

# TRIAL AND TRIBULATIONS HERITAGE SPANISH @ MT.SAC



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# MT.SAC

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- ✘ Mount San Antonio College ~ Walnut, California.
- ✘ Hispanic serving institution situated in the San Gabriel Valley.
- ✘ 52% of its student population is Hispanic.
- ✘ The Department of World Languages offers Spanish, French, Italian, German, Arabic, Japanese, and Chinese.
- ✘ The Spanish Department offers two tracks of Spanish courses: Second language acquisition and Heritage. Spanish for heritage speakers is currently listed as Spanish for Spanish speakers.





# HISTORY OF OUR SPANISH FOR SPANISH-SPEAKERS

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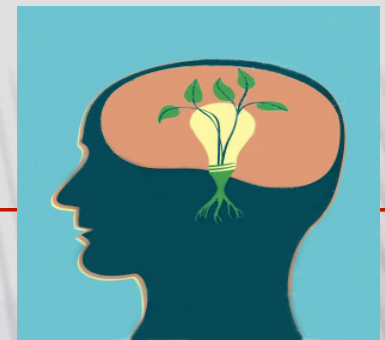
- ✘ Dates back to the late 80's when one section of Spanish 11,
- ✘ A heritage course, was offered every semester by one professor.
- ✘ By the late 90's, about four sections of Spanish 11 were offered every semester and by the new millennium, Spanish 12 was added to the repertoire.
- ✘ Around 2005, the program grew to a steady seven to eight sections of Spanish 11 per semester. The student capacity per class is set at 35. All classes consistently filled up.
- ✘ Starting in 2008, an interest in offering more Spanish 11 classes grew due to more discussion on the SLL and the HLL and the growing Hispanic student population.
- ✘ Our peak of HL courses offered was in 2014, 14 sections of Spanish 11
- ✘ Our lowest offering of Spanish 11 has been this academic year Fall 2015 (5), Spring 2016 (6), class are not full to capacity either as in previous years.

Semester	Spanish One	Spanish Eleven	Ratio
Spring 2016	34	6	68:12
Fall 2015	33	5	66:10
Spring 2015	26	10	52:20
Fall 2014	23	14	46:28
Spring 2014	23	10	46:20
Fall 2013	19	13	38:26
Spring 2013	22	10	44:20
Fall 2012	20	10	40:20
Spring 2012	20	8	40:16
Fall 2011	25	9	50:18
Spring 2011	22	8	44:16
Fall 2010	27	9	54:18
Spring 2010	26	7	52:14
Fall 2009	26	9	52:18
Spring 2009			
Fall 2008			



# GOALS

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- ✘ Expand our program – sections and courses
- ✘ Share information with our academic counselors and administration
- ✘ Offer equal credits to both second language learners and heritage learners
- ✘ Offer more sections of Spanish for heritage learners to meet the demands of the heritage learner population at Mt.SAC
- ✘ Adopt a placement exam for “levels”
- ✘ Create a placement exam that separates second language learners and heritage language learners
- ✘ Removal of the Spanish Two prerequisite which prevents students from enrolling Spanish 11.

# TRIAL #1

## WHO IS THE HERITAGE LANGUAGE LEARNER

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- ✘ Clarify the difference amongst your faculty, department
- ✘ Create awareness, educate academic counselors on the HLL and how a HL course strongly correlates with student success as it treats the student as an insider and not an outsider of the target language.
- ✘ Create awareness, sensitize the administration on the socio-affective needs of the HL learner in the classroom and the need to expand such courses to increase student retention and success.
- ✘ Discuss, meet, clarify, insist, round table at all levels – departmental, administrative, academic counselors

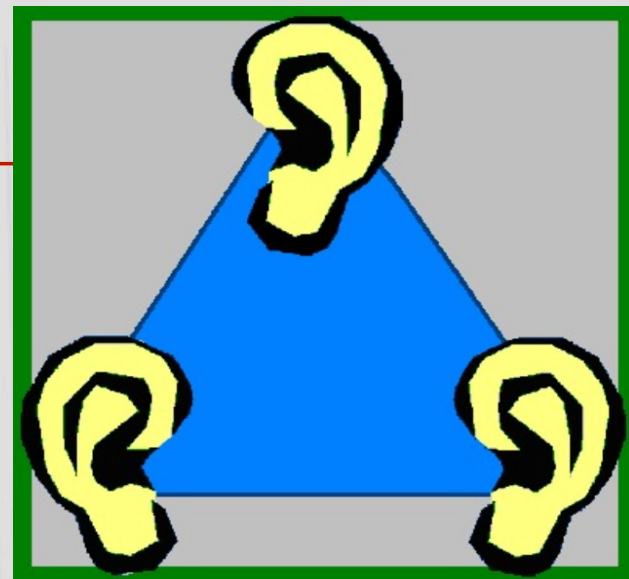


# TRIAL #2

## PLACEMENT

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- × Language use vs. language domain
- × Expectations
- × Background
- × Regional
- × Pilot of exam – Creating an exam
- × Placing a student in an HL class is NOT the same as placement by level
- × Self-placement by student is not effective because students do not necessarily identify at the appropriate level.
- × Pre-requisite (SPANISH 2 – OUR MAJOR ROAD-BLOCK). Those wishing to enroll in Spanish 11 can not do so by self-identification even if they wish to due to the pre-requisite.





# TRIAL # 3

## ARTICULATION & INSTITUTIONAL FACTORS

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- ✘ Variance from college to college
- ✘ Articulation is an issue with transfer to the university levels.
- ✘ Spanish 11 transfers, Spanish 12 doesn't necessarily
- ✘ The amount of course offering in both second language acquisition classes and heritage language classes
- ✘ Communication is broken unless you are a part of the faculty research group
- ✘ Surrounding colleges
- ✘ Collaboration
- ✘ Check with the State Chancellor's office or Department of Education

COLLEGE	DEGREE OFFERED	SPANISH FOR HERITAGE LEARNERS	PREREQUISITE	SLA SPANISH	PLACEMENT EXAM
<b>Mt. SAN ANTONIO</b>	NONE	SPANISH 11 (=3) SPANISH 12 (=4)	1) SPAN. 2 FOR SPAN 11 2) SPANISH 11 OR =	SPANISH 1, 2, 3, 4	INDIVIDUAL LY ASSESSED BY FACULTY PILOT OF AVANTE PLACEMENT EXAM
<b>Chaffey</b>	AA-T	SPANISH 11 (=3) SPANISH 12 (=4)	1) SPAN. 2 FOR SPAN 11 2) SPANISH 11 OR =	SPANISH 1, 2, 3, 4	EXAM AT COUNSELING OFFICES, GRADED BY FACULTY
<b>ELAC</b>	NONE	SPANISH 28 (1/2 OF 35) SPANISH 29 (2/2 OF 35) SPANISH 35 (=Sp 1) SPANISH 36 (=Sp 2)	Spanish 1 for Spanish 2 Spanish 35 for Spanish 36	SPANISH 1, 2, 3, 4	Students self identify
<b>RIVERSIDE</b>	AA-T	SPANISH 3N	Spanish 2 prerequisite for Spanish 3N or by assessment.	SPANISH 1, 2, 3, 4	PLACEMENT EXAM BY UNIVERSITY OF WISCONSIN. ONLY TAKEN BY STUDENTS WHO DESIRE TO TAKE A CLASS HIGHER THAN SPANISH ONE
<b>MORENO VALLEY</b>	AA-T	SPANISH 3N	Spanish 2 prerequisite for Spanish 3N or by assessment.	SPANISH 1, 2, 3, 4	PLACEMENT EXAM BY UNIVERSITY OF WISCONSIN. ONLY TAKEN BY STUDENTS WHO DESIRE TO TAKE A CLASS HIGHER THAN SPANISH ONE
<b>NORCO CC</b>	AA-T	SPANISH 3N	Spanish 2 prerequisite for Spanish 3N or by assessment.	SPANISH 1, 2, 3, 4 1H, 2H	PLACEMENT EXAM BY UNIVERSITY OF WISCONSIN. (includes BG ?'s) ONLY TAKEN BY STUDENTS WHO DESIRE TO TAKE A CLASS HIGHER THAN SPANISH ONE
<b>CERRITOS</b>	AA-T	SPANISH 111 (=Span 101) SPANISH 112 (=Span 102)	No prerequisite  Spanish 111 for Spanish 112	SPANISH 1, 2, 3, 4	Students self identify
<b>RIO HONDO</b>	AA-T	SPANISH 130 = 101 SPANISH 131 = 102	Prerequisite for Spanish 131 (Spanish 130)  English Advisory for both	SPANISH 101, 102, 201, 201H, 202	No placement exam
<b>LA HARBOR</b>	NONE	SPANISH 35 (=1) SPANISH 36 (=2)	Spanish 35 for Spanish 36	SPANISH 1, 2, 3, 4	No placement exam
<b>EL CAMINO</b>	AA-T	SPANISH 52A SPANISH 52B	Spanish 2 or equivalent to enroll in 52A	SPANISH 1, 2, 3, 4, 5, 6	No placement exam
<b>SANTA MONICA</b>	AA-T	SPANISH 11 (=1) SPANISH 12 (=2) (CDI = SPA 220)	-NONE - SPAN 11 OR 3YRS. HS SPA	SPANISH 1, 2, 3, 4	No placement exam

# CONCLUSION

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Our experience shows that establishing an HL program is not just about pedagogy, placement, etc.

- + Key factors to address are institutional factors that may not always be based on the objective needs of HL learners.
- + Bureaucratic impediments at the school and state level
- + Lack of information
- + Communication between the community colleges and four year universities to address articulation





# FURTHER INFORMATION

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- ✘ If you would like to contact me, my email address is [lzsanchez@mtsac.edu](mailto:lzsanchez@mtsac.edu)
- ✘ If you are interesting in learning more about heritage language learning, please visit:

[www.nhirc.edu/ucla](http://www.nhirc.edu/ucla)

