BENEFITS OF IMPLEMENTING THE COIL MODEL IN HERITAGE SPEAKERS INSTRUCTION

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CONTENTS

LATINOS IN THE US

❑ Learning experience that connects heritage language learners of Spanish from Saint Xavier University and Queens College

   o 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

   o 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 videoconference

GOALS

❑ **Language proficiency (ACTFL 2012)**

- o Advanced (intermediate high to advanced mid) in ACTFL

- o Modified versions of both the OPI and WPT

❑ **Transcultural journey (Slimbach 2005)**

- o Understanding of the self and the other in a culturally complex world

- o Students' production and a final reflection

❑ **Critical language awareness (Leeman 2015, Martinez 2003)**

- o Understanding of ideas about language, language variation and contact

- o Students' production 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   I

1. **The *Cultura* project**

   o **Word association**: Family, failure, Spanish, community, identity, immigration, power, culture, tradition, English, success, happiness, university, authority

   o **Sentence completion**: The American dream is… A good job is… A well behaved child…

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

   o Compare and contrast results from the word association and sentence completion

   o Discuss how and when they use English, Spanish and a combination of both

   o 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?**

   o Describe the characteristics shared by Latinos in the US

   o Make sure to compare and contrast different Latino values and experiences

   o Discuss how is Latino identity constructed from within and without 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 partner, and based on the readings and in-class discussions...

   ○ Share 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

4. Quiz and in-class final reflections

5. Essay: History of US Latinos?

- o Describe some trends in the history of Latinos in the US

- o Compare and contrast different times and different parts of the country

- o Discuss how your own history converses with the general patterns in your city and the country

CHALLENGES AND CONCLUSIONS

❑ **Designing 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!

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