Spanish for Heritage Speakers Syllabus

I. General Course Information

Course Title: Spanish for Heritage Speakers, Level 1
Code: 4755
Credit: 5
Department: World Languages
Grade Levels: 9, 10, 11, and 12
Prerequisites: Must be Spanish native and/or heritage Spanish speaker; see Course Description
Fees and Materials: None
Graduation Information: Applies toward world languages graduation credits requirement and world language college entrance requirement

Adopted Textbooks:
Español –High School Spanish Language Arts Program for Native Speakers. Santillana.
Level 9 ISBN 978.160396.059.5; Level 10 ISBN 978.160396.061.8

El Español Para Nosotros Nivel Dos (Green). Glencoe McGrawHill.

Additional Teaching Resources:
Gramática básica. Guerra Publishing.
La puntuación en el español. Guerra Publishing.
Los sinónimos. Guerra Publishing.
Los antónimos. Guerra Publishing.
Step Up to Writing. Maureen E. Auman, 800-547-6747 or fax 888-819-7767

II. Course Description

“Definition of Heritage Language Learner: For most people, a native speaker is one who can function in all settings in which other native speakers normally function. Moreover, to be considered fully native, a speaker must be indistinguishable for other native speakers (Valdés, 1998, page 153). Heritage speakers may be classified as individuals who speak their first language, which is not English, in the home, or are foreign-born (Campbell and Peyton, 1998). Heritage language learners may also be defined as individuals who have learned a language other than English somewhere other than in school (Scalera, 1997).” (Teaching Heritage Language Learners: Voices from the Classroom, “Where We’ve Been; What We’ve Learned,” Jamie B. Draper and June H. Hicks, pages 19–20
This year long world languages course is designed to develop and challenge students’ ability in speaking, reading, writing, listening, and culture development in Spanish. This course offers Spanish-speaking students an opportunity to study Spanish formally in an academic setting in the same way native English-speaking students study English language arts. The course allows students to reactivate the Spanish they have learned previously and develop it further, to learn more about their language and cultural heritage, to acquire Spanish literacy skills, to develop or augment Spanish academic language skills, to enhance career opportunities, or to fulfill a world language college admission requirement. Students develop strategic Spanish academic vocabulary, learning to critically analyze a text, write poetry, and acquire new information in different academic content areas. For native speakers to maintain the language, a formal study of Spanish needs to occur with instructional goals focusing on grammar, reading and writing, vocabulary development, exposure to the language and culture and its communities, and consciousness-raising activities about Spanish language and identity. Many students are partially bilingual and range in their language skills. This course expands their bilingual range and moves learners beyond basic language development up to expressive and receptive language abilities and a broader command of the language. Native/heritage students will develop strategic Spanish reading skills, while investigating the literary genres of expository essay, myths, fables, legends, poetry, short stories, and novels. Extended reading and literary selections are taken from adopted texts and recommended reading. Students will produce writing in various formats and genres including well-developed paragraphs, literary response items, expository essays, short stories (narrative), historical documents, and technical documents, while continuing to develop skills in the correct use of grammar, spelling, punctuation, and capitalization.

III. Standards and Objectives

World Language Content Standards
Standard 1: Students communicate in a foreign language while demonstrating a high quality of language use in all four essential skills: listening, speaking, reading, and writing.

Standard 2: Students acquire and use knowledge of other cultures while developing foreign language skills.

Reading/Writing Standards
Standard 1: Reading Comprehension
• Read and derive meaning from a variety of materials written in Spanish
• Summarize and synthesize facts and concepts within and across texts at literal and inferential levels
• Apply literal and inferential comprehension strategies to a variety of genres and texts
• Evaluate accuracy and relevance of information according to the purpose for reading
• Independently use strategies to follow complex, multistep directions

Self-evaluation
• Pursue a widening community of readers independently
• Persevere through complex reading tasks using a full range of self-monitoring strategies
Standard 2: Oral and Written Communication

Oral development
- Speak in Spanish for a variety of purposes and for diverse audiences
- Communicate and talk about topics of current, public, and personal interest and perform complicated tasks such as describing, narrating, and hypothesizing with increasing accuracy
- Deliver oral presentations that include explanations and definitions according to the audience’s knowledge of the topic, interest in the topic, and expected ability to use information

Writing process
- Record key information from listening, reading, or discussion in coherent notes
- Use structured overviews to plan writing (i.e., graphic organizers)
- Rethink content, organization, and style and redraft for readability and readers’ needs
- Review precision of word choice
- Use descriptive language to create memorable images
- Use a checklist to guide proofreading
- Use technology to publish written work
- Using specialized vocabulary and more advanced grammatical structures

Genre focus
Expository
- Analyze and draw conclusions
- Incorporate information from foreign language resource materials
- Select and express ideas and opinions on topics from various content areas
- Write business letters and/or advertisements
- Use writing skills to analyze, persuade, and synthesize
- Hypothesize with increasing accuracy
- Write creative poetry and short stories
- Write for personal use and enjoyment

Narrative
- Narrate a sequence of events
- Evaluate the significance of an incident
- Develop unique characters using narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast to other people)

Literary response
- Respond to ambiguities, nuances, and complexities in written work
- Interpret passages of a novel in terms of significance to novel as a whole

Standard 3: Oral and Written Conventionality
- Use regional, dialectical, idiomatic, and colloquial language appropriately
- Understand various forms of formal usage, including cultural and regional/dialectical variances
- Articulate how bias of dialect or accent can impact personal and professional opportunities
- Use conventional writing accurately as applied to different genres
Standard 4: Higher-Level Thinking Skills
- Recognize an author’s or speaker’s point of view and purpose
- Separate fact from opinion
- Use reading and writing to define a problem, evaluate options, and propose a solution
- Predict and draw conclusions
- Evaluate written, oral, and visual presentations as a reader, listener, and speaker
- Derive meaning through context, intonation, and situations from listening sources including conversations, lectures, authentic videos, films, and recordings
- Obtain and process information by selecting, categorizing, and analyzing from these sources
- Identify the main idea from simple instructions or conversations
- Obtain meaning from simple conversations at a normal rate of speech
- Identify the main idea and/or specific information from a listening situation, live or recorded, such as stories, dialogues, films, songs, poems, plays, and conversations

Standard 6: Literature to Understand Human Experience
- Relate personal response to the text with the author’s intended response
- Understand historical and cultural influences on literary works
- Read historical documents, texts, literature, and poetry and describe how these reveal cultural contexts and practices

IV. End-of-Course Assessment

The following tests may be used to assess all areas of proficiency and literacy in native language. Suggested assessments include Spanish ACT, STAMP Test, 6+1-Trait Spanish Writing, New York Regents Exam, as well as the El Español Para Nosotros Diagnostic Placement Tests for Heritage Language Learners assessment instrument. The end-of-course assessment is intended to provide students, teachers, and parents with information regarding proficient attainment of district standards related to Spanish for native/heritage speakers through skills in listening, speaking, reading, and writing, as well as cultural awareness in the target language.
V. Suggested Outline

Preliminary Lessons on Literacy

A. Oral Tradition
   Basics of language and communication
   - Fables
   - Myths
   - Legends
   - Jokes, newspaper comic strips (Mafalda), tongue twisters, and riddles

B. Short Story
   Reading Focus
   - Develop strategies to understand new vocabulary
   - Compare and contrast use and impact of literary elements
   Oral Focus
   - Participate in large group discussions
   Writing Focus
   - Develop quality paragraphs
   - Write literary responses
   - Write narrative essay
   - Create short story
   - Use conventions correctly

C. Poetry
   Reading Focus
   - Understand and use poetic terms
   - Read poetry based on student interest
   Oral Focus
   - Present published and original poetry
   Writing Focus
   - Write and present poems for two voices
   - Focus on using details
   - Develop essays using compare-and-contrast format
   - Write literary responses based on poetry being read

Resources and Technology

Story Anthologies
- Alma units (http://almaproject.dpsk12.org)
- Classic Tales (www.carlexonline.com)
- Pollita chiquita Henry Penny (www.carlexonline.com)
- La gallinita roja (www.carlexonline.com)
- Cuentos latinoamericanos (LibrosLatinos.com)
- Cuentos españoles (LibrosLatinos.com)
- Cuentos mayas (LibrosLatinos.com)
- Cuentos aztecas (LibrosLatinos.com)
- Mayas, Aztecs, and Incas Cooperative Learning Activities (www.carlexonline.com)

Hands-on Culture of Mexico and Central America (www.carlexonline.com)

Spanish Stories (www.carlexonline.com)

Leyendas del mundo hispano (Pearson Prentice Hall)

Early Civilization Inca Aztec Life (www.carlexonline.com)

De oro y esmeraldas: Myths, Legends, and Folktales from Latin America (www.carlexonline.com)

Nine Centuries of Spanish Literature (www.carlexonline.com)

Television
- El chavo del ocho—comedy
- Que pasa USA—comedy (www.quepasausa.org)
- The Bronze Screen (DVD)

Short Story Anthologies
- Alma units (http://almaproject.dpsk12.org)
- Side-by-Side Bilingual Readers (www.carlexonline.com)
- Classic Spanish Stories and Plays (www.carlexonline.com)
- Teatro de cuentos de hadas (www.carlexonline.com)
- Stories That Must Not Die (catalog.shopnes.com)
- Cuentos de cada región (amazon.com)
- Cuentos rurales (amazon.com)
- Cuentos urbanos (amazon.com)
- Spanish Language Literacy Series (www.carlexonline.com)
- Adivinanzas, Refranes, & Trabalenguas (www.carlexonline.com)
- Santillana Accelerated Reader List Level 6—Cuentos para todo el año (www.Santillanausa.com)

Poetry
- Alma units (http://almaproject.dpsk12.org)
- www.Lectorum.com
- Listen and Learn Spanish Poetry (www.carlexonline.com)
- Modern Spanish Prose (Pearson Prentice Hall)
- Poets
- José Martí, Pablo Neruda, Octavio Paz, Gabriela Mistral, Marco Deveni, Lorca, Sor Juana Ines de la Cruz (http://www.poets.org/index.cfm)
- Spanish Six-Trait Plus One (http://www.nwrel.org)
- Santillana Accelerated Reader List Level 6—Cuentos para todo el año (www.Santillanausa.com)
V. Learning Outcomes

Develop the ability to listen, derive meaning from, and communicate in formal Spanish

- Obtain meaning from diverse listening sources
- Demonstrate comprehension through appropriate responses
- Process information by organizing, synthesizing, and evaluating from variety of authentic listening sources
- Integrate listening skills by interacting and/or participating with community members in various professions who use Spanish
- Apply pronunciation rules and intonation patterns
- Use Spanish vocabulary, grammatical forms, and structures to convey meaning
- Apply knowledge of cultural practices to spoken and written Spanish
- Obtain and convey information
- Interact with a variety of audiences (e.g., personal, business, debate panels, dramatic presentations)
- Express personal opinions and desires using appropriate vocabulary and grammatical structures
- Describe and narrate with acquired thematic vocabulary
- Ask and answer complex questions
- Make predictions, analyze, draw conclusions, express facts and opinions, define points of view, and summarize and paraphrase

Develop literacy by exposure and access to a variety of reading experiences in Spanish

- Recognize words, phrases, idiomatic expressions, and grammatical structures
- Demonstrate in some appropriate form comprehension of reading materials written for a variety of purposes
- Use and apply information gained from reading
- Respond in some appropriate form to cultural similarities and differences contained in various reading Spanish materials
- Use appropriate technology and/or software and/or the Internet to extend comprehension skills
- Infer meaning of unfamiliar words from context
- Identify, analyze, and interpret cultural elements found in reading materials
- Comprehend main ideas of reading selections
- Analyze and synthesize reading materials
- Recognize author’s point of view and purpose
- Use literary terminology accurately, including setting, character, conflict, plot, resolution, and theme
- Read authentic texts
Develop literacy, allowing students to express themselves, communicate with others, and document ideas through writing in formal Spanish

- Write to relate personal experiences, obtain and convey information, explain ideas and opinions, and persuade
- Write for diverse audiences
- Plan, draft, revise, proofread, and edit writing
- Use correct accentuation, grammar, sentence structure, vocabulary, spelling, punctuation, and capitalization to convey meaning
- Use a variety of formats, including paragraphs, essays, personal and business correspondence, and other creative works
- Use appropriate technology to extend communication skills
- Obtain and report factual information for a variety of audiences
- Use legible handwriting and/or word processing
- Write descriptions and narrations
- Express and justify opinions through writing
- Develop editing skills

Develop an understanding of cultures in which Spanish is spoken

- Observe and identify cultural practices
- Use culturally appropriate gestures and oral expressions for familiar and formal settings
- Listen to or read materials from various Spanish-speaking cultures
- Discuss components of the social patterns of Spanish-speaking cultures
- Demonstrate knowledge of and participate in the arts of Spanish-speaking countries
- Function in a culturally appropriate manner
- Research a topic of cultural interest

VI. Additional Resources

For general links on the Web, go to the Denver Public Schools homepage at http://www.dpsk12.org/.

Journal Articles


heritage language education, and American Sign Language. Resources listed include organizations, books, journals, newsletters, and electronic resources.


*Lectura y vida* from the International Reading Association regularly features articles on teaching reading in Spanish to Spanish native speakers.

**Books and Reports**

American Association of Teachers of Spanish and Portuguese (2000). *Volume I. Spanish for Native Speakers: AATSP Professional Development Series Handbook for Teachers K–16. A Handbook for Teachers*. Fort Worth, TX: Harcourt College Publishers. This handbook is designed to serve as a guide for high school and university teachers and administrators interested in establishing a program for Spanish native speakers or for teachers who presently teach native speakers and are looking for more information. A workshop has been designed around the handbook. Contact AATSP for details about the handbook or to schedule a workshop. To order, call Harcourt College Publishers at 800-245-8744 or 800-782-4479.

Carrasquillo, A. & Segan, P. (Eds.) (1998). *The Teaching of Reading in Spanish to the Bilingual Student (La enseñanza de la lectura en español para el estudiante bilingüe)*, (second edition). Mahwah, NJ: Lawrence Erlbaum Associates. This book is divided into ten chapters, four written in Spanish and six in English, which confront the theory and practice of teaching Spanish reading skills and competencies to Spanish bilinguals and heritage speakers in the United States. Later chapters also address Spanish reading content areas, teaching reading to bilingual students with disabilities, resources for teaching reading to bilingual students, and assessment practices.

Center for Applied Linguistics (2001). *Spanish for Native Speakers (SNS) Education: The State of the Field*. Washington, DC: Fisher, L. (Ed.). Available from Center for Applied Linguistics Web site, this report was developed during the summer institute, Building the Knowledge and Expertise of Teachers of Spanish to Heritage Spanish Speakers, funded by the National Endowment for the Humanities (NEH). The institute was held at the University of California Los Angeles (UCLA) June 26 to August 4, 2000. Thirty middle and high school Spanish teachers from across the United States participated in the institute sponsored by the Center for Applied Linguistics (CAL) and the UCLA Language Resource Program. All 30 teachers contributed to this report.

Colombi, M.C. & Alarcón, F.X. (1997). *La enseñanza del español a hispanohablantes: Praxis y teoría*. Boston: Houghton-Mifflin. This book, which contains 20 research papers, all but three written in Spanish, offers an overview by researchers and pedagogues on the field of teaching Spanish to Spanish native speakers. The 20 papers are presented as chapters in sections based on the content of the research, the four sections being: (1) *La realidad de la clase*, the current state of Spanish teaching in the
United States; (2) *La variedad estándar*, standard varieties of Spanish; (3) *La enseñanza de la lengua a través de la cultura*, teaching the language through culture; and (4) *Medidas y políticas educativas sobre la enseñanza del español a hispanohablantes en los Estados Unidos*, language policy issues.

Del Valle, J. & Gabriel-Stheeman, L. (2001). *The Battle over Spanish between 1800 and 2000: Language Ideologies and Hispanic Intellectuals*. New York: Routledge. This examination of how a group of key Spanish and Latin American intellectuals of the 19th and 20th centuries discusses the concept of Spanish language and how these discussions relates to the formation of national identities and Hispanic culture.


Merino, B.J., Trueba, H.T., & Samaniego, F.A. (Eds.) (1993.) *Language and Culture in Learning: Teaching Spanish to Native Speakers of Spanish*. Washington, DC, and London: Falmer Press. This volume grew out of a summer institute for teachers of Spanish native speakers. It contains 17 research papers that explore “the interaction between anthropology, linguistics, and pedagogy” through a variety of approaches ranging from pure theory to practical classroom applications to case studies.

instruction in the United States. Abstracts and full-text articles are available online from the Bilingual Research Journal Web site.


Roca, A. (Ed.) (2001). Research on Spanish in the United States: Linguistic Issues and Challenges. Somerville, MA: Cascadilla Press. This new edited collection is intended for use in university courses, as well as by scholars and researchers interested in the area. The 29 original articles are organized into sections on interpreting; historical perspectives; borrowings of words and phrases; codeswitching, narratives, and discourse; sociolinguistics and pragmatics; phonology, morphology, and syntax; and language attitudes and planning.


Valdés, G. (2001). Learning and Not Learning English: Latino Students in American Schools (Multicultural Education, 9). New York: Columbia University Teachers College Press. This book is an in-depth, longitudinal study of four immigrant Latino students who arrived in the United States at the ages of 12 or 13 and their English acquisition. The students came with “zero” English language ability, and Valdés investigates their development of written English in ESL programs and, in a broader sense, the challenges immigrant students face in the American school system.


Webb, J.B. & Miller, B.L. (Eds.) (2000). Teaching Heritage Language Learners: Voices from the Classroom. Yonkers, NY: American Council on the Teaching of Foreign Languages. This edited book aims to evoke what role heritage language learners will play in the next decades in the K–12 educational system and what the trends are in the second-language field of heritage students. The book is divided into seven chapters within three sections of (1) heritage language learners, (2) voices from the classroom, and (3) the national perspective.

Curricula and Teaching Materials


Cunningham, D., Funston, J., & McClendon, J. (1997). Somos así 1, Materiales para hispanohablantes nativos: En sus marcas. Saint Paul, MN: ECM/Paradigm Publishing. The Somos así series of textbooks has three different levels (En sus marcas, Listos, and ¡YA!); the first two levels have supplementary materials for Spanish native speakers (Materiales para hispanohablantes nativos).


Franco, J. (2002). Spanish Literature and Instruction. La Crescenta, CA: Franco Productions. This Web site contains information about a CD of works by poets and novelists from Spain and Latin America and about a bimonthly newsletter for Spanish teachers.

Humbach, N. & Ozete, O. (2000). ¡Ven conmigo! Levels 1, 2, and 3. Fort Worth, TX: Holt, Rinehart and Winston. This series of textbooks at three different levels is intended for Spanish native speakers who are in classes with non-Spanish native speakers.

Kiraithe-Córdova, J. (2000). Secciones literarias: Copper, Bronze, Silver. New Jersey: Prentice Hall School. These three readers are at three different levels and are sold individually. They are available for teaching elementary or middle school Spanish native speakers.


World Languages: Spanish for Heritage Speakers Level 1


Prentice Hall School has a series of textbooks for sixth through 12th graders called _Juntos_, textbooks with supplementary workbooks and readers for Spanish native speakers.

Prentice Hall School has another series of textbooks for sixth through 12th graders called _Paso a Paso_, which also has supplementary materials, such as workbooks for the various levels entitled _Un paso mas: Actividades para ampliar tu español_ for Spanish native speakers.

Prentice Hall School has a series of textbooks for sixth through 12th graders called _¡Ya verás! Gold; Levels 1, 2, and 3_, which also has supplementary workbooks for Spanish-speaking students for the various levels.

**Publishers**

Addison Wesley/Longman, part of Pearson Education, publishes Spanish textbooks and materials for use in Spanish native speaker classrooms.

The Agora Language Marketplace offers information on language learning materials, study abroad, language lab products, language services for business, and other areas of interest to language professionals.

Arte Publico Press, the oldest and largest publisher of Hispanic literature in the United States, is committed to providing a voice for writers of Hispanic descent and heritage.

Bilingual Books for Kids offers an extensive selection of Spanish books.

Bilingual Review Press has published eight to ten titles per year of Hispanic writers since 1974. Most books offered are by or about US Hispanics and are written in English or Spanish or are bilingual.

The Center for the Study of Books in Spanish for Children and Adolescents’ English and Spanish Web site lets users search an exhaustive catalog of recommended Spanish and bilingual books.

Children’s Book Press offers Latino/Chicano (bilingual) literature for younger native speakers. Order a catalog by emailing catalogs@cbookpress.org.

Dolo Publications of Houston produces original song and activity books to use in Spanish native speaker elementary classrooms.
EMC/Paradigm Publishing has Spanish native speaker textbooks, readers, and other materials at the middle and high school levels. Their online catalog features a Spanish section.

Glencoe/McGraw-Hill produces Spanish native speaker textbooks at the secondary (6–12) and post-secondary (college and beyond) levels. Browse their Spanish titles at Glencoe Online Español.

Hampton-Brown has Spanish textbooks, readers, and other materials for preschool through sixth grade and an online catalog for Spanish reading/language arts.

Harcourt College Publishers and Harcourt Higher Education, part of Thomson Learning, have a Spanish section in their world languages online catalog. Harcourt also owns Holt, Rinehart and Winston.

Heinle & Heinle, part of Thompson Learning, publishes secondary and college texts for Spanish native speakers. Their online catalog features a modern languages/Spanish page.

Holt, Rinehart and Winston has Spanish native speaker textbooks for secondary and college levels. Their world languages/Spanish online catalog also features a section on Spanish for native speakers (SNS) materials, which is further divided into two sections: SNS in classes with non-native speakers and SNS in classes designed for Spanish speakers.

The Houghton Mifflin Company has textbooks and materials for Spanish native speakers at all levels. Houghton Mifflin’s Education Place division publishes textbooks for elementary school students (K–8) and has a Web site of bilingual resources. The McDougal Littell division produces secondary level (6–12) textbooks and has a Web site called ClassZone, with online, Spanish native speaker, textbook-specific activities. Houghton Mifflin’s College Division has an online Spanish catalog, with a subsection on heritage learning materials.

McGraw-Hill Higher Education produces textbooks for Spanish native speakers for secondary and college levels. They also produce the textbooks of the former National Textbook Company. Their online catalog has a Spanish section and a subsection on Spanish for Heritage Speakers.

Mundo Hispano is a community of Spanish native speakers from around the world, Spanish teachers and learners, and computer programmers, all of whom volunteer their time and talent to a “virtual world” or MOO (Multi-User Domain, Object Oriented).

Part of Pearson Education, Prentice Hall has two divisions that publish textbooks for Spanish native speakers. Prentice Hall School produces textbooks and materials for middle and high school students. Its online catalog has two separate sections under foreign languages for Spanish: Spanish and Spanish for Spanish speakers. Prentice Hall Higher Education, featuring textbooks for the college level, has an online academic catalog with a Spanish section under modern languages+.
and a subsection for Spanish for native speakers.

Random House Español has a wide variety of Spanish textbooks, literary works, resources, and materials.

Santillana Press is a major publisher of Spanish textbooks and literature.

Wiley, also know as John Wiley & Sons, produces Spanish native speaker textbooks at the college level. Their Modern Languages online catalog also lists Spanish textbooks and materials.

The World of Reading is another excellent source of materials.

Listservs

The ACTFL special interest group dedicated to SNS has a listserv with around 150 members. Instructions for joining can be found at http://spaninus.uic.edu/actfl/index.html.

ESPN-L is a listserv for Spanish teachers. To subscribe, send the message, “SUB ESPAN-L” to listserv@VM.TAU.AC.IL.

The Foreign Language Teaching Forum (FLTEACH) is the major Internet discussion group for foreign language teachers. Issues of interest to Spanish teachers are frequently discussed. Moderators Jean LeLoup and Robert Ponterio ensure lively and informative discussions. To subscribe, leave the subject line blank; send the message SUB FLTEACH FIRSTNAME LASTNAME to listserv@listserv.acsu.buffalo.edu.

The Heritage Language Initiative has a listserv, heritage-list, that gives information on heritage programs in the United States and conferences on heritage languages. Individuals wishing to subscribe to that list should contact Scott McGinnis at the National Foreign Language Center (email Scott.McGinnis@monterey.army.mil; phone 202-637-8881 x28; fax 202-637-9244). Please also send Scott McGinnis names and contact information of others who should receive announcements. Visit the Center for Applied Linguistics’ Heritage Language Initiative for updates.

Web Sites

The Heritage Language Initiative homepage provides information and updates on the work of the Center for Applied Linguistics and the National Foreign Language Center aimed at recognizing and conserving the language proficiency of heritage language speakers. Information about the annual Heritage Languages in America conference will be disseminated regularly through the heritage languages listserv, heritage-list. Individuals wishing to subscribe to that list should contact Scott McGinnis at the National Foreign Language Center (email Scott.McGinnis@monterey.army.mil; phone 202-637-8881 x28; fax 202-637-9244). Please also send Scott McGinnis names and contact information of others who should receive announcements. Visit the Center for Applied Linguistics’ Heritage Language Initiative for updates.
An annotated bibliography of Spanish textbooks and materials for Spanish native speakers searchable, online database is available on the LangNet Web site. The project is a collaboration between the Center for Applied Linguistics (CAL) and the National Foreign Language Center (NFLC). Teachers can search for textbooks and materials for Spanish native speakers, read annotations, and find out information about publishers.

The American Association of Teachers of Spanish and Portuguese (AATSP) promotes the study and teaching of Hispanic, Luso-Brazilian, and other related languages, literatures, and cultures at all levels. AATSP has published *Spanish for Native Speakers: A Handbook for Teachers* (see above) and regularly offers sessions about Spanish for native speakers at its annual conference.

The American Council on the Teaching of Foreign Languages (ACTFL), a national professional association for foreign language teachers, maintains a Spanish for native speakers special interest group (SIG). SIG members share concerns, methods, and materials to address this population’s needs at all instructional levels. In addition to sponsoring sessions at the ACTFL annual meeting, the SIG sponsors an electronic discussion group, SNS-L.

The Embassy of Spain’s Office of Education offers a Web site with useful links to resources for teachers of heritage Spanish students and traditional Spanish classes.

The ERIC/CLL SNS Web site contains online publications plus a guide to resources for SNS teachers and researchers that includes organizations, print publications, newsletters, electronic discussion lists, and curricula.

Centro Virtual Cervantes is an excellent Web site from Spain where teachers of Spanish can find games and other activities, essays, reports, cultural information, and sociolinguistic data. Of particular interest is the section on Tendencias de la Lengua Española en Estados Unidos.

James Crawford’s Language Policy Web Site and Emporium is a popular site for locating the full text of articles on many topics, among them the teaching of heritage languages.

The Foreign Language Teaching Forum (FLTEACH) Web site is a useful starting point to find resources for teaching languages. The site also provides subscription information for the FLTEACH listserv and an extensive archive of FLTEACH discussions on topics of interest to language teachers.

GlobeGate is the primary host site for the GlobeGate Project, a centralized Internet resource for foreign language students and teachers. Several thousand Web pages in various foreign languages and a rich assortment of links to Spanish sites are indexed at the site.

The Mexican Ministry of Education (Secretaría de Educación Pública) offers grades 1–6 books online.
The Canadian Languages Network is a national project to help heritage language teachers develop curriculum and consider new class materials.

The Modern Language Association of America (MLA) is a membership organization that promotes the study and teaching of language and literature. Visit their Web site for information about the annual MLA convention, publications, employment opportunities, MLA committees and commissions, prizes and awards, and MLA style.

The National Association for Bilingual Education (NABE) provides information on issues of interest to Spanish-speaking populations.

The National Clearinghouse on Bilingual Education (NCBE) is another excellent source of information on teaching Spanish for Spanish speakers. The NCBE Roundtable provides opportunities for online discussion with other educators and researchers.

The National Network for Early Language Learning (NNELL) is dedicated to promoting foreign language instruction for all students, kindergarten through eighth grade, and supporting educators who teach those students.

Project REACH (Recursos para el aprendizaje y la enseñanza del español) is a project sponsored by the National Endowment for the Humanities and includes resources for Spanish teachers and students as a heritage language; an annotated list of textbooks used in K–12 and university SNS courses; links to dictionaries and other reference materials; spelling, grammar, and accent practice exercises; and links to related sites on the Spanish language media, Hispanic/Latino culture, and Spanish-American and US Latino literatures.

The Tomás Rivera Policy Institute conducts timely and objective policy-relevant research on issues of concern to the nation’s Latino communities.

Please review Web-based materials carefully before using with students.