
BENEFITS OF IMPLEMENTING THE COIL MODEL IN HERITAGE-SPEAKER INSTRUCTION

Laura Villa
Queens College, CUNY

María J. Barros
Saint Xavier University

CONTENTS

1. Project: *Latinos in the US*
 2. COIL Model in Heritage Instruction
 3. Goals
 4. Implementation of *Latinos in the US*
 - a. Module 1: *Identidades*
 - b. Module 2: *Historias*
 5. Challenges and Conclusions
 6. References
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LATINOS IN THE US

- ❑ Learning experience that connects heritage language learners of Spanish from Saint Xavier University and Queens College
 - Emphasis on linguistic skills, historical and cultural knowledge, and sociolinguistic and intercultural competence
- ❑ Research project financed by the US Department of Education through the Center for Integrated Language Communities
 - Focus on language education in the community college, on heritage language learners, and on the use of educational technology

COIL MODEL IN HERITAGE INSTRUCTION

- ❑ Promoting cross-cultural learning in the exploration of language and cultures in the US
- ❑ Compare-and-contrast as a teaching technique that pursues a deeper understanding of the self, the others, and the discursive configuration of identity
- ❑ *Latinos in the US* emphasizes and values our students' experiences, memories, and connections
- ❑ Telecollaboration with a partner in the other university through technology-enhanced assignments and videoconferencing

GOALS

Language proficiency (ACTFL 2012)

- Advanced (intermediate high to advanced mid) in ACTFL
- Modified versions of both the OPI and WPT

Transcultural journey (Slimbach 2005)

- Understanding of the self and the other in a culturally complex world
- Students' work and a final reflection

Critical language awareness (Leeman 2015, Martinez 2003)

- Understanding of ideas about language, language variation and contact
- Students' work and a final reflection

IMPLEMENTATION PHASE OF *LATINOS IN THE US*

Google Site → <https://sites.google.com/site/cilcusalatinos>

Identity survey → to partner students according to personal interests

Google Hangouts on Air

Two modules: *Identidades, Historias*

MODULE 1: IDENTIDADES

Students explore the discursive nature of group identities through readings, questionnaires and a discussion with a telecollaborator in a synchronous communication via Google Hangouts on Air

MODULE 1: IDENTIDADES

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1. The *Cultura* project

- Word association: Family, failure, Spanish, community, identity, immigration, power, culture, tradition, English, success, happiness, university, authority
- Sentence completion: The American dream is... A good job is... A well behaved child...

2. **Telecollaboration**: with their partners, and based on the readings and in-class discussions, students...

- Compare and contrast results from the word association and sentence completion
- Discuss how and when they use English, Spanish or a combination of both
- Reflection on values that are important markers of students' identity in both groups

MODULE 1: IDENTIDADES

II

3. Quiz and in-class final reflections

4. Essay: Who are US Latinos?

- Describe the characteristics shared by Latinos in the US
- Make sure to compare and contrast different Latino values and experiences
- Discuss how Latino identity is constructed from within and from outside the group

MODULE 2: HISTORIAS

Students learn about the history of Latinos in the US and share family stories by posting a narrated picture in our webpage and discussing it with their partner via Google Hangouts on Air

MODULE 2: HISTORIAS

I

1. Family trees and routes to NYC/Chicago → maps

2. Material history

3. Telecollaboration: with their partners, and based on the readings and in-class discussions, students...

- Share personal histories and discuss similarities/differences
- Talk about language issues that are important for the history of families/communities
- Reflect on the significance of general historical events in the relocation and dislocation of human groups

MODULE 2: HISTORIAS

II

4. Quiz and in-class final reflections

5. Essay: History of US Latinos?

- Describe some trends in the history of Latinos in the US
- Compare and contrast different eras and different parts of the country
- Discuss how your own history converses with the general patterns in your city and the country

CHALLENGES AND CONCLUSIONS

❑ Design phase

- Identifying partner institutions and common learning objectives
- Aligning syllabi and calendars
- Creating multimedia materials
- Selecting appropriate and accessible technology tools

❑ Implementation phase

- Issues with technology
- Schedules and miscommunication between students
- Limited number of interactions and topics

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Thank you very much!

Laura Villa

laura.villa@qc.cuny.edu

Queens College, CUNY

María J. Barros

barrosgarcia@sxu.edu

Saint Xavier University