BENEFITS OF IMPLEMENTING THE COIL MODEL IN HERITAGE SPEAKERS INSTRUCTION

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1. *Latinos in the US*

2. COIL Model in Heritage Instructions

3. Goals

4. Implementation of *Latinos in the US*
   a. Module 1
   b. Module 2

5. Challenges and Conclusions

6. References
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 videoconference
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’ production and a final reflection

- **Critical language awareness (Leeman 2015, Martinez 2003)**
  - Understanding of ideas about language, language variation and contact
  - 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.
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 partner, and based on the readings and in-class discussions...
   - Compare and contrast results from the word association and sentence completion
   - Discuss how and when they use English, Spanish and a combination of both
   - Reflection on values that are important markers of students’ identity in both groups
MODULE 1: IDENTIDADES

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 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.
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?
   - Describe some trends in the history of Latinos in the US
   - Compare and contrast different times 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

- **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
REFERENCES


Thank you very much!

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