction in specialized classes for students who have grown up with a Spanish-language background (Peyton, Lewelling, & Winke, 2001). At the secondary level, these courses are sometimes called Spanish for Native Speakers, Spanish for Spanish Speakers, or Spanish for Heritage Speakers. The goals of this instruction often include the development of first language literacy and the expansion of existing language skills for meaningful use (Valdés, 1997). A growing number of secondary and post-secondary schools now offer such specialized courses that capitalize on students' existing language abilities while improving and expanding them. Because there are many places where these programs are not yet present, many students with a home background in Spanish still participate in traditional foreign language classes to improve their Spanish. In these classes, they are placed with monolingual English speakers to whom the curriculum is directed. Of the two types of classes, researchers recommend specialized heritage language classes rather than foreign language classes, because it is often difficult to meet the wide variety of needs and abilities of both groups of students in the latter type of class (Edstrom, 2007). The mismatch of the curriculum to SHL students' needs also often presents difficulties for these students.

Students with a home background of Spanish are commonly referred to by the lay population as "native" speakers, although many of them are not truly natives, as the term suggests that they can function in all contexts in which native speakers normally function (Peale, 1991). Some other terms used for these students sometimes include bilingual, semilingual, residual, or quasi-native speakers (Draper & Hicks, 2000; Valdés, 1997), but the recent literature most frequently refers to them as heritage language speakers or heritage language students. Because the focus of this study is on heritage language students with a background specifically

in Spanish, I will refer to them as Spanish heritage language (SHL) students and courses specifically geared towards them as Spanish heritage language (SHL) classes. Valdés (2001) defines a heritage language student as “a language student who is raised in a home where a non-English language is spoken, who speaks or at least understands the language, and who is to some degree bilingual in that language and in English” (p. 38). Similarly, García and Blanco (2000) say that the common thread among heritage language students is that they possess at least some knowledge and functional ability in their heritage language from their home environment.

Some knowledge and functional ability with SHL students, however, hardly seem satisfactory considering that these language skills, if fully developed, could benefit both these students and society. In an effort to curb the decline in SHL proficiency, there has been a call to maintain and develop this heritage language in recent years.

Rationale and Need for the Study

A few studies have been performed in California and Texas in order to describe SHL education in these states (Pino & Pino, 2005; Valdés, Fishman, Chávez, & Pérez, 2006), but there have been very few such studies performed in states with smaller, growing SHL populations. One such place is Utah, which to my knowledge, has not had any studies of this sort performed in it on a statewide scale. From 1990 to 2000 the total Hispanic/Latino population grew at a rate of 138.3% in Utah, which is twice as fast as this group’s growth nationwide (State Office of Ethnic Affairs, 2006). In 2007, the Hispanic/Latino population made up 11.6% of Utah’s population (U. S. Census Bureau, 2008), and by the year 2030, the Hispanic/Latino population is predicted to make up 19.7% of the population. Because of the growth of this group in recent years, Utah’s increase in the school enrollment of Hispanic/Latino students has been

higher than that of any other group, with an increase of 48% between 2000 and 2005 (State Office of Ethnic Affairs, 2006).

Based on the rapid growth of the Hispanic/Latino population in Utah, it is obvious that attention needs to be given to Spanish heritage language instruction in this state. Because little is known about the number of SHL classes offered, student placement in these courses, classroom emphases, program effectiveness, teacher preparation, and many other matters, this study is an important step in gathering information on the current state of Spanish heritage language instruction in Utah.

Overview of the Study

In order to gather information on SHL instruction in Utah, this research involved a survey of all secondary school Spanish teachers in traditional public and charter schools in the state. I limited the participants of the survey to secondary school Spanish teachers, rather than also including elementary teachers, so that the study would be both feasible and focused in its scope. In addition, based on personal research and experience, elementary heritage language instruction is generally quite different from that found at the secondary level, often including programs such as one-way immersion, dual immersion, bilingual, and FLES/FLEX classes rather than traditional foreign language or specialized heritage language programs, such as Spanish for Native Speakers, typically found at the secondary level.

The survey, entitled *A Survey of Utah Spanish Teachers Regarding the Instruction of Heritage Language Students of Spanish*, began with questions that all participants answered, after which the survey split and the teachers answered separate sets of questions, depending on whether they taught traditional foreign language or heritage language courses. A copy of the survey can be found in Appendix B. The research questions that guided the design of the survey

were meant to obtain the perspectives of the teachers concerning SHL students and instruction in their classes and schools. These research questions are:

- What are the characteristics of Utah Spanish teachers in terms of their beliefs about SHL students and their preparation for working with these students?
- How many SHL students do Spanish teachers have in their classes? What backgrounds do these students come from?
- How many teachers teach one or more separate SHL classes, and how are students placed into these classes?
- What areas do teachers of SHL classes emphasize? How effective do these teachers perceive their classes to be in meeting the needs of heritage language students?
- What instructional approaches do teachers use to accommodate SHL students in traditional Spanish classes? How effective do teachers perceive these classes to be?
- What challenges do teachers and schools face in creating SHL programs?

The survey was administered electronically, and each teacher was sent an email with information regarding the study and a link to participate. Of the 371 teachers invited to participate in the study, 183 (49%) of them responded to either the initial or follow-up invitations. The resulting data were analyzed using frequencies and percentages available through the online survey software through which the survey was administered. Other descriptive statistics were calculated in Microsoft Excel, and open-ended responses were coded and grouped thematically using the qualitative data analysis program NVivo.

Significance

The results of this study are very significant to the future of SHL instruction in Utah and other states in similar circumstances. Teacher-training programs can use the results to better

focus the preparation of pre-service teachers. Likewise, school districts, schools, and other groups can improve in-service training and make it more available as needed. In addition, school districts, schools, and educators can gain greater awareness of the value of heritage language programs and, when feasible, create or improve their own. Teachers can learn from other teachers' experiences and the instructional strategies that they use in traditional foreign language classes or SHL classes in order to improve their own instruction.

On a broader scale, many states like Utah have only recently seen a significant increase in their SHL population. These states may have less experience in dealing with SHL instructional issues than states such as California and Texas, which have had large numbers of SHL students for quite some time. Although it is important to know what is happening in the states that have the largest and longest-standing SHL populations and to learn from their experiences, there is a gap in the literature in regards to states that have just recently begun to consider these topics. The issues that both types of states are dealing with may differ, and this study will mark where Utah stands on many of these matters. Similar studies should be performed nationwide.

In this chapter, I have situated both the U.S. and Utah in terms of their rising Hispanic/Latino populations and the need to focus on Spanish-language instruction for Spanish heritage language students. In addition, I have given an overview of my study, which involves a survey of Utah's secondary Spanish teachers and have explained its delimitations and significance to the field. Chapter 2 reviews the research literature related to Spanish instruction for heritage speakers, Chapter 3 describes the design and procedures of the study, and Chapter 4 contains an analysis of the data gathered from Utah's secondary Spanish teachers. This work concludes in Chapter 5 with a discussion of the findings and conclusions of the study as well as implications and recommendations for further research.

CHAPTER 2

Introduction

In recent years, there has been an increased emphasis on heritage language instruction as an important part of world language education. A well-known definition of heritage language students comes from Valdés (2001), who defines a heritage language student as “a language students who is raised in a home where a non-English language is spoken, who speaks or at least understands the language, and who is to some degree bilingual in that language and in English” (p. 38). Currently the largest group of heritage language students consists of the Hispanic/Latino population, which between 2000 and 2006 accounted for one-half of the nation’s growth (U. S. Census Bureau, 2006). In this review of the literature, I will relate several key features regarding the teaching of Spanish to Spanish heritage language (SHL) students that relate to this study.

Defining Heritage Speakers

SHL students vary greatly in terms of their backgrounds and abilities. Valdés (2001) describes this range of competencies and educational levels, dividing them into three categories: (a) third- or fourth-generation U.S.-born Hispanics, (b) first- or second-generation bilinguals, and (c) recent immigrants to the United States. The first category, third- or fourth-generation U.S.-born Hispanics, includes English dominant students that are generally receptive bilinguals, meaning they understand most oral Spanish but are limited in their abilities to speak, read, and write the language. The next group, first- or second-generation bilinguals include students that have varying levels of proficiency in Spanish as well as English. They are likely to have received their education in English and to lack literacy skills in Spanish. Those heritage language students that are members of the third group, or recent immigrants to the U.S., are Spanish-dominant and have differing levels of English proficiency. Some may be educated in Spanish, while others may

have received little to no formal education. As a result, even though they are fluent speakers of Spanish, they have varying degrees of literacy in the language.

In a professional series handbook set out by the American Association of Teachers of Spanish and Portuguese, García and Blanco (2000) make similar distinctions about different types of SHL students with an expanded description of their characteristics. They say that some SHL students do not speak beyond single-word answers and can only understand oral Spanish. Others can communicate at a minimal level, read isolated, high-frequency words and phrases, and write much of what they can say, although spelling errors are common. SHL students that speak Spanish fluently may have differing levels of proficiency in regards to literacy; there are those that lack experience with written language or with formal grammatical conventions because they grew up in and were educated in the U.S., or they immigrated to the U.S. and did not have much, or any, formal education in their Spanish-speaking home country. Of course, there are also students that are fluent in all skill areas of Spanish (listening, speaking, reading, and writing), some of whom have received formal instruction in their home countries and others in the U.S. on their heritage language. Although it is tempting to suggest that these SHL students have already learned all there is to know, they can continue their linguistic and cultural development in more advanced classes. In addition, Lacorte and Canabal (2003) point out that they also vary in terms of degree of contact and attitudes toward the heritage culture, degree of acculturation to the mainstream community, and access to heritage language community resources. Because they are such a diverse group, it is easy to see how it could be problematic to try to meet such varying needs in the same classroom.

Reasons for SHL Students to Study Spanish

Personal Preparation and Enhancement

All SHL students, whether they are limited or advanced in their Spanish proficiency, benefit from further developing their existing Spanish skills. They possess linguistic capital (Peale, 1991), which is a valuable resource, both for them and this country (Brecht & Ingold, 2002; Campbell & Peyton, 1998; Peale, 1991). It makes sense in a global marketplace to take the linguistic capital they already possess and develop it to aid them in becoming competent professionals with advanced language skills who can work in areas such as international business, diplomacy, and academics. In addition, the U.S. Department of Defense (2005) has issued a call to develop the nation's heritage languages to address many necessary areas of language expertise, including the support of military operations, global market leadership, and international diplomacy. They emphasize that doing so develops an existing, valuable resource while simultaneously dignifying our country's heritage language communities.

In addition to professional benefits, many SHL students study Spanish for other personal reasons. For example, 69.8% of Hispanics speak Spanish in their homes (National Center for Educational Statistics, 2007). Thus, Spanish encompasses more than lingual and academic aspects of their lives; many of their personal relationships, such as connections with close and extended family members, require Spanish language skills to maintain. Unfortunately, according to Peale (1991), it is common to find children who can only communicate minimally with grandparents or other family members. However, according to Mazzocco (1996), this as well as a desire to understand their culture serve to motivate some of them to take Spanish classes.

SHL students are also motivated to develop their Spanish when it helps them to reaffirm or discover their identity (Benjamin, 1997) and to enhance their self-concept (Peale, 1991). In

other words, reaching their full capacity in their heritage language enables these students to develop a greater sense of identity and self-worth. A strong sense of pride in their identity as Latinos is often very important because SHL students frequently receive conflicting messages from society regarding the value of their heritage language, and thus regarding their own value. On one hand, some sources convey to them that their heritage language skills are a valuable resource and that they should be proud of their heritage culture; on the other hand, Scalera (2000) says that peers and other sociocultural factors often make SHL students feel insecure and that Spanish is inferior. As SHL students learn about the richness of their cultural and linguistic heritage, they are more likely to dig their roots of identity deeply in the soil of pride.

Academic Improvement

The study of Spanish as a heritage language is often considered valuable for these students' academic improvement and as a means to narrow the Latino achievement gap. Potowski and Carreira (2004) and Carreira (2007) discuss the alarming trends of the achievement gap that exists between Latino students and those of other ethnic groups. As a group, Latino scholastic achievement is lower than that of other ethnic groups besides African Americans, and their high school dropout rates are higher than all other ethnic groups. Carreira (2007) references statistics reported by Fry (2003) from the Pew Hispanic Center with high school dropout rates as follows: Latino 21%, African American 12%, Asian/Pacific Islanders 4.3%, and White 8%.

Peale (1991) mourns the troubling Latino dropout rate and puts forth that these students have trouble academically because in essence they are not bilingual but rather alingual (lacking proficiency in any language) and cannot compete on either language field with their peers. The heart of this is captured by Luis Rodriguez's (1983) poignant description quoted by Walqui (2000, p. 18):

I had fallen through the chasm between two languages. The Spanish had been beaten out of me in the early years of school - and I didn't learn English very well either. This was the predicament of many Chicanos. We could almost be called incommunicable ... We needed to obtain victories in language built on an infrastructure of self-worth. But we were defeated from the start.

Some argue that developing first language and literacy skills is one step to helping such students academically because English proficiency and first language proficiency are closely related, which in turn influence academic achievement, and thus, at least some of the achievement gap. He describes this as the “interdependence principle,” which essentially explains that proficiency in a first language transfers to the second language, providing that there is adequate exposure and motivation for it. Therefore, when students develop literacy in their first language, literacy in their second language is also being developed, not because the two languages are similar, but because the students are developing a “deeper conceptual and linguistic proficiency” that “makes possible the transfer [of] cognitive/academic or literacy-related skills across languages” (p. 143). This transfer occurs much more easily from a minority to a majority language because of greater exposure to literacy and a strong social pressure to learn the majority language. The development of proficiency of literacy in Spanish provides SHL students with a conceptual and academic foundation for English proficiency.

SHL students need to develop their heritage language skills to a certain degree in order to gain the academic benefits of bilingualism. Related to the interdependence theory is Cummins’ threshold hypothesis, which comprises two thresholds of bilingual language proficiency (Cummins, 1984). This hypothesis posits that there is a lower threshold level of proficiency that needs to be obtained in the first language in order to avoid cognitive and academic deficits. It

also hypothesizes that a second, higher threshold level of proficiency exists that must be reached in order to reap cognitive and academic benefits from bilingualism.

There are several examples of the positive effects of well-developed bilingualism. Cummins (1984) summarizes the following positive effects that have been discussed by a variety of researchers: bilingualism is associated with cognitive flexibility, divergent or “creative” thinking, more advanced general intellectual development, better skills for analyzing linguistic meaning, and more sensitivity to interpersonal communication. In addition, bilinguals performed better on cognitive tests than monolinguals and those who were high in one language and limited in the other.

Because of the transfer of literacy skills from the first to the second language, and because of the positive outcomes associated with developed bilingualism, Carreira (2007) suggests that Spanish instruction for SHL students is a way to narrow the academic achievement gap. Unfortunately, some schools do away with programs that help SHL students develop their Spanish based on the false assumption that the Spanish language is one of these students’ principle obstacles to academic success in English and that heritage students’ education needs to be exclusively in English in order to avoid mental confusion (Cummins, 1984). Thomas and Collier’s (2002) five year study opposes this erroneous belief. They show that the strongest predictor of second language student achievement for English language learners is the amount of formal schooling they have performed in their first language. Specifically, more first language, grade-level schooling resulted in higher second language achievement. In addition, bilingually schooled students academically outperformed comparable monolingually schooled students in all subjects in about 4-7 years of dual language schooling. It is evident that more, not less, first language education is beneficial and needed for SHL students.

SHL students study Spanish for a variety of reasons, and Peale (1991) urges all to understand that there are real issues at stake for SHL students. Even though many speak of instruction in native languages for speakers of languages other than English, for the most part, these students are not truly natives, as the term natives is most appropriately employed to describe first-generation immigrants above age ten with consolidated language skills. Many bilingual students are, instead, academically English-dominant and linguistically functional at or near the base line. Unless intervention occurs, SHL students' "native language" resources will remain unconsolidated, and what could become useful skills will instead disintegrate and eventually disappear. Peale points out that this would be a terrible loss economically, socially, and personally.

Teaching SHL Students

Many SHL students participate in a variety of classes to improve their Spanish. At the elementary level, they sometimes take part in immersion classes, such as one-way programs with mostly English-speakers learning Spanish, or in two-way programs in which the classes are a combination of English-speaking and Spanish-speaking students, each working to develop skills in both languages. At the secondary level, some SHL students participate in Spanish foreign language classes, although a growing number of schools are creating Spanish classes that are specially geared towards SHL students. These classes are sometimes called Spanish for Native Speakers or Spanish for Heritage Speakers and are focused on meeting the specific needs of SHL students. In the following sections, I will describe Spanish foreign language classes and heritage language classes as they relate to SHL students.

Teaching SHL Students in Traditional Spanish Foreign Language Classes

For the most part, researchers agree that traditional Spanish foreign language classes are less than ideal for SHL students. According to Brecht and Ingold (1998) and Valdés (1995), foreign language classes typically ignore SHL students' unique needs and are designed for monolingual English speakers with little background knowledge of the language, people, or culture being studied (even in the instances in which most of the students in the class happen to be heritage language students). Instead, Valdés (1997) says they need Spanish language arts instruction that focuses on literacy and expanding their bilingual range. Some argue that the mismatch of SHL students to foreign language classes and curriculum may be similar to that of native English speakers enrolling in ESL courses (García & Blanco, 2000; Potowski & Carreira, 2004) because these students need an approach that builds on what they already know, not an approach that starts at ground zero (Gutierrez, 1997). Furthermore, teaching SHL students in Spanish foreign language classes adds greater complexity to instruction because, as Valdés (1997) says, teachers may find themselves in front of a class of monolingual-English speakers, second- and third-generation heritage learners who are English-dominant, and newly arrived students that have limited English proficiency and varying educational backgrounds.

Thus, the ideal way to meet SHL students' needs is to create separate Spanish classes for them with different levels according to proficiency (Boyd, 2000; Edstrom, 2007; García & Blanco, 2000; Peale, 1991; Valdés, 1997); however, in reality, it is not always feasible to create specialized classes when there are not enough SHL students in a school to justify and ensure proper enrollment. This does not mean that these students should not have the opportunity to study their heritage language. In such cases, Tomlison (1999) proposes that teachers differentiate their instruction in their foreign language classes to meet the diverse needs of monolingual

English students as well as SHL students with various levels of proficiency. Results from a survey of teachers by Boyd (2000) indicates that many teachers feel that the foreign language curriculum can be adapted to teach heritage language students.

Adaptations can indeed be made to differentiate instruction and better meet SHL students' needs. One way some teachers differentiate and adapt instruction is by utilizing supplementary materials for heritage speakers that may accompany their textbook program, such as separate workbooks and other ancillary materials to develop students' literacy and to cultivate bilingualism (Winke & Stafford, 2002). Foreign language teachers often differentiate by assigning their SHL students special roles, either officially or unofficially, such as to be native informants on culture and language or to tutor less proficient students. García and Blanco (2000) warn that although SHL students' proficiency needs to be recognized, they should not be used exclusively in these roles, as doing so will deprive them of their own linguistic growth. They also suggest that small group instruction, another method of differentiation, is vital to meeting the needs of classes of mixed native and non-native speakers. Although foreign language teachers might be able to get along without differentiating their instruction in other settings, failing to differentiate when there are both monolingual English speakers and SHL students (often with varying levels of proficiency) is often neglectful of the latter group.

There may be both benefits and challenges involved in mixing heritage and non-heritage students in the same classes. Edstrom (2007) reports on 16 upper-level Spanish students at a university that were self-described as non-native speakers (four students), heritage speakers (two students), and native speakers (ten students). Through a brief questionnaire and audio-recorded interviews with the researcher, Edstrom gathered students' opinions on mixing the different groups in their upper-level class. Although caution should be used in making generalizations

because of sample size, the findings are interesting. The non-native speakers reported positively on the effects of mixing the different linguistic groups on their listening comprehension and their understanding of a variety of dialects and cultures. They also felt respected for their contributions and were willing to work with native and heritage speakers. However, some non-native speakers reported feeling intimidated due to their weaker language skills, which in turn affected their participation in class. Lacorte and Canabal (2003) also describe similar occurrences of non-heritage language students being intimidated by heritage students' more native-like knowledge of the target language.

In Edstrom's (2007) study, most native and heritage speakers responded positively to the mixed classroom atmosphere when it came to working together, respecting non-native speakers' contributions, and learning from non-native speakers' cultures. However, three out of twelve reported feelings of impatience with non-native speakers, and four out of twelve showed support for creating a separate class for native speakers. In addition, many native and heritage speakers felt that the non-natives had a better understanding of grammar structures and specialized terminology. Even if there are challenges, such as the intimidation of non-native speakers and the impatience of heritage and native speakers, there may be some benefits to having mixed classes of SHL and non-SHL students, at least in upper-level classes. Edstrom (2007) suggests that in lower levels heritage and non-heritage students be put in separate classes to address each group's unique needs. This research focused on an upper-level university class, but more research is needed in lower-level classes as well as secondary schools on the benefits and difficulties of mixing students in those settings.

Another issue relates to the proper care that should be taken to place SHL students at appropriate class levels. Research on the placement of SHL students in heritage language

programs has been discussed by some in the field (Fairclough, 2006; García & Blanco, 2000; González-Pino & Pino, 2000; Pino & Pino, 2005; Valdés, Fishman, Chávez, & Pérez, 2006), but research addressing the placement of SHL students in Spanish foreign language classes is still sparse. Because SHL students most likely will become bored by the basic vocabulary of beginning level courses and feel little need to memorize conjugation charts since they are likely to conjugate already without formally learning them, Edstrom (2007) recommends that school personnel typically place them in more advanced classes in which reading and writing are given greater emphasis. Of course, SHL students with very limited skills in their heritage language would be placed at lower levels of Spanish if they are not yet ready for more advanced courses.

In one study, Boyd (2000) reports that a school guidance counselor she interviewed at a school with foreign language Spanish 1-4 and AP reported that literate SHL students were generally placed in ESL classes and only put into Spanish classes on recommendation from the ESL teacher. On the other hand, non-literate SHL students were typically placed in Spanish 1 or 2 foreign language classes under the assumption that this would help to preserve their language, whereas in reality, their literacy needs were not met. Although it is impossible to make generalizations from this one example, it stands as a potential problem that should be further investigated. More information may need to be given to school personnel so they can make informed decisions about the proper placement of SHL students in foreign language classes.

Potowski and Carreira (2004) point out that it is generally straightforward to determine at what level to place “traditional” foreign language students, typically at the beginning or at a level according to their grammatical ability. This is possible with “traditional” foreign language students because there are fairly fixed hierarchies of existing knowledge in a foreign language setting. For example, if students can conjugate the imperfect subjunctive, it is generally safe to

assume that they can conjugate the preterit and imperfect indicative tenses. Also, extensive coursework does not ensure, nor is expected to ensure, fluency with them. However, such hierarchies of existing knowledge cannot be used as easily to place SHL students. Contrary to the preceding examples of “traditional” students, SHL students may conjugate the imperfect subjunctive appropriately without conjugating the preterite and imperfect indicative tenses correctly. Many of them may be more fluent than “traditional” foreign language students without having any coursework at all. These difficulties show that SHL students may not fit the paradigm of the foreign language curricula and need their own curriculum based on their unique needs.

Some researchers emphasize students’ literacy in placement, while others refer to the special need to evaluate students’ oral proficiency for placement purposes. If separate classes for SHL students are not feasible, Boyd (2000), for example, emphasizes students’ literacy skills as paramount in placement. She suggests screening students’ literacy and then putting non/semi-literate students in Spanish 2 and literate students in Spanish 3, 4, or AP. On the other hand, García and Blanco (2000) recommend first considering students’ oral communicative skills rather than literacy knowledge or formal grammar because most SHL students primarily have oral skills. Once the level of oral language is established, the level of literacy skills can be identified. They emphasize taking into account both oral communicative skills and then literacy skills to get a complete picture for proper placement. In schools that offer specialized courses for heritage speakers, they can be placed at appropriate levels in them, but in schools without such programs, educators are left with the difficult decision of where to place SHL students to best meet their needs.

Teaching SHL Students in Heritage Language Classes

Although there may be some benefits to mixing SHL and monolingual students in foreign language classes, as often as possible, SHL students are better served in separate programs from traditional foreign language students, at least until more advanced levels (Edstrom, 2007). Peale (1991) argues that otherwise it is difficult, if not impossible, to equitably teach and meet the needs of both groups in foreign language classes. Many school systems and universities have begun special language programs for heritage speakers to meet the diversity of needs. The movement of Spanish for Native Speakers (SNS), the most common heritage language program, was led by Valdés (1981) in California and has expanded throughout many parts of the country. Accordingly, much of the literature refers to SHL education in terms such as Spanish for Native Speakers.

The purposes of these courses are often described as goals that have been set forth in the literature. Some of the most prominent instructional goals for SHL programs are those set forth by Valdés (1997), which include the following: (a) Spanish language maintenance, (b) acquisition of a prestige variety of Spanish, (c) expansion of students' bilingual range (i.e., expansion of many competencies in Spanish, such as grammatical, textual, and pragmatic competencies), and (d) transfer of literacy skills from one language to another. These goals proposed by Valdés are foundational to SHL education and among those most commonly cited in the literature.

Webb and Miller (2000) report that the Hunter College Project, a collaboration between the Hunter College in New York and ACTFL, gathered successful teaching practices and materials from many teachers that work with heritage language learners, resulting in the following goals for heritage language instruction:

- learn about the roles of students' heritage countries and how their cultures, customs and religions were developed
- understand the usefulness of the heritage language and develop increased self-monitoring abilities and confidence that continued use of the heritage language will lead to greater proficiency
- integrate language experiences across the curriculum and the language arts skills
- learn about the literature, social science, and history related to students' countries and daily lives

Webb and Miller (2000) add their own recommendations for SHL instruction in the form of goals for both students and teachers. The first two goals for students are similar to the first two goals above by the Hunter College Project, and the others involve developing the ability to communicate for a variety of purposes and in a variety of contexts as well as becoming independent learners. Some of the teacher goals include having high standards and expectations for students, being sensitive to students' cultural backgrounds and incorporating those cultures into their teaching, encouraging students to explore the richness of their linguistic and cultural heritage, and functioning as advocates for SHL students within the larger school setting.

According to Carreira (2007), the American Association of Teachers of Spanish and Portuguese (AATSP) (2000) makes recommendations for teaching heritage language students. These include recommendations on such instructional areas as student motivation, self-esteem, and linguistic issues, such as language formality, regional and social diversity, and improving spelling accuracy. Pedagogical issues addressed by the recommendations include dealing with student errors, strategies for language expansion, and increasing awareness of metalinguistic skills and cultural diversity.

There have been several recommendations and goals for heritage language instruction set forth in the literature, yet some criticize the lack of national, unifying standards. Scalera (2000) and Potowski (2003) point out that the National Standards for Foreign Languages only mention heritage students in a few paragraphs, and they give no goals for these students specifically. Perhaps specific goals were not made for these students because the five C's are meant to be general and applicable to a wide variety of settings and students, but Potowski and Carreira (2004) feel that there is poor alignment between the five C's and heritage language learners' actual needs and abilities. These authors express that the Standards ineffectively address: (a) their affective needs (since it may be difficult for them to become lifelong learners of Spanish because they are often harshly criticized), (b) their social needs, (c) their academic needs (especially concerning general literacy skills), and (d) their linguistic needs (such as acquiring a prestige variety of the language and expanding the bilingual range).

Until there are improvements made to the National Standards, others may need to fill in the gaps. Speaking from personal experience teaching SHL students, Scalera (2000) suggests that institutional support be improved by pressuring states and local school communities to recognize heritage language learners and that they need to define standards of instruction. Some states have already done this (NC Department of Public Instruction, 2004). In addition, Fairclough (2006) cites that the Center for Applied Linguistics (2001a) recommends that national professional organizations, such as the American Association of Teachers of Spanish and Portuguese and the American Council on the Teaching of Foreign Languages, recommend guidelines for SHL student assessment and program evaluation, and then these organizations should distribute them to professionals in the field for consideration.

The placement of heritage speakers at appropriate levels has received attention in the literature. Pino and Pino's (2005) survey of school district foreign language coordinators takes place in Texas, a state in which minority students (mainly Hispanic) make up half of the student population. Their research questions focus on the classes offer in the secondary schools specifically for SHL students, placement procedures and tests, and credit-by-examination procedures. Fifty-three percent of the districts offer SHL classes on at least some of their campuses, and there is variation in how many levels of classes are available. Placement tests are used in 61.5% of the districts, and teacher or student placement are used in the remaining districts. However, the tests, cutoff scores, skills tested, training of raters, and consideration of dialect issues vary from district to district. Half of the districts give credit for courses below placement under differing conditions, for example, based on a test score, completing the higher-level class successfully, or presenting a transcript of studies from schools in Latin America. The variation in placement test procedures and the frequent emphasis on listening and reading test sections without speaking and writing sections is problematic because SHL students' backgrounds are often oral in nature. The fact that several school districts rely on teacher and student placement instead of placement tests is also a cause for concern. In addition, many districts are not yet attending to dialect differences, and thus, might at times place students incorrectly because of a dialect bias.

A study by Valdés, Fishman, Chávez, and Pérez (2006) is more in-depth and considers placement, among other matters, in their investigation of the state of heritage language education in California. Results of this study conclude that current programs focus more on traditional institutional goals rather than Spanish language maintenance and that instruction most closely aligns with the goal of teaching a standard dialect. In addition, schools vary in their numbers of

course offerings with some schools having four-year sequences and others with only a single course. Regarding placement, 93% of participants report that SHL students are placed by counselors and advisors, 71% by teacher recommendation, and 63% by students. A small number of schools (22%) use a general examination for all students (both traditional and heritage language students). Some schools (33%) report using special placement examinations for heritage language students, which typically involve writing on personal topics and a focus on grammar.

Relating to placement procedures, G3n3lez-Pino and Pino (2000) list demographic questionnaires, self-placement, interviews, and placement exams as commonly used placement tools. Concerning placement examinations, Fairclough (2006) states that there are several tests that can be used for Spanish at the K-12 levels for diagnostic or placement purposes, such as the “Prueba de Ubicaci3n para Hispanohablantes” [Placement Exam for Spanish Speakers] developed by Otheguy and Garcia and available through McDougal Littell; the “Batería Woodcock-Muñoz Revisada”; and the “Language Assessment Scales-Oral.” Fairclough’s research focuses on placement tests at the university level, in which placement exam options are more limited. Some institutions at that level use standardized exams with heritage language learners that produce unreliable results because they were designed for foreign language students, others use the publicly available test developed by the University of Texas, El Paso by Parisi and Teschner (1983), or, as is typically the case, many use locally designed placement exams that vary because there are no norms to guide in the assessment of these students.

Other Matters Related to Teaching SHL Students

Teacher competencies and preparation. Teachers’ beliefs and competencies determine, among other things, the decisions they make in terms of class time, types of assignments, and

how and why students are motivated to learn. The literature describes several competencies that instructors must possess to best influence SHL students. According to García and Blanco (2000), teachers of SHL students need to meet the requirements expected of all Spanish teachers, and in addition, they must demonstrate the following competencies:

- minimum of advanced language proficiency;
- knowledge of appropriate pedagogical principles in language expansion and enrichment;
- theories of cognitive processing that underlie bilingualism;
- theories of social and linguistic processes that underlie bilingualism and languages in contact;
- knowledge of sociolinguistic dynamics of Spanish as a world language and as a viable system of communication in the United States;
- knowledge and understanding of the interdependence of the students' home culture with Hispanic cultures, in general. (p. 88)

In addition to a few competencies that are similar to those described above, the Hunter College-ACTFL collaboration (Webb & Miller, 2000) suggests additional competencies for SHL instructors. Some of these include:

- understanding the social, political, and emotional issues that relate to having various degrees of proficiency in a heritage language
- understanding of students' attitudes toward learning their heritage language
- integrating personal voice so as to nurture self-esteem
- being an advocate for SHL students and promoting the value of the heritage language program within the school

Potowski and Carreira (2004) further suggest the need for SHL teachers to be competent in placement testing, critical dialect awareness, and assessment.

One of the major challenges related to SHL instruction is a lack of teacher preparation and training in working with SHL students. Valdés (1995) mourns that many Spanish foreign language teachers are unprepared to meet heritage learners' linguistic needs and to recognize their cultural backgrounds. Valdés' statement is supported by Boyd's (2000) study, in which 55% of the Spanish teachers surveyed in three Louisiana school districts disagreed or strongly disagreed that they were pedagogically prepared to teach Spanish classes specifically geared towards heritage speakers. Boyd concludes that most Spanish foreign language teachers are prepared to teach monolingual English students, and not SHL students.

This lack of preparation is easily traced to a lack of teacher training in working with SHL students at the post-secondary level. In 1996, Peng pointed out that almost no universities offered teacher training programs designed for heritage language school teachers, impeding proper training. Although more universities may offer such training programs now, many of the teachers now teaching were not able to participate in them during their pre-professional training. This dearth of training at the university level may have been influenced by a lack of state or national standards for teachers in this regard. Potowski (2003) cites an informal survey taken of teachers in twelve states that reveals that only one state had requirements for SHL teachers, but no state had SHL standards. Potowski also claims that in 2003 no states offered SHL certification or endorsements for public school teachers.

Potowski (2003) and Potowski and Carreira (2004) acknowledge that a few post-secondary schools do regularly offer courses on SHL training, including Hunter College (NY), California State University Long Beach, New Mexico State University at Las Cruces, Illinois

State University, and the University of Illinois at Chicago. In addition, some universities offer full-semester courses online. For example, both Illinois State University and the University of Illinois at Chicago have SHL training courses that are only offered online. Since 2000, Weber State University (Utah) and ACTFL have partnered to offer an online foreign language methods course, and courses like this for SHL training should be further explored so that teachers nationwide can participate in this preparation.

Because many university teacher training programs do not offer entire courses specifically on teaching heritage language students, it often falls on the foreign language methods courses to do so. Potowski and Carreira (2004) studied the syllabi of 37 methods courses in 23 states that were posted online to gain insight into the role that preparation for teaching heritage language students plays in them. Of the 37 syllabi in the study, only one of them mentions heritage language issues, in spite of the fact that many of these institutions are in locations with heritage Spanish-speaking populations. They also investigated the required texts of the methods courses, and according to their findings, only two of the six books in use discuss heritage language issues. These texts, the National Standards in Foreign Language Education Project (1999) and another by Shrum and Glisan (1994), only dedicate approximately four pages each to this important subject. The other texts do not even touch upon the important topics relating to these students. The researchers conclude that even though the sample is not large enough to make generalizations, the coursework shown is clearly inadequate to train teachers to appropriately work with SHL students. For better preparation, they suggest full-semester courses in teacher preparation programs, or if this is not possible, they suggest workshops and conferences for pre-service teachers. When none of these are feasible, at least one or two days should be dedicated to SHL issues in foreign language methods courses.

In-service training for working with heritage language students is essential for both teachers with and without prior training in SHL education. Conferences are sponsored by the National Endowment of the Humanities, the Heritage Languages Initiative, New Mexico State University at Las Cruces, AATSP, ACTFL, and NABE (Potowski & Carreira, 2004). Potowski (2003) reports that many other institutions give annual workshops for their own Spanish instructors. Teachers may also participate in national listservs, such as “Spanish for Native Speakers” sponsored by ACTFL and have access to useful websites with pertinent materials

Potowski (2003) provides a model for teacher in-service training with her Heritage Language Teacher Corps (HLTC). It involves a course on Spanish literature and culture to improve reading initiative through highly relevant texts. In addition, teachers participate in a course on sociolinguistics, which assists them in recognizing the validity of their students’ language varieties. A third course is offered on methods to guide teachers to create SHL classes that more closely resemble language arts classes for native speakers. For a more extensive treatment of these courses and workshops, including reading lists used in these classes, see Potowski (2003).

Materials for teaching SHL students. Westbury (1990) says, “The textbooks teachers have are the most significant resource for their teaching and often the most significant limiting force they face as they seek to accomplish their purposes” (p. 1). The development of SHL materials for Spanish heritage language students has been taking place since the 1970s, and although there continue to be challenges in developing a well-articulated sequence for SHL instruction (Peyton, Lewelling, & Winke, 2001), materials for SHL instruction are much more accessible than materials for most other heritage languages (Scalera, 2000). The following are sources that list published resources, which were referenced by Winke and Stafford (2002):

- The American Association of Teachers of Spanish and Portuguese (AATSP, 2000) published a handbook for K-16 teachers with a list of 29 secondary and post-secondary-level SHL textbooks.
- The National Foreign Language Center (NFLC) along with the Center for Applied Linguistics (CAL) surveyed Spanish programs across the country and collected a large bibliography of textbooks and materials for SHL instruction at the secondary and post-secondary levels, available through NFLC's website (www.nflc.org).
- CAL has an online resource guide with lists of curricula and teaching materials for SHL instruction, along with links to publishers. This resource also makes available information about the LangNet Web site, Spanish for Native Speakers (SNS) Web sites, and relevant journal articles, books, conferences, and summer institutes (CAL 2001b).

In addition, Winke and Stafford (2002) say that many publishers have web pages or catalog sections for SHL materials, but educators should exercise caution in using them since some publishers may claim that their materials are suitable for heritage language students, when in reality they were never intended for this. Some publishers with materials for heritage language students are Houghton Mifflin College Division, Holt, Rinehart, and Winston, McGraw Hill Higher Education, Prentice Hall, and Prentice Hall School Group.

Scalera (2000) categorizes many of the materials made for SHL students as either books prepared for English language learners or Spanish foreign language textbooks with support materials for SHL students. Scalera says that some textbooks in the first category are excellent but warns that the principle objective of many is to support English language acquisition. Thus,

by using translations of texts that are generally used in English classrooms, they lack imagination and limit the use of the heritage culture as a medium for language learning. This is supported by Lacorte and Canabal (2003) who say that materials often "reflect a rather limited view of the varieties of the target language, the cultural identities and practices of the students, and the social and cultural environment in which instruction takes place" (p. 116). Scalera (2000) also criticizes these books, saying that they focus on isolated writing rules before allowing for much authentic use of the language. The drawback of the latter category, Spanish foreign language textbooks with supplemental materials for SHL students, is that the curriculum tends to be grammar-driven and focused on foreign language rather than heritage language priorities. Unfortunately, SHL learners may be left feeling confused and unsuccessful at using a language that is their own because they are being asked to approach it as a foreign language. When grammar instruction is given, Fairclough (2006) recommends that textbooks and curricula for heritage learners completely depart from traditional foreign language teaching methods and adjust to their needs by focusing on the few grammatical items needed to complete their linguistic systems.

It is positive that Winke and Stafford (2002) report that there are many well-developed SHL programs that include textbooks, supplementary workbooks, readers, multimedia, and Web sites with activities for separate classes of SHL students. Winke and Stafford suggest the following guidelines for selecting materials: (a) know your student population, (b) know their language proficiency, (c) know about the technology available in your school and classroom, (d) have clear goals and objectives in mind, and (e) read published reviews of the materials. Much care should be taken by educators to select appropriate materials for SHL students.

In this chapter, I have given a review of the literature on SHL education. Regardless of language proficiency, studying their heritage language has many personal and societal benefits

for SHL students, including improved academic performance. These students are often in traditional Spanish foreign language classes, which poorly fit their needs. Therefore, it is important to ensure that proper placement procedures are used and that Spanish foreign language teachers differentiate instruction to meet SHL students' unique needs. Typically, researchers agree that the best place for SHL students to develop their Spanish language abilities is in specialized classes for them. In such classes, there is often emphasis on Spanish language maintenance, acquiring a prestige variety of the language, expanding the bilingual range, and transferring literacy skills from one language to the other (Valdés, 1997). Teachers must be prepared to meet these students' needs, but unfortunately, teacher training often focuses more on foreign language rather than heritage language needs. In addition, materials for teaching these students must be carefully selected and used according to heritage language goals and objectives. There are many issues to consider in SHL education, which are investigated in my study. In the following chapter, I will describe the methods of this research, which involves a survey of Spanish teachers throughout the state of Utah.

CHAPTER 3

Introduction

The current conditions of Spanish heritage language (SHL) education in many states needs to be researched as this area's importance is increasingly recognized. This study investigates the current condition of SHL education in Utah because in recent years this state has experienced a great deal of growth in its SHL population. In this chapter, I will detail the general procedures of this study, including the participants, the measurement instrument, the data analysis, and the research questions.

Methods

I began to take interest in SHL instruction because of my personal experience teaching Spanish foreign language classes with some SHL students enrolled in my classes. I reviewed much of the literature regarding SHL issues and compiled survey questions to learn more about the current state of SHL instruction in Utah with the assistance of Dr. Blair Bateman, who specializes in Spanish pedagogy. The research questions guiding this study include the following:

- What are the characteristics of Utah Spanish teachers in terms of their beliefs about SHL students and their preparation for working with these students?
- How many SHL students do Spanish teachers have in their classes? What backgrounds do these students come from?
- How many teachers teach one or more separate SHL classes, and how are students placed into these classes?
- What areas do teachers of SHL classes emphasize? How effective do these teachers perceive their classes to be in meeting the needs of heritage language students?

- What instructional approaches do teachers use to accommodate SHL students in traditional Spanish classes? How effective do teachers perceive these classes to be?
- What challenges do teachers and schools face in creating SHL programs?

I then sent the survey questions to professionals in Spanish pedagogy and instructional design to review and test the survey items. Their feedback was then incorporated to improve the survey items. After additional refining, the survey questions were sent to the World Language Coordinator at the Utah State Office of Education for his feedback and approval. He approved the questions and gave written permission to solicit the participation of all the secondary Spanish teachers in public schools throughout the state. IRB approval was requested and granted to perform the study.

Participants

The participants for this study were the secondary Spanish teachers from traditional public schools and charter schools in Utah. With the written permission of the Utah State Office of Education, I obtained the contact information for these teachers. In order to do this, I contacted the World Languages specialists of each school district and solicited the emails of the secondary Spanish teachers within their districts. For situations in which it was not possible to obtain contact information in this way for reasons such as the absence or lack of availability of World Languages specialists, I was able to contact the individual schools or utilize district or school websites to obtain teachers' names and emails. In total, a list of 371 Spanish teachers was compiled as potential participants in the study, which were all the secondary Spanish teachers throughout the state to my knowledge.

I sent the teachers an email message that had been approved by the IRB with an invitation to participate in the survey (see Appendix A). It also included an explanation of the purpose of

the study, a promise that in exchange for their participation the results of the study would be shared with them, and a link to the online survey. When the teachers accessed this link, they were brought to a webpage for their consent of participation. This page informed them that their participation was voluntary, that all information would remain confidential, and that their responses would be reported in aggregate form. It also stated that their completion of the survey represented their consent to participate. Then teachers proceeded to complete the questionnaire.

The teachers initially received the email invitation to participate during the fall of 2008 and follow-up emails were sent to teachers who had not responded. Of the 371 secondary Spanish teachers contacted, 183 (49%) responded. However, seven of the teachers only answered the first few survey questions, so their responses were not included in the data analysis. The respondents came from 140 schools in 27 school districts, and 93% of them taught at traditional public schools, with the remaining 7% teaching at charter schools. Fifty-six percent of the participants taught at the middle school or junior high level, and forty-three percent of them taught at the high school level. More information about them can be found in the next chapter, which details the teachers' responses to the survey.

Measurement Instrument

The study consisted of one survey that the teachers completed, which may be found in Appendix B. It was administered by an online survey service called SurveyMonkey (www.surveymonkey.com) and teachers accessed it through an email inviting them to participate (Appendix A). As previously mentioned, the survey began with the consent of participation portion. Before proceeding to the survey questions, it was then also necessary to define the term "heritage language students of Spanish," because some teachers may be less familiar with this term (Appendix B). Although the term is commonly used in the research literature, to minimize

potential confusion, these students were defined simply as students who have different needs from English monolingual students because they come from homes where Spanish is spoken or from a Hispanic background.

The survey was formatted so that all participants completed the first portion, which included basic demographic information about their schools, the number of SHL students they taught, their perceptions of these students' needs, teacher characteristics in terms of preparation and language proficiency, and whether they taught any SHL classes. At that point, the participants were guided to answer a series of questions specific to SHL classes, if they taught any of these, or to questions related to teaching SHL students in foreign language classes if they did not. These questions explored a variety of issues relating to teaching SHL students, such as student placement and background, instruction, meeting their specific needs, creating SHL classes, and program support. Teachers of SHL classes were also given the opportunity to make open-ended comments about improvements they would like to make to their SHL programs, and at the end of the survey, all teachers were able to make any additional comments that they might have had about teaching SHL students.

Most items on the survey were selective response, although the majority of questions also gave participants the opportunity to answer "Other" in order to offer a differing response from those provided. Some selective response items were categorical in the nature of their response choices, such as a list of school districts. However, others were Likert items, with options such as "very poorly," "poorly," "fairly poorly," "fairly well," "quite well," and "extremely well." Two questions required participants to input a numerical response representing their total number of students as well as the number of SHL students in their classes. In order to provide a more

detailed picture of teachers' experiences and perceptions, a few items gave teachers the opportunity to answer in an open-ended manner.

Data Analysis

The data were collected in late November and early December 2008 through the online survey service, SurveyMonkey. In addition to being an efficient service for creating and collecting the survey, SurveyMonkey was a secure means of analyzing the data. Through the SurveyMonkey software, frequencies and percentages of the responses were calculated. In addition, descriptive statistics comparing groups of teachers were performed in Microsoft Excel. For the open-ended responses, the analysis was performed using NVivo software, which codes and groups qualitative data thematically. In Chapter 4 the frequencies, percentages, descriptive statistics, and qualitative analyses will be given.

CHAPTER 4

Introduction

This chapter describes the results of a survey that was administered in the fall of 2008 to gather information about the teaching of SHL students in the state of Utah. Of the 371 secondary Spanish teachers contacted (which were all of the secondary Spanish teachers in the state to my knowledge), 186 replied. Because seven of the teachers answered only the first few survey questions, their responses were not included in the data analysis, leaving 179 participants (48% of those contacted). The following data analysis in some cases compares the responses of two separate groups: participants that teach only foreign language classes (or teachers without classes for SHL students) and those that teach specialized SHL classes. Although the sizes of the two groups differ (161 foreign language teachers compared to 18 SHL teachers), this division is necessary to understand the results of some questions in their proper contexts. For other survey items, this division is not necessary and the responses are shown together.

Data Analysis

School and Classroom Contexts

The first few survey items gathered demographic information regarding the context of the Spanish instruction of SHL students throughout the state. In total, participants taught in 140 schools in 27 school districts (see Table 1). Regarding the types of schools they taught in, 93% taught in traditional public schools, and the other 7% taught in charter schools. There were nearly equal numbers of teachers at the different secondary levels, with 56% teaching at the middle school or junior high school levels and 43% teaching at the high school level. A few teachers noted that their schools combined elementary and secondary levels or combined various secondary levels, but they taught secondary level Spanish.

Table 1

School Districts in Which Participants Teach

School District	Number of Participants	School District	Number of Participants
Alpine	18	North Sanpete	1
Beaver	0	North Summit	0
Box Elder	2	Ogden	3
Cache	6	Park City	2
Daggett	0	Piute	0
Davis	11	Provo	4
Duchesne	1	Rich	0
Emery	0	Salt Lake City	5
Garfield	0	San Juan	2
Granite	24	Sevier	3
Iron	4	South Sanpete	2
Jordan	25	South Summit	0
Juab	0	Tintic	1
Kane	1	Tooele	7
Logan	5	Uintah	0
Millard	1	Wasatch	3
Morgan	0	Washington	9
Murray	4	Wayne	0
Nebo	10	Weber	14
		Other ^a	8

^a “Other” responses included some teachers at charter schools rather than traditional public schools.

The greatest number of participants reported teaching in suburban communities (46%), followed by urban communities (22%), small towns (22%), and then rural communities (10%). Most schools were situated in predominantly English language neighborhoods, with a few in mixed English and Spanish languages neighborhoods, multilingual neighborhoods, and mainly Spanish language neighborhoods. The responses of teachers with heritage classes and those without heritage classes regarding the social contexts of their schools in terms of languages spoken can be seen in Table 2. The differences between the responses of the two groups were most pronounced with a higher percentage of teachers without heritage classes teaching in

schools located in mainly English neighborhoods and a higher percentage of teachers with heritage classes being in multilingual neighborhoods.

Table 2

Social Contexts of Schools in Terms of Languages Spoken

Answer Options	All Teachers	Teachers without SHL classes	Teachers of SHL classes
Mainly English language neighborhood	74% (133)	79% (127)	33% (6)
Mainly Spanish language neighborhood	1% (1)	1% (1)	0% (0)
Mixed English and Spanish language neighborhood	15% (27)	14% (23)	22% (4)
Multilingual neighborhood	10% (18)	6% (10)	44% (8)

Ninety-two percent of all Spanish teachers instruct at least some SHL students in their classes, but percentage of SHL students in secondary Spanish teachers' classes greatly varied. Teachers were asked to describe the total number of students in their Spanish classes as well as how many of them were SHL students. Then the first total was divided by the second to find the percentage of SHL students for each teacher. On average, 11% of teachers' students were SHL students. However, there was a great deal of variation among the many teachers' numbers of SHL students, as shown by the large standard deviation of 16 and the range of some teachers with 0% SHL students and others with 100% SHL students. In looking at the results by groups, teachers without SHL classes, not surprisingly, tended to have fewer SHL students (M=10%, SD=15), and teachers of SHL classes had more (M=25%, SD=14). It should be remembered that many teachers of SHL classes are also likely to teach regular foreign language classes, resulting in a mix of SHL learners and traditional foreign language students in the results from these teachers.

Because the term *Spanish heritage language student* does not uniformly describe students' unique backgrounds, the survey asked all teachers regarding what generation of Spanish speakers their SHL students were. Table 3 summarizes the teachers' responses about the backgrounds of their SHL students.

Table 3

Backgrounds of SHL Students in SHL and Foreign Language classes

Answer Options	All teachers	Teachers without SHL classes	Teachers of SHL classes
Recent immigrants	54% (96)	49% (79)	94% (17)
First generation Spanish speakers born in the U.S.	80% (143)	78% (125)	100% (18)
Second or third generation born in the U.S.	70% (126)	70% (113)	72% (13)
I don't know.	4% (7)	4% (7)	0% (0)

Note. Percents do not total to 100 because the question allowed for more than one response.

As shown in Table 3, many of the students that these Spanish teachers interact with were born in the United States and not in the countries of their heritage language. More teachers reported having SHL students that were born in the United States (269 responses) than having recent immigrants (96 respondents). For teachers without SHL classes, this is especially true, with 49% of teachers that had recent immigrant students compared to 78% of teachers that had first generation and 72% that had second and third generation students in their classes. A much higher percentage of students in SHL classes (94%) were recent immigrants compared to the percentage in Spanish foreign language classes (49%).

In their neighborhoods, SHL students may be surrounded by higher or lower concentrations of speakers of Spanish, English and other languages. The classroom contexts in Utah are interesting because many Spanish classes consist of both SHL students and traditional

foreign language students. Even among those that are SHL students, several different backgrounds exist, which may result in many different levels of proficiency.

Teacher Characteristics

Teachers demonstrated varying levels of confidence in working with SHL students, as well as differing backgrounds in their preparation and training for working with these students. The distinction between the responses of teachers with SHL classes and those without must be interpreted with caution because of the size differences of the two groups, but these results are, nonetheless, considerable. The differences between the groups in their feelings of preparation to address students’ needs is indicated in their responses (see Table 4) to the question, “In terms of your own professional training and experience, how prepared do you feel to address the special needs of heritage language students?”

Table 4

How Prepared Teachers Feel to Address the Needs of SHL Students

Answer Options	All Teachers	Teachers without SHL classes	Teachers of SHL classes
Not at all prepared	4 (2%)	4 (3%)	0 (0%)
Poorly prepared	32 (18%)	30 (19%)	2 (11%)
Somewhat prepared	65 (37%)	58 (37%)	7 (39%)
Adequately prepared	47 (27%)	43 (27%)	4 (22%)
Very well prepared	28 (16%)	23 (15%)	5 (28%)

A higher percentage of those that teach SHL students than those who do not felt more prepared to meet SHL students’ needs. Whereas 22% of teachers without SHL classes felt “not at all prepared” or “poorly prepared,” 11% of teachers of SHL classes felt this same way. Teachers of SHL classes demonstrated more confidence, with 28% of teachers feeling very well prepared compared to only 15% of teachers without SHL classes that felt the same. Nearly equal percentages of both groups (37% of teachers without and 39% of teachers with SHL classes) felt

somewhat prepared to address SHL students’ unique needs. Unfortunately, half or more than half of the teachers from both groups felt less than adequately prepared to address the special needs of SHL students.

In addition, one survey item asked teachers, “In terms of your own Spanish language skills, how confident do you/would you feel in teaching a class for heritage language students of Spanish?” Their responses, as well as the differences in the responses of Spanish teachers with and without SHL classes, are shown below in Table 5. Overall, higher percentages of teachers with SHL classes responded with more confidence in terms of their language skills than did those without SHL classes.

Table 5

Teachers’ Confidence in Teaching Classes for SHL Students in Terms of their Spanish Language Skills

Answer Options	All Teachers	Teachers without SHL classes	Teachers of SHL classes
Not at all confident	2% (3)	2% (3)	0% (0)
Minimally confident	9% (17)	11% (17)	0% (0)
Somewhat confident	27% (49)	29% (46)	17% (3)
Mostly confident	34% (61)	34% (54)	39% (7)
Very confident	27% (49)	25% (41)	44% (8)

The difference between the confidence levels of those teachers with and those without SHL classes is most striking with the responses “mostly confident” and “very confident.” Whereas 59% of the teachers without SHL classes selected one of these two responses, 83% of teachers of SHL classes selected the same. On the other hand, 42% of teachers without SHL classes were “not at all confident,” “minimally confident,” or “somewhat confident,” but only 17% of teachers of SHL classes selected “somewhat confident, and none selected the lower two categories. The entire group of teachers with SHL classes felt at least some degree of confidence in teaching SHL classes whereas this was not always the case with teachers without SHL classes.

Because teachers' language backgrounds may influence their confidence in teaching SHL students, one question elicited the participants' language backgrounds. The question asked, "Do you consider yourself a native speaker of Spanish?" (In hindsight, it would have been better to give teachers the option of classifying themselves as heritage speakers rather than native speakers due to the differences between the uses of the two terms in this study.) Of the teachers with SHL classes, 83% considered themselves non-native speakers, while 11% classified themselves as native Spanish speakers. These percentages were very similar to those of teachers without SHL classes, with 84% responding that they were not native speakers and 14% responding that they were. The remaining teachers' responses were marked "Other," generally stating that they were nearly native-like in their Spanish abilities.

How Spanish teachers received training, if at all, is an important issue to consider. Table 6 summarizes the results to the question, "If you received special preparation for teaching heritage language students, how did you receive it?"

Table 6

Teachers' Preparation for Teaching SHL Students

Answer Options	All Teachers	Teachers without SHL classes	Teachers of SHL classes
I have not received special preparation for teaching heritage language students.	80 (45%)	79 (50%)	1 (6%)
Methods classes in college	48 (27%)	42 (27%)	6 (33%)
Professional development classes or workshops	63 (35%)	47 (30%)	16 (89%)
Discussion with colleagues	41 (23%)	37 (23%)	4 (22%)
Personal Research	35 (20%)	26 (16%)	9 (50%)
Other	23 (13%)		

Note. Percents do not total 100 because the more than one response was allowed for this question.

There was a gap between teachers with (6%) and without SHL classes (50%) in terms of their lack of special preparation for teaching SHL students. A large difference also existed in the

number of teachers participating in professional development classes or workshops, with many more teachers of SHL classes that have participated in them. More teachers with SHL classes also did personal research to prepare themselves to teach SHL students. Teachers' "other" responses included experience working with heritage students of Spanish in the classroom (8 responses), experience living in a Spanish-speaking culture (6 responses), experience with or certification in ESL (4 responses), classes in graduate school (2 responses), and reading the textbooks' materials for heritage students (2 responses).

SHL Students in Spanish Classes

According to the Spanish teachers in this study, SHL students were placed in Spanish foreign language and heritage language classes for a variety of reasons. Table 7 summarizes teachers' responses to the question "For what reasons are heritage language students placed in your Spanish class(es)?" The results showed that the most frequently chosen responses from teachers of both types of classes were that their SHL students took Spanish based on their parents' desire and/or their own desire to improve their heritage language. The third most frequent response by teachers with SHL classes was that students wanted to improve their Spanish for professional use, and for teachers without SHL classes, it was that administrators or counselors believed that it would be an "easy" class for them. The most common "other" responses to this question were that students believed it would be an easy class (10 responses), it would help them to gain a foundation in Spanish by which to improve their English (5 responses), and Spanish was used as a "filler" class (5 responses). Additional responses included that these students needed it to fulfill a school requirement (4 responses), and students wanted to learn to read and write in Spanish (3 responses). One teacher mourned that the students placed in Spanish classes are often not well-matched for these courses:

Students often end up with electives at random. There is no screening process. When I ask, I am told that there's no place else for them, and they need to learn to read and write in Spanish anyway. The trouble is that native Spanish speakers are routinely thrown into Spanish I, which is pretty much like tossing an English-only student into our Newcomers ESL program to improve their reading and writing in English.

Table 7

Teachers' Perceptions of Why SHL Students Take Spanish Foreign and Heritage Language Class(es)

Answer Options	All Teachers	Teachers without SHL classes	Teachers of SHL classes
They are struggling academically in other areas.	50 (28%)	45 (28%)	5 (28%)
Administrators or counselors believe it will be an “easy” class for them.	81 (46%)	75 (47%)	6 (33%)
They want to fulfill a college entrance foreign language requirement.	63 (36%)	56 (35%)	7 (39%)
They want to improve their Spanish for personal use.	97 (55%)	82 (52%)	15 (83%)
They want to improve their Spanish for professional use.	29 (16%)	20 (13%)	9 (50%)
Their parents want them to improve their Spanish.	105 (60%)	89 (56%)	16 (89%)
I do not know.	28 (16%)	26 (16%)	1 (6%)
Other (please specify)	43	37	6

Note. Percents do not total 100 because more than one response was allowed for this question.

The next question was “What do you believe are the THREE skills that heritage language students of Spanish have the greatest need to develop?” Because the question permitted more than one response, percents did not total 100. Overall, teachers believed that writing was the most important skill for SHL students to develop (91%), followed by grammar (72%), and reading (62%). Fewer teachers selected professional skills (28%), vocabulary (20%), and cultural awareness and appreciation (18%). Very few teachers believed that speaking (4%) and listening

(3%) were among the most important skills for SHL students to develop. Some teachers mentioned spelling (3%) in the “other” category as one of the most important skills that SHL students need to develop. One teacher pointed out that SHL status does not always ensure Spanish language proficiency and that as a result SHL students have varying needs. This teacher said, “This question is a bit difficult to answer because I have students who speak fluently yet struggle with grammar. Others need assistance with everything because their background is Hispanic but that is the only contact they have with the language/culture.”

Next the survey asked, “Do you currently teach one or more classes designed specifically for heritage language students of Spanish?” Their responses to this question then directed them to sections of the survey specific to either SHL classes or regular Spanish foreign language classes, depending upon their responses. Ten percent of the participants did teach SHL classes, and 15% did not but stated that other teachers in their schools did. The remaining 75% did not teach SHL classes nor did their schools offer separate classes for heritage learners. According to the Utah State Office of Education (USOE), SHL classes are available at 12% of Utah secondary schools. This figure is quite close to the 10% of respondents who reported that they actually teach separate SHL classes in the study. According to USOE, these separate classes are available at 17% of high schools, 12% of middle schools and 7% of secondary-level charter schools (G. Roberts, personal communication, February 17, 2009).

Responses of teachers of foreign language classes. Because only 17% of high schools and 12% of middle schools or junior high schools in Utah offer specialized Spanish courses for heritage language students, Spanish foreign language teachers are an important source of information about SHL students in the state of Utah. Spanish teachers who answered that they did not teach SHL classes were directed to 10 questions and an additional open-ended response

response question to elicit information relating to their experiences with SHL students. These questions elicited information regarding the foreign language class levels in which students were initially placed, students' special roles, accommodations available in and used with materials, instruction, and assessment, as well as the extent to which teachers felt that SHL students' needs were being met in their foreign language classrooms. Teachers were also asked about their schools' experiences in creating a separate class or program for SHL students and any actual or anticipated challenges to doing so.

There were 161 teachers of foreign language classes that participated in this study and answered the first several questions, which were designed for all Spanish teachers. However, one of the beginning questions in this section for teachers without SHL classes allowed them to respond that they did not teach any SHL students, thus eliminating these teachers from answering the questions that would follow and be irrelevant to them. Of the 161 foreign language teacher participants, 13 of them did not teach any SHL students, leaving 148 teachers to respond to most of the questions of this section.

The first question in this section asked teachers, "What level(s) of Spanish foreign language classes are heritage language students generally placed in initially in your school? Select ALL that apply." To this question, 63% (102) of the 161 foreign language teacher participants responded that SHL students were generally placed in beginning Spanish foreign language classes at their schools, followed by 59% (95) responding that they were placed in intermediate level classes. Fewer responded that SHL students were placed typically in more advanced classes, with 22% (36) responding that they were placed in advanced foreign language classes and 4% (7) responding that they were placed in Spanish literature classes. Some teachers (7% or 11 participants) did not know which classes SHL students were placed in typically.

Because teachers could give more than one response to this question, it is evident that some schools place SHL students at various levels. One teacher described the reason for this at one school, “Depends on the needs of the students and the purpose for being in the class.” However, overall, it is evident that there is a pattern of putting these students in less advanced levels because there were 197 teacher responses that SHL students at their schools generally were placed in either beginning or intermediate level Spanish classes, compared to 43 responses that these students were often placed in advanced classes or literature classes.

Accommodations for SHL students. In traditional Spanish foreign language classes, teachers may make accommodations in order to make learning more appropriate for their SHL students. One means of accommodating SHL students may be to give them the opportunity to lead out in class through special roles. One survey question asked, “What special roles are heritage language students assigned to in your classes?” Teachers’ responses are summarized in Table 8. The percentages of this question and those that follow are based on the 148 teachers that did teach SHL students.

Table 8

Special Roles Assigned to SHL Students in Foreign Language Classes

Answer Options	Responses
None	24% (36)
“Native” informant on language	64% (94)
“Native” informant on culture	59% (88)
Tutor for other students	48% (71)
Teacher’s aide (correcting other students’ work, etc.)	19% (28)
Other (please specify)	9% (14)

Note. Percents do not total to 100 because the question allowed for more than one response.

Although some Spanish foreign language teachers did not assign SHL students in their classes any special roles, 76% of them did. Many teachers utilized SHL students as “native” informants on language or culture, and many also relied on SHL students to tutor other students,

with a few specifying in their “other” comments that they placed them as partners with “non-native” students. One teacher commented that SHL students often help tutor others unofficially, but this teacher added that “often [the SHL students] get tutored on the grammatic aspects of the language too.” Another teacher echoed the same sentiment and said, “They are mixed with other students in groups so that they can offer help in Spanish and English speaking students can offer help in grammar.” Thus, the tutoring at times may be reciprocal between SHL and non-SHL students, both helping each other with their strengths. Finally, some teachers had these students do work associated with teacher’s aides, such as correcting other students’ work.

Several textbook programs include materials or suggestions for how to make accommodations for heritage language students and can be valuable resources. However, some teachers may or may not have access to these materials, and they may use them to different extents when they are available. Two survey questions identified the materials available to help make accommodations and how often these materials were used.

The first question, “What accommodations are made for heritage language students in the textbooks and materials for your classes?” met with various responses. According to the data, a considerable number of Spanish foreign language teachers (40%) had textbooks or materials that did not make any accommodations for SHL students. This may greatly limit these teachers in making accommodations for their students. Other teachers did have textbooks and materials that included accommodations. Some had textbooks and materials that offered suggestions for adapting activities to SHL students (47%), and some had materials that came with special workbooks for SHL students (29%). Slightly fewer had materials that included suggestions for how to adapt assessments (28%) or had materials with separate assessments for SHL students

(22%). The most common “other” response (5%) was that these teachers did not use a textbook but rather had materials that they had created or accumulated.

The following questions asked teachers how often they utilized the assigned textbooks’ and materials’ accommodations with their heritage language students, how often they made accommodations to assessment, and how often they made accommodations to instruction. The results to these questions are shown in Table 9. Interestingly, more than half (56%) responded that they “never” or “rarely” used the assigned textbooks’ and materials’ accommodations. High percentages of teachers also neglected to make accommodations for SHL students in their assessments and instruction. However, promising numbers of teachers “sometimes,” “often,” or “always” used accommodations from their textbooks and materials (24%), made accommodations to assessment (42%), or made accommodations to instruction in general (53%).

Table 9

Frequency of Accommodations Made for SHL Students

Types of Accommodations	Never	Rarely	Sometimes	Often	Always
Use accommodations in assigned textbooks and materials	27% (40)	29% (43)	15% (22)	8% (12)	1% (2)
Make accommodations to assessment	25% (37)	33% (49)	27% (40)	12% (18)	3% (4)
Make accommodations to instruction	16% (24)	30% (45)	36% (53)	14% (21)	3% (5)

In order to understand better how teachers make accommodations for SHL students, the Spanish foreign language teachers were given the opportunity to reply to a free-response prompt: “Please briefly describe what adjustments, if any, you make to your curriculum, instruction, assessments, or other areas in order to meet the needs of heritage language students in your foreign language classes.” One hundred of these one hundred forty-eight foreign language teachers described some of their accommodations in this section. For summaries of teachers’

responses to this survey item, see Table 10. The verbatim responses to this question can be found in Appendix C.

Table 10

Summary of Adjustments Made to Meet SHL Students' Needs in Spanish Foreign Language Classes

Summary of "Other" Responses	Number of responses
No adjustments	18
Emphasize writing	18
Give separate, additional, or more challenging assignments	18
Emphasize grammar	17
Emphasize reading	16
Emphasize spelling, accent marks, and punctuation	16
Use students as native informants or models	15
Set higher standards or expectations for heritage students	9
Have heritage learners help other students	8
Emphasize vocabulary	7
Help heritage students learn English	7
Use more Spanish in class	7
Emphasize cultural awareness	5
Place heritage students in AP classes or use AP materials	4
Place heritage students in cooperative learning groups	3
Pre-assess the language skills of heritage students	3
Teach content-based lessons / use content-based materials	2
Emphasize speaking and pronunciation	2
Meet with heritage students outside class	2
Place heritage students in higher-level courses	2
Teach learning strategies	1
Accept regionalisms	1
Involve heritage students in community activities	1
Involve heritage students in self-assessment	1
Use TPR Storytelling	1

The most frequent adjustments teachers described included some form of differentiation to instruction for SHL students, such as giving separate, additional, or more challenging assignments. Teachers also said that their focus was different with these students because they emphasized writing, reading, grammar, spelling, accent marks, and punctuation more with them than with their other students. As previously mentioned in another survey item, some teachers described using SHL students as native informants or models, and they often arranged for them

to help other students. In general, many teachers set higher standards or expectations for heritage students' work in Spanish because of their prior background and set higher standards for themselves as teachers by using more Spanish in the classroom. In addition, some teachers saw Spanish foreign language classes as an opportunity for SHL students to improve their English acquisition through dual language vocabulary lists or reading assignments.

It is evident, however, that differentiation for SHL students can be time-consuming and that some teachers may find it unmanageable when they only have a small group of SHL students in their classes. For example, one teacher openly commented, "This sounds bad, but when there is a class of 35-40 students, then there is not much time to deal with helping the heritage students more." Another teacher simply expressed the following after a school year of making separate assignments for one SHL student, "I don't feel that it is worth it to make an entirely new curriculum for such a small group of students."

Some teachers felt that making accommodations for SHL students was worthwhile, but they had difficulties effectively realizing them. One teacher stated that differentiation was difficult to manage because the SHL students often needed to be separated from the rest of the class to concentrate on reading. These separations sometimes lead to difficulties in keeping SHL students on-task or caused the teacher to be unavailable to assist them. Another difficulty expressed by some teachers was that their SHL students did not want to be given work that was more appropriate to their linguistic level instead of the regular class assignments. One teacher said, "I usually discuss with them if they would like to have accommodations which help them learn more and progress more quickly. Usually they are not interested in being pushed ahead of their peers."

Teachers' attitudes regarding the fairness of making adjustments for SHL students varied considerably. Whereas some teachers in this study felt that making adjustments for SHL students would be unfair, other teachers saw them as essential. These distinct perspectives are exemplified in the following comments made by teachers. One teacher said, "I make very few adjustments if any. They have to meet the same standards as any other student in the class. . . . They have to learn by being 'thrown into the fire' so to speak." On the other hand, other teachers recognized the equity of making accommodations based on students' unique backgrounds. For example, one teacher said, "We identify problem areas and then set goals to improve on those areas." Teachers' willingness to make adjustments for SHL students determines how appropriate traditional Spanish foreign language classes may be for them.

Creating separate classes or programs for SHL students. With growing populations of SHL students in Utah and a great deal of literature that supports heritage language instruction, some schools may attempt or have attempted to create separate classes or programs for SHL students in their schools. One question asked, "What best describes your school's current experience with creating a separate class or program for heritage language students of Spanish?" Forty-three percent of teachers responded that their schools have never considered it and 6% that their schools have considered it but have not seen a need for it. In addition, 21% responded that their schools have considered it but have not done anything about it yet. In addition, 2% reported that their schools have attempted to create classes or programs without success and 7% that they previously had programs for heritage students, but they have been discontinued. At the time of the survey, plans were underway to create programs for heritage students at 3% of the teachers' schools, and 12% of their schools currently had a program for heritage language students of Spanish.

Teachers were then given the opportunity to select all responses that applied to the question “What challenges have you experienced or would you anticipate in the creation of a class or classes specifically for heritage language students.” More than half the teachers selected budgetary challenges (58%), and about a quarter (26%) felt that there would be difficulty in finding qualified teachers and quality teaching materials. Some also felt that they would lack support from administration (18%) or parents (8%). Many felt that there would be a lack of student interest in such classes (48%), and some teachers expressed that there would not be sufficient numbers of SHL students at their schools (9%) to justify the creation of such classes in their “other” comments. Four teachers simply stated that their schools have ESL classes, implying that these classes address SHL students’ needs. A couple of teachers even described their hesitation about having classes specifically for SHL students because of behavioral problems. Specifically, one teacher expressed apprehension about having a class filled with SHL students because that particular school faced gang related problems that included some of these students. Whether based on finances, support, interest, numbers, or social problems, there are several challenges that schools in Utah face in creating SHL programs.

Responses of teachers of heritage language classes. A separate section of the survey was designed for teachers of classes specifically geared towards SHL students, which was completed by 18 participants. Many of these participants taught one or more levels of classes for SHL students, including beginning (78%), intermediate (61%), and advanced (28%) classes. Although the results reported here should be interpreted with caution due to the small number of teachers, the responses of these teachers were insightful in understanding the current state of SHL education in Utah.

SHL classes and students. In order to learn more about the SHL classes offered in Utah, one survey question asked, “What levels of Spanish classes for heritage language students exist at your school?” According to teachers’ responses, in many of Utah’s schools with SHL classes, there was no differentiation between the various proficiency levels. Fifty-six percent of teachers of these classes reported that all SHL students were in the same classes at their schools, regardless of competency and skill levels. The remaining SHL teachers reported that some of their schools offered more than one level of SHL courses. They reported that 39% of their schools offered beginning SHL classes, 33% had intermediate SHL classes, and 17% offered advanced SHL classes.

The next question inquired regarding which classes participants taught – beginning, intermediate, or advanced. This question inadvertently omitted as a possible response classes without differentiation between proficiency levels, which more than half of the participants of this section said existed at their schools in the prior question. Because of this lack of alignment with the preceding question, these results are incomplete. From the possible responses, 78% of the participants of this section taught beginning classes, 61% taught intermediate classes, and 28% chose advanced classes. As discussed previously (see Table 3), many students in SHL classes have come from a variety of backgrounds, including recent immigrants, first-generation born in the U.S., and second- and third-generation born in the U.S. In schools where there is differentiation between levels, these students are able to receive instruction more matched to their levels. However, more than half of these teachers have reported that their schools do not offer classes that are differentiated by levels.

Much has been said in the literature about the specific needs of heritage language learners. The body of literature points to several areas that should guide instruction for these

students, therefore, one question asked, “What are the principal objectives emphasized in your Spanish heritage language class or classes?” All respondents emphasized literacy and agreed that, specifically, both reading and writing skills were among their main objectives. The majority also emphasized expanding SHL students’ vocabulary and improving their grammar skills (82%). Not only did most of these teachers focus on linguistic aspects of Spanish, but many of them also responded that they wanted to help students to develop an appreciation for and understanding of Hispanic cultures (71%) and literatures (65%). Half of the teachers were focused on a practical application of Spanish for their students by helping them to develop professional skills in the language (53%). A minority of teachers emphasized developing speaking skills (41%), acquiring a standard variety of Spanish (35%), and developing listening skills (24%). These results show these teachers’ priorities, which carry over into instruction and learning outcomes.

Teachers of SHL classes delivered instruction to students from a variety of resources. Fifty-nine percent of teachers used texts that were written specifically for SHL programs. This same percentage of teachers used authentic texts from Spanish-speaking countries that were written for native speakers of Spanish. Some SHL teachers reported that they were left to use texts for Spanish foreign language programs that have varying degrees of attentiveness to SHL students. For example, 41% of SHL teachers responded that they used foreign language texts that made accommodations for heritage language students, whereas 18% of SHL teachers used foreign language texts that did not have any such accommodations. One teacher used young adult novels that had been translated from English to Spanish and said, “This way students with lower reading abilities can use the original English text outside of class to aid their comprehension.” With the seeming scarcity of texts written specifically for SHL programs in use

in Utah’s SHL classes, it is little wonder that the greatest percent of teachers (88%) reported making their own materials.

Support for any education program is imperative to its vitality, and SHL teachers described the level of support that they felt they received from two important sources – parents and administrators. Fortunately, nearly all teachers felt at least some support from these sources; 94% of teachers perceived both parents and administrators to be somewhat, mostly, or very supportive of their SHL programs. A higher percentage of teachers perceived administrators to be supportive than they perceived the same of parents. According to their responses, 59% of SHL teachers felt that administrators were mostly or very supportive, but only 35% of participants perceived that parents demonstrated the same levels of support. Table 11 shows the responses of participants in regards to this question.

Table 11

Parental and Administrative Support for SHL Programs

Answer Options	Parental Support of SHL Program	Administrative Support for SHL Program
Not at all supportive	6% (1)	0% (0)
Mostly unsupportive	0% (0)	6% (1)
Somewhat supportive	59% (10)	35% (6)
Mostly supportive	29% (5)	41% (7)
Very supportive	6% (1)	18% (3)

Many advocates of bilingual education see this instruction as most beneficial when it takes place over several years, resulting in greater strides in educational attainment (Thomas & Collier, 2002). Therefore, it is important to consider how many years of SHL classes students have available to them. Because this survey focused on SHL education at the secondary level, the survey did not inquire about the availability of these classes at the primary level. Instead, teachers were asked if their middle school and junior high school students would be able to

continue taking SHL classes at the high schools they would attend. Of the SHL teachers, nine taught at middle school or junior high schools, and six of these said that their students would be able to continue SHL classes at the high schools their schools fed into. Five of these six teachers taught in Granite School District, which, as previously mentioned, launched an SHL initiative throughout its district within the last few years.

Suggestions for improvements to SHL programs. Teachers are at the forefront of education, and their perspectives on new directions that should be taken to improve the education of their students should be at the heart of reform. In this survey, SHL teachers were given the opportunity to suggest any changes that they would like that would improve their schools' programs for heritage students of Spanish. Many of their responses touched upon common themes, such as the need for better instructional materials, improved placement of students in SHL classes, and more levels of courses for their schools' heritage language students. Verbatim responses to this question can be found in Appendix D.

Teachers commonly responded that they needed more materials to be available to them for their SHL classes. One teacher simply stated, "We need more money for new classroom materials." Another expressed a desire for a better video library. Two teachers wanted more reading materials that were more appropriate to their students' levels. For example, one said, "Much of the literature is too 'high brow' for junior high students." It may be difficult to find reading materials that students both relate to and that are linguistically appropriate. Along similar lines, one teacher said, "I would like to find more appropriate materials for my students. Some readings that are age appropriate, but written on about a second or third grade levels. I find that these students are either quite literate or not literate at all--and many of them are very low-level in both English and Spanish."

Additional levels of SHL classes were needed in some schools because teachers faced the challenge of having several levels of SHL students together in the same classes. As was described earlier, more than half of these teachers reported that their SHL students are all together because SHL classes are not differentiated by level. One teacher expressed, “We need two levels so that those that are functioning higher can go ahead and those with basic skills can practice at that level and try and achieve a higher status.” When SHL students are mixed with non-SHL students, or when SHL students of varying levels are together, it can be difficult, although not impossible, instructionally. As one teacher said, “We are a small school so I have two classes within one and teach two lessons a day and it is quite difficult but it is better than nothing.” Although this teacher and others do the best that they can in these circumstances, many teachers would prefer to have SHL classes divided by levels.

Teachers also commonly described the need for improved placement of SHL students in SHL classes. One participant recommended, “Some sort of screening process needs to be in place. My heritage class has become a dumping ground for native speakers. So many bad apples hurt the bunch.” According to this participant, some SHL students may not qualify for nor should participate in SHL classes, and more care needs to be taken in placing them in appropriate courses. Another participant gave specific actions that could improve student placement: “Utilize a placement test before students register for class. . . . Ask that counselors/administrators be on the ‘same page’ in the program with placing students in the classes.” Placement tests and coordination between teachers, counselors, and administrators are vital to proper placement.

According to the responses in this section of the survey, SHL students had a variety of needs and came from several different backgrounds. Some schools did and others did not offer more than one level of SHL courses. The majority of participating teachers’ main objectives

included Spanish reading skills, writing skills, vocabulary, grammar, and developing an appreciation of Hispanic cultures and literatures. Many SHL teachers did not have materials specifically written for SHL students and must rely on other sources for their instruction. In addition, more teachers perceived administrators to be supportive than the number of teachers that viewed parents as such, although few teachers felt that they completely lacked support from these sources. Many middle and junior high schools with SHL programs had SHL programs at the high schools that they fed into, allowing their SHL students the opportunity to continue to progress with their heritage language skills. Teachers expressed that they would like to see improvements in their materials, student placement, and the number of SHL levels offered at their schools.

Teachers' additional comments and their perspectives on the effectiveness of their classes in meeting SHL students' needs. At the end of the survey, all participants, both SHL and non-SHL teachers, were given the opportunity to make additional comments regarding SHL instruction. Their verbatim responses can be found in Appendix E. The most frequent theme of their comments touched upon the need for separate classes for SHL students as opposed to having them in traditional Spanish foreign language classes. The following quotes were representative of their ideas on this matter:

They need something to improve their own Spanish skills, but should not be allowed to take a beginning Spanish I class. They do need their own class.

They really need another class. I feel bad about the fact that I can't help them in the areas they need. They basically fall into the background. Other than that, a majority of my native speakers don't do well in my class grade wise. They have a hard time with

understanding the grammar charts because they didn't learn the language with charts.

They have a hard time with basic grammar concepts and analyzing their own language in that way (present tense, past tense, imperfect tense). They know how to speak it but have a hard time analyzing it. They need spelling lessons, books to read, and to be able to write meaningful things in their language.

I really wish we could have a class just for heritage language students to teach them reading and writing skills and a bit about other cultures in the Spanish-speaking world.

I've asked and the only reaction was to tell me we couldn't afford a class for so few students.

They are usually a great addition to my classes but occasionally, I will have students who are ready for more intensive instruction but there is no way to deliver it at this time.

Because of the system requiring two years of a foreign language, we don't have a way for them to test out and receive credit.

Although most participants in the survey agreed that SHL students need their own classes, some teachers believed that there are benefits to having them together with non-SHL students.

I see a need for them to have their own class but also the great advantages of having them together with my American students. I love seeing them help and teach each other and learn to cross racial boundaries. I have seen many positive interactions and am not sure I want to split them up! It's a hard one to decide. I see a need at our school for them to

interact and become friends so that races are not divided and so they learn to respect and understand each other.

Since I only have two heritage Spanish speaking students, it is not a huge deal. In fact, these students are more successful than their white monolingual counterparts in this subject area so this is a positive response

Teachers' attitudes towards SHL students in general and their experiences teaching them fell along a wide spectrum. Whereas some teachers expressed that they have had positive experiences with them, several expressed frustration at the challenges that they have faced with this group, including problematic attitudes that some SHL students have had. The following quotes describe both opinions:

In watching a fellow teacher struggle with how to teach these students, I would say that most of the challenge comes from the resistance of the students to accept any type of Spanish other than what they've heard at home or on the streets (which is usually pretty low-level Spanish that is full of slang). The classes are also challenging because of the mixture of students who won't work together because they belong to rival Hispanic gangs.

Many feel that if they can speak the language, they don't have a need to learn to read or write it. Many are struggling with cultural traditions (either generated from the community or from their sub-culture within the school) that inhibit their productivity. Many simply do not complete assignments nor see the value in getting good grades in a

class. A class of just heritage language students could be a disaster in terms of behavior problems and productivity.

It has very rarely been a positive experience for me or the heritage student or the other kids in the class. The other kids in beginning classes are intimidated by the student and it inhibits their speaking. The heritage students are often unteachable because they think they know it all, or they think that that can communicate well enough to get along so why should they worry about doing it correctly? When they are in classes where the instruction aimed at the class is too easy for them, they become bored (for which I don't blame them) and disruptive. If the vocabulary or culture taught is different from what they learned they don't feel like they should have to learn it.

In my experience the 50% of the students are not interested in taking the Spanish class. They think that [it] is too easy, and that they already know how to speak Spanish. . . . Some are really grateful to continue learning their language.

I enjoy the students that I have currently and would like them to continue in the Spanish curriculum.

Another topic that participants focused on in their comments included their desire for more training in best practices with SHL students. In particular, one teacher said, "I would like ideas of how to make their experience more beneficial in my Level 1 class without them just feeling like they had extra work." Another said, "We need more workshops to teach the teachers who have no specific training in this area." These comments support the data gathered earlier in the survey that demonstrate that many teachers lacked specific training in SHL instruction.

Many teachers with experience working with SHL students were attune to the areas in which SHL students needed emphasis that differ from those needed for non-SHL students, and they focused on these in their comments. These teachers emphasized the need for Spanish literacy skills upon which to build a foundation, linguistic skills such as grammar and vocabulary, and an awareness of and pride in their cultural heritage. The following quotes demonstrate these areas of focus:

Throughout my many years of teaching, I have noticed that these students have several special needs including a greater awareness of their own cultural heritage. They need to be treated with respect in front of the other students and they need to be provided with more opportunities to read and write in Spanish.

I think we really need to teach them basic literacy, as well as pride in their heritage. . . . Too many of them are just sliding through the required grades and then dropping out. I see too many failing to graduate from High School; some because of early parenthood, many because they never got the basic language tools they need for success.

The students I have now tend to be very different from the ones I taught fifteen or twenty years ago. Many of the students I have now are bilingual, but they lack skills in grammar, reading, writing, and vocabulary. Thus, the emphasis has changed. We have a new text geared to their needs, and we have moved in that direction.

Teachers have shared many important perspectives on SHL education, and an additional insight that they provided is their view on the success of their classes for their SHL students. All participants were given the opportunity to answer the question “To what extent do you feel that

these students' needs are being met in your Spanish foreign language class(es) or heritage language class(es)? Their responses can be seen in Table 12. Overall, most teachers of SHL classes seemed to feel that their classes were better able to meet SHL students' needs than teachers without SHL classes did.

Table 12

How Well SHL Students' Needs are Met in Spanish Foreign and Heritage Language Classes

Answer Options	Teachers without SHL Classes	Teachers of SHL Classes
Very Poorly	9% (13)	0% (0)
Poorly	35% (51)	11% (2)
Fairly Well	40% (59)	50% (9)
Quite Well	14% (21)	33% (6)
Extremely Well	2% (3)	6% (1)

Teachers' perspectives have provided great insights into the current state of SHL education in Utah. In this chapter, the results of a survey of Spanish teachers in Utah were presented, and teachers with specialized classes for SHL students and those without such classes have shared their perspectives on teaching SHL students. Their responses described students' backgrounds and needs, teachers' preparation for and comfort levels in teaching SHL students, and why SHL students were placed in their classes. Spanish teachers who did not teach separate SHL classes described the levels of Spanish classes that SHL students were typically placed in, the special roles they were assigned, and the accommodations that both the teachers and the textbooks made for SHL students. In addition, they told of their schools' efforts to create a program that was specifically for SHL students and any challenges to doing so. The other group of teachers, those who do teach SHL classes, shed light on the levels of SHL classes that were available at their schools, their students' needs, the texts they used, and the degree of support that they felt they received from administrators and parents. In addition, they described any changes

that they thought would improve their SHL programs. The implications of these results for SHL education in Utah will be discussed in Chapter Five.

CHAPTER 5

Findings, Conclusions, and Implications

Availability of SHL Programs

SHL programs in Utah appear to be in the beginning stages of their development, and their availability is still limited. The fact that SHL education is beginning to take form is demonstrated by the 12% of Utah secondary schools that currently have such programs (G. Roberts, personal communication, February 17, 2009). Although SHL students may on average be a relatively small group in Spanish teachers' classrooms (11%), the Hispanic populations' predicted growth (U.S. Census Bureau, 2006) will likely result in the growth of Utah's multilingual neighborhoods and an increase in schools' SHL populations. Hence, additional SHL classes and programs may become more realistic in the near future for schools where they currently are not. In some cases, it will not just be a nice option to have SHL classes, but it will be a necessity.

The fact that nearly half of the participants with SHL classes teach in Granite School District, which in 2003-2004 school year underwent initiatives to provide SHL classes throughout its district, demonstrates the importance of the district level in implementing and carrying out SHL programs. This district and others like it should be commended for leading out to provide such programs throughout their districts. All districts should take an active role in their schools' SHL education, giving direction for the implementation of programs, the development of curriculum, the training of teachers, the use of appropriate resources, and other important areas. In districts where SHL programs are not currently feasible, districts can still play a vital role in ensuring that Spanish programs accommodate SHL learners and that teachers

are prepared to implement such accommodations. As SHL programs continue to take root throughout Utah and in other states, district level support and direction will be paramount.

As results from the survey show, schools and districts with sufficient SHL populations may have already considered, or if not, should consider, offering Spanish classes specifically geared toward SHL students. On the other hand, areas with very small numbers of SHL classes may not currently find it feasible to do so, and some teachers anticipated that this would be a major challenge to the creation of SHL programs in their schools. There is no one-size-fits-all solution in Utah because each school district is situated differently in terms of language demographics with some being more able to support SHL programs than others. All districts and schools must take into account their own situations, but they should always ask what more they can do for their SHL students and how they can take the next step in better meeting their needs. Specialized SHL classes should be made increasingly available to the growing population of SHL students.

Student Backgrounds and Needs

In Utah, SHL students vary considerably in terms of their backgrounds, and many teachers instruct recent immigrants as well as students that are first-, second-, and third-generation born in the U.S. This means that teachers must understand the variety of backgrounds from which SHL students come, and how to address the way these backgrounds influence both students' abilities and their linguistic, cultural, and educational needs. Thus, teacher preparation and training, placement procedures, and instruction need to attend to the diversity of SHL backgrounds. I will discuss each of these issues in more detail later in this chapter.

It is important for teachers to be aware of the skills that SHL students most need to improve, and it is positive to see that many of the Spanish teachers in Utah recognize many

important skills that often need development by SHL students. For example, teachers most frequently mentioned writing, reading, and grammar as the three most important skills for SHL students to develop. A few teachers considered other skill areas, such as professional skills, vocabulary, and cultural awareness and appreciation as important areas for SHL students to develop. Very few teachers considered speaking or listening to be skills that many SHL students need to work on. However, the fact that some teachers still see the need for many of these areas indicates that students vary considerably in terms of their skills and teachers must know their students well to meet their needs.

Teachers' recognition of the importance of developing writing and reading skills is in alignment with research because, first-, second-, and third-generation bilinguals often lack Spanish literacy skills, as do some recent immigrants depending upon their access to education in their native countries (Valdés, 2001). According to Valdés (1997), Spanish language arts instruction is a high priority because of the transfer of language skills from the first to the second language that occurs, and as Cummins (1984) describes, a deeper conceptual and linguistic proficiency that is developed. As a result, academic performance in general can improve, and Potowski (2007) argues that the Latino achievement gap can be narrowed. However, it must not be overlooked that the development of Spanish literacy skills is extremely valuable as a goal in and of itself, because it is necessary to obtain full proficiency in the language.

A greater percentage of Spanish teachers without SHL classes (77%) than those with SHL classes (44%) felt that grammar was one of the three most important skills for SHL students to develop. Perhaps it is because of the significant emphasis placed upon grammar in many traditional foreign language classes that Spanish teachers without SHL classes may be prone to emphasize this so strongly. All Spanish teachers, including those who do not teach classes

specifically for SHL students, should receive training on how to approach grammar instruction in ways that are focused on SHL and not traditional foreign language priorities and methods, perhaps by concentrating on the grammatical items needed to complete their language systems (Fairclough, 2006). In addition, grammar related materials made specifically for SHL students may be useful for helping teachers to address common needs, as are opportunities to write and receive individualized feedback.

Backgrounds and Characteristics of Teachers

This study's results regarding teacher preparation and training to work with SHL students show that nearly half of all Spanish teachers never received any special preparation for teaching SHL students. More specifically, only about a quarter of them have had any sort of training in their college methods courses to work with these students, which supports the assertion by Potowski (2003) and Potowski and Carreira (2004) that few post-secondary schools regularly offer courses on SHL training. Many teachers with SHL classes have performed personal research or have participated in professional development classes or workshops to learn more about SHL education. However, this group of teachers is small, and the majority of Utah's Spanish teachers, those without SHL classes, have rarely participated in these forms of professional development. The lack of preparation and training of many teachers to work with SHL students may explain in part why so many teachers (58% of teachers without and 50% of teachers with SHL classes) feel less than adequately prepared to meet the needs of SHL students. Spanish teachers' lack of preparation to work with SHL students and their feelings of inadequacy are alarming considering that more than 90% of Spanish teachers in Utah have at least some SHL students in their Spanish classes.

Teachers' language backgrounds and abilities may play a part in their confidence in teaching SHL classes. However, a high percentage of those who teach SHL classes do not consider themselves native speakers of Spanish, indicating that native speaker status may not be a prerequisite to teaching such classes. Because only a small percentage of Spanish teachers in Utah are native speakers, it is encouraging to know that while SHL education expands, this teacher characteristic may be flexible. Also, a promising number of teachers do or would feel confident enough in their Spanish language skills to teach SHL classes, including 59% of teachers without and 83% of teachers with SHL classes. Teachers with SHL classes may be more inclined to want to teach SHL classes because of a greater confidence in their language skills. However, it could also be that these teachers find that, after teaching SHL classes, they do not need to compete with their students in terms of language skills. In some cases, although students may have knowledge of everyday vocabulary and culture, teachers contribute by their understanding of linguistic systems and structures. Hence, students' and teachers' contributions can be complimentary, rather than competitive.

There are many important implications relating to teacher preparation and in-service training, which need considerable improvement in Utah because many of them do not provide adequate opportunities to prepare educators to teach SHL students. Even those who only plan to teach traditional Spanish classes must be prepared to teach SHL students because chances are that they, like 148 out of the 161 traditional Spanish foreign language teachers that participated in the survey, will teach at least some SHL students. Thus, teachers should be prepared and trained to meet these students' needs, which differ from non-SHL students' needs.

This must begin with teacher preparation programs and in-service training programs. Teacher preparation programs in Utah and elsewhere should ensure that they offer regularly

scheduled courses to allow teachers-in-training to explore the literature on SHL education, best practices, and issues. It would be ideal to offer an entire course or multiple courses dedicated to SHL education, but if this is not possible, at the very least, these programs should include units during methods courses dedicated to familiarizing future educators on these matters. It is important for these programs to work in partnership with public schools with the specific purpose of allowing pre-service teachers to gain practicum experience with SHL students, leading to greater internalization of the principles studied. Where it is possible for pre-service teachers to observe and participate in the instruction of specialized SHL classes, this element of training can be very beneficial because many of them have not personally experienced SHL classes. In addition, the materials used for pre-service training need to be evaluated in terms of their focus on SHL students and needs. If they are not found to be acceptable, more appropriate materials or supplementary materials should be found to prepare Spanish teachers for the realities of the classroom.

It is also vital for in-service teachers to have continuous training to work with SHL students. Teachers who already have received pre-service training in this area still need to develop and improve their abilities to put best practices into use. In addition, teachers who did not have such pre-service training must have this training, and it is clear from the survey results that this need is currently very great. It is unacceptable that 73% of Spanish teachers in Utah did not have pre-service training to work with SHL students and that almost half have had no training whatsoever. Workshops, online courses, conferences, professional development classes, and a variety of other methods must be employed to give teachers the tools they need to successfully educate heritage language students. A good model for training can be found in Potowski's (2003) Heritage Language Teacher Corps. Furthermore, teachers should receive

incentives to participate actively in such in-service training. This endeavor is the responsibility of professional organizations, states, school districts, schools, administrators, teachers, and others involved in continuing professional education.

It is imperative that teacher training focus on the essential tenets of SHL education, as well as how to implement it in both traditional foreign language and specialized SHL class settings. Thus, teachers can be better prepared to offer their SHL students the best SHL education possible in whatever settings they teach in, for the current reality in Utah is that many schools do not currently offer specialized SHL classes. Teachers thus prepared can then be catalysts for change in improving or implementing SHL programs. The more prepared teachers are to give SHL instruction, the better specialized SHL programs can develop, grow, and flourish.

Teaching SHL Students in Spanish Foreign Language Classes

Because many SHL students in Utah study Spanish in foreign language classes, how this occurs is an important consideration. The way that this occurs will determine the quality of most SHL students' Spanish education in Utah.

Placement of SHL students in Spanish foreign language classes. The first issue affecting SHL students in Spanish foreign language classes is that of placement. Regarding what class levels SHL students were initially placed in at their schools, teachers' most frequent response was lower-level classes. Many teachers also responded that SHL students were placed initially in intermediate level classes, and a few teachers reported that SHL students were placed initially in more advanced courses or literature courses. Because many SHL students likely already have basic communication skills, they can easily become bored in less advanced classes, while students with no background in Spanish are learning introductory expressions and

structures. Even though SHL students need to become familiar with how to talk about language, they need to do so in a context that is advanced enough for their language skills. It is important for SHL students to focus on language maintenance, expanding the bilingual range, and important skills such as reading and writing in Spanish (Valdés, 1997), which many foreign language classes may not emphasize until upper-level classes.

In Utah, SHL students need to be placed with greater frequency in more advanced Spanish foreign language classes. Although some may benefit from intermediate classes, it is generally preferable to avoid the practice now common in Utah of placing SHL students in beginning classes (Fairclough, 2006). Although this study did not explore all possible placement procedures for SHL students in Utah, such as placement by examination, educators should familiarize themselves with the literature available about the placement of SHL students, which will be set forth later in this chapter. This literature typically focuses on placement in SHL classes, but much can be learned that is applicable to other settings. If correct methods of placing SHL students are employed, SHL education in foreign language classes will improve.

Accommodations for SHL students in Spanish foreign language classes. The accommodations that teachers make for SHL students in Spanish foreign language classes are important in meeting their needs, which differ from those of traditional students of these classes. Teachers may use suggestions or accommodations provided by their assigned textbook programs, and they should make accommodations to instruction and assessments. Although many of the participants of this study make at least some accommodations, many explain difficulties associated with doing so.

Textbook accommodations. Although textbooks are not teachers' only or best way to approach a given curriculum, they are important resources for planning, instruction, and

assessment because they bring together many elements of language learning. Thus, it is vital for teachers to have textbook programs that include high-quality resources for SHL students. In Utah's Spanish foreign language classes, the availability of appropriate SHL materials with assigned textbook programs is not yet far-reaching. Forty-seven percent of Spanish foreign language teachers said that their resources make suggestions for how to adapt activities for SHL learners, and about half that many teachers said that their textbook programs have special workbooks for SHL students. About the same number of teachers said that their textbooks make suggestions for ways to adapt assessments, and fewer include separate assessments for SHL students. Perhaps what is most alarming is that 40% of teachers' assigned textbooks make no accommodations whatsoever for SHL learners. In addition, not all teachers take advantage of materials that they have available to them. Only 24% of teachers have and "sometimes," "often," or "always" use their assigned textbooks' and materials' accommodations with their heritage language learners. The remaining teachers either rarely or never use them, or they are not available.

One important implication of these results is that the school districts and schools in Utah should analyze the materials they currently have to determine their appropriateness for SHL students. Then those that do not have materials with the types of accommodations described should make it a high priority to obtain and implement such materials. These types of materials can be very useful to teachers with their suggestions for instruction and assessment, workbooks for heritage language learners, separate assessments, and other adaptations. Another implication is that efforts should be made to increase their use among teachers. To do so, training should be given to better familiarize teachers with available materials' accommodations, impress upon them their importance, and show how to differentiate instruction with them. Accountability for

differentiating should then follow. Because most Spanish foreign language teachers in Utah instruct SHL students, they need to have and use materials with appropriate accommodations to meet SHL students' needs.

Instructional accommodations. Teachers use various approaches to accommodate their instruction for SHL students. Some of these include assigning special roles, adjusting assignments, having a different focus, and maintaining higher expectations. Many of these accommodations by Spanish teachers are appropriate and beneficial. However, some teachers may be unaware of additional accommodations that are both valuable and key to success in SHL education.

Assigning SHL students special roles. One way that most Spanish foreign language teachers adjust for SHL students' needs is by assigning special roles, which acknowledge heritage language students' abilities and give them an opportunity to teach their peers. Most commonly, teachers capitalize on students' abilities by allowing them to be "native" informants on language and/or culture. One teacher explained, "I find them to be very useful to the other students when I introduce new material. Through dialogue with the heritage language student, the rest of the students can see what the new concept sounds and 'feels' like." These sorts of accommodations do not take much, if any, preparation and planning, which is beneficial in the sense that teachers can frequently call upon heritage language students to share their knowledge without investing a lot of time in preparation. On the other hand, more can and should be done to take learning a step further. For example, rather than only spontaneously asking for SHL students' input on a topic, SHL students can be assigned to ask their parents or another individual a few days in advance regarding the topic and then provide a written or oral summary

for the class. In this way, SHL students can learn and grow in the process of being “native” informants on language and culture.

Teachers also commonly assigned SHL students to tutor other students, sometimes officially and other times unofficially. Some participants saw pairing SHL and non-SHL students as a mutually beneficial arrangement because each group was strong in different areas. However, in this role and in others, it is vital to remember the caution by García and Blanco (2000) that SHL students not be used exclusively in special roles because doing so may deprive them of their own linguistic growth.

Other common accommodations. Many Spanish foreign language teachers make at least some adaptations to instruction for their SHL students. It is positive that teachers’ most frequent responses were that they differentiated instruction by giving separate, additional, or more challenging assignments. For example, one teacher gave more level-appropriate writing assignments, and another teacher assigned projects with more challenging requirements. Although differentiation requires additional preparation, it is essential that all Spanish teachers do so.

Other common accommodations included that teachers focused on writing and reading more with SHL students. Literacy is vital to SHL education because it is often a missing component in many SHL students’ language base (Valdés, 2001). Some may integrate reading into class, as in the case of a teacher that allowed students to do advanced reading assignments two or three days per week in class, and it also may take place outside of class, such as in the case of another teacher that assigned SHL students readings as homework. Regarding writing, many teachers’ open ended comments revealed that to many of them, “writing” often equated with spelling, grammar, accentuation, and, unfortunately, it less frequently meant acquiring

essential literacy skills beyond the technical level. Caution should be taken that SHL students do not do isolated practices exclusively without having the opportunity to write things in meaningful contexts and for authentic purposes. Teacher training is essential to adjust some teachers' perspectives in this regard.

Teachers find many other ways to adapt their classes for SHL students. For example, not only do some teachers have higher expectations for SHL students, but some as a result also have higher standards for themselves as teachers and use more Spanish in class. In this sense, SHL students contribute in an unanticipated way as they push teachers to increase the amount of the target language used in class. Other teachers use Spanish classes as an opportunity for SHL students to improve their English acquisition through such means as dual language vocabulary lists or reading assignments. Although developing students' English may be a natural side effect of studying another language, it is important that improving Spanish language proficiency be the true desired outcome.

The accommodations just described are commendable, and many of them are vital to SHL education. In addition, a few teachers stand out in their approaches to SHL education. For example, some participants give SHL students the opportunity to read and write frequently at appropriate levels, explicitly teach literacy skills, validate and motivate through activities outside of the classroom, and approach language learning from a content-based context. In addition, they pre-assess students' language abilities, utilize multiple forms of assessment, and hold students accountable for differentiated work. The fact that few teachers mentioned many of these accommodations is a reminder of the data showing that many Spanish foreign language teachers have not received specialized training to work with SHL students. This is a reminder once again that it is important for teacher training programs and professional development to prepare

teachers to take approaches and make accommodations that focus on SHL and not only foreign language priorities.

Frequency of accommodations. The frequency with which teachers reported making accommodations for SHL students in their Spanish foreign classes is another indication that SHL education is still young in Utah. Too few teachers (24%) have access to and make use of accommodations from textbooks and materials. More teachers accommodate assessments (42%) or instruction (53%), but the number of teachers that do so are still relatively low considering that teachers' accommodations may have various levels of effectiveness and that over 90% of these teachers have SHL students in their classes. Thus, these accommodations or the lack thereof, effect an important population of students enrolled in Utah's Spanish classes. Because approximately half or less than half of Spanish foreign language teachers make accommodations for their SHL students, there is reason to analyze why so many teachers follow the pattern expressed by this teacher, "When I can, I try to adapt, but more often than not, they are given the same things the rest of the class is doing."

Although teachers may have a desire to accommodate SHL students, reality may be that many of them find it difficult to do so because they struggle to find the time. One teacher described how difficult it is to make accommodations for a small group of SHL students when there are 35-40 students in the class. Many teachers, like this one, may have large class sizes and thus limited time for preparation to meet such a wide variety of needs. This may be especially true in Utah, which, although the state spends a relatively large portion of its budget on education, has long had one of the lowest per-pupil funding in the nation (Utah Foundation, 2004). It may be difficult for teachers to feel justified in spending the time to make separate assignments for such a small group of students.

There are many steps that can be taken to make preparation for accommodating SHL students more time efficient. Districts should ensure that the Spanish curricula include objectives, instructional tools, assessments, etc. for SHL students in foreign language classes if separate heritage language classes are not available. Good materials for SHL students, such as heritage language workbooks that accompany a textbook or materials written specifically for heritage language programs, can save teachers time while maintaining quality and cohesion. Teachers can also improve instruction and save time by collaborating with colleagues in their preparation and remembering that some differentiation is better than none; it may be better to have one or two good lessons per week that are adapted to SHL students than to have several of lesser quality or none at all.

Although teachers may attempt differentiation, some encounter difficulty in its actualization. They express that classroom management is difficult to maintain if SHL and non-SHL students work simultaneously on different assignments. If teaching strategies for differentiation has not been a key component of Spanish teachers' pre-professional and professional trainings, it should become so now. Spanish teachers need to be experts in differentiating instruction because not only do they instruct both SHL and non-SHL students, but there is great variation within each of these groups. There are many resources for differentiating instruction at the secondary level (i.e., Gregory & Chapman, 2007; Heacox, 2002; Tomlison, 1999), and training in this area will improve teachers' abilities to reach all learners.

Another obstacle that some teachers face is resistance from some SHL students to being singled out or separated from the rest of the class. Some of these students do not want to be used as a resource during class because they do not want to be the center of attention. Others do not want to receive separate, level-appropriate work that will help them progress more quickly.

Dealing with these forms of resistance requires communication and an awareness of expectations. Teachers should communicate privately with SHL students to ensure that they are comfortable being used as an “expert” or “native” informant on cultural and linguistic topics and to encourage them to do so. Concerning students who do not want to do more level-appropriate work, teachers should establish their expectations from the beginning and communicate to them why these accommodations are appropriate and essential to their progress in Spanish. They should help them to understand what is appropriate for SHL students to focus on (Valdés, 1997) and the benefits of consolidating their language skills.

Many teachers are under the false impression that making accommodations for SHL students is unfair and that doing so shows favoritism. This misunderstanding stems from the incorrect assumption that making accommodations lowers expectations. What these teachers may not consider is that doing the same exact thing with SHL students as with non-SHL in beginning and intermediate levels of Spanish classes is unfair because of their differing abilities and needs. Accommodations for SHL students will typically make classes more rigorous for them, not less, and more will be expected from both SHL students and teachers. Teacher preparation and training need to help teachers move beyond thinking that accommodations are for deficiencies, but rather that they also can and should be for students that need a different approach because of their unique backgrounds.

Creating specialized classes. The fact that 44% of teachers believed that their SHL students’ needs were being met “very poorly” or “poorly,” 40% that they were being met “fairly well,” and only 16% that they were being met “very well” or “extremely well” is evidence that many teachers find it difficult to fully address SHL students’ needs in Spanish foreign language classes. Many researchers maintain (Boyd, 2000; Brecht & Ingold, 1998; Edstom, 2007; García

& Blanco, 2000; Peale, 1991; Potowski & Carreira, 2004; Valdés, 1995), and teachers in this study agree, that it would be preferable to offer separate Spanish classes for heritage learners where possible. In order to do this, 12% of Utah's secondary schools already offer specialized classes for SHL students. Only a handful of other schools have attempted to create SHL classes, with three having done so without success and five currently making the effort to do so.

Although many teachers in schools without SHL classes have expressed a desire to have specialized classes, they have also conveyed the difficulties that they have encountered or feel that they would encounter in their creation. One teacher summarized a difficulty mentioned frequently in teachers' comments by saying, "Our population is so small that we don't have enough students to warrant a class specifically for heritage learners." The matter of offering specialized classes to small groups of students is closely related to budgetary challenges, which more than half of teachers believed to be an obstacle to the creation of SHL classes or programs at their schools. A number of schools also find it difficult because of a lack of student interest, difficulty in finding quality teachers and materials, and a lack of administrative or parental support. A minority of Spanish teachers even mistakenly believe that ESL classes are sufficient for SHL students' needs or may feel hesitant to have such classes based on social issues, such as problems with gang members of this group, experiences with unmotivated students, or a desire to assimilate SHL with non-SHL students.

These challenges are real, and overcoming them certainly requires determination to educate policymakers, administrators, faculty members, students, parents, and other involved parties on the benefits of SHL education. Each level involved in education (i.e., state, school district, administrators, teachers, etc.) should do all that it can so that change is enacted at the level of the students. For example, teachers can give administrators brief articles or pamphlets to

read, such as the pamphlets available through CAL and AATSP by Roca and Colombi (2010), which discuss the importance of SHL programs. Then they can discuss this information in order to create goals for the creation and success of an SHL program at that school.

Teaching SHL Students in Spanish Heritage Language Classes

Eighteen participants in this study, or 10% of the total participants, are teachers of SHL classes. Even though this group is small, it is a good representation of the 12% of secondary schools in Utah that offer SHL classes. Their insights are important to understand how the state is doing overall in this developing area. This section will discuss placement into such classes, general emphases, resources available to teachers, program support from administrators and parents, articulation, and teachers' suggestions for improvement.

Placement of SHL students in Spanish heritage language classes. In the present study, Spanish teachers with SHL classes in Utah suggested that if they could make any changes that they wanted to improve their schools' SHL programs, one of them would be to have "better student placement." This included both more consideration in initiating SHL students into the program as well as using proper tools to place them at appropriate levels. It is possible that because specialized classes for SHL students are relatively young in Utah still, they have not yet refined placement procedures. Pino and Pino's (2005) research suggests that good placement tests that focus on all skills areas should be used to improve placement rather than teacher evaluation or student self-placement. Other valuable resources in the literature regarding the placement of students in SHL classes include Edstrom, 2007; Fairclough, 2006; García and Blanco, 2000; González-Pino and Pino, 2000; Pino and Pino, 2005; and Valdés, Fishman, Chávez, & Pérez, 2006. Educators should focus on implementing effective placement examinations in accordance with teachers' suggestions in this study.

Fewer than half of the schools in Utah with SHL programs provide more than one level of SHL classes so students can be placed by their skill levels. Schools with only one level face quite a challenge as they teach recent immigrants, first-, second-, and third-generation students together in one class with, as Valdés (2001) described, a broad spectrum of academic and linguistic backgrounds. As is true with Spanish teachers without SHL classes, it is imperative for these teachers to become skilled at differentiation in order to build upon students' abilities and to meet their various needs. They should be commended for their efforts to reach all SHL students, and this beginning, though demanding, may be the foundation for programs with more class levels. However, the fact that schools with only one class level of SHL students is so prevalent in Utah demands serious attention. Teachers feel that this is currently one of the most important priorities for SHL education in their schools, and schools and districts should do all that they can to provide more levels of SHL classes.

Principal objectives of SHL classes. Spanish teachers with SHL classes in Utah focus on many important objectives for SHL students. They all emphasize reading and writing, which are important for meeting goals described in the literature such as transferring literacy skills from one language to the other, and expanding textual competencies of students' bilingual range (Valdés, 1997). They also help students to learn about the literature related to their heritage countries, integrate the language experience across the curriculum and the language arts skills, and develop the ability to communicate for a variety of purposes and in a variety of contexts (Webb & Miller, 2000). It is encouraging that reading and writing are principal objectives emphasized in all SHL classes because these skills influence the achievement of many important goals for SHL students. In addition, more than half of the teachers emphasized expanding vocabulary, improving grammar, developing an understanding of and appreciation for Hispanic

cultures and literatures, and developing professional skills in Spanish, which also assist students in achieving many important goals for heritage language students (Valdés, 1997; Webb & Miller, 2000).

Although they agree on some objectives such as reading and writing, teachers are not completely unified in the remaining areas they emphasize in their SHL classes. Although differing student needs exist, teachers need clear direction and goals to follow. Unfortunately, a lack of national standards specifically for SHL students creates confusion in practice. National standards should be developed specifically for heritage language students because these students' language abilities and needs are quite different from the population for whom the National Standards for Foreign Languages (National Standards in Foreign Language Education Project, 1999) were originally written (Potowski, 2003; Potowski and Carreira, 2004; Scalera, 2000). These standards can also be guides to teachers of Spanish foreign language classes who instruct SHL students.

Resources for SHL classes. In Utah, many teachers of SHL classes (59%) said that they use textbooks created for SHL programs and/or texts intended for native speakers in Spanish-speaking countries. These materials are written to address SHL students' backgrounds and needs and should be available in these classes. Unfortunately, other teachers without these (41%) rely on or supplement their instruction with foreign language materials, including some that do and others that do not have accommodations for SHL students. Although texts with accommodations are an improvement over those without, the former are still less than ideal because they tend to follow foreign language rather than heritage language priorities. Foreign language materials, on their own, cannot be expected to fully meet the needs of SHL students.

Based on teachers' suggestions, it is evident that some of them want better materials as a way to improve their schools' SHL programs. Seeking materials that are carefully aligned with SHL students' backgrounds should be a high priority (Potowski & Carreira, 2004), particularly based on the absence of materials specifically for SHL students reported by participants of this study. Districts must evaluate their need for better materials, enact change if new materials are required, and ensure proper articulation between levels and schools with these materials.

Support from parents, administrators, and districts through articulation. Programs for Spanish heritage language students are strengthened by the support they receive from sources such as parents and administrators. Because of this, it is positive that most teachers (all but one) felt at least some level of support from parents and considered them to be "somewhat," "mostly," or "very" supportive. However, more parental support is needed, for teachers most frequently reported (59%) their perception that parents are only "somewhat supportive." Teachers perceived administrators as showing more support than parents, describing 59% as "mostly supportive" or "very supportive" and 35% as "somewhat supportive."

Teachers may perceive parents as showing lower support than administrators because they may naturally interact with them less frequently. Contrary to this perceptions, 89% of SHL teachers expressed that they believe that these students are placed in SHL classes because of parents' desire for their children to improve in Spanish. As the initiators of many students' heritage language study, it is difficult to believe that parents would be unsupportive. Teachers with students whose parents are not fully showing their support yet may need to be more proactive in giving parents ways to be involved, whether in the classroom, in the community, or as a home resource. In addition, teachers of SHL classes should involve administrators by regularly communicating the progress made in their programs and ways in which students are

making meaningful use of their learning through community and other involvement. They can also share with administrators the growing body of knowledge that indicates the benefits of SHL education and how to best implement it.

On a broader scale, support must come from the district level for many reasons that have been discussed earlier, such as to implement programs and ensure that proper materials for SHL students are used. In addition, managing SHL programs at the district level makes better articulation between schools possible. Nine of the eighteen SHL teachers teach at middle/junior high schools, and it is important to note that six of these schools feed into high schools with SHL programs. Because five out of these six schools are in the same school district, Granite School District, the importance of the district level in the implementation and articulation of SHL programs is evident. It is good that this is possible in these districts. Other districts should consider this because, according to Thomas and Collier (2002), when students study their heritage language for a longer period of time, their overall academic performance improves. Thus, the greatest benefits of SHL education are reaped over the long-term, making proper articulation between levels vital.

Many levels must be involved in the success of SHL education. Parents, teachers, students, administrators, district personnel, and even the state should show their support in order for SHL programs to advance in Utah. Although these programs may be relatively small in numbers now, they can develop and expand with the combined efforts of all levels. Those with the ability to do so should push this cause forward within their spheres of influence. Teachers have a particular responsibility in this regard because they are situated at the most important juncture of SHL education and act as advocates for SHL students (Webb & Miller, 2000).

Meeting SHL Students' Needs in Heritage and Foreign Language Classes

Having discussed both Spanish heritage language and foreign language classes, it is not surprising that more teachers with SHL classes (39%) than those without (16%) reported that they believe that their SHL students' needs are being met "quite well" or "extremely well." Teachers with SHL classes showed less dissatisfaction; only 11% of teachers with SHL classes said that they believe that their students' needs are being "poorly" or "very poorly" met compared to 44% of teachers without SHL classes. However, many teachers from both groups felt that SHL students' needs are only being met "fairly well," including 50% of participants with and 40% of those without SHL classes. This is not surprising for those without SHL classes, for the literature assumes that their needs are able to be met more fully in heritage language classes (Edstrom, 2007), but it indicates that more can be done to make SHL programs effective in meeting the needs of these students.

In this discussion, it is apparent that overall, SHL education is still developing in Utah, but it is making progress. In addition, I have discussed several challenges that may influence whether or not SHL students' needs are being met according to results of this study. I have also suggested implications, such as the need for greater teacher preparation and training in regards to SHL education. In addition, SHL programs should provide more than one level, utilize placement exams, and gain improved access to materials written specifically for SHL students. Traditional foreign language teachers need to be prepared to make accommodations for SHL students and need better access to accommodations through their assigned textbook programs.

Limitations of the Study

This study was limited in some areas, such as in its number of participants. In particular, it is difficult to make generalizations and comparisons based on the small number of respondents

who teach heritage language classes. However, their insights do represent a valuable percentage of those involved in Spanish heritage language education throughout Utah. This study also could have addressed some issues with better alignment to the literature, for example, by specifically asking teachers about placement examinations and additional skills and objectives that are important for heritage language education. In addition, a couple of survey items could have been improved. For example, the survey item that asks teachers if they consider themselves native speakers should have been reworded to give teachers the opportunity to respond that they are heritage speakers, especially considering the focus of this study. Also, the question that asks teachers with SHL classes what levels they teach should have included the option that they teach classes with multiple levels of students in order to align it with a prior question about what levels of SHL classes are offered at their schools.

Recommendations for Future Research

During this investigation, I have found several other areas that need further investigation. For example, studies similar to this one should be performed in other states that, like Utah, have SHL populations that have only recently gone through considerable growth in order to find out if they have experienced the same progress, difficulties, and circumstances. Also, it would be beneficial to perform a longitudinal study, perhaps using the same or a similar survey, in order to track the progress of Utah's SHL education. Future studies of Utah and other states in similar stages should also focus on the process of implementing SHL programs, which some districts have already undergone as well as what factors lead to the successful implementation of such, so that other districts can follow. This study focused only on the secondary level, but studies can be performed in Utah that include elementary and post-secondary levels in order to further investigate articulation.

One major finding of this study is that teachers frequently feel under-prepared to teach SHL classes and lack training to do so. Although there are some studies that consider teacher development relating to SHL education (Potowski, 2003; Potowski & Carreira, 2004), current studies are needed in Utah and most other locations throughout the country. Future studies should also consider the availability and quality of professional training. It is important to ensure that teachers have the competencies described in the literature (García & Blanco, 2000) so they are prepared to teach SHL students.

In specialized programs for heritage language students, more research is needed on placement examinations and other methods of student placement in Utah. Although the importance of long sequences of instruction has been studied in the field of bilingual education, the same should be done in heritage language instruction in order to determine the learning outcomes of such. In order to fill a large gap in the literature, research should also concentrate on SHL education in traditional foreign language classes because more than 90% of these teachers instruct SHL students, and some teachers in the survey expressed the belief that SHL students can be integrated successfully into traditional foreign language classes. Due to the difficulties that many teachers encounter with differentiation, more research should also be focused in this area. As more research is done and resulting direction is taken, SHL education will advance in Utah and throughout the country.

Conclusion

The Hispanic population in Utah continues to grow, and the potential for SHL education to strengthen its position in the state does as well. Change has already begun with some schools that have formed specialized classes for SHL students. More schools will do so, and the ability to meet these students' needs in both these and non-specialized classes will improve as preparation

and training are made more available to teachers. We must increase awareness of the necessity of addressing SHL students' linguistic and cultural needs and rise to the challenge of improving our abilities to do so. The time to properly cultivate their linguistic and cultural capital has come.

REFERENCES

- American Association of Teachers of Spanish and Portuguese. (2000). *Spanish for native speakers* (Professional development series handbook for teachers K-16: Vol. 1). Fort Worth, TX: Harcourt College.
- Bateman, B., & Wilkinson, S. (2010). Spanish for heritage speakers: A statewide survey of secondary school teachers. *Foreign Language Annals*, 43, 324-353.
- Benjamin, R. (1997). What do our students want? Some reflections on teaching Spanish as an academic subject to bilingual students. *ADFL Bulletin*, 29(1), 44-47. Retrieved from <http://www.adfl.org/bulletin/V29N1/291044.HTM>
- Boyd, R. (2000, December). *Attitudes of teachers of Spanish as a foreign language towards teaching Spanish to Hispanic students*. Paper presented at the Annual Meeting of the Modern Language Association, Washington, DC. Retrieved from the ERIC database. (ED447719)
- Brecht, R., & Ingold, C. (2002). Tapping a national resource: Heritage languages in the United States. *ERIC Digest*. Retrieved from ERIC database. (EDO-FL-98-12).
- Campbell, R., & Peyton, J. K. (1998). Heritage language students: A valuable language resource. *ERIC Review*, 6, 38-39. Retrieved from the ERIC (EBSCO) database. (NLE-98-2520)
- Carreira, M. (2007). Spanish-for-native-speakers matters: Narrowing the Latino achievement gap through Spanish language instruction. *Heritage Language Journal*, 5. [Electronic version]. Retrieved from <http://www.heritagelanguages.org/> (home page of Heritage Language Journal)
- Center for Applied Linguistics. (CAL). (2001a). Spanish for native speakers (SNS) education: The state of the field. Retrieved from <http://www.cal.org/heritage/sns/sns-fieldrpt.html>

- Center for Applied Linguistics. (2001b). *Spanish textbooks and materials for Spanish native speakers* (LangNet annotated bibliography project). Retrieved from <http://www.cal.org/resources/archive/rgos/sns-bib.html>
- Cummins, J. (1984). *Bilingualism and special education: Issues in assessment and pedagogy*. San Diego, CA: College Hill.
- Draper, J., & Hicks, J. (2000). *Where we've been; What we've learned*. In J. Webb & B. Miller (Eds.), *Teaching heritage language learners; Voices from the classroom* (pp. 15-35). Yonkers, NY: ACTFL.
- Edstrom, A. (2007). The mixing of non-native, heritage, and native speakers in upper-level Spanish courses: A sampling of opinion. *Hispania*, 90, 755-768.
- Fairclough, M. (2006). Language placement exams for heritage speakers of Spanish: Learning from students' mistakes. *Foreign Language Annals*, 39, 595-604. Retrieved from <http://actfl.org/i4a/pages/index.cfm?pageid=1> (home page of ACTFL)
- Fry, R. (2003, June). (2003). *Hispanic youth dropping out of U.S. schools: Measuring the challenge*. Washington, DC: Pew Hispanic Center. Retrieved June 30, 2010, from <http://pewhispanic.org/files/reports/19.pdf>
- García, O., & Blanco, G. (2000). Spanish for native speakers: K-12 considerations. Professional development series handbook for teachers K-16: Vol. 1. *Spanish for native speakers* (American Association of Teachers of Spanish and Portuguese; pp. 85-89). Fort Worth, TX: Harcourt College.
- González Pino, B., & Pino, F. (2000). Serving the heritage speaker across a five-year program. *ADFL Bulletin*, 32(1), 27-35.

- Gregory, G., & Chapman, C. (2007). *Differentiated instructional strategies; One size doesn't fit all*. Thousand Oaks, CA: Corwin Press.
- Gutiérrez, J. (1997). Teaching Spanish as a heritage language: A case for language awareness. [Electronic version]. *ADFL Bulletin*, 29(1), 33-36.
- Heacox, D. (2002). *Differentiating instruction in the regular classroom*. Minneapolis, MN: Free Spirit Publishing.
- Lacorte, M., & Canabal, E. (2003). Interactions with heritage language learners in foreign language classrooms. In R. Campbell (Ed.), *The sociolinguistics of foreign-language classrooms: Contributions of the native, the near-native, and the non-native speaker. Issues in language program direction, a series of annual volumes*. (pp. 107-129). Retrieved from the ERIC database. (ED481792)
- Lambert, W. E. (1984). An overview of issues in immersion education. In *Studies on immersion education; A collection for United States educators*. (pp. 8-30). Sacramento, CA: California State Department of Education.
- Mazzocco, E. (1996). The heritage versus the non-heritage language learner: The five college self-instructional language program solutions to the problem of separation or unification. *ADFL Bulletin*, 28(1), 20-24.
- National Center for Educational Statistics (NCES). (2002). *Language spoken at home by Hispanic students*. Retrieved from http://nces.ed.gov/pubs2007/minoritytrends/tables/table_8_2b.asp
- National Foreign Language Center (1997, May 29). Textbook database. Retrieved from <http://www.nflc.org/reach/>

- National Standards in Foreign Language Education Project. (1999). *Standards for foreign language learning in the 21st century*. Lawrence, KS: Allen Press.
- NC Department of Public Instruction. (2004). *Second language studies, standard course of study and grade level competencies*. Retrieved from Public Schools of North Carolina
Web site: <http://www.ncpublicschools.org/curriculum/secondlanguages/scos/2004/>
- Parisi, G., & Teschner, R. (1983). *PASS: Parisi assessment system for Spanish*. El Paso, TX: Vargas Printing.
- Peale, C. G. (1991). Spanish for Spanish speakers (and other “native” languages) in California’s schools: A rationale statement. *Hispania*, 74, 446-451. Retrieved from JSTOR database.
- Peng, Y. (1996). Short-term professional development for teachers. In X. Wang (Ed.), *A view from within: A case study of Chinese heritage community language schools in the United States*. (pp. 47-50). Washington, DC: National Foreign Language Center. Retrieved from ERIC database. (ED406837)
- Peyton, J. K., Lewelling, V. W., & Wink, P. (2001). *Spanish for Spanish speakers: Developing dual language proficiency*. Washington, DC: Center for Applied Linguistics. (EDO-FL-01-09)
- Pino, B. G., & Pino, F. (2005). Issues in articulation for heritage language speakers. *Hispania*, 88, 168-171. Retrieved from JSTOR database.
- Potowski, K. (2003). Chicago’s “Heritage Language Teacher Corps”: A model for improving Spanish teacher development. *Hispania*, 86, 302-311. Retrieved from JSTOR database.
- Potowski, K., & Carreira, M. (2004). Teacher development and national standards for Spanish as a heritage language. *Foreign Language Annals*, 37, 427-437. Retrieved from <http://actfl.org/i4a/pages/index.cfm?pageid=1> (home page of ACTFL)

- Roca, A., & Colombi, M. C. (2010). *Why start and maintain and SNS program?* [Brochure]. Washington, DC: Center for Applied Linguistics and The American Counsel on the Teaching of Foreign Languages. Retrieved from <http://www.cal.org/resources/pubs/brochures.html>
- Scalera, D. (2000). Teacher beliefs and the heritage language learner: What will you teach your students? In J. B. Webb & B.L. Miller (Eds.), *Teaching heritage language learners: Voices from the classroom* (ACTFL Foreign Language Education Series 2000, pp. 71-85). Yonkers, NY: ACTFL.
- Shrum, J. L., & Glisan, E. (1994). *Teachers' handbook: Contextualized language instruction*. Boston, MA: Heinle & Heinle.
- State Office of Ethnic Affairs. (2006). *The Hispanic/Latino population in Utah*. Retrieved from http://ethnicooffice.utah.gov/public_policy_and_research/documents/oea.his.lat.0505.pdf
- Thomas, W. P., & Collier, V. P. (2002). *A national study of school effectiveness for language minority students' long-term academic achievement*. Santa Cruz, CA: Center for Research on Education, Diversity & Excellence.
- Tomlison, C. A. (1999). *The differentiated classroom: Responding to the needs of all learners*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Utah Foundation. (2004, October 1). *Utah's education paradox*. Retrieved from http://www.utahfoundation.org/reports/?page_id=328
- U. S. Census Bureau. (2006). *Hispanics in the United States*. Retrieved from http://www.census.gov/population/www/socdemo/hispanic/files/Internet_Hispanic_in_US_2006.ppt - 2008-02-12

- U. S. Census Bureau. (2008). *Utah Quickfacts*. Retrieved from <http://quickfacts.census.gov/qfd/states/49000.html>
- U. S. Department of Defense. (2005). A call to action for national foreign language capabilities. Retrieved from the from ERIC database. (ED489119)
- Valdés, G. (1975). Teaching Spanish to the Spanish-speaking: Classroom strategies. *System* 3(5), 54-62.
- Valdés, G. (1995). The teaching of minority languages as academic subjects. Pedagogical and theoretical challenges. *The Modern Language Journal*, 79, 300-327. Retrieved from ERIC database. (EJ511957)
- Valdés, G. (1997). The teaching of Spanish to bilingual Spanish-speaking students: Outstanding issues and unanswered questions. In M. Colombi & F. Alarcon (Eds.), *La enseñanza del español a hispanohablantes* (pp. 8-44). Boston, MA: Houghton Mifflin.
- Valdés, G. (2001). Heritage language students: Profiles and possibilities. In J. K. Peyton, D. Ranard, & S. McGinnis (Eds.), *Heritage languages in America: Preserving a national resource* (pp. 37-77). McHenry, IL, & Washington, DC: Delta Systems and Center for Applied Linguistics.
- Valdés, G., Fishman, J. A., Chávez, R., & Pérez, W. (2006). Secondary Spanish heritage programs in California. In G. Valdés, J. A. Fishman, R. Chávez, & W. Pérez (Eds.), *Developing minority language resources: The case of Spanish in California* (pp. 140-186). Clevedon, UK: Multilingual Matters.
- Walqui, A. (2000). *Access and engagement: Program design and instructional approaches for immigrant students in secondary schools*. Washington, DC: Center for Applied Linguistics and Delta Systems.

Webb, J. B., & Miller, B. L. (2000). *Teaching heritage learners: Voices from the classroom* (ACTFL Foreign Language Education Series). Yonkers, NY: ACTFL.

Westbury, I. (1990). Textbooks, textbook publishers, and the quality of schooling. In D. L. Elliot & A. Woodard (Eds.), *Textbooks and schooling in the United States* (pp. 1-22). Chicago, IL: University of Chicago Press.

Winke, P., & Stafford, C. (2002). Selecting materials to teach Spanish to Spanish speakers. *ERIC Digest*, Retrieved March 8, 2008 from ERIC database. (ED464516)

APPENDIX A

Email Message Inviting Teachers to Participate in the Study

(Including Statement of Consent to Participate)

Dear Colleague,

Having taught Spanish in the state of Utah, I have noticed the needs of members of a group that frequently find their way into many of our Spanish classes: “native speakers” of Spanish, more specifically called “heritage language learners” of Spanish.

As part of my master’s thesis at Brigham Young University I am conducting a brief survey regarding heritage learners of Spanish, which will only take approximately ten minutes of your time. I greatly appreciate your input, regardless of whether or not you have members of this group in any of your classes.

As a token of my appreciation for your completion of the survey, I will send you information about where you can access the findings of the study in a few months when the research is completed.

Please click on this link

https://www.surveymonkey.com/s.aspx?sm=2LdGB1OFXjwA3OgTXcqwivvRBH7r0W9sphle9qphNc_3d to access the survey or to learn more about the benefits of your participation in it.

Sincerely,

Sara Wilkinson
M.A. Student of Spanish Pedagogy
Brigham Young University

If you wish to be taken off this list, please click <https://www.surveymonkey.com/optout.aspx>

APPENDIX B

Survey Instrument

A Survey of Utah Spanish Teachers Regarding the Instruction of Heritage Language Students of Spanish

Please read the following regarding your informed consent in participating in this survey before continuing to the survey.

This research, *A Survey of Utah Spanish Teachers Regarding the Instruction of Heritage Language Students of Spanish*, is being conducted by Sara Wilkinson, an M.A. student in Spanish Pedagogy at Brigham Young University, under the direction of Dr. Blair Bateman, Assistant Professor of Spanish and Portuguese at Brigham Young University. You will answer 24-25 questions and it will take about 10 minutes to complete. The purpose of this survey is to collect information regarding native speakers of Spanish in Spanish foreign language and heritage language classes. The results of this research may help educators to better meet the needs of these students. All secondary Spanish teachers in Utah are invited to respond to the survey. All responses are confidential and, therefore, pose minimal risk to you. Your response is very important to our research and will be greatly appreciated.

All information will remain confidential and will be reported in an aggregate form without reference to individual participants. Participation in this research study is voluntary. You have the right to withdraw at anytime or refuse to participate entirely without jeopardy to your professional position.

If you have questions regarding this research, you may contact Professor Blair Bateman, Brigham Young University, at (801)422-1727 or by email at blair_bateman@byu.edu. If you have any questions concerning your rights as a research participant, you may contact Dr.

Christopher Dromey, Chair of the Institutional Review Board for Human Subjects, at (801)422-6461, or by email at dromey@byu.edu.

The completion of this survey is your consent to participate in the research.

**A Survey of Utah Spanish Teachers Regarding
the Instruction of Heritage Language Students of Spanish**

*Throughout this survey, you will see the term **heritage language students of Spanish**. This term refers to students who have different needs from English monolingual students because they come from homes where Spanish is spoken or from a Hispanic background.*

1. Please select the school district where you teach from the following list.
2. Please select the appropriate term to describe your school:
 - a. Traditional public school
 - b. Charter school
 - c. Other (please specify) _____
3. Please select the appropriate term to describe your school:
 - a. Middle School or Junior High School
 - b. High School
 - c. Other (please specify) _____
4. Please select the appropriate term to describe your school:
 - a. Urban
 - b. Suburban
 - c. Small town
 - d. Rural
5. What is the social context of your school in terms of languages spoken?
 - a. Mainly English neighborhood
 - b. Mixed English and Spanish language neighborhood
 - c. Mainly Spanish language neighborhood
 - d. Multilingual neighborhood
6. Approximately how many students do you have total in all your Spanish classes? _____
7. Approximately how many of the students in your Spanish classes are heritage speakers of Spanish? _____
8. For what reasons are heritage language students placed in your Spanish class(es)? Select ALL that apply.
 - a. They are struggling academically in other areas.
 - b. Administrators or counselors believe it will be an “easy” class for them.
 - c. They want to fulfill a college entrance foreign language requirement.
 - d. They have a desire to improve their Spanish for personal use.
 - e. They have a desire to improve their Spanish for professional use.
 - f. Their parents want them to improve their Spanish.
 - g. I do not know why they are placed in my Spanish foreign language class(es).
 - h. Other (please specify) _____

9. What do you believe are the THREE skills that the heritage language students of Spanish in your classroom have the greatest need to develop? Please select three.
- Vocabulary
 - Grammar
 - Reading
 - Writing
 - Listening comprehension
 - Speaking
 - Cultural awareness and appreciation
 - Professional skills in Spanish
 - Other (please specify) _____
10. In terms of your own professional training and experience, how prepared do you feel to address the special needs of heritage language students?
- Not at all prepared
 - Poorly prepared
 - Somewhat prepared
 - Adequately prepared
 - Very well prepared
11. If you received special preparation for teaching heritage language students, how did you receive it? Select ALL that apply.
- I have not received special preparation for teaching heritage language students.
 - Methods classes in college
 - Professional development classes or workshops
 - Discussion with colleagues
 - Personal research
 - Other (please specify) _____
12. In terms of your own Spanish language skills, how confident do you/would you feel in teaching a class for heritage language students of Spanish?
- Not at all confident
 - Minimally confident
 - Somewhat confident
 - Mostly confident
 - Very confident
13. Do you consider yourself a native speaker of Spanish?
- Yes
 - No
14. Do you currently teach one or more classes designed specifically for heritage language students of Spanish?
- Yes > go to *Question 26*
 - No, I don't, but other teachers at my school do. > go to *Question 15*

- c. No, my school doesn't offer separate classes for heritage learners. > go to *Question 15*

Questions 15-24 are to be answered only by teachers who do not teach separate Spanish heritage language classes.

- 15. What level(s) of Spanish foreign language classes are heritage language students generally placed in initially in your school? Select ALL that apply.
 - a. I don't know.
 - b. I do not teach any heritage language students. > go to *Question 23*
 - c. Beginning Spanish foreign language classes
 - d. Intermediate Spanish foreign language classes
 - e. Advanced foreign language classes
 - f. Spanish literature classes
 - g. Other (please specify) _____

- 16. What are the backgrounds of heritage language students that have been placed in your Spanish foreign language classes? Select ALL that apply.
 - a. Recent immigrants
 - b. First-generation Spanish speakers who have been born in the U.S.
 - c. Second or third generation born in the U.S.
 - d. Other (please specify) _____

- 17. What special roles are heritage language students assigned to in your classes?
 - a. None
 - b. "Native" informant on language
 - c. "Native" informant on culture
 - d. Tutor for other students
 - e. Teacher's aide (correcting other students' work, etc.)
 - f. Other (please specify) _____

- 18. What accommodations are made for heritage language students in the textbooks and materials for your classes? Select ALL that apply.
 - a. Suggestions for how to adapt activities
 - b. Special workbooks for heritage language students
 - c. Suggestions for how to adapt assessments
 - d. Separate assessments for heritage language students
 - e. No accommodations are made in the textbooks and materials
 - f. Other (please specify) _____

- 19. How often do you utilize the assigned textbooks' and materials' accommodations with your heritage language students?
 - a. Never
 - b. Rarely
 - c. Sometimes
 - d. Often
 - e. Almost always

20. How often do you do the following:

Make accommodations to instruction for your heritage language students?

- a. Never
- b. Rarely
- c. Sometimes
- d. Often
- e. Almost always

Make accommodations for heritage language students' assessment?

- a. Never
- b. Rarely
- c. Sometimes
- d. Often
- e. Almost always

21. Please briefly describe what adjustments, if any, you make in your curriculum, instructions, assessment, or other areas in order to meet the needs of heritage language students in your foreign language classes.

22. To what extent do you feel that these students' needs are being met in your Spanish foreign language classes?

- a. Very Poorly
- b. Poorly
- c. Fairly Well
- d. Quite Well
- e. Extremely Well

23. What best describes your school's current experience with creating a separate class or program for heritage language students of Spanish?

- a. We have never considered it
- b. We have considered it but do not see a need for it.
- c. We have considered it but have not done anything about it yet.
- d. We have attempted it but so far have been unsuccessful.
- e. We previously had a program for heritage students, but it was discontinued.
- f. Plans are currently underway to create a program for heritage students.
- g. We currently have a program for heritage language students of Spanish.
- h. Other (please specify) _____

24. What challenges have you experienced or would you anticipate in the creation of a class or classes specifically for heritage language students? Select ALL that apply. >go on to question 35.

- a. Budgetary challenges
- b. Difficulty in finding qualified teachers
- c. Difficulty in finding quality teaching materials
- d. Lack of Spanish heritage language programs available for students in later schooling

- e. Lack of administrative support
- f. Lack of parental support
- g. Lack of student interest
- h. Other (please specify) _____

Questions 25-34 are to be answered only by teachers of Spanish heritage language classes.

25. What levels of Spanish classes for heritage language students exist at your school? Select ALL that apply.

- a. No differentiation among levels; all heritage language students of Spanish are in the same class.
- b. Beginning
- c. Intermediate
- d. Advanced
- e. Other (please specify) _____

26. What levels of heritage language Spanish classes do you teach? Select ALL that apply.

- a. Beginning
- b. Intermediate
- c. Advanced
- d. Other (please specify) _____

27. What are the backgrounds of the students that have been placed in Spanish classes for heritage learners? Select ALL that apply.

- a. I don't know.
- b. Recent immigrants
- c. First generation Spanish speakers born in the U.S.
- d. Second or third generation born in the U.S.
- e. Other (please specify) _____

28. What are the principal objectives emphasized in your Spanish heritage language class or classes? Select ALL that apply.

- a. Expand vocabulary
- b. Improve grammar
- c. Develop reading skills
- d. Develop writing skills
- e. Develop listening skills
- f. Develop speaking skills
- g. Acquire a standard variety of Spanish
- h. Develop appreciation for and understanding of Hispanic literatures
- i. Develop appreciation for and understanding of Hispanic cultures
- j. Develop professional skills in Spanish
- k. Other (please specify) _____

29. What materials are used in your heritage language class(es)? Select ALL that apply.

- a. Texts for Spanish foreign language programs without accommodations for heritage language students

- b. Texts for Spanish foreign language programs with accommodations for heritage language students
 - c. Texts written specifically for Spanish heritage language programs
 - d. Teacher-prepared materials
 - e. Authentic texts from Spanish-speaking countries written for native speakers of Spanish
 - f. Translations of English texts into Spanish
 - g. Other (please specify) _____
30. To what extent do you feel that these students' needs are being met in your Spanish heritage language class(es)?
- a. Very poorly
 - b. Poorly
 - c. Fairly well
 - d. Quite well
 - e. Extremely well
31. In your experience, how supportive have parents been of this program?
- a. Not at all supportive
 - b. Mostly unsupportive
 - c. Somewhat supportive
 - d. Mostly supportive
 - e. Very supportive
32. In your experience, how supportive have administrators been of this program?
- a. Not at all supportive
 - b. Mostly unsupportive
 - c. Somewhat supportive
 - d. Mostly supportive
 - e. Very supportive
33. If you teach middle school or junior high age students, are there similar courses offered for Spanish heritage language students at the high school(s) that your students will be attending?
- a. Yes
 - b. No
 - c. I do not teach middle school or junior high age.
34. If you could make any changes you wanted in order to improve your school's program for heritage students of Spanish, what would you change?
- Question 35 is to be answered by all teachers.*
35. What other comments, if any, do you have about teaching heritage language students of Spanish?

APPENDIX C

Verbatim Responses to Survey Question 21

Survey Question 21

Please briefly describe what adjustments, if any, you make to your curriculum, instruction, assessments, or other areas in order to meet the needs of heritage language students in your foreign language classes.

Verbatim Responses to Question 21

I don't have time to make different assessments... and I only teach concurrent enrollment and AP classes. I have to use the tests the university mandates - and the assignments prepare the students for the tests - so there is no difference in my teaching.

Along with Spanish, these students are learning basic English skills.

NONE

I had a 2Honors Spanish class last year. There were 7 native Spanish speakers in it. I decided that they should read for 20 minutes and write a summary of their reading or do reading circles. They would hand in their summaries and I would check them and help them with grammar, spelling, etc. It was impossible to keep it up because I had to have them out of the classroom to be able to concentrate on their reading while doing oral activities in the classroom with other students. Later, I learned some of the more "unmotivated" native students were just texting to their friends while out in the hall. Also, the more motivated native students needed help with the books because even young adult literature was too hard for them because of all of the descriptive words and uncommon vocabulary used in them. I used the series "La Isla" by Gordon Korman. Even the first book was a challenge. I gave up after a while.

I require more reading for native speakers as homework.

Accent marks and writing (spelling) in Spanish.

Higher standard for spelling, grammar, and correctly used accent marks

Heritage speakers think that they know the vocabulary, but also need to know that there are other ways to say things in Spanish. Heritage speakers also need to spell and use grammar correctly and need to know how to accent. Those who have been educated in their native country can already do most of these things. Those who speak only and have not had Spanish grammar in Spanish, really do need grammar and spelling. Sometimes these take the form of reminders. We have to explain the language of grammar to them before we can actually talk about grammar and sentence structure.

I am a firm believer that my children did not get the English education that I did in high school, and that grammar is to writing as learning color, texture, perspective and composition is to art. A person can paint or draw without these techniques, but with instruction in these techniques, their art can be better. Hispanic students often need to learn the techniques of writing.

I teach an Ap class that has all heritage students. I use all the materials for AP. I do utilize reading and culture other than Mexico since they are not used to reading things with different vocabulary etc... All my students in that class are from Mexico so we studied some readings from Mexico but the majority are from other countries.

We speak mostly in Spanish together. Mainly, they receive a more educated vocabulary and gain awareness that other Spanish speaking cultures can say the same thing in a different way.

I am not sure

In the past I have had them tutor my students, have required spelling competency from them.

I use heritage language students to model pronunciation and enhance conversation activities. Some student are asked to complete the tasks in English rather than Spanish.

Once they get to AP, it is fairly easy to assess their compositions differently, and emphasize accentuation, etc. In lower level classes it is a challenge to keep their interest, and I have them assist others, make sure they are learning to ADD to their vocabulary, not just coasting on what they already know, and act as an informant of culture.

I do very little to adjust for native speakers. I use them as a resource sometimes.

Heritage language students usually are put into higher-level courses at the school. That way, there are less adjustments made. This sounds bad, but when there is a class of 35-40 students, then there is not much time to deal with helping the heritage students more. If they are not flunking the class, then there is not much accomodation made. When I am trying to teach English speakers to learn Spanish, the heritage speakers think that the rest of the class is less intelligent. This is because I have to teach basic vocabulary and grammatical structures and the heritage speakers easily are bored. By putting them in a higher level course, heritage speakers are still somewhat bored, but not as bored as they would be if they were in a level one or two class.

With a limited number of students that meet this qualification (and still seeing that they need work in other areas), I don't make adjustments. Currently, at least, they are younger students who don't mind being able to excel beyond their peers.

Mostly I hold them to a higher standard on oral work and expect them to be helpful to others in the class. I do nothing on written tests because they rarely excel at written tests because they rarely study.

all three in different classes, they help with speaking activities. however, these students are learning the correct grammar, it's making them more aware of what 'their' language is all about.

I have found that they need to do the same assignments with more of a focus on correct spelling and punctuation rather than on the language content.

I make very few adjustments if any. They have to meet the same standards as any other student in the class. And frequently, even though they have a better understanding of spoken Spanish, they don't do any better in the class, because they have the same problems as other students in studying and turning in the work upon which their grade is based. Once in a while when I have a new student who is a recent immigrant and speaks little or no English, I might excuse them from some assignments or have a native speaker who also speaks English translate or explain instructions they might not understand. They have to learn by being "thrown into the fire" so to speak.

We do not typically allow heritage language studnets in the introduction to Spanish class. Very few if any adjustments are made. If the class seems to be too easy for the students we strongly encourage them to pick another class.

I hold the heritage learners to a higher level standard on pronunciation and grammar. While with the new learners I may accept misspellings and incorrect sentences, I expect more from the experienced students.

Occasionally, I will give the same test to my TA that I give to my other Spanish students and simply require a higher degree of proficiency on the test. Also, for my heritage language students in my English classes, I might allow a lower degree of proficiency in the English grammar or spelling, etc. Usually, these accommodations are minimal.

Being that my students already have a great vocabulary in the Spanish language, I have taken the time to focus on grammar and writing with them. I felt that to be the greatest area for improvement.

Native-like dialogue role-plays for other students to view fluency examples
Tier 2 vocabulary words
Homework from "typical" Spanish speaking schools

In any given school year, I only have a few Heritage Language Students of Spanish and so I have not been able to develop special curriculum for them. However, I take time frequently to help with challenging areas such as: explaining to them the difference between formal and informal ways to address adults and children, as well as helping them with cultural awareness.

Our “heritage language students” are from many varied backgrounds and abilities - from near-native proficiency in speaking to knowing and understanding almost no spoken Spanish. Almost all are unable to read or write the language. Most interact with other students in the classroom and are able to model correct pronunciation and help facilitate speaking activities.

I sometimes have them come in for a few minutes after school to give them some Spanish literature to read.

I do not make adjustments because I have found that heritage learners still need to be assessed at the same level as non-native speakers when it comes to grammar and spelling.

I sometimes highlight common grammar mistakes for both native speakers and non-native speakers so that everyone is aware of them.

Most of the heritage learners in my class are illiterate in both languages in academic terms since they speak Spanish at home but have never had formal schooling in their native lands.

I think that first and foremost they need to be placed in a heritage learner classroom; so that they can flourish together.

I have not been able to do much so far because the “heritage language students”; vary widely in their abilities. I have discussed with the principal offering a class for them next year, but it is doubtful there will be enough students for it.

I mostly focus on helping them learn English from the Spanish vocabulary we learn and encourage them to focus on specific problems they have in writing like capitalization, spelling or punctuation. We identify problem areas and then set goals to improve on those areas. I always encourage them to write more than the other students are expected to do. I encourage them to share cultural information and turn to them as an “expert” on vocabulary questions. I have them help in passing off verbal skills with the other students.

We have a full time ESL teacher in our school. I assist my students as needed for translation and working with other teachers. Our curriculum, testing and instruction is the same for all Spanish students. I give them extra help with spelling, grammar and writing when necessary.

Students will sometimes read or talk to the students in Spanish. Some will share different vocabulary their family uses. I also have heritage learners write more and we talk about spelling and the use of accents.

I rarely have heritage language students in my classes. I usually discuss with them if they would like to have accommodations which help them learn more and progress more quickly. Usually they are not interested in being pushed ahead of their peers.

Most of the students need to go over the text book because they have issues with reading and writing. I feel that the text book often times helps them realize small things that they don't realize they need to do.

Explain the assignment in Spanish, have them work with a native English speaker.

I make a point of calling their attention to issues I know are especially difficult for them and of explaining those issues.

I try to involve the native speakers in community activities. We have: read to native primary children, participated in the country library reading programs, worked with Cinco de Mayo activities, they have translated for

Pre- School and Head Start, and adult community meetings. and we have done cultural activities on special Mexican holidays. In the academic area, the 4th year students are working with AP and 4th year work. I try to have them use the grammar concepts in personal writings. We have explored endogamia and exogamia in relation to their future spouses. They are currently using the internet to research a vacation that they “will” do- (pretend of course) but using future tense verbs.

I provide reading material depending of the student level and also the writing process is according to the student ability. Grammar also is adapted to the student needs and abilities.

My heritage students are basically taught the same as my other students this year. They know some Spanish but do not know the technical parts of the language. The first couple of months have been fairly easy for them but they have learned correct spelling and writing. As we move on, they are having to work harder.

I don't make them practice the vocabulary they already know. They help other students in groups. If they are having trouble with their writing, I teach help them outside of class. I hold them to a higher standard when it comes to listening, speaking and reading assignments.

I made separate assignments for a student last year out of the materials from the textbook. However, it was a lot of work for only one student. I only have a few students out of the native speakers that are totally proficient in reading, writing, speaking, and listening. The rest lack skills in writing or grammar at the very least. Of course, they are still a leg up to their English speaking counterparts, but I don't feel that it is worth it to make an entirely new curriculum for such a small group of students. My school has significantly more native Spanish speaking students than actually take Spanish class. I feel a native Spanish speaking class would be beneficial to this school.

I usually don't. The biggest problem I have is with their spelling and reading skills. Sometimes they think this is an easy A class. The reality is they need to work hard on their spelling and reading skills if they have not been educated in their native countries or have not been read to as a young child.

I have used them as cultural ambassadors.
Fair or not, the same is expected of them.

extra time to complete work, supplemental assignments to do instead of the regular work

A student who has no English skills will be given instruction in Spanish. I also will allow students who are in this same category to modify their assignments to strengthen their acquisition of English skills.

Often I provide further examples in Spanish of certain grammatic elements as they may not be as familiar with the grammatic terminology.

I consider them a regular student who can set the model for speaking the language to the other students in the class.

Emphasize their needs, like accents, spelling, literacy skills.

I choose topics for study that are relevant to heritage students. I often teach through content areas like literature, history, anthropology, art. I use contemporary Latin music to reinforce grammar the class is learning. I use conversational activities that allow them to use their Spanish in a natural way. I make use of their cultural knowledge, like the students who recently presented their quinceanera photos in Spanish to the class. I teach strategies especially for heritage learners, like a key word or phrase to elicit a certain verb tense. I use dual language texts and books so that, no matter what the heritage students' level of proficiency is, they have access to all the vocabulary in both languages, building their Spanish as well as English vocabularies. I assess their level of proficiency at the beginning of the class and give them reading materials for each unit that are appropriate for them. I assess them orally on reading material that is at their level.

My 2 heritage students don't have any spanish language skills other than the ability to speak therefore they benefit from most everything I do in class. I don't use a text book so that's never a problem.

I use the TPRS storytelling method. We tell and create stories and then discuss them in present and past tenses. We read novels set in different locations throughout the Spanish speaking world. We discuss cultural differences and study musicians and artist from the Hispanic community. I give grammatical tidbits along with large doses of readings where correct forms are used.

Thinking back over the years, I haven't had to make adjustments for any of my students. They have been at the same level pretty much (sometimes way above, other times a little below the majority of the students) as my other students.

We recently purchased a textbook that has on-line work. The heritage lang. students can choose a higher level of work to challenge them. (classzone.com)

pre-assessment, build on background, self-assessment, cooperative groups (alternate homogenous & heterogenous), instructional conversation, joint productive activities, literacy skills taught explicitly, high expectations, challenging activities

none

I created a Spanish class for heritage language students last year, but I was required to have over 30 students in order to start the class. So I encouraged all hispanic students in the school to take it. That was a mistake. I had students of ALL abilities and it was extremely challenging. Also I didn't have good materials to use. The few textbooks for heritage speakers are not appropriate for middle school students. So I had to create my own curriculum with limited materials. It was all very challenging and I was in over my head. At the end of the year I waited to see who would sign up for it and I got 16 students but the administration said that that wasn't enough to have a class. So these students are now in Spanish 2. But they seem to enjoy Spanish 2 and I emphasize spelling and writing with them.

I give them deeper/wider explanations of concepts we're learning. I use different vocabulary with them both in regular conversations and in explaining things to them. I give them their directions completely in Spanish. I let them give different answers on their homework if the answers will stay within the parameters of the concept we're working on.

Most of my students have Spanish spoken in the home, but the parents go out of their way to use English rather than Spanish. Therefore, the knowledge and skills that my students have is very limited except for additional vocabulary recognition and listening skills. I find that they are comfortable in the class and can get a pretty good grade, but do not want to be singled out or used as a resource in the class because they do not want to be the center of attention.

I probably haven't been meeting thier needs as well as I would like.

Heritage learner's are given vocabulary lists in English if necessary. We compare and contrast English and Spanish grammatical concepts.

Quite a bit of cooperative learning occurs in my classes giving opportunities for all students to help each other learn. With grammar being left out of most English classes, through foreign language courses all students gain an understanding of parts of speech, verb conjugation, etc. As I teach my English speaking students about object pronouns, for example, I also help the heritage language students understand what these words are and how to properly use them. For the most part, they use them in sentences, but when asked to translate an English sentence using a direct object pronoun versus an indirect object pronoun they don't understand what to do. I try and help them gain an understanding of parts of speech and why and when we use them.

I try to emphasize the spelling of Spanish, and I do not mark "typical" spelling errors (of heritage speakers) as wrong (until the student has had sufficient time to learn)

We try to give them more level-appropriate prompts for writing assignments and will have them attempt different perspectives in retelling activities that are done in class. Our difficulty is most are placed in beginning Spanish classes where the vocabulary and stories we do in class are not advanced enough to maintain a high level of motivation and interest.

More difficult work. Emphasis on writing the language.

Certain parts of assignments in advanced classes that are designed to emphasize specific grammar already known by heritage language students are skipped. For projects (such as writing assignments), the requirements are somewhat more challenging for heritage language students.

I teach Spanish 3 and higher so I mostly speak Spanish and exclusively Spanish in the AP or IB courses. I use HLL students to enrich culture and vocabulary. In turn, these two become greater knowledge for them and they feel validated and important. As for assessments, I accept their oral skills as long as they are grammatically correct. Regionalisms are no problem and are important. They know this. The reading they get enriches their Spanish academic language and the literature validates their own culture and the same time that it enriches it.

The only adjustments I make with my classes that have one or more Heritage learners is asking their input about culture and some vocabulary words.

I only teach level 1 Spanish classes

since I teach in Spanish and the students are put in my class to learn English - I often give them a vocabulary list of the words in English that other students don't get

This is my first year teaching with these materials from Prentice Hall. I am learning as I am going and will make additional changes in the future.

Vocabulary must be memorized in Spanish and English. If reading is a barrier I will give the instructions orally.

With the numbers of students we have it is very difficult to meet individual needs. I do try to see to it that I give enough of a variety of activities that everyone can benefit in some way, but many heritage language learners do not look for how they can benefit from the activity. They just do what is easy for them and do not see a reason to challenge themselves.

I just try to have them work out of more advanced Spanish literature 2 to 3 days a week

We should offer an ESL class if there are more than one or two students at our school. As for now, I explain things in Spanish to my heritage student if he gets confused. So far, so good. He says he is learning.

As I said in a previous question, if I give them the regular class assignments, they are either bored or they dominate the class. If I give them separate, level-appropriate work (native-language reading materials with pursuant vocabulary, comprehension questions, and writing assignments), they complain about being, essentially, segregated. As it stands, I give them the choice, but it's a less than ideal situation. Most take the "easy" route from the start, and usually all have decided to do that within a few weeks.

I don't have any now, but I'm on the brink of making gradual changes.

Sometimes If the other students are writing on their journals, the heritage language students have to write double.

Home oral practice assignment changed to home oral reading.

Classroom oral participation waived, but not partner practice

HIGHER EXPECTATIONS FOR OPEN-ENDED ASSIGNMENTS, USING THEM AS PARTNERS FOR MODELING DIALOGUES WITH ME IN FRONT OF THE CLASS, PUSHING THEM TO GIVE MORE ELABORATE ANSWERS

At the beginning of my class, I talk about how some students in this class already speak other languages and invite them to share their knowledge with the rest of the class. I don't force students to be representatives for their language or culture but have found that many students enjoy sharing what they know with the class and with me.

None

have them read independently

When I teach the Native Speaker's class, my methods are all adapted to them. In the other classes, I mainly expect a more advanced level of journal writing and will often give alternate reading materials. They need the grammar as much as the other students do, but I ask them for different vocabulary or ideas about subject matter. I like to have them share cultural background with the others.

n/a

I require higher standards in language comprehension and production on assignments as well as on tests. I often have heritage language learners model certain concepts that we're studying.

I strategically place them in specific groups and seats so that they can be utilized with their peers. First I get consent to use them as a resource and if it is okay then I use them to model and provide authentic experiences. They also read more difficult readings in Spanish than non-native speakers.

Use the heritage language workbook. Have students do more reading and writing than speaking and listening.

I focus on spelling things correctly. I have found that heritage language students can generally speak well and understand general principles, but their spelling is usually incorrect and their grammar is sloppy.

They do the same curriculum that everyone else does. They need to focus on writing, spelling, and reading just like the American kids because they lack the fundamentals in the language. Most of them come from poor immigrant families, with the exception of those who come from South America or Spain. They are much more prepared than the Mexican students and their attitudes about education are much more positive.

For one student who was extremely bored, I gave her a Spanish novel to read in the library during Spanish class, had her write a one page summary (in English) of what she read each week, and had her compile the weekly summaries into one longer book report (in Spanish). I'm planning to show her how to type the book report in Spanish, including accent marks, and hoping to get the Spanish spell-checker working so she can see what she is misspelling. Otherwise, I just assign them the same material and have them help me give the speaking quizzes to the rest of the class.

Many speak well, some do not write well or read well, and I push writing well and spelling in Spanish. They can learn to do excellent work, just as an English speaking student must take 4 years of English in High School, to improve their writing and comprehension skills, more than speaking skills.

I am the French teacher. I only have one class of Spanish and only one heritage learner. Many of the heritage language learners are in my French class where they generally do very well. We have two other full time Spanish teachers at my school.

I encourage them to pay attention to what they are doing.

They frequently assume that because they understand their parents that they are doing everything correctly.

“Free form” writing (phonetic misspelling, missing periods, accents, etc...) is not acceptable in my class. Regional expressions such as “haiga, nadien, y pior” are also not allowed.

I discuss their abilities and desired outcomes with them to choose appropriate class placement. I try to monitor for boredom and frustration, then adapt if I can. Most of the heritage speakers seem to go with the flow well, but I must admit there are some for whom I am falling short in meeting their needs.

I also try to give the heritage speakers chances to give input regarding vocab and traditions, etc.

I try to make sure they understand the rationale of the grammar... since they simply have a feel of how to say it. (for example: the subjunctive) I also accomodate tests if they don't understand what I want--how me these verbs in the preterite--would be become--ayer yo_____.

grammar.

APPENDIX D

Verbatim Responses to Survey Question 34

Survey Question 34

If you could make any changes you wanted in order to improve your school's program for heritage students of Spanish, what would you change?

Verbatim Responses to Question 34

Add More classes. We need more money for new classroom materials etc.

Better student placement and sequence.

Different time of day

Some sort of screening process needs to be in place. My heritage class has become a dumping ground for native speakers. So many bad apples hurts the bunch. Also a beginning and intermediate course needs to be in place.

1. Utilize a placement test before students register for the class. 2. Ask that counselors/administrators be on the "same page" in the program with placing students in the classes. 3. More training, age/ability specific. Much of the literature is too "high brow" for junior high students.

I would like to find more appropriate materials for my students. Some readings that are age appropriate, but written on about a second or third grade levels. I find that these students are either quite literate, or not literate at all--and many of them are very low-level in both English and Spanish. I feel like there is too much burden put on myself to make these students literate. My AP Spanish courses have gone quite well, as students tend to be fairly literate in at least one language, and I can usually get them where they need to be for the AP test, but my Native Speaker class really seems like a losing game to me. Many of the students don't respect me much, or see me as an outsider--although my knowledge of Spanish and literacy skills are vastly greater than theirs. Frankly, I think that many of them see education and literacy in any language as oppressive and contrary to their self concepts. I really don't know what to do to help. I will probably request that the class not be offered next year.

Placement. Too wide of a variety. Students that are very intelligent and willing to learn to those that are not very educated and do not want to learn.

Classify students into levels.

Have more materials available.

We need two levels so that those that are functioning higher can go ahead and those with basic skills can practice at that level and try and achieve a higher status.

Divide the classes into beginning and intermediate levels

We offer Spanish IV Native, which is Spanish for Spanish Speakers, and an Advanced Grammar/Translation class. We have also offered a literature class in the past. I like the direction we are going, with more emphasis being placed on grammar, reading, and writing.

More materials to choose from, a better video library, better understanding that heritage learners need to maintain their language not only to better their English but because their native language is a valuable asset to them. Currently, my class is viewed as somewhat remedial and the funding is justified based on studies that their English capabilities will be improved by supporting their L1. I am a little saddened by this since so much money is poured into developing other students' talents such as music, art, sports, (sigh) but a language is still not valued as such.

I think our school works hard to meet the needs of the students. We have a person to help students who struggle beyond the classes taught in spanish

Create a separate class just for them. We are a small school so I have two classes within one and teach two lessons a day and it is quite difficult but it is better than nothing. When I was in California I had a complete separate class and had 41 students in there. We called it Spanish for Native Speakers.

APPENDIX E

Verbatim Responses to Survey Question 35

Survey Question 35

What other comments, if any, do you have about teaching heritage language students of Spanish?

Verbatim Responses to Question 35

THEY ARE INVALUABLE IN ASSISTING OTHER STUDENTS.

They really need another class. I feel bad about the fact that I can't help them in the areas they need. They basically fall into the background. Other than that, a majority of my native speakers don't do well in my class grade wise. They have a hard time with understanding the grammar charts because they didn't learn the language with charts. They have a hard time with basic grammar concepts and analyzing their own language in that way (present tense, past tense, imperfect tense). They know how to speak it but have a hard time analyzing it. They need spelling lessons, books to read, and to be able to write meaningful things in their language.

I feel they should be in Spanish I so they can become literate in their native language.. Beyond that, there are plenty of other courses of American schools they should participate in because they need to acculturate in order to secure a more profitable financial future for themselves and future families. I am thinking of US history, Utah history, English and English literature. Should they want to learn more of their Spanish heritage or literature then they will pick up those courses in college or university

There is such a wide variety of heritage language students that it is difficult to put them all into one category. I've had students who have been well educated in their native countries and have done well with a literature program. Then there are those who come without a real education from their own country who can speak, but not write well. Then there are those whose parents come from the native country and have spoken Spanish in the home. Again these students can speak, but are lacking in other language skill, like writing or even speaking in a formal way. These there are hispanic students who speak little Spanish and others whose parents don't speak Spanish in the home anymore who are like anglo students just beginning with the language, but they have help at home.

You would have to give them a point for taking a class in which they already speak Spanish. I think it would need to be arranged the same as an English class for English speakers.

I see a need for them to have their own class but also the great advantages of having them together with my American students. I love seeing them help and teach each other and learn to cross racial boundaries. I have seen many positive interactions and am not sure I want to split them up! It's a hard one to decide. I see a need at our school for them to interact and become friends so that races are not divided and so they learn to respect and understand each other.

Our heritage language student population is non-existent. We do have Navajo and Ute students who do have their own heritage classes.

I really wish we could have a class just for heritage language students to teach them reading and writing skills and a bit about other cultures in the Spanish-speaking world. I've asked and the only reaction was to tell me we couldn't afford a class for so few students. (I think we have more students who already speak Spanish than let us know!)

I believe a class made for heritage language students will serve them best.

Some native speakers do very well and enjoy even level one Spanish. Others are easily bored and become a discipline problem. I think that those who know very little English benefit the most from my teaching style, as we do a lot of translating back and forth.

Their attitudes vary. Some are proud of their first language, other are embarrassed. Some are willing to assist and be a model for the language, will other are not. Some want to preserve their first language and other don't seem to see the value of being proficient in both languages. We don't have a high number of first generation immigrants. Our administrators don't seem to be concerned about the needs of our heritage language learners. It is a shame that we don't encourage exchange student programs in our state any longer. The state started charging tuition and we rarely have foreign exchange students any more. Our students are the ones who lose out the most by not being exposed to other languages and cultures through exchange programs.

It is a great class for native speakers. It requires a lot of preparation and a lot of resources. It is important to choose a book system that is timely and interesting.

It can be a little tricky and intimidating if you don't consider yourself a native speaker of the language.

I am a strong advocate for classes specific for heritage learners where population supports it. In most cases it is a far better place for them than in Spanish classes or ESL.

In watching a fellow teacher struggle with how to teach these students, I would say that most of the challenge comes from the resistance of the students to accept any type of Spanish other than what they've heard at home or on the streets (which is usually pretty low-level Spanish that is full of slang).

The classes are also challenging because of the mixture of students who won't work together because they belong to rival hispanic gangs.

I feel that if a program existed that helped them with their Spanish the way our Language arts classes are designed to help native English speakers, it would be very useful to them. True bilingual skills are valued in the work place, but these students often end up without a full set of language skills in either language rather than being highly fluent in both.

I have the perspective of being both an English Teacher (not ELL or ESL) and a Spanish language teacher. My HLS of Spanish struggle in both classes for totally different reasons. In the Spanish classes, it is due to laziness or apathy. Sometimes they do have a desire to improve their Spanish language skills but the curriculum is ill suited to their needs. In their English classes, the problem lies chiefly in a lack of more sophisticated written language skills and again ill suited curricula or lack of appropriate training on my part as a teacher. I often do not know what to do, and I get to explain that weakness in both English AND Spanish. It is very frustrating.

Since I only have two heritage Spanish speaking students, it is not a huge deal. In fact, these students are more successful than their white monolingual counterparts in this subject area so this is a positive response

Throughout my many years of teaching, I have noticed that these students have several special needs, including: greater awareness of their own cultural heritage. They need to be treated with respect in front of the other students and they need to be provided with more opportunities to read and write in Spanish.

Many feel that if they can speak the language, they don't have a need to learn to read or write it. Many are struggling with cultural traditions (either generated from the community or from their sub-culture within the school) that inhibit their productivity - many simply do not complete assignments nor see the value in getting good grades in a class. A class of just heritage language students could be a disaster in terms of behavior problems and productivity.

I feel a native speaker is best qualified to teach a class specifically designed for heritage learners. Because both of our Spanish teachers are non-native speakers, we have preferred to teach them in our intermediate to advanced classes (Spanish 2-4), mixed in with the non-native speakers.

Heritage learning programs have to be implemented at every level. Most heritage learners feel left out. We need to include them and teach them at their level.

Our school is very supportive of these students. They generally improve their skills in both English and Spanish by their enrollment in my classes.

We have relatively few heritage students here. Their language skills in both Spanish and English vary greatly. We help them according to their individual needs.

I wish we had more in our school. I wish we had more that were interested in learning Spanish and pushing themselves to increase their fluency.

It is a very complex issue, as these students have varying knowledge of L1 and L2, and varying general literacy levels, as well as varying attitudes about literacy and bilingualism in general. The issue is so complex, that I doubt many schools are willing to address it sufficiently, since teaching Spanish to Spanish-speakers and bilingual education is also a controversial political issue.

I do feel there is a need to address the issue of best practices approach to serving heritage speakers. I think that student population would be enriched and it would provide a venue to convey skills training for future endeavors.

A basic guideline of what to teach.

Accessibility of resources Short stories that they can read would help
vocabulary lists of common misspelled words.

In my experience the 50% of the students are not interested in taking the Spanish class. They think that is too easy, and that they already know how to speak Spanish. They never turn in projects or assignments that involve reading or writing. They will not come to class prepared. Some are really grateful to continue learning their language.

They are usually a great addition to my classes but occasionally, I will have students who are ready for more intensive instruction but there is no way to deliver it at this time. Because of the system requiring two years of a foreign language, we don't have a way for them to test out and receive credit.

Some students don't realize the low level of their communication skills. They have the BICS but lack the academic vocabulary and they don't even realize it.

I think they can add to a Spanish class. Sometimes, I find they are embarrassed to speak or they don't want to stand out from the rest of the students. I have found that each student needs to be treated as an individual and handled in a way that works for them....

Our text has lots of materials for heritage language students, but there was very little training given on the textbook for Anglo students and none for native speakers.

Public school can be a challenge, if they cannot speak English well. School is twice as hard for them in the specific core classes.

I taught them for 5 years in California and there is a stigma to them, often called 'beaner' classes. Often the students do not come from a background where learning formal Spanish is admired and so the students do not perform well or care to perform well.

On the other hand they can be very fun for the teacher because you can play to their strengths in order to shore up weaknesses by means of discussion of theme development.

We need more workshops to teach the teachers who have no specific training in this area.

Many times students have an extremely low literacy rate in both English and Spanish. Most have an excellent command of the language, but lack reading and writing skills. However, like most kids, many do not really want to put forth a lot of effort to improve their literacy.

I have battled with this issue for years and I am still torn. Here in middle school, when I tried to teach the heritage speakers class, I wanted to teach literature and writing but they didn't seem to like it or maybe I just didn't have good materials. Also, I had a lot of classroom management problems in that class. Overall, the students were very disrespectful. That may have been due to a number of reasons: my inexperience with the curriculum and particular

students' attitudes and behaviors. It was very challenging. But that doesn't mean I wouldn't try again. This year seems to be my best year yet with my heritage speakers in Spanish 2. They seem to be enjoying it and interested even though it is not ideal for their learning needs it seems to be good for their social needs - they can show other students that they have a gift of speaking two languages - this seems to be very positive for them.

My school is unique because we have very few of these students. I DO see a need for this type of program in other schools within our district. These students tend to struggle academically. I think if provided the right environment and materials they could be more highly successful. The track record for teaching heritage language students is dismal in our district and needs improvement and change. Good luck in finding the funds to implement the change.

I have always felt that there needs to be something to better help our heritage language students of Spanish develop their language skills. I appreciate you doing this survey and am anxious to see what results from it.

they are great kids and I really enjoy working with them!

They need something to improve their own Spanish skills, but should not be allowed to take a beginning Spanish I class. They do need their own class.

We have an ESL tutor class that has been very helpful in teaching students basic things that they do not understand in their regular classes, including Spanish classes. They are given much more one-on-one attention.

I teach the lower levels, Spanish I and II, at West HS. Due to class sizes and/or misplacement of students, I have heritage speakers who DO NOT BELONG. I am not sure of the validity or usefulness of my answers (insofar as this survey). I think contacting the teachers that teach SNS classes would be more appropriate (for your study).

They are great!

The students I have now tend to be very different from the ones I taught fifteen or twenty years ago. Many of the students I have now are bilingual, but they lack skills in grammar, reading, writing, and vocabulary. Thus, the emphasis has changed. We have a new text geared to their needs, and we have moved in that direction.

I would like ideas of how to make their experience more beneficial in my Level 1 class without them just feeling like they had extra work.

It has very rarely been a positive experience for me or the heritage student or the other kids in the class - The other kids in beginning classes are intimidated by the student and it inhibits their speaking. The heritage students are often unteachable because they think they know it all - or they think that that can communicate well enough to get along so why should they worry about doing it correctly? When they are in classes where the instruction aimed at the class is too easy for them they become bored(for which I don't blame them) and disruptive. If the vocabulary or culture taught is different from what they learned they don't feel like they should have to learn it. The counselors feel like the appropriate place for a Spanish ESL student trying to learn English is a beginning Spanish class - GRR!

Getting some of my students invested in bettering their Spanish is a little challenging. Some of them struggle to maintain Spanish only in the classroom and I think perceive Spanish as their "house" language that they use at home, or as a secret language to use at school with buddies, but do not have much concept of it as worthy of rules, form, being artistic etc. Also getting them to value Spanish as an asset for their futures is also difficult because of their short sightedness, but I wonder if so much value has been placed on their success hinging on English acquisition, and the home model that Spanish does not get you anywhere professionally, that they have a skewed vision of what Spanish can do for them.

I enjoy the students that I have currently and would like them to continue in the Spanish curriculum

I really feel that something needs to be done....but I'm a first year and having trouble just keeping my head above water...If I were to come back next year I would really like to find more helps in these areas

None.

Just what I mentioned before: that I can't submit a comment on "other" without checking one of the other boxes as well.

I wish we could have a special Spanish class for these students.

RECENT IMMIGRANTS MAY REQUIRE A NATIVE-SPEAKING TEACHER TO ADEQUATELY MEET THEIR NEEDS.

I think we really need to teach them basic literacy, as well as pride in their heritage. When we switched the labels on the workers we need from "bracero" to "illegal", we greatly lowered the self-esteem of the Hispanic heritage in general. Too many of them are just sliding through the required grades and then dropping out. I see too many failing to graduate from High School; some because of early parenthood; many because they never got the basic language tools they need for success.

I don't feel like my input was relevant since I don't teach many of these students and they are 2nd and 3rd generation with low or no Spanish-language skills. However, I do teach a LARGE population of these students in French classes. I think their skills would be better in a 2nd language if they were better equipped with reading and writing skills in Spanish.ed with

My heritage speakers want an easy class and think that by taking Spanish they will easily ace the class. However many of them get lazy or think they already know it, and don't turn in the assignment. I have other students who do amazingly well and enjoy the language. They help other students and gain new vocabulary. I don't believe any true Spanish speaking student should begin in Spanish A.

Many of our heritage language students are placed in special education classes, which I feel is inappropriate.

Some training would be nice for teachers. Native speakers have a huge advantage over my nonnative speakers, but they usually lack grammar skills, and rarely do they pass the class

Sometimes we baby them too much, and underestimate how intelligent they really are. By doing that, and allowing them to take the easy road, we do them a disservice. The students who truly do not speak English well and are adapting can learn English in a matter of months, with another student helping them adapt and by understanding that they have incredible potential, and are treated with respect.

I try as best as possible to teach it just as I do an English class. I try to teach and re-inforce the rules of the language, incorporate a lot of reading and writing with emphasis on spelling and accents through modeling and one-on-one instruction. We work a great deal with verbs in five tenses and try to develop their use and expand on their vocabulary. I also use them to help the regular Spanish I students in the class and it really works well considering the circumstances.