

## "Pedagogical principles in action: Open educational resources for the teaching of Spanish as a heritage language"

Keywords: Spanish as a Heritage Language, OER, textbooks, frameworks

The emergence and expansion of Open Education Resources (OER) create new opportunities for stakeholders at all levels of education; they facilitate social inclusion and access to education, an essential human right, due to low production costs and availability (UNESCO, 2019; Farrow, 2016). In addition, OER allow teachers to share and edit teaching resources and to adapt them to the specific needs of their students (COERLL, 2021). In the area of Spanish as a Heritage Language (SHL), recent OER publications provide instructors with an increasing variety of resources to support some of the core goals in the field: development, maintenance, and expansion of Spanish among heritage speakers (Beaudrie & Vergara Wilson, 2021; Valdés, 2001).

Current research does not account for the types of pedagogical activities present in OER nor their proximity to pedagogical principles that respond to the unique cognitive needs of heritage learners (Beaudrie & Wilson 2021; Bayram, et.al., 2017; Potowski & Lynch, 2014). This qualitative study, adapted from Cubillos 2014, describes an inventory of learning activities in four OER from U.S. universities (Cabrera, 2019; Casas, 2022; Foulis & Alex, 2022; Hernández & Hernández, 2022), and analyzes the activities according to pedagogical approaches such as *multiliteracies*, *project-based learning*, *service learning*, *critical language awareness*, and *sociolinguistics*, including the use of corpus, translation, and translanguaging.

Understanding how pedagogical principles are instantiated in educational materials becomes an important task as these usually shape classroom activities, interaction, and assessment (Martin Peris, 2022; Cubillos, 2014). Given the flexibility and innovation of OER, this analysis establishes which and how pedagogical principles are brought into the SHL classroom, thereby supporting best practices on curricular design and classroom practice.

(272 words)

## References

- Bayram, Fatih & Pascual y Cabo, Diego & Prada, Josh & Rothman, Jason. (2017). Why formal linguistic approaches to heritage language acquisition should be linked to heritage language pedagogies. In Trifonas, P. & Aravossitas, T. (eds) *Handbook of Research and Practice in Heritage Language Education*. Springer International Handbooks of Education. Springer, Cham. [https://doi.org/10.1007/978-3-319-38893-9\\_48-1](https://doi.org/10.1007/978-3-319-38893-9_48-1)
- Beaudrie, S. M., & Vergara Wilson, D. (2021). Reimagining the goals of HL Pedagogy through Critical Language Awareness. In Loza, S., & Beaudrie, S.M. (Eds.). *Heritage Language Teaching: Critical Language Awareness Perspectives for Research and Pedagogy* (pp. 63–79). London & New York: Routledge.
- Cabrera, V. (2019, October 23). *Saber es poder. Español abierto*. Retrieved November 28, 2022, from <https://espanolabierto.org/saber-es-poder/>
- Casas, M. (2022, May 5). *Spanish for Heritage Speakers*. Humanities LibreTexts. Retrieved November 28, 2022, from <https://human.libretexts.org/Bookshelves/Languages>
- COERLL. (n.d.). *Introduction to Open Educational Resources (OER)*. COERLL. Retrieved November 24, 2022, from [https://utexas.instructure.com/courses/1097558/pages/introduction-to-open-educational-resources-oer?module\\_item\\_id=7606045](https://utexas.instructure.com/courses/1097558/pages/introduction-to-open-educational-resources-oer?module_item_id=7606045)
- Cubillos, J. (2014). Spanish textbooks in the US. Enduring traditions and emerging trends. *Journal of Spanish Language Teaching*, 1(2), 205–225.
- Farrow, R. (2016). A Framework for the Ethics of Open Education. *Open Praxis*, 8(2), 93–109.
- Foulis, E., & Alex, S. (2022, July 21). *Mi idioma, mi comunidad: Español para bilingües*. Mi idioma mi comunidad español para bilinges. Retrieved November 28, 2022, from <https://ohiostate.pressbooks.pub/idiomacomunidad/>
- Hernández, Y., & Hernández, J. E. (2022, September 30). Reflexiones sobre nuestra lengua. Retrieved November 28, 2022, from <https://pressbooks.pub/reflexionessobrenuestralengua/>
- Martín Peris, E. (2022). El análisis de materiales didácticos desde la investigación. In I. Santos Gargallo & S. Pastor Cesteros, (coords.), *Metodología de la investigación en la enseñanza-aprendizaje del español como segunda lengua (L2) / lengua extranjera (LE)*, (pp. 229-244). Madrid: Arco Libros.
- UNESCO. (2019). *Open educational resources: Home*. Open Educational Resources. Retrieved November 27, 2022, from <https://www.unesco.org/en/open-solutions/open-educational-resources?hub=785>
- Valdéz, G. (2001). Heritage languages students: Profiles and possibilities. In J. K. Peyton, D. A. Ranard, & S. McGinnis (Eds.), *Heritage languages in America: Preserving a national resource* (pp. 37-77). Washington, DC: Center for Applied Linguistics.