

Sociolinguistic Diversity in Spanish Heritage Language Classrooms

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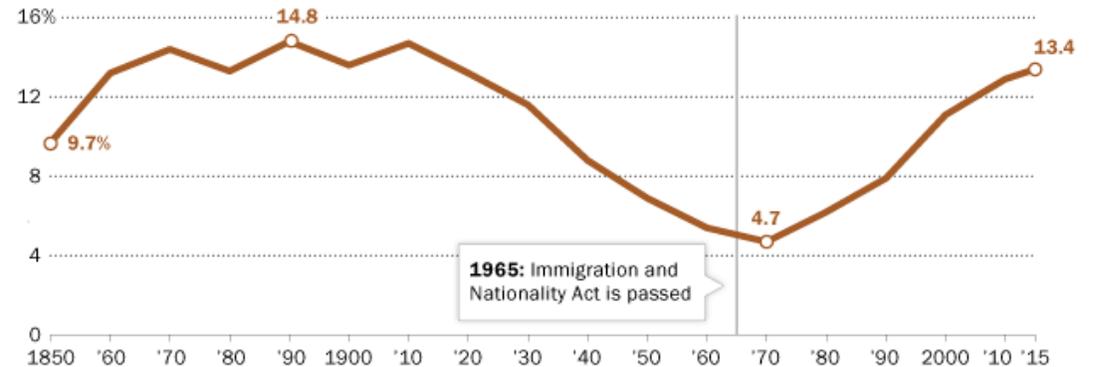
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Immigration in the United States

- Historic and current
- 43.2 million people! (2015)

Immigrant share of U.S. population nears historic high

Percent of U.S. population that is foreign born

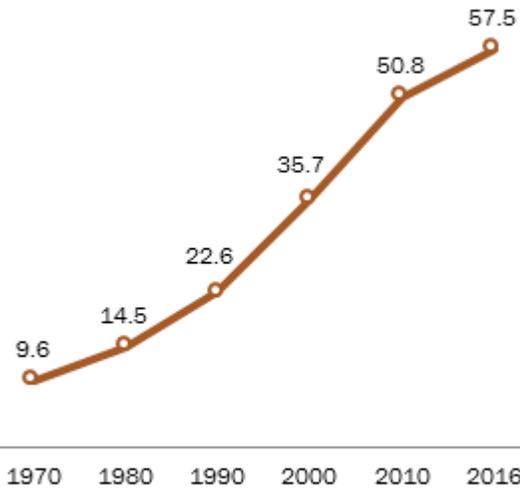


Source: U.S. Census Bureau, "Historical Census Statistics on the Foreign-Born Population of the United States: 1850-2000" and Pew Research Center tabulations of 2010 and 2015 American Community Survey (IPUMS).

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U.S. Hispanic population hits new high

In millions



Note: 1990-2016 estimates are for July 1.

Source: 1970-1980 estimates based on decennial censuses (see Passel & Cohn 2008). 1990-2016 estimates based on intercensal population estimates and Vintage 2014.

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Hispanic origin profiles, 2015

The 14 largest U.S. Hispanic groups by origin
(based on self-described race or ethnicity)

Rankings Characteristics

U.S. Hispanic population – 56,477,000

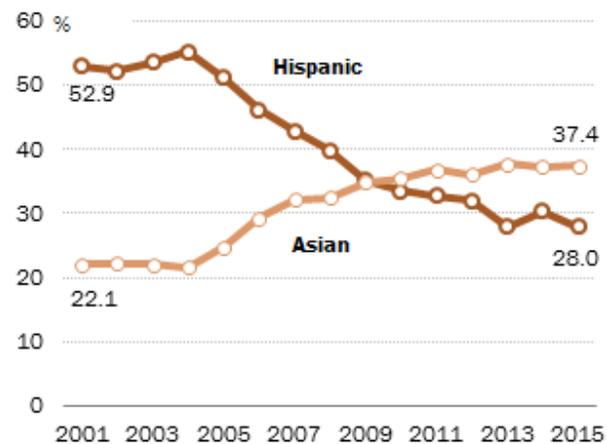
POPULATION		
FOREIGN BORN	1	Mexicans 35,758,000
MEDIAN AGE	2	Puerto Ricans 5,371,000
HIGH SCHOOL	3	Salvadorans 2,174,000
COLLEGE	4	Cubans 2,116,000
LANGUAGE	5	Dominicans 1,866,000
CITIZENSHIP	6	Guatemalans 1,384,000
INCOME	7	Colombians 1,091,000
POVERTY	8	Hondurans 853,000
INSURANCE	9	Spaniards 799,000
HOMEOWNERS	10	Ecuadorians 707,000
	11	Peruvians 651,000
	12	Nicaraguans 422,000
	13	Venezuelans 321,000
	14	Argentineans 274,000

Rounded to the nearest thousand

Source: Pew Research Center tabulations of the 2015 American Community Survey (1% IPUMS).

Among new immigrant arrivals, Asians outnumber Hispanics

% of immigrants arriving in the U.S. in each year who are ...

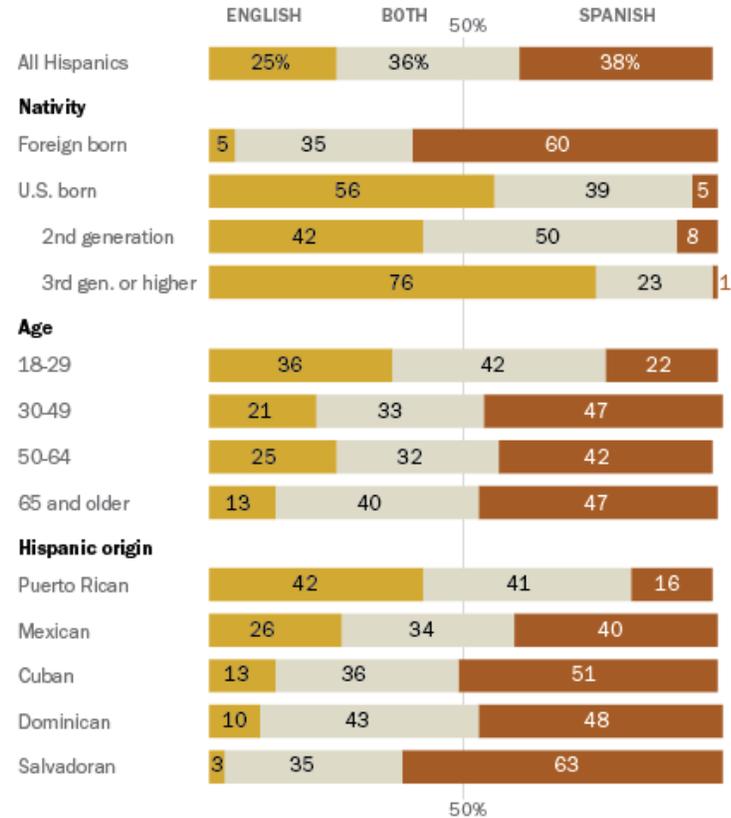


Note: Figures for 2001 to 2005 are based on the household population and do not include arrivals residing in group quarters. 2015 figure represents only arrivals between Jan. 1 and April 1, 2015. Figures reflect only immigrants who are residing the U.S. as of April 1, 2015. Race and ethnicity based on self-reports. Asians include only single-race non-Hispanics. Hispanics are of any race. Source: Pew Research Center tabulations of 2001-2015 American Community Surveys (IPUMS).

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Half of 2nd Generation Latinos Are Bilingual

% of Hispanic adults who mainly use English, Spanish or both

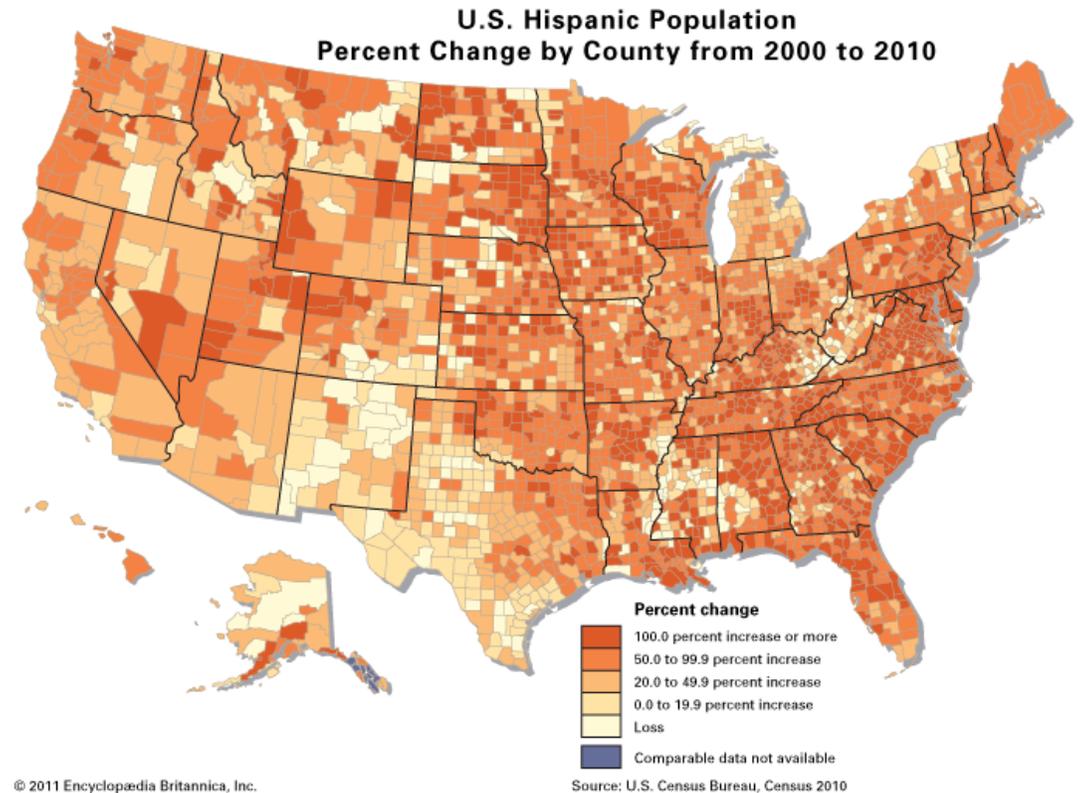


Note: Foreign born includes persons born outside of the U.S. and those born in Puerto Rico even though those born in Puerto Rico are U.S. citizens. Second generation refers to those born in the U.S. to at least one parent who was born outside the U.S. or in Puerto Rico.

Source: Pew Research Center 2013 National Survey of Latinos

New immigrant destinations (Singer, 2004)

- Smaller cities
- Suburbs/rural areas
- The “New Latino South”



Some dimensions of diversity within immigrant communities ...

- National origin
- Race and ethnicity
- Sex/gender
- Sexuality
- Socioeconomic class
- Level of education
- Immigrant generation
- Age of arrival
- Immigration status
- Motivations for migration
- Language proficiency
 - English
 - Spanish
 - Other
- Identity
- Birth order
- Learning styles
- Individual differences
- Disability issues
- AND MORE ...

Case study: D.C. and the DMV



Washington-Arlington-Alexandria, DC-VA-MD-WV

Hispanic population

906,000

Among Hispanics share foreign born

53.1%

Share Hispanic among population

15.3%

Among under 18, share Hispanic

20.4%

Top three Hispanic origin groups	Population	Share among Hispanic
1 Salvadoran	302,000	33.3%
2 Mexican	133,000	14.6%
3 Guatemalan	69,000	7.6%

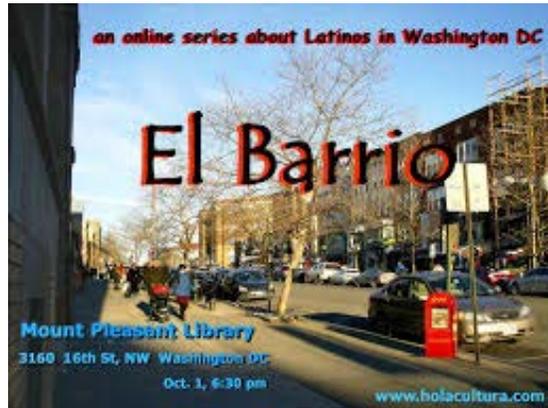
Salvadorans in D.C.



Countries of origin



Social diversity



'We will lose practically everything': Salvadorans devastated by TPS decision

By Maria Sacchetti January 8



Oscar Cortez, 46, originally from El Salvador, is a plumber who has built an American life in the 17 years he has had temporary protected status. The U.S. government will terminate the program for an estimated 200,000 Salvadorans in this country, people with knowledge of the plan said Monday. (Bonnie Jo Mount/The Washington Post)

Oscar Cortez feels like he has an ordinary American life. He carries a Costco card. He roots for the Boston Red Sox. And five days a week, he rises before dawn, pulls on four shirts and two pairs of pants, and ventures into the frigid air to work as a plumber, a good job that pays for his Maryland townhouse and his daughters' college fund.

The U.S. government opened the door to this life in 2001 when it granted Cortez and about 200,000 other migrants from El Salvador Temporary Protected Status (TPS), a provisional reprieve from deportation that has allowed them to work legally in the United States for 17 years.

Bilingualism

Home language use	2015
Speak Spanish at home (all)	75.15%
Native born	51.87%
Speak Spanish at home	60.48%
English "very well"	75.33%
English "less than well"	24.67%
Speak only English at home	39.52%
Foreign born population	48.11%
Speak Spanish at home	90.98%
English "very well"	40.45%
English "less than well"	59.55%
Speak only English at home	9.02%

U.S. total	30,835,183	78%	37,356,761	73%	-5%
Washington-Arlington-Alexandria, DC-VA-MD-WV	459,512	84%	683,730	82%	-2%

Language attitudes and beliefs

- Parents value bilingualism and bilingual education for culture and opportunities
- Prescriptivism, or ideas of language correctness (“speak both of them correctly”) seems commonsense but can actually have negative consequences.
- Misinformation about bilingualism: fear that Spanish will damage English

The second-generation dilemma

- “Double-bind” (Leeman, 2012)
- English proficiency questioned
- Spanish *heritage* proficiency different from a native speaker
 - “Yeah, I speak Spanish, but there's some words that I can't say. And they make fun of me... my parents.”
 - “I get tongue-tied. I stutter. I, don't know my tenses. I, preterite, subjunctive, and, blah blah blah blah, I don't know any of it in my Spanish. My Spanish, I speak Spanish, you know, people down the street can hear me and be like, ‘This guy's a gringo.’ Like, *entre latinos*, I'm a *gringo*. I speak like an American.”

Language and culture

- “Porque es importante que los hijos lleven nuestras raíces”
 - “If you're from Hispanic heritage the language, not that it defines you, but that it's part of who you are”.
 - Not speaking Spanish “well” limits community acceptance, is seen as a sign of Americanization.
- Intersectionality
 - Race and social class
 - “When it comes to white Latinos, *se me traba la lengua*” (heritage speaker)

Dialectal diversity

- Dialect differences in the community
 - Identity and pride: “not all Spanish is the same so those differences kind of make who you are and where you came from.”
 - Dialect hierarchy and judgment/stigma
 - Also affects English attitudes, such as stereotypes about African American English.

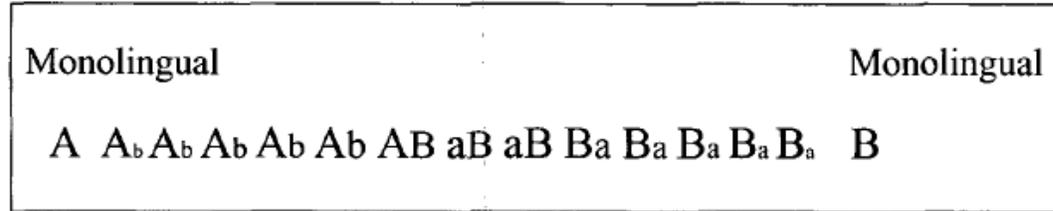
Dialect diversity

Table 1: *South American and Central American and Caribbean ratings of Spanish varieties.*

Rater's Origin	South American		Central American/ Caribbean ¹	
High Prestige (1.0–2.0)	Argentinian	1.5	Argentinian	1.0
	Castillian	1.7	Castillian	1.0
	Peruvian	2.0	Peruvian	2.0
	Venezuelan	2.0		
Middle Prestige (2.1–4.4)	Chilean	2.5	Colombian	2.4
	Paraguayan	2.6	Mexican	2.4
	Cuban	2.8	Venezuelan	2.5
	Nicaraguan	3.0	Chilean	2.6
	Mexican	3.3	Dominican	3.0
	Panamanian	3.5	Nicaraguan	3.0
	Ecuadorian	3.6	Ecuadorian	3.1
	Bolivian	3.7	Costa Rican	3.2
	Colombian	3.7	Panamanian	3.5
	Dominican	4.1	Cuban	4.0
Guatemalan	4.0	Guatemalan	4.4	
Low Prestige (4.5–5.0)	Costa Rican	4.5	Bolivian	4.5
	Puerto Rican	4.8	Puerto Rican	4.7
	Salvadorian	4.8	Salvadorian	4.7



- Valdés, 2001



- Multilingual repertoires (Benor, 2010)
 - Spanish dialects
 - Spanish dominance
 - “Balanced” bilingualism
 - Heritage Spanish
 - “Standard” American English
 - Non-native English
 - English dialects
 - Ex. Latino English, African American English

Dialect diversity in heritage classrooms (Martínez, 2003)

1) Dialects are natural

- Activity: “showing the inherently variable nature of language itself”

2) Dialects are regular

- Activity: “working with speech samples from a specific dialect in order to determine the regular patterns of variation”

3) Dialect variation occurs on different levels

- Activity: “focus on the differences between two dialects ... see that the dialects are different not only with respect to "accent" but also with respect to words and sentence structures.” (Wolfram 1997; Wolfram, Adger, and Christian 1999)

4) Dialect have different functions

- Activity: “use language games in the classroom in order to allow students to reflect on sociolinguistic issues of language, power, and social inclusion.”
 - Ex: Play *la jerigonza*, then “talk about the socially unifying and the socially distancing effects of language variation.”

5) Dialects are socially distributed

- Activity: How and why are dialects distributed and valued across social groups?
 - Ex.: “Linguistic market” (Bourdieu 1994). “Heritage language learners are intuitively aware of these forces in spite of well-known and oft repeated sayings such as *ser bilingüe vale por dos* 'a bilingual counts as two'. ... [we need to] bring students to the discovery of the arbitrary nature of the entire linguistic market and of how to make the market work to their advantage.
 - Ex.: euphemisms. Mini-ethnography on family word usage: “huevos” vs. “blanquillos”. Who uses which word? Why?

6) Dialect evaluation

- Activity: “Why do people value one dialect over another?” Who decides which Spanish is “better”?
- Activity: language and power.
 - Ex.: *apodos*. What are your *apodos*? Who assigns them? Could you ever give one to your father, grandfather, etc.? What about the teacher? Why/why not?

Debunking deficit models to loosen the “double bind”

- Deficit models about learners
 - Raciolinguistics (Flores and Rosa, 2015)
 - “default pedagogical script for youth from nondominant communities is to assume difference from the norm as deficit” (Gutierrez and Johnson, 2017, p. 251)
 - “Hidden curriculum” (Snyder, 1970)
- Academic skills and expectations as socialized, not natural
 - Ex. Being a good reader - “What no bedtime story means: Narrative skills at home and school” (Brice Heath, 1982)
 - Ex. “Speaking well” (*English with an Accent*, Lippi Green 1997)

Cont.

- Move beyond stereotypical and simplified notions of culture and identity
- Schools as cultures
 - Think outside the box, flip our own lenses
 - Raise awareness, build connections
 - Culturally sustaining pedagogy (CSP) for inclusive curriculum, flexible pedagogy, and “third spaces” for knowledge, learning, and growth
(Culturally sustaining pedagogies: Teaching and learning for justice in a changing world, Paris & Alim 2017)

“We want them to speak them [both] correctly”

- How to maximize learning in accordance with curriculum and standards, while leveraging and **supporting, celebrating** students' existing funds of knowledge, skills and experience? And not define them as “problems that need to be fixed”, or inadvertently make them feel “less than” as people and learners?

Implications for best practices

- Critical lens
 - Understanding schools as sites of culture and social reproduction
 - Being aware of different dimensions of diversity
 - Understanding our own lenses as teachers - ex. unexamined beliefs about language, learners, learning
- Spreading the word: create counter-discourses
 - Celebrate students
 - Challenge stereotypes and assumptions
- Beyond essentialism
 - Open up “third spaces” in classrooms (Gutierrez et al, 1999) for engagement with social, linguistic, cultural diversity

Building on strengths

- Beyond minority cultures as simply means to curricular ends
 - Culturally Responsive Pedagogy (CRP) -> Culturally Sustaining Pedagogy (CSP) (Alim and Paris, 2017)
- Flexible pedagogical toolkits
 - Build on and transform existing best practices
 - Ex. Pedagogical footprint of Vygotsky (1978) and others
- Student-centered learning
- Community connections
 - Funds of knowledge (Moll et al, 1992)
 - Two-way conversations

Short activity:

- Can you think of a way to build a “third space” for sociolinguistic diversity into one of your existing teaching units?
 - 1) Describe the new activit(ies):
 - 2) What are their desired goals and outcomes?
 - 3) How do the activit(ies) align with existing learning goals, standards, etc.?
 - 4) How would they **go beyond** just supporting acquisition of standard/prestige language or standard learning goals?
 - 5) How could you accommodate this activity for a heritage language classroom where students have different levels of Spanish proficiency?

One day at a time: Spreading the word

- Intrapersonal
 - Teams, parents, communities
 - Starting conversations
 - Modeling classroom practices
- Institutional
 - Administrative support
 - Professional development
 - Curriculum
- Broader awareness and buy-in
 - Building connections
 - Demonstrating good will and effectiveness

¡Gracias!

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Additional resources:

- Dialect education resources. North Carolina State University.
<https://linguistics.chass.ncsu.edu/thinkanddo/dialecteducation.php>
- Paris, Django, and H. Samy Alim, eds. *Culturally sustaining pedagogies: Teaching and learning for justice in a changing world*. Teachers College Press, 2017.
- Resources for teaching Spanish as a heritage language.
<http://potowski.org/resources>

Images

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