The Role of the Spanish Heritage Course in Supporting Latinx Students in Higher

Education: A Look at Students' Types of Capital Through a Community Cultural Wealth

Framework

by

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ABSTRACT

The U.S Census Bureau (2018)'s report calculated that from the total Latinx population, 11.6 % of this community has a Bachelor of Arts. The report also estimated that less than half of the Latinx students who begin pursuing higher education would eventually earn their degrees. Given the Spanish Heritage Language (SHL) field's fast-paced growth, Carreira (2007) argued for the field to get involved in reducing the Latino Achievement Gap since this gap has severe consequences in students' lives. The objective of the current study is to analyze 1. What types of capital do SHL students bring to the upper-division university course? 2. How do the types of capital that SHL students bring to the upper division university course shaped by the end of the course? And 3. How do SHL students understand the knowledge they bring to the course and 3.1. How do they see the course having shaped their knowledge by the end of the semester? The data collected via semi-structured interviews and student reflective journals were coded using thematic analysis (Seidman, 2013) and Yosso's (2005; 2013) six types of capital. The findings show that the course helped students gain linguistic confidence, reinforcing their linguistic capital. Also, students developed their Critical Language Awareness, which strengthens their resistant and aspirational capital. Students also mentioned that the assignments and discussions validated their sense of belonging at ASU increasing their navigational capital. This data reflects how the SHL classroom leads students to strengthen their linguistic capital and gives them the tools to reinforce their familial, navigational, resistant, and aspirational capital. These findings point out the different ways SHL courses support students along their academic journey and provide insights into how SHL educators could contribute to narrow the Latino Achievement Gap.

DEDICATION

Para ti mi guerrera, gracias por siempre apoyarme, por creer en mí, y por enseñarme a nunca darme por vencida, te quiero madre preciosa, Concepción Santarosa. Te dedico este trabajo porque sin ti no lo hubiera logrado.

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Professor Omatsu, my first instructor at CSUN, thank you for leading me to Chicana/o Studies and helping me gain the skills to survive and transition through the different phases in my academic journey. EOP, the Chicana/o Studies department, and Dr. Sánchez-Muñoz, thank you for helping me become an agent of my own learning and for motivating me to become an educator who is committed to fight for social justice in our communities.

I am grateful for all the friends I have met in my life. You all have impacted my life and left a mark that has made me a better person. To the friends that I first met when I

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CHAPTER I: INTRODUCTION

"Como estudiante en ASU esta clase [SPA 315] me ha ayudado descubrir que en mi carrera de psicología puedo ayudar a personas multilingües, especialmente español porque siento que nuestra comunidad ocupa mucha asistencia en la salud mental"

-Eva (pseudonym)

"Los estudiantes [in class] son muy amigables y cuando hablas con ellos es como si los has conocido toda tu vida. Para mí, SPA 315 es más de una clase y es algo diferente. Es donde puedo convivir con personas que son como yo. Afuera de la clase todo es lo mismo y como una rutina, pero no allí, no en la clase"

-Maria (pseudonym)

I have been teaching Spanish 315 (Spanish for Heritage Language Speakers) at Arizona State University for several semesters, but it was not until last academic year (2019) that I became aware of the contributions that this course can have on my students' academic lives beyond my classroom. As Eva and María highlight in their reflection, this class has an impact beyond the development of their Spanish skills: they recognized how they will use their language to help their community, and they mentioned their appreciation that the class is like a community where students can interact with others like them. After reading reflections like these, I began to wonder what exactly do students in a Spanish heritage language class gain beyond the development of their language skills? How does

this class influence their personal and professional life? And how does a Spanish heritage language course contribute and support their role as a student beyond the course itself?

Positionality

I, myself, am a heritage Spanish speaker. I spent my childhood growing up in Jalisco, México. In 2000, my parents were forced to make a drastic decision in order for me to continue my education: either move to another town in Mexico or immigrate to the U.S. They chose the latter. My parents know that education is the key to many opportunities. Therefore, they were willing to do anything possible to make sure my siblings and I received a good education, even if it meant leaving everything behind and starting a new life in the U.S.

In 2000, I began my journey here in the U.S. While learning English, one thing I did not understand was why it felt like I needed to lose my Spanish. I asked myself, why does a country that is so linguistically diverse not promote bilingualism and language maintenance? My education instruction was primarily in English. This, combined with the lack of language resources to continue developing my linguistic skills resulted in progressively diminishing my confidence. I lost my literacy in Spanish.

This loss, and the move to the U.S. to attain a better education, are the core reasons why I advocate, as a researcher and educator, for higher education as well as maintaining and developing skills in Spanish. I have been teaching Spanish for heritage language speakers for about six years. My commitment to my students, their communities, and my research is grounded not only in my own experiences, but also draws on Yosso and Solórzano's (2006) study, which revealed leaks in the Chicano Educational Pipeline. They found that within a ten-year frame, only 8% of students graduate with their bachelor's

degree. As an English learner, within ten years, I earned both my bachelor's degree (B.A.) and master's degree (M.A.). As a daughter of immigrants, my goal as an educator is to lead and support my students to surpass the 8% mark.

My classes are designed so that students learn core skills that they can transfer to their personal and academic lives. Also, as a Latinx[1] instructor, my goal is to strengthen my students' active learning so they can be successful in other classes. I believe Spanish heritage language courses greatly benefit the Latinx population in higher education. This is why it is imperative to analyze how Spanish Heritage Language courses support Latinx students. I share my personal and journey experiences because they have shaped my beliefs and values towards Latinx educational attainment which in turn bring forward my positionality to this project.

Statement of the Problem

In many of the nation's largest public-school districts, such as Los Angeles, San Antonio and Miami, at least one in three students is Latinx. However, despite the high number of Latinx students in such institutions, their educational outcomes continue to be lower than those of their White counterparts (American Federation of Teachers, 2009; National Assessment of Educational Progress [NAEP], 2012). In the last 30 years, Latinx students continue to have low academic achievement in reading and mathematics. Additionally, they are one of the groups with the highest dropout rates in the U.S. (American Federation of Teachers, 2009; McFarland et al., 2019; NAEP, 2012). Yosso and Solórzano (2006) called attention to the leaks in the Chicana and Chicano Educational Pipeline in California, revealing that out of 100 elementary students, only 46% of them

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[1] Term used as a gender-neutral or binary alternative to Latino or Latina

will graduate from high school, 26% will intend to pursue an undergraduate degree, either at a community college or a 4-year university, 8% will graduate with their bachelor's degree, and only 0.2% will obtain a doctoral degree.

In their 2012 study, Pérez Huber, Malagón, Ramirez, Camargo Gonzalez, Jimenez and Vélez (2012) found that the Latinx community in California increased by 5% becoming the largest major racial/ethnic group in public K-12 schools. Their research reports that despite the population increase, Latinx students are still falling through the cracks of the educational pipeline across the U.S. because they are not provided adequate resources to excel in school. In this report, Pérez Huber et al. (2012) compared Latinx students with other ethnic groups, such as Whites, African Americans, Asian Americans and Native Americans. They concluded, compared to White and Asian American students, Latinx and African American students attend significantly lower-performing schools that are located in lower-income communities. Specifically, Pérez Huber et al. (2012) found that less than half of the Latinx students that enrolled in either a bachelor's, master's, or doctoral program would eventually complete their degree. The 2012 study found that there is an increase in enrollment compared to Yosso and Solórzano (2006) report. However, only 6% earned a B.A., 4% earned a M.A., and only 3% finished their doctoral degree (Ph.D.).

The most recent report from the U.S. Census Bureau (2020), reported that from the total Latinx population nationwide, 31% of this community has an associate's degree (A.A.), 21% has obtained a B.A., and 5% earned an M.A. This is in comparison to the total U.S. population where 49% have an associate's degree, 39% obtained a B.A., and 9% earned an M.A. Hanson (2021) explained that based on the Educational Attainment Data from 2000 to 2019 the gap from Latinx students obtaining a B.A. in comparison to White

students decreased from 240% to 114%. The educational attainment of the Latinx population increased during the past decade (2010-2021:13.8%-18.8%). However, these students continue to encounter educational disparities and are severely underrepresented in the pipeline throughout all levels of higher education (Hanson, 2021; Pérez Huber et al., 2012).

Arizona, where the study is being conducted, is the state with the fifth largest Latinx population in the U.S. In the 2017-2018 academic year only 21% of Latinxs earned an associate's degree in comparison to 46% of White adults (Excelencia in Education, n.d.). The transfer rate from a community college to a four-year university is 16% and their drop-out rate is 39% (Excelencia in Education, n.d.) in comparison to the White students whose percentages are 20 and 34, respectively. Notwithstanding the fast-growing numbers of the Latinx community in higher education, this analysis points out that even though they took more time to complete their four-year degree (approximately 6 years), these students actually graduated at a 2% higher rate than the White students: 47% Latinx and 45% White (Excelencia in Education, n.d.).

Arizona State University (ASU) is considered an emerging Hispanic-Serving Institution where 21.3% of students are Latinx. At this four-year university, minoritized students make up 46% of the student population and 27 % are first-generation college students. Of the minoritized groups, Latinx students take up to 6 years to graduate and have the second highest graduation rate at 67% (Arizona State University, n.d.).

The above-mentioned studies and reports discuss the Latino Achievement Gap in education, which refers to any significant and persistent disparity in academic performance or educational attainment between different groups of students. This Latino Achievement

Gap shows that Latinx students have lower academic achievements (standardized test scores, G.P.A, matriculation, and graduation rates) than White students. This reflects the numerous obstacles in education and society that Latinx students continue to face. For instance, Pérez Huber et al. (2012) state that campus climate, lack of mentorship, and low financial aid continue to be significant factors that negatively affect the pursuit of college for Latinx students. Campus climate research has found, for instance, that students of color in higher education institutions face incidents of racial/ethnic harassment, bias, racial microaggressions and discrimination, which ultimately impacting their transition, retention, and success rates in postsecondary education (Pérez Huber et al., 2012).

For these reasons, Pérez Huber et al. (2012) recommend to not only conduct campus climate assessments, but also to develop initiatives that consider the complexity of students' identities and needs. Initiatives such as mentorship programs, workshops about how to find financial and academic resources, informational sessions about how to navigate institutions of higher education can provide minoritized students the necessary tools to reach their academic goals. Another opportunity for critical intervention is in the classroom, and more specifically to this study, the language course. Both the instructor and curriculum could support students of color in their socialization journeys in academia through mentorship, helping them challenge racial microaggressions (everyday verbal, nonverbal, and environmental slights or insults whether intentional or unintentional, which communicate hostile or negative messages) and motivating them to continue with their education. The classroom should be a safe space for students of color, especially if their instructor acknowledges and has the training to work with diverse students and if the curriculum is designed to meet the needs of such students.

This study proposes to explore the potential of how one such class, a Spanish heritage language course, can contribute to narrowing the Latino Achievement Gap in higher education. As the SHL field grows and the number of Latinx students in higher education rapidly increases, it is crucial to build a foundation of how SHL courses could support younger Latinx generations in these educational institutions. To begin exploring the above mentioned, in the following section I provide an overview of the SHL field, its speakers, and the different pedagogies approaches implemented the SHL curriculum. Thereafter, in section 1.4., I delve into explaining how SHL classroom could support Latinx students.

Overview of who are SHL Speakers and a Brief History of the SHL Field

SHL speakers are a heterogenous group and throughout the years there have been several pedagogical approaches implemented to address the students' diverse skills and needs. In the following section I explain who SHL speakers are, what their skills are, and their diverse needs. I also provide a brief history of the SHL field and the different pedagogies that have been implemented in the SHL curriculum.

Who are SHL speakers and what are their prototypical characteristics? Spanish heritage language speakers' relationship with the language is dynamic, and they are a growing group within the Spanish speaking population. As Zyzik (2016) explains, rather than describing the speakers with specific characteristics, their characteristics should be referred to as part of a prototype model that includes the main aspects that SHL speakers could have, could not have, or could have to a certain degree.

For instance, SHL speakers may have one or more of the following characteristics: proficiency in Spanish; an ethnic/cultural connection to SHL; dominance in their non-SHL,

implicit knowledge of SHL; bilingual; early exposure to their SHL at home. Using the prototype model mentioned above, the SHL participants in the current study are those were born, raised or educated in the U.S. and exposed to the Spanish language at home (Valdés, 2001).

Most SHL speakers are exposed to Spanish through their families and communities and acquire the language through those natural interactions. Few of these SHL speakers study their language in the academic settings of elementary or middle school. Often when SHL speakers take Spanish classes in high school or college, many educators mistakenly consider these students as proficient native speakers. Even though SHL speakers may have conversational proficiency and understanding in the language (fluency), many need to further develop their Spanish literacy skills. Most importantly, SHL speakers cannot be treated as though they are academically prepared to perform as native speakers of Spanish, even though Spanish may have been their first language. In schools where no SHL classes are offered, many end up in Spanish courses designed for students who are learning Spanish as a second language (Beaudrie, 2012). Many times, in these classes, the abilities that SHL speakers bring from their lived experiences with Spanish are not taken into consideration; instead, SHL speakers lose valuable academic class time that they need to further develop their linguistic confidence, metalinguistic awareness, reading comprehension, and other academic discourse skills (Roca & Colombi, 2003). Students also miss the opportunity to receive specialized education to meet their needs.

Given their academic trajectories, SHL courses are designed to help students develop positive attitudes about their linguistic abilities; reclaim the value of their Spanish; deconstruct language ideologies that marginalize their language; and challenge the

ideologies that also position their bilingualism as a problem (See Beaudrie et al., 2012).
Many of the Spanish heritage language students who enroll in SHL courses consider
themselves as having poor language skills or that their Spanish is incorrect; and many times
they have low linguistic confidence when speaking and writing in Spanish. This is evident
in a study conducted by Beaudrie and Ducar (2005) where researchers found that one of
the obstacles for students to use their language was their lack of linguistic confidence. In
their study, 20 students were asked to fill out a language survey and participate in a 20-
minute interview where the majority declared having a high degree of motivation to study
Spanish and positive attitudes towards language maintenance; however, they also
mentioned that "one of the main obstacles in communication in Spanish was their lack of
confidence" (Beaudrie & Ducar, 2005, p. 12). The results of this study call for the need for
heritage language pedagogy to foster students' linguistic confidence by implementing
activities and structuring the class so that they (including receptive heritage language
learners) can progressively become confident when speaking Spanish and concomitantly
contribute to the maintenance of their language.

Gonzalez (2011) conducted a study with college-aged students who were enrolled
in beginning and intermediate-level SHL courses in order to analyze the correlation
between linguistic insecurity and heritage language use. To do such an analysis, Gonzalez
(2011) focused on the participants' social networks and examined the heritage language
speakers' habitual use of Spanish within a variety of contexts. A total of 25 students
volunteered to participate in the study and the data was collected via three different online
questionnaires. The questionnaires collected data on the participants' language experience,
self-confidence, and social networks in order to examine any correlations among these

factors. Gonzalez (2011) found that an increase in linguistic insecurity in their SHL related to a decrease of Spanish use and lower levels of oral proficiency, and vice versa. The researcher's data showed that the students who scored lower in the linguistic insecurity scale and higher self-confidence in Spanish mentioned that their social networks included bilingual Spanish speakers with whom they frequently contacted, and these interactions increased their Spanish use. Gonzalez (2011) stated that this multidirectional influencing cycle (among all factors) points to the need to help students decrease their linguistic insecurity by implementing meaningful activities in SHL course that bolster linguistic self-confidence and increase language use, which eventually contributes to students' Spanish maintenance.

Studies like these also illustrate that SHL speakers are a heterogeneous group and their diverse needs should be taken in consideration when developing appropriate courses for this group of students. Overall, SHL courses are essential for students to develop their language skills, strengthen their linguistic confidence, and understand the social and political factors that have impacted their Spanish abilities as well as the value assigned to their SHL. Unfortunately, not all classes do this, and in the following section, I provide a brief explanation of how SHL courses came to be and the different pedagogies and curriculum SHL instructors use when teaching this diverse group of students.

How did SHL classes come to be: Brief history of the SHL field and its diverse pedagogical approaches. From 1976 to 2004, the Latinx student population in higher educational institutions in the U.S. increased from 350,000 to 1,666,700, a 372% increase (NCES, 2007). The high enrollment of Latinx students was also reflected in Spanish courses, which led to the creation and implementation of adequate Spanish courses for

these types of students. It became apparent that SHL students needed a different style of instruction than the approach used for Spanish second language learners. Initially, many Spanish language departments did not acknowledge the presence of SHL speakers and as a result many of these students enrolled in introductory Spanish classes that were designed for second language learners (students whose Spanish is not their first language and did not grow up listening to this language at home). Even when some of the classes were created to meet the needs of SHL speakers, the pedagogical approaches used in these classes reflected a deficiency perspective regarding their Spanish dialects (Valdés, 1996). For example, the instructors of these classes failed to acknowledge that, regardless of their proficiency level, SHL students had already acquired the core of the language in their everyday interactions at home or in their communities. Many instructors failed to value and appreciate the "intuition or subconscious knowledge of the [Spanish] language" that these students brought to the classroom (Parodi, 2008, p. 201). Many instructors also go as far as to criticize the Spanish varieties their students spoke (Valdés, 1981). Consequently, the Spanish these students brought to class was targeted as "bad" and treated as a variety that needed remediation. In other words, the approach leading these classes was the eradication of students' non-standard dialect in order to correct and have them acquire the "right" type of Spanish (Valdés, 1981, 1996).

Valdés (1981) is one of the language-teaching specialists who first shed light on the problem of using the eradication approach to teach Spanish to those students who already spoke it or were exposed to this language at home. She urged instructors to develop a pedagogical theory and adequate approaches for Spanish-speaking students who enrolled in Spanish language programs, one that focused on expanding the linguistic repertoires of

the speaker by acquiring other Spanish dialects and registers (Valdés, 1978). Unfortunately, Carreira (2011) showed that the negative attitudes towards SHL speakers' varieties continued to be present in the SHL classroom, even 30 years after Valdés' proposal. Carreira (2011) found that many college-level professors tended to promote linguistic purity among their SHL students. This is because their pedagogical approaches reject students' home language as a valid Spanish; and instead imposed Spanish standard language ideologies in SHL classes that led to the silencing of SHL speakers' home varieties (Beaudrie, 2015).

These national language ideologies are a result of the low linguistic vitality Spanish has in the U.S. which is reflected in anti-bilingual policies and propositions as well as the marginalization of the language and its speakers (Carreira, 2013; Velázquez, 2018). In 1984, Richard Ruiz wrote an article on the orientations that influenced language planning and the role language had in the U.S. He provided three descriptions with examples of these orientations: language-as-problem, language-as-right, and language-as-resource. Ruiz (1984) pointed out that these orientations are related to language attitudes, which influence the acceptability or legitimacy of a language. The language as a problem orientation is linked to issues associated with non-English languages and bilingualism. In particular, Spanish and Spanish-English bilingual education have historically been associated with this orientation, in which the maintenance of the language is considered a threat to the unity of the U.S. (Ruiz, 1984). Consequently, within this orientation, Spanish and its maintenance is considered a social problem that reinforces ideologies that devalue the language and its speakers, and must be remedied with transitional bilingual education (Ruiz, 1984). Even though the article was written 37 years ago, the language-as-problem

orientation is prevalent today in education, society, and language planning. The language-as-a-problem orientation became more evident in the Trump administration, which was based in extreme ideologies that not only reinforced but also promoted toxic views of nationalism that surged in multiple forms such as verbal attacks towards non-English speakers, including Spanish speakers (Sánchez-Muñoz & Amezcua, 2019).

The SHL curriculum could either reinforce or challenge these national and standard language ideologies. On many occasions, these ideologies are not addressed because of the curricularization of Spanish. Valdés (2017) explains that curricularization is the phenomenon of Spanish being approached only as another subject and not as a "unique communicative system acquired naturally in the process of primary socialization" (p. 76). This is why Valdés (2017) warns us that certain SHL courses can have a detrimental role because, in many institutions, Spanish continues to only be considered as a school subject. Heritage language speakers are targeted as deficient Spanish speakers which is a reflection of an implicit reinforcement of standard language ideologies. Similarly, Pascual y Cabo and Prada (2018), argue that Spanish continues to be presented as an artifact in books, a language of immigrants, and a language that is both homogenous and monolithic. As a consequence, the varieties that heritage language speakers learned from their family are and continue to be stigmatized and devalued by society and by the curriculum implemented in the classroom.

In her analysis of the curricularization and its implementation in heritage language courses, Beaudrie (2015) identifies five types of pedagogical approaches: eradication, expansion, appreciation, appropriateness-based, and critical. She found that of the 47 syllabi she evaluated, 26 continue to use one of the two traditional approaches: eradication

and expansion. The goal of the eradication approach is to eliminate the varieties students bring to the classroom and to teach students features of standard Spanish. In this approach, the Spanish dialects SHL speakers bring from home are not only considered non-prestigious but are also stigmatized and classified as inferior (Beaudrie, 2015). The expansion approach classifies varieties in a hierarchy where standard Spanish is seen as the most prestigious variety and their variety as inferior. While the expansion approach does not intend to eradicate the varieties students speak at home, it teaches them that certain dialects are to be used exclusively in certain contexts. This implicitly reinforces the standard ideologies that continue to stigmatize their home language. For these reasons, Beaudrie (2015) claims that the eradication and expansion approaches can have negative consequences for the maintenance of Spanish in the U.S.

Although Spanish heritage language education continues to have courses that implement pedagogical approaches that devalue the Spanish dialects many students bring into the classroom, there are many educators, scholars, and researchers who are committed to building a field that centers curriculum around heritage language needs, validating the home variety of these students, and challenging language ideologies (e.g., Amezcua, 2019; Beaudrie, Ducar & Potowski, 2014; Leeman, 2018; Pascual y Cabo & Prada, 2018; Sánchez-Muñoz, 2013, among others). For instance, Sánchez-Muñoz and Amezcua (2019) examined whether there had been a shift in the attitudes of young Latinx heritage language speakers regarding their use of Spanish in public settings due to the recent language ideologies reflected and promoted by the Trump administration. The researchers collected data from Arizona and California, which shed light on how diverse Latinx communities negotiate language use in the face of immigrant stress, especially as there had been an

increase in racial attacks, linguistic discrimination, and linguistic profiling since the 2016 election (Sánchez-Muñoz & Amezcua, 2019). The researchers interviewed 45 second-generation Latinx students, residing in two predominantly Spanish-speaking areas: Los Angeles and Phoenix. Through thematic analysis, they found that many students spoke of a despertar ("an awakening"), a sense of urgency to resist the racist discourses. This manifested in their awareness of the power of language as a tool to send a clear message that they are not intimidated to use their Spanish. Many students stated that being Latinx Spanish speakers was a source of pride, not of fear. The results were consistent in both California and Arizona despite different ethnolinguistic vitalities and sociopolitical environments. These results point to a shift in favor of Spanish maintenance, particularly during a turbulent political climate.

Despite the fact that Spanish continues to be targeted as a problem, it has become one of the most studied languages in secondary and university institutions. Sánchez-Muñoz and Amezcua's (2019) study also points to the broader impact that SHL courses have beyond the classroom. The SHL curriculum can be a tool to counteract the devaluation of the language and deconstruction of hegemonic language ideologies while promoting the appreciation of language diversity. Scholars and educators such as Beaudrie, Amezcua, and Loza (2019, 2020), Holguín Mendoza (2017), Leeman (2005), Leeman and Serafini (2016), and Martínez (2003), among others, make a call for the need to implement a Critical Language Awareness (CLA) approach in the SHL curriculum. This approach is necessary to explicitly counterattack language ideologies and bring awareness of the socio-political factors that impact Spanish and its speakers in the U.S. CLA is a pedagogical approach that was developed in the United Kingdom in the 1990s by researchers and educators to

highlight and address the power relationships within education language and literacy (Fairclough, 1989). Clark and IIvanič (1997), explain that the primary objective of this approach is to empower language learners by facilitating learning about the social, political, and ideological factors underlying language issues. In SHL classes a CLA approach can help students become aware of issues of language and power in the U.S., predominate language ideologies, and the privileging of certain dialects over others. In the classroom, instructors can help students develop their CLA by deconstructing the hegemonic language ideologies that are reflected in society and embedded within the educational system.

The interest and need to implement CLA in the SHL classroom is reflected in the increase of research in CLA design, assessment, implementation, teacher training among others. For instance, Beaudrie, Amezcua, and Loza (2019) developed a questionnaire with adequate psychometric properties to measure CLA in the SHL context. To test the instrument that measures CLA, the researchers recruited 301 students enrolled in SHL courses at four U.S. universities to participate. The questionnaire results were submitted to a series of statistical analyses to investigate how well the instrument met the criteria of reliability and validity specified in this study. The final 12-item instrument to assess CLA had adequate psychometric properties and the potential to detect changes in the CLA of students in a class where CLA was taught. The data gathered provided the researchers with content to develop a curriculum for CLA in Spanish, and the impact of the implementation of this curriculum will be discussed in section 3.2 of this review of literature. The popularity of CLA in SHL education is also reflected in the upcoming publications such as Loza and Beaudries' forthcoming edited book on Heritage Language Teaching: Critical

Language Awareness Perspectives for Research and Pedagogy; the three sections cover pedagogical and theoretical foundations, pedagogical innovations, and CLA across different education contexts. As Martínez and Foulis (forthcoming) state, the push for CLA implementation in SHL education is necessary because its incorporation is truly a path "towards equity in education."

Holguín Mendoza (2017), Parra (2020), and Tseng (2020) also advocate for the implementation of a critical pedagogy in the SHL curriculum that include discussions of diversity, identity, equity, inequality, and social justice. Parra's (2020) study argues for the importance of using a critical reflection of the diversity of SHL speakers as a pedagogical approach to address how colonialism has led to a history of systemic oppression and subordination of Latinx people. Parra (2020) proposes that SHL curriculum must include the complexity of the Latinx culture and their language diversity. She suggests that course conversations must include discussions on how some members from the Latinx community are multilingual, they come from mixed racial heritage and ethnicities, have diverse gender identities, and different socio-economic status. These types of discussions in the SHL classroom are necessary to "generate new meaningful narratives rooted in reality [and to promote] a social justice stance and […] solidarity" (Parra, 2020, p. 20). To engage students in such interdisciplinary discussions, it is vital to first understand the complexity of the diversity of this student population and to approach these conversations from a more comprehensive and critical perspective. A critical understanding of diversity of both language and culture in the SHL classroom could be possible by implementing and integrating linguistic variation, translanguaging practices, and critical language awareness in the curriculum. Having conversations about colonialism, racism, and sociopolitical

asymmetries would "generate new meaningful narratives rooted in reality [and] in a social justice stance" (Parra, 2020, p. 20).

In a case study conducted by Tseng (2020), the researcher analyzed the effect of imposed deficits (i.e., SHL students speak a "broken" Spanish and mixing languages is a sign of laziness) on 20 first and second generation Latinx students. These deficits derived from ideologies of language purity and discourses of linguistic inadequacy, led to SHL speakers' Spanish insecurity—even if they had positive attitudes about the maintenance of their language. These results are similar to Silva Corvalán's (1994) findings that although there is a positive attitude among SHL speakers towards maintaining Spanish; in practice, there is not much action taken to maintain the language. It is crucial to understand that this lack of action is not solely an individual responsibility. Rather, it must be recognized that being proactive in maintaining their Spanish, as reflected in Tseng's (2020) study, is hindered by notions imposed by native Spanish speakers who believe that SHL speakers 'do not speak Spanish' and that they speak 'broken' or 'improper' Spanish. These notions imposed on SHL speakers stigmatize their SHL even more and discouraged them from using it in community interactions, leading them to avoid any settings where they would be required to use Spanish (Tseng, 2020). For these reasons, Tseng (2020) proposes implementing culturally sustaining pedagogies in SHL. She argues that validating SHL students' varieties is not enough. SHL curriculum must engage students in understanding and recognizing the broader structural factors (e.g., language discrimination and English-dominant education) that hinder Spanish maintenance so that they understand that SHL loss or shift is not due to a lack of their individual agency.

The previous overview of the SHL field, its speakers, and the push for critical SHL pedagogies that center students' needs, validates home varieties, and challenges language ideologies provides an understanding of what has been accomplished so far to meet the diverse profiles of SHL speakers. As explained in the overview of the different pedagogies that have been used in the SHL classroom, the curriculum is a key factor that could either encourage or discourage students to continue or not to maintain their Spanish. Indeed, in the most recent study on Spanish heritage language programs in the U.S., Beaudrie (2020) found that some of the key markers that make a SHL program successful or unsuccessful are the type of curriculum implemented in the course. The researcher found that successful SHL programs—those with stable enrollment, growth, retention, developing critical thinking among others—achieved this by implementing effective programmatic and curricular practices. The curriculum included a wide range of traditional and creative activities such as documentaries of community members, interviews, and community service-learning.

This overview of the field of SHL and its critical pedagogical approaches (CLA and critical approach) reveal that the SHL courses could contribute more than just developing SHL students' language skills, it can lead students to become critical thinkers and agents who can challenge language ideologies that marginalize and devalues their Spanish. Also, it can engage students in complex discussions about inequalities and social justice issues in the Latinx community. The SHL field can impact many aspects of students' lives beyond their language, by providing them the tools to overcome any obstacle they might encounter during their academic journey. In the following section I explain how the SHL classroom can contribute to narrowing the Latino Achievement Gap.

Purpose and Rationale of the Study

As the SHL field grows, the need to address the unique characteristic of SHL students has led to the design of new pedagogical goals. These instructional objectives include: language maintenance; acquisition or development of a prestige language variety; expansion of bilingual range; transfer of literacy skills; acquisition of development of academic skills in the heritage language; positive attitudes toward both the heritage language and various dialects of the language; acquisition or development of cultural awareness; and overall provides academic support for students (see Beaudrie, Ducar & Potowski, 2014). The primary focus of one of the above goals, acquisition of development of academic skills in the heritage language, is for SHL speakers to learn about the nature of academic culture and the university expectations such as how to write academic essays, reading strategies, and studying skills. Guiding students to develop these techniques together with the CLA and critical goals pedagogical approaches provide a direction to explore how the SHL classroom can contribute to narrowing the Latino Achievement Gap.

María Carreira is one of the first SHL researchers and educators to call attention to this issue. In 2007, she argued that the Spanish heritage language (SHL) (at that time called Spanish-for-native-speakers) instruction at the secondary level could play a key role in meeting the needs of Latinx students and in narrowing the Latino Achievement Gap. Until today, she claims that it is important for instructors in the field of SHL to contribute to narrow the Latino Achievement Gap because such gap has serious and far-reaching consequences in the students' personal and professional lives. Carreira (2007) proposes that one way to address this issue and equip students to be successful is to capitalize on the students' cultural, linguistic, and knowledge. The SHL class, particularly, should utilize

the resources SHL students already possess as well as recognize their forms of capital and socio-affective needs. This is why Carreira (2007) calls attention to the need to teach students not only about the university expectations but also to utilize the resources and diverse capital students bring to the classroom. Given that providing students resources to navigate the educational system and validating the knowledge they bring to the course can contribute to increasing Latinx students' retention and success rates in postsecondary education simultaneously narrowing the Latino Achievement Gap (Pérez Huber et al., 2012). In more recent publications, Pascual y Cabo and Josh Prada (forthcoming) and Martinez and Foulis (forthcoming) conducted research on how SHL courses can contribute to higher retention rates and engage students in high impact educational practices both aspect that can contribute to narrowing the Latino Achievement Gap.

Diego Pascual y Cabo and Josh Prada (forthcoming) examined how Spanish heritage language classes, in particular programs, could contribute to Latinx students' retention. Diego Pascual y Cabo and Josh Prada (forthcoming), conducted a mixed-methods case study at Texas Tech University and recruited and interviewed eight Latinx students enrolled in an SHL course at this university. Diego Pascual y Cabo and Josh Prada (forthcoming) also examined quantitative data gathered from publicly available institutional information of a small number of Latinx students. These latter students did not enroll in any SHL course but were still part of the College of Arts and Sciences at Texas Tech. The researcher used the data to compare the retention rates of these two groups of Latinx students. The quantitative data showed that the Latinx students who had enrolled in at least one SHL course had a higher retention rate than Latinx undergraduate students in the College of Arts and Sciences from 2014-2017. Pascual y Cabo and Prada (forthcoming)

stated that although they could not attribute the higher retention rates only to SHL courses, they pointed out that SHL programs "may serve as a supportive and powerful means to provide a solid and inclusive educational experience for Latinx students" (p. 9). The data gathered from the interviews exemplified that the SHL courses allowed students to build a network where they could talk, participate, and collaborate more with their classmates than in their other courses. Students also shared that developing their Spanish skills motivated them to use this language in their future professions. One student, for example, shared that when he took the Spanish course in high school, it was boring, and, at first, he thought that the SHL course at Texas Tech would be similar. However, taking the SHL course motivated him to declare a minor in order to develop his Spanish writing skills to use in his future job at a hospital.

Other students shared that the SHL course became a "home away from home" because it provided them a welcoming environment where students can talk about their personal experiences, connect, and eventually become friends with their classmates. The SHL course is a space where Latinx students are recognized in the curriculum and were they are able to build meaningful relationships with their peers, which lead to a strong sense of belonging on campus. Pascual y Cabo and Prada (forthcoming) concluded by saying that although there are limitations, the Latinx students who had enrolled in SHL courses displayed more resiliency to stay on track towards degree completion.

In another forthcoming publication, Martinez and Foulis, explained how Critical Language Awareness (CLA) pedagogies provide a unique opportunity to contribute to Latinx students' success in higher education. They argued that CLA approaches impact their self-concept, motivation, and feelings of inclusion. The researchers also argue that

CLA pedagogical approaches have the potential of "addressing disparities and inequities that produce achievement and attainment gaps for Latinx students" (Martínez & Foulis, forthcoming). For these reasons, they promote incorporating project-based assignments such podcasts and performances, and engaging students in high impact educational practices such as conducting research and creative inquiry. These gained skills are likely to go beyond the SHL classroom. Working with SHL students in conducting research and putting performance together is key to undergraduates' journey. This is because the above-mentioned interactions will provide them necessary tools and skills to incorporate in other classes and in their professional lives. The collaborative work with SHL students will allow for continuous interactions even after the completion of the Spanish heritage language course which can be crucial in helping students to successfully navigate higher education and to elevate students' voices and agency (Martínez & Foulis, forthcoming).

The previous two studies highlight how SHL courses are a space where students feel recognized in the curriculum and where they develop a strong sense of belonging in the academic environment. These also exemplified how SHL courses led students to cultivate their agency, resiliency, and were able to construct knowledge through engaging in high impact educational practices. As Diego Pascual y Cabo and Josh Prada (forthcoming) and Martínez and Foulis (forthcoming) point out, the outcomes of SHL course can provide students the tools to stay on track towards degree completion and can contribute to increasing the retention rates which are key aspects to narrow the Latino Achievement Gap.

To continue with this line of investigation and to delve in examining how Spanish heritage language courses can support the students' academic journeys and contribute to

reducing the Latino Achievement Gap, I propose researching the capital (i.e., knowledge, awareness, and abilities) Latinx students bring into the classroom. Similar to Carreira (2007), I explore how the SHL curriculum can support, reinforce, and acknowledge Latinx students' diverse capital.

This line of study is even more relevant and crucial now because the U.S. will become the second largest Spanish-speaking country. Also, Spanish has become one of the most studied languages in secondary and university institutions. As stated in the report from the National Centers of Education Statistics from 2016-2017, a total of 6,420 bachelor's degrees in Spanish language and literature were obtained; this was the highest number of graduates in the category of Foreign languages, literatures and linguistics. Given the high number of students enrolled in Spanish classes and the growth of enrollment of Latinx students in higher education, university Spanish heritage language courses can play an important role in promoting the use of Spanish in the U.S. and counteracting the devaluing of minority languages (Beaudrie, 2012; 2015), and also in narrowing the Latino Achievement Gap (Carreira, 2007).

Addressing and examining how SHL education can support SHL speakers in the classroom is critical to build a strong supportive foundation such as implementing mentorship programs for current Latinx students. This supportive foundation will also be crucial for future generations, who it is estimated will make up more than one quarter of the total undergraduates population in higher education by 2026 (Amour, 2021).To build such foundation it is necessary that the SHL curriculum goes beyond the Latinx students' linguistic needs and invests time in understanding and identifying what types of capital SHL undergraduates bring to the course, and how they see the course having shaped their

own views of their capital. This is precisely the objectives of this dissertation to examine how a SHL course understanding and identifying what types of capital SHL undergraduates bring to the classroom, and how they (the Latinx students) see the course having shaped their own views of their capital. The findings of this dissertation can address this gap in the field of SHL education and provide specific information about the impact SHL courses have in students' academic journey when acknowledging and validating the experiences Latinx undergraduates bring to the classroom. Also, the findings will be imperative to build a foundation which could accommodate the growth of the SHL education and the increase of Latinx students in higher education by providing the adequate resources to prevent them from being pushed out and/or are falling through the cracks of the educational pipeline.

Theoretical Framework of the Study

To analyze the different types of capital that Spanish heritage language students bring to the classroom and how they understand these forms of capital, this study makes use of Yosso's (2005) asset-oriented conceptualization of Community Cultural Wealth. This assent-oriented framework is important because although education in the U.S. is believed to be the "great equalizer of conditions of [people]," in reality the educational system is one of the most unequal institutions (Barshay, 2020; Duncan 2021). In this system, students receive dramatically different learning opportunities grounded on their social statues and their race. Based on these two latter characteristics, students will differ in the quality of their teachers, class sizes, the funding of their school and the type of curriculum used to teach them. Students of color continue to face several disparities in the educational system, and it is assumed that their poor performance and low levels of achievements are due to their culture and lack of effort (Darling-Hammond, 1998). The

assumption that students of color are at fault is a reflection of the deficit thinking towards people of color. Deficit thinking is rooted in a blame the victim orientation that fails to acknowledge that people of color "live within coercive systems that cause harm with no accountability" (Davis & Meseus, 2019). To challenge the framing of research within deficit thinking, it is important to implement assent-based approaches that actively disrupt assumptions that minoritized students lack capital and are to blame for the disparities they face in the educational system.

Looking through Critical Race Theory lens and drawing from the concept of Funds of Knowledge among other asset-based frameworks, Yosso (2005) shifts the traditional view of cultural capital and centers the lens on the experiences of people of color. This framework, particularly, challenges the traditional interpretation of capital that positions the knowledge of the upper and middle classes as the most valuable social capital and promotes it as the norm in education (Bourdieu & Passeron, 1977). In that view, people of color are assumed to lack the social and cultural capital required for social mobility and are expected to acquire these capitals through formal schooling if they want to excel academically and socially (Bourdieu & Passeron, 1977). Yosso (2005) challenges the assumption that students of color lack social and cultural capital and calls for the need to stop applying a deficit approach to characterizing the knowledge students bring to the classroom. Given that students' culture and knowledge is formed and drawn from their own communal funds of knowledge, lived experiences, and the culture and language skills that students of color bring to the classroom, Yosso (2005) argues that minoritized students should not be targeted as deficient. Instead, students' forms of capital should be nurtured

and recognized as tools for empowerment (Gonzalez, et al., 1995; Gonzalez & Moll, 2002; and Vélez-Ibañez, & Greenberg, 1992).

Yosso (2005) further delineates that Latinx students bring aspirational, familial, social, navigational, resistant and linguistic capital into the classroom. This Community Cultural Wealth is an "array of knowledge, skills, and contacts possessed and utilized by Communities of Color to survive and resist macro and micro-forms of oppression" (Yosso, 2005, p. 77). Each capital is neither static nor independent from the others, but rather they each build upon the other.

Aspirational capital alludes to the resiliency of an individual to stay hopeful about being able to accomplish one's dreams, regardless of the adversities faced in life, even when the dream does not seem tangible.

Familial capital recognizes the knowledge students bring from home. This knowledge was nurtured by the relationship with their immediate and extended family and also fostered by their community. Here, Yosso draws on both Auerbach's (2004) and López's (2003) ideas that, in families, students learn lessons on caring, coping, and providing an educación that inform their children's emotional, moral, and educational consciousness. This capital also pulls from the research of Vélez-Ibáñez and Greenber (1992) on Funds of Knowledge that points out that Mexican Americans learn valuable lessons from their family and community that have been passed down across generations and argue that this must be recognized in the classroom.

Social capital can be understood as people of color seeking help and networking in order to find the resources to navigate through established systems such as higher education. Yosso (2005) explains that this networking can be seen when a first-generation

student receives help from a member of their community to fill out a scholarship or a college application in order to pursue a higher education. This networking not only helps students with the process to get into institutions of higher education, but also reassures the student that they are not alone in striving to achieve their academic goals.

Navigational capital similarly highlights the skills and agency students of color have gained to maneuver through social institutions that are not designed to accommodate or be inclusive to them (Yosso, 2005, p. 80). Other institutions students have learned to navigate are the health care and judicial system, where students need to go with a family member to help interpret from English to Spanish and vice versa. In the context of education, this capital is interpreted as how minoritized students are able to overcome the challenges they face in the higher education system, a system that is not designed for their academic success.

Resistant capital acknowledges the agency and resiliency of students of color to challenge inequality and their determination to deconstruct structures that oppress them such as patriarchy, capitalism, and sexism. This capital is rooted in communal strength and in the individual's ability to advocate and fight against any challenges or barriers.

In the final capital, *linguistic capital,* Yosso draws on the work of Cummins (1986), Anzaldúa (1987), Darder (1991) and Gutierrez (2002) which validate the language skills students bring from home, such as being bilingual, and their awareness of the relationship between language and racialized cultural history. It also recognizes the multiple skills students of color were exposed to in their family and community, such as storytelling and consejos (advice).

The present study, following this assent-oriented framework, will examine the forms of capital/knowledge students bring into the classroom. In particular, Yosso's framework guides the analysis of a) what the types of capital that college-level heritage language students bring into the heritage language classroom are, b) how students understand and identify what types of capital they bring to the course, and c) how they see the course having shaped their own views of their capital. Recognizing the various forms of capital minoritized students bring to the educational system encounters the hegemonic framework that denies them the ability to enter and navigate academic settings and challenges the obstacles set along the journey to meet their goals. My emphasis on this inquiry is important because "generating opportunities to cultivate community cultural wealth is a tool of social justice," and in this context, it also a method to narrow the achievement gap of Latinx students (Yosso and Burciaga, 2016, p. 4).

Research Questions

Taken in consideration the statement of the problem and the proposed theoretical framework, the research questions that guide this investigation are:

1. Using Yosso's (2005) Community Cultural Wealth framework, what types of capital do SHL students bring to the upper division university course?

2. How do the types of capital that SHL students bring to the upper division university course shaped by the end of the course?

3. How do SHL students understand the knowledge they bring to the course and

   3.1. How do they see the course having shaped their knowledge by the end of the semester?

Organization of Dissertation

In this chapter, I have provided a brief overview of the SHL field and the arguments of why this type of research is necessary. Additionally, I introduced the theoretical framework and the research questions that guide this study. In Chapter II, I present the review of literature that focuses on the impact language classes can have when recognizing the different forms of capital Latinx students bring into the course. Chapter III, methodology and methods, includes a description of the context of present study and provides more details about the school, the course, and the instructor. Furthermore, I also explain the methods used to collect the data and the analysis employed to examine data in order to answer the research questions in this dissertation. Chapter III also includes the ethics taken into consideration for the privacy and well-being of the participants. Chapter IV contains a description of the four case studies and the findings of the data used to answer the research questions. Lastly, in Chapter V, I provide some concluding remarks, pedagogical implications, and directions for further research.

CHAPTER II: LITERATURE REVIEW

This literature review highlights several research studies about the experiences of heritage language students in the classroom. Yosso's (2005) Community Cultural Wealth framework, is typically used to conduct research in Education, Bilingual, and Teaching English as a second or foreign language; I am employing this framework to guide my analysis in Spanish Heritage Language education. I focus on how the pedagogical approaches and activities implemented in the course further develop and reinforce SHL students' different forms of capital. This review of literature is divided in two parts: the first, SHL education research and second, Education, Bilingual, and Teaching English as a second or foreign language. There are not many studies that have explicilty analyzed students' capital in the SHL course as this is not a typical theoretical framework used in the field, I chose SHL studies that analyzed pedagogical approach, class assignments or the experiences of students to interpret how these are examples of recognizing the knowledge bring to the course. I synthesize studies that implicitly discuss how students' linguistic, and resistant capital are reinforced and recognized in the SHL classroom. To better understand the impact of acknowledging students' diverse capital in the classroom, I include a summary of studies that have analyzed these constructs in English as a Second Language courses and Bilingual Education.

Spanish Heritage Language Education: Implicit Recognition of Students' Linguistic, Social, and Resistant Capital

Sánchez-Muñoz (2013) delved into the impact a heritage language course can have on students' linguistic confidence and attitudes by conducting a pre-and post-survey. I interpret linguistic confidence and attitudes as two elements of linguistic capital because

increasing students' confidence and developing positive attitudes towards their SHL are key elements to validate, reinforce students' language skills as well as contribute to their commitment to maintain their Spanish. Sánchez-Muñoz (2013) recruited twenty-five students to participate in the study. The volunteers took the pre-survey at the beginning of the semester. Using a Likert scale, the participants had to measure their confidence in speaking, writing, reading, and listening to Spanish. At the end of the course, the participants completed the post-survey, and they measured their confidence in speaking, writing, reading, and listening at a higher rate. Sánchez-Muñoz (2013) stated that reinforcing students' linguistic confidence contributes to their commitment in maintaining their Spanish after taking the class, and especially their dedication to passing down the language to future generations. This is because reinforcing students' linguistic confidence could be a vital tool to combat linguistic discrimination.

In another study, Amezcua (2019) actually incorporated Yosso (2005)'s framework to conduct her study on linguistic capital in a SHL course. She examined what activities implemented in the SHL classroom impacted students' interest to use their Spanish, and how this course promoted their Spanish use beyond the classroom. Seventeen students volunteered to participate in a 30-minute interview where they were asked about their experiences in the course, what their most impactful learning experiences were, and how the course had impacted their daily use of Spanish. In addition to stating that their linguistic confidence increased as a result of taking the course, the participants reported that the most impactful experience was completing the Personal History Project. The Personal History Project consisted of interviewing a family member, doing a family tree, writing a poem that described their bilingual identity, and participating in a service-learning project. By

completing these activities that were authentic and relevant to the students' interests, the participants discovered new passions and new interests to use Spanish in settings they would normally only use English. For instance, after writing a bilingual poem, one student, Paco, realized his potential to write poems and even write songs in Spanish. Writing this poem sparked new interest for him where he began listening to Spanish music and exploring song writing in Spanish. Students also shared that, by the end of the semester, they were now reading, listening and texting more in Spanish. For other participants, like David and Caro, participating in the service learning led them to realize the value of their Spanish because it is a tool they can use as a resource to help their community. David and Caro continued to volunteer even after completing their required hours.

Amezcua (2019) concluded that incorporating activities into the SHL curriculum that fosters students' cultural and ethnic identity can concomitantly promote Spanish maintenance and strengthen their relationship with the Spanish speaking community. What's more, incorporating activities that are authentic and relevant to the students' needs spark interest and commitment from the students to further develop their skills beyond the classroom and educational institutions (Beaudrie, Ducar & Potowski, 2014; Valdés, 1995). Amezcua's (2019) results showed that these activities led students to discover new ways of incorporating Spanish into their everyday lives, reinforced their linguistic capital, and encouraged them to use Spanish beyond the classroom and their homes. This study provides valuable information about how an SHL course can promote students' motivation to maintain their SHL through the implementation of pedagogical strategies that connect students with their passions, their local communities, and families.

Amezcua (2019) provides insights on what type of activities led students to take active roles in using their language beyond the classroom. They study did not explore what other types of capital did students bring into the classroom and how these could have been reinforced by the course. Focusing on SHL students' linguistic capital is a great start to begin recognizing the diverse knowledge Latinx students bring to the classroom as well as their academic and personal needs. Delving into their other diverse types of capital is essential to acknowledge and strengthen them, and also to examine how the SHL course could support students' academic journeys. To understand the impact of acknowledging and incorporating other types of Latinx students' capital in the curriculum, I turned to other language disciplines such as bilingual education and dual-immersion education. The synthesis of the studies that have analyzed the result of recognizing and drawing from students' diverse types of capital is provided in the following section of the Literature Review.

Another way to reinforce students' linguistic capital is by implementing a Service-Learning pedagogical approach in the SHL curriculum. Service learning is a pedagogy where a student learns theories and at the same time volunteers at a non-profit organization or social service group. The objective of this practical approach is to engage students in reflection activities to deepen their understanding of the theories they are learning in class (Lowther Pereira, 2015). In the context of SHL, service-learning projects are ideal for students to continue to practice their Spanish skills with the people they collaborate in the organizations and communities.

Leeman, Rabi & Román-Mendoza (2011) are one of the few researchers that first implemented a service learning with a critical approach. They conducted a study with

students enrolled in a Spanish heritage language course. The students were able to develop a critical language awareness by questioning the language ideologies that stigmatize Spanish and by discussing the socio-political factors that influenced their Spanish maintenance. Also, the students were able to put their knowledge "into action" in the service-learning project. The majority of the participants (78%) shared in interviews, that being involved in the service-learning led them to discover their agency to promote and advocate for Spanish maintenance. One student, in particular, shared that the "experience teaching [in these afterschool workshops] allowed her to activate a powerful new understanding of herself" (p. 490). By participating in this service-learning, student not only learned about the language ideologies that hinders Spanish maintenance, but they also became language activists and agents of Spanish maintenance in their schools and in the community.

In another study, Lowther Pereira (2015) collected data from 63 Spanish heritage language learners enrolled in an advanced university level SHL course with service-learning. The students completed their 15 hours service-learning requirement in places like the Center for New North Carolinas, and Cultural and Latino Family Centers, where they mentored the Latino youth, and translated for Spanish speakers among other duties. The students had to complete a journal reflection about their experience throughout the semester. They also had to complete a team project where they investigated a linguistic, social, political or economic issue affecting the local community. After analyzing the issue in detail, they had to present their topic to their classmates. The journal and the team project facilitated students' reflection on their participation at different organizations in the community. The data was collected via a language survey and the students' journal entries.

Lowther Pereira (2015) found the students' hands-on experiences with language variation in heritage language communities contributed in the development of students' language skills, linguistic confidence and the construction of positive attitudes and identities. The researcher highlights that incorporating a sociocultural framework along with a service-learning generated students critical language awareness. In turn, this approach was vital for the participants to understand their own role in challenging dominant linguistic hierarchies and, at the same time, it fostered students' agency to make conscious linguistic choices and concomitantly maintain their Spanish.

In the same vein, MacGregor and Moreno (2016) claimed that incorporating service-learning into the heritage language courses is a powerful tool to not only connect the students with their identity, the Spanish language and the community, but also to validate the linguistic skills that students bring to the classroom. The authors also stated that implementing service-learning can contribute to the development of students' knowledge of their Spanish far beyond from what could be accomplished in the classroom. After analyzing the data from journal entries and from a final reflective paper, MacGregor and Moreno (2016) suggested that by participating in the service-learning, students "gained new insights about Spanish as a local language [...], it raised their awareness of Spanish as a bridge to other Spanish speakers, and they also learned to recognize the value of local language norms" (p. 424). The previous accomplishment would have not been possible if the students would not had collaborated with the organizations that were part of the service-learning project. Therefore, incorporating these type of projects "encourages student[s] to self-acknowledge, self-validate, and further develop their linguistic and cultural skills on

their own," which is essential for Spanish maintenance (MacGregor & Moreno, 2016, p. 425).

Similarly, Pascual y Cabo, Prada and Lowther-Pereira (2017) analyzed the effect the implementation that a service-learning project can have on the learners' attitudes toward their Spanish and their culture. A total of 42 Spanish heritage language speakers participated in the study. The students were divided into two groups, one participated in the service learning and the other one did not. The service-learning consisted in designing and facilitating a minimum of five after-school activities at an elementary school. In the quantitative data collected via language surveys, the researchers found that both groups declared to have positive attitudes toward Spanish, but they limited their use of the language to particular people and contexts. However, by the end of the course, the group that partook in the after-school activities declared that participating in these activities helped them develop their linguistic repertoires and to gain confidences in using Spanish in other contexts beyond their home. For this reason, Pascual y Cabo, Prada and Lowther-Pereira (2017) claimed that there is a critical need for service learning in Spanish heritage language programs because "it promotes learning that transcends the classroom walls, and thus, has the potential to transform heritage language students and communities alike" (p. 81). What's more, service-learning provides students with additional motivation and investment to maintain their language and culture (Leeman, Rabin, & Roman-Mendoza, 2011).

Given the practicality and the networking opportunities of the service-learning approach, I interpreted it as also having connection to social capital. Social capital is understood as "the networks of people and community resources…[which] provide both

instrumental and emotional support to navigate through societies institutions (Yosso, 2005, p. 79). Pascual y Cabo, Prada, and Lowther (2017), explained that service-learning experiences open career pathways for students as they understand the linguistic and cultural assets that they bring to the community. MacGregor Mendoza and Moreno (2016) also found that providing Latinx students an opportunity to engage in service learning in their own communities led to the development of a unique social consciousness that eschewed stereotypical signifiers such as race and socioeconomic factors and that attached instead to more nuanced perspectives and needs in the community. Examining the impact service-learning projects have in the networking of students and social capital is an area that should be further explored.

This pedagogical approach, service-learning, contributes to increasing linguistic confidence, creating networking opportunities, strengthening students' commitment to maintain their Spanish, and also to developing students' CLA. In 2016, the heritage language journal published a special issue on service learning to provide insight on the diverse ways this can be applied in courses and how this type of project can be beneficial for heritage language speakers and their communities. Lowther-Pereira (2016) considers that service learning is one of the most promising new directions for heritage language education because it can address multiple challenges present in the classroom and the students' linguistic community. Also, participating in a service-learning project can lead to more positive linguistic and cultural identities. Moreno and MacGregor-Mendoza (2016) further explains that as a "result of the bridges made between learners and communities through service-learning, heritage language learners reflect more critically on their language and identity, gain new perspectives on their communities and make social and

intellectual connections that could not have been accomplished in the classroom alone" (iii). Lowther Pereira (2016) argues that the implementation of service-learning projects should always be accompanied with the implementation of a critical approach where students develop a critical language awareness. This is because engaging in a service-learning projects is a great strategy to develop students' critical language awareness because the interactions among students, organizations, and community members can lead to discussions and understandings of language devaluation, hegemonic language ideologies, and language diversity appreciation. This type of critical approach, CLA, is necessary to deconstruct the language ideologies that hinder Spanish maintenance (Holguín-Mendoza, Oliver Rajan & Vergara Wilson, 2017; Leeman, 2005; Leeman, Rabi & Román-Mendoza, 2011).

CLA's objectives include to become aware of issues of language and power in the U.S., predominate language ideologies embedded within the educational system, and the privileging of certain dialects over others. These objectives are similar to resistant capital which is a form of cultural wealth grounded in understanding structures of racism and transforming such oppressive structures (Yosso, 2005). The similarities between CLA and resistant capital have let me interpret Critical Language Awareness as having a direct connection to resistant capital. This is why the implementation of CLA in the SHL curriculum can provide insightful information of how to acknowledge and reinforce this form of capital in the course.

To delve into understanding how to deconstruct language ideologies in the SHL classroom, Beaudrie, Amezcua and Loza (2020) conducted a study on the implementation of critical language awareness (CLA) in the SHL course. As an increasing number of

students seek to regain or to develop their Spanish abilities, it is essential that they also receive instruction not only in the SHL and associated cultures, but also on the contextual factors that affect the Spanish-English sociopolitical relationship in the U.S. Beaudrie et al. (2020) implemented four online modules that they designed to develop students' CLA in an SHL course. The modules could actually be implemented in any SHL course, in person or online but for this study the context was an in person advanced SHL course at a public university. Nineteen participants enrolled in the course volunteered to take the pre-and-post CLA questionnaire with the purpose to evaluate the effectiveness of the four CLA module curriculum for SHL students. The findings showed, on average, a level of CLA between the somewhat high and high level (4.6 out of 6) in the pre-test at the beginning of the semester and an almost high level of CLA (4.9 out of 6) in the post-test. The findings also indicated that 14 out of 19 participants (or 74%) increased their levels of CLA in the post-test completed at the end of the semester. More specifically the participants' answers demonstrated they developed an awareness of language diversity and recognized that different language varieties had an equal value. Students also became more tolerant of bilingual varieties and "nonstandard" Spanish. This type of research is important because Spanish language maintenance in the U.S. cannot be achieved unless learners develop a critical language awareness to challenge dominant language ideologies that have been reproduced through education (Bills, 2005; Silva-Corvalán, 2001).While the previous study provides a glimpse of the impact of implementing CLA in the SHL course in order to provide students the awareness and the tools to deconstruct language ideologies, it will be insightful to analyze even further in what ways can this pedagogical approach reinforce students' resistant capital (i.e. agency and resiliency to challenge inequalities).

Holguín Mendoza (2018) describes the design and deployment of a comprehensive CLA-oriented SHL program that intentionally set out to deconstruct and question sociopolitical hierarchies while at the same time elevating student voice and agency. To begin examining the effect this six-course Spanish HL program had on students' development of CLA, the researcher provided the results of a study on student's language attitudes. She found that students already come to class with considerable experience and knowledge regarding a wide array of sociopragmatic language uses and ideologies. The approach to CLA provided students the opportunity to display their acts of resilience and agency against standard and hegemonic language ideologies. These findings could be interpreted also as reinforcing students' linguistic and resistant capital. A CLA approach in SHL programs is necessary to prepare students to make informed language choices, to develop self-confidence, and to understand how social values either perpetuate or resist oppressive structures. Holguín Mendoza (2018) concludes by saying that this approach, additionally, has positive effect on students' overall academic experiences and more "likely will serve them in their professional aspirations after college" (p. 76).

In this review of literature on the outcomes of SHL courses, we see that the activities and curriculum contributed to an increase in linguistic confidence, which in turn lead to more Spanish use in other contexts beyond the home. The implementation of a service-learning approach in SHL class not only contributes to language confidence and language use, but it also provides students networking opportunities and reinforces students' CLA development. Although not all of the previous studies used Yosso (2005) framework to understand the outcome of SHL courses, the findings relate to her linguistic, social, and resistant forms of capital. These implicit findings on how students' linguistic

and resistant forms of capital are reinforced and recognized in the SHL classroom shed light on how to implement this framework in the SHL course. To better understand the impact of acknowledging students' diverse capital in the classroom, I turn to the fields of Bilingual education, English as a second language, and dual-immersion education where Yosso's (2005) framework is commonly used to employ studies in these areas. In the following section, I include a brief summary of the research that has analyzed the outcomes of implenting these constructs in English as a second language, bilingual, and dual-immersion courses to counteract the disparities minoritized students continue to face in education.

Heritage Language Students' Capital in Bilingual, Dual-Immersion, and Transitional Bilingual Classes

Denicolo, Gonzalez, and Morales (2015) explored how a group of 3rd grade students engaged in testimonios (personal narratives) to reflect on their cultural and linguistic lives in and outside of the classroom. Fourteen of the nineteen students in the 3rd grad class volunteered to participate in the study. The students were in a transitional bilingual program. After analyzing the data from the testimonios, the researchers found that students who were identified as struggling readers, based on the district's benchmark scores for language arts, made visible their aspirational, linguistic, and navigational capital via this assignment. Thus, the researchers concluded that testimonios functioned as a counter-narrative that challenged the belief that these were struggling students.

In a similar study, Liou, Nieves Martinez, and Rotheram-Fuller (2016) employed a one-year ethnographic case study to examine the experiences and challenges of students of color who had a 2.0 GPA or lower in high school. The researcher focused on analyzing

student and teacher perspectives on students' navigational, aspirational, and informational capital. They also examined the different ways the teachers build on the capital that the students, who were classified as underperforming, brought to the classroom. After analyzing the data collected via observations and semi-structured interviews, the researchers found that students' navigational and informational capital were reinforced by the strong teacher-student relationship and the courses' teaching strategies. In addition, the students shared that having a caring teacher helped them navigate through the obstacles they faced in school, and overall this supported them reaching their aspirational goals. The teachers stated that in order to support these students, who were classified as "struggling," they implemented a critical mentoring approach in their classroom practices, and they also had high academic expectations of the students. Having teachers who moved from a deficit-based to an asset-based perspective not only recognized but also activated the students' own aspirational, navigational, and informational capital. Given that providing a good quality mentorship in the classroom is essential for academic resiliency and success, the researchers concluded by advocating for teachers to develop critical mentoring skills beyond what is traditionally categorized as mentoring. As Liou et al. (2016) argued, a critical mentoring pedagogy is one strategy that can potentially allow struggling students to exercise their agency and engage in their own education.

In another study, Martin-Beltrán, Montoya-Ávila, and García (2018) conducted a qualitative case study to offer a window into one classroom with newcomer high school students. In particular, the researchers analyzed how a teacher encouraged students to explore their resistant and linguistic capital by engaging students in literacy practices. The data was collected via students' letters, teacher interviews, classroom observations, and

fieldnotes. The data highlighted that literacy practices, such as letter writing, cultivated students' resistant and linguistic capital that could be used against oppressive rhetoric against immigrants. The researchers concluded that students could use their forms of capital to resist anti-immigrant narratives that target them and their families.

Wicktor Lynch (2018) examined the effect of leveraging emerging bilinguals' cultural and linguistic assets as pedagogical resources in a transitional bilingual class. In particular, using Yosso's (2005) Community Cultural Wealth framework, the researcher conducted a case study with a newcomer student from Cuba, Yanet, and analyzed how the curriculum impacted her identity development. Wicktor Lynch (2018) found that drawing from her linguistic, familiar, and social forms of capital became a powerful literacy learning tool to develop a positive academic identity. For instance, Yanet drew on her linguistic capital to share with her classmates that the word "camel" could refer to an animal and a trainlike vehicle that is used in Cuba. Sharing this information rooted in her cultural understanding from Cuba validated the knowledge she brought to the course and also led her to understand that her contributions enhanced her classmates' learning during literacy practices.

During a reading activity, the teacher asked if anyone knew what a "carpa" was. Yanet drawing from her linguistic and social capital, shared that carpas are what vendors use at "la pulga" (flea market). In Texas, la pulga has an essential role in the community, which helped her peers make a quick connection to understand the meaning of carpas. Yanet's connection to an integral part of the community positioned herself as an expert whose contribution led to meaning making during the literacy activities. Another capital that Yanet drew from was familial. During a vocabulary activity, she mentioned hearing

one of the words on the list in the prayer she and her classmates knew from church. Making this connection allowed her and her classmates to deepen their understanding of the vocabulary word and its meaning in different contexts. As a newcomer and English language learner, recognizing and providing a platform for Yanet to use her linguistic, social, and familiar capital were vital for developing of a positive literate and academic identity. Using the resources she brought from Cuba smoothed and supported her integration to her new home and learning context. Therefore, Similarly, important, Yanet, instead of feeling that she needed to leave her culture and Spanish behind, her lived experiences were recognized, validated in the classroom and were used to solidify meaning for her and her classmates.

The previous studies show the positive outcomes of implementing, centering, and acknowledging the diverse capital Latinx students bring to the classroom. Highlight Latinx students' assets in the classroom, unfortunately does not always happen in the classroom. The majority of Latinx students continue to face challenges in their educational experiences and their knowledge and lived experiences are framed within a deficit perfective. The following two studies are examples of the lack of support Latinx students continue to have in educational settings, and how education stakeholders and the curriculum continue to fail to recognize the capital students bring into the classroom.

Liou, Antrop-González, and Cooper (2009) analyzed where students of color go to seek academic information to succeed and the role that teachers, guidance counselors, and community members played in encouraging the academic success of Latinx students. In addition, the researchers examined how students of color acquired the resources that would help them succeed in academia given that these higher education institutions have

historically excluded students of color. Data was collected via surveys, observations, in-depth focus groups, and individual interviews with students, teachers, and guidance counselors. The data showed that the counselors' deficit perspectives of Latinx students influenced their poor expectations and lack of support they provide to the students. The participants even shared that they felt that their teachers and counselors were not seriously committed to helping them. Nonetheless, the data showed that students utilized their social capital to connect with religious organization and community-based organizations to support their high academic aspirations. These organizations positioned students' linguistic diversity and their linguistic capital as an asset and powerful tools. The support from organizations and students' networking skills (social and navigational capital) reinforced their resistant capital. Therefore, although the Latinx students did not received the necessary support at school, the religious organization and community-based organizations cultivated students' linguistic (i.e. validated students' bilingual skills), social/navigational (i.e. agency to maneuver social institutions), and resistant (i.e. resiliency to challenge inequalities and structures of oppression) capital. This support was vital to develop students' college-going identity, reinforce college going aspirations, and strengthen their academic resiliency.

In a similar study, Peña (2018) conducted a qualitative case study to examine to what extent two Dual Language programs in middle schools draw from Yosso's Community Cultural Wealth. The researcher recruited a diverse group of participants from Dual Language programs such as coordinators, administrators, counselors, teachers, students, and parents. Via classroom observations, interviews, focus groups, and open-ended questionnaires, Peña (2018) collected data that was analyzed through Yosso's

Community Cultural Wealth framework. The researcher aimed to understand how these programs drew from English Language Learners (ELL) students' capital and how being in these programs influenced the educational experience of the students and their families. Given that linguistic and academic gaps continue to persist among ELL students, Peña (2018) sought to explore innovate ways to support these students in dual language programs by drawing on their capital. However, the researcher found that the Dual Immersion Program reproduced a "culture of white normativity by policing [students'] linguistic proficiency and restricting access" to these programs and this policing hindered students' linguistic capital (Peña, 2018, p. 134). Similarly, the instructional pedagogy in the programs drew from content standards rather than from students' lived experiences which led students to feel disconnected with the course materials. Thus, the researcher concluded with a call for equity-oriented frameworks in Dual Language programs for Spanish speakers and for the importance of incorporating curriculum that takes in consideration the wealth these students bring into the classroom.

Although the last two studies show that Latinx students continue to face many obstacles in education, the research presented earlier in this last section highlighted that one way to counteract these disparities is to recognize the diverse capital Latinx students bring into the classroom. This is because changing from a deficit to an assent-based curriculum and validating students' diverse forms of capital will create counter-narratives to the beliefs that Latinx students are a struggling and underperforming group of undergraduates. Also, recognizing and centering Latinx students lived experiences in the curriculum can become a powerful tool for students to develop positive academic identities (Wicktor Lynch, 2018).

The findings of this last section show the potential outcomes and benefits courses can have with the explicit recognition of students' diverse capital. Precisely, centering Latinx students' forms of capital provide tangible way to contribute to narrowing the Latino Achievement Gap such as implementing a critical mentorship program and creating counter-narrative that challenge the beliefs that SHL speakers are struggling students. The review of research on SHL critical pedagogical approaches reflected that curriculum already implicitly recognizes and reinforces students' linguistic, social, and resistant forms of capital. Now, to propose concrete ways the SHL education can support Latinx students in their academic journey, we must examine, using Yosso's (2005) framework, how the Spanish course takes into account students' aspirational, navigational, social, linguistic, familial, and resistant capital. The findings of how the SHL courses recognizes these forms of capital will be crucial to create an action plan that can be curricularized in SHL education in order to propose the different ways Spanish heritage language courses can contribute to narrowing the Latino Achievement Gap.

Research Questions

To conduct this crucial research in SHL, I use Yosso's (2005) Community Cultural Wealth framework to analyze, within the context of a university-level SHL class:

1. What types of capital do SHL students bring to the upper division university course?

2. How do the types of capital that SHL students bring to the upper division university course shaped by the end of the semester?

3. How do SHL students understand the knowledge they bring to the course; and,

    3.1. How do they see the course having shaped their knowledge by the end of

    the semester?

In the following chapter, I will provide information of the methods, the participants, and

analysis employed to answer the research questions mentioned above.

CHAPTER III: METHODOLOGY AND METHODS

This qualitative case study was designed to understand how students comprehend and identify what aspirational, navigational, social, linguistic, familial, and resistant capital they bring to a college level Spanish heritage language (SHL) class; and subsequently how they see this course shaping or transforming their forms of capital in this specific SHL classroom. In Spring 2020, nine participants volunteered to take part in this study by sharing their life and course experiences at the beginning and end of the semester, but only the data of four participants were chosen to represent each a case study. In this chapter, I provide a description of the research setting including the city: Tempe, Arizona, school: Arizona State University, course: SPA 315, and participants: Latinx Spanish heritage language speakers. In addition, I explain the methods and procedures I used to collect the data as well as the analysis I employed to answer the research questions. In the last section of this chapter, I provide information on the ethics taken into consideration to conduct this current study.

The City and School

This study takes place at Arizona State University in Tempe, Arizona. The Latinx community makes up nearly one-third of Arizona's 7.3 million residents; Tempe is the city with the third largest (22.2% in total in the state) Latinx population (Hill, 2021). Arizona is the fifth largest Latinx population in the U.S. Although this group of students graduate at a higher rate from four-year institutions, the state lags in Latinx students' degree completion and overall degree attainment (Excelencia in Education). Arizona State University is a public research, four-year institution located in the Southwest region, and is one of the largest public universities by enrollment in the U.S. This university has an

86% acceptance rate and a 67% graduation rate. One of the reasons for the university's high acceptance rates is its commitment to help underrepresented communities (ASU, n.d.). For instance, the Arizona State University (ASU)'s charter states that "ASU is a comprehensive public research university, measured not by whom it excludes, but by whom it includes and how they succeed; advancing research and discovery of public value; and assuming fundamental responsibility for the economic, social, cultural and overall health of the communities it serves" (ASU, n.d.). As a student at this university, the pride that the president, administrators, educators, and others took was evident by being an inclusive higher education institution. ASU President Michael Crow, in a recent interview, mentioned that the university is intentional in supporting working class and working-poor Latinx families. Some of the programs that have been founded to increase the number of minoritized, first-generation and low-income families are Hispanic Mother-Daughter Program, The Joaquin Bustoz Math-Science Honors Program, The Qualitative Research for the Life of Social Science Program, among others (Faller, 2021). The Latinx enrollment increased 51% from Fall 2016 to Fall 2020 among all combined ASU campuses (Faller, 2021). Currently, of the 53,286 total student population at the ASU campus, the Latinx student population makes up 22.7% with 9,242 students (College Factual, n.d.). It is important to point out that although there are institutional resources for Latinx students, the classroom, educators and curriculum could be great supporting allies because the Latinx student population has a six-year graduation rate with only 55.78% of the total student body completing their degree (College Tuition Compare, n.d.).

Given its high Latinx student enrollment every semester, the Spanish heritage language (SHL) Program at ASU could be a great place to begin exploring how the

classroom, educators, and curriculum can support these students in their academic journey. In a recent study, Beaudrie (2020) found that out of the 70 universities she recruited from different U.S. states for her analysis on SHL Program, 56 of these offered at least one SHL course and six universities offered four to seven courses each academic year. Since I arrived at ASU in 2015, I have witnessed a growth in student enrollment both in person and online of the SHL Program. Currently, there are four-course levels in the Spanish heritage language Program: SPA 203, SPA 204, SPA 315, and SPA 316 (intermediate to advance, respectively) and each level has several sessions opened both online and in-person every semester. Based on Beaudrie's (2020) research, the SHL program at ASU is one of the largest programs of those 70 universities in the study. Thus, centering the current study in one of the largest SHL Programs is a great place to start because the results could be essential in providing insights that can be implemented in other courses alike throughout the U.S.

Course Description

Having taught SPA 203, SPA 204, and SPA 315, I am familiar with the primary objectives of each one of these courses. In SPA 203 one of the goals is to increase students' linguistic confidence by having them recognize the value of their bilingualism. In a language questionnaire students must complete at the beginning of the semester, numerous of them share sentiments of embarrassment when speaking Spanish and report low speaking proficiencies. Therefore, prioritizing increasing student's linguistic confidence as one of the main course objectives is crucial at this level in order for students to take pride of their bilingualism skills. Also, increasing students' linguistic confidence could increase the possibility of them enrolling in other SHL courses and, most importantly, in committing

to maintain their Spanish. Another objective of SPA 203 is for students to expand their bilingual abilities by writing, listening, and reading more in Spanish. In SPA 204, students deepen their knowledge of their cultural heritage and learn to appreciate the cultural and linguistic variation present in Spanish-speaking countries. In this course, there is a particular emphasis on learning about cultural topics relevant to different Latin American countries and the Latinx community in the U.S. In SPA 315, students discuss more complex issues about language ideologies and the social injustices the Latinx community faces in the U.S. (more details are provided below). Lastly, SPA 316 focuses on professional development such as writing a resume, preparing an interview in Spanish, and developing linguistic skills to use in their careers and in academic contexts.

In this four-course level SHL Program, the focus begins on the self: the students' identity, culture, language, life experiences, and in building confidence. Then, the curriculum incorporates discussions on topics such as the Latinx communities' social and cultural issues, language ideologies, language diversity, language discrimination, among others. Consequently, adding assignments that focus primarily on academic and professional Spanish. Each course builds on each other and the topics as well as the assignments get more complex from centering on the self to more abstract concepts such as language ideologies.

SPA 315 was selected to be the primary focus of the current research study because of the diverse course objectives and assignments which include building linguistic confidence and developing bilingual skills, learning about language ideologies and how to deconstruct them, researching a social justice issue in the Latinx community, as well as writing, providing solutions, and presenting about this topic. These diverse objectives in

SPA 315 allowed me to collect a variety of data beyond students' bilingualism experiences. My insights in developing the curriculum for this course also led me to choose SPA 315 as the focus of my study. In Spring 2020, when the data collection took place, there were only two face-to-face sections of SPA 315 and I was teaching one of the courses. The participants were recruited from the other Spanish 315: Advanced Spanish I Bilinguals course, being taught by a colleague. I will provide more information about my colleague, Lucy, below.

For the majority of the SHL students, SPA 315 is the first Spanish college course they enroll in because they either took the AP exam in high school which gave them college credits or they took the placement test that gave them the option to register to SPA 315 instead of SPA 203 or SPA 204. Recruiting students who were in their first Spanish college course was vital in understanding the different forms of capital they brought to the classroom and how a SHL course could have an impact in the students' academic journey. Therefore, even though there were some students in SPA 315 who had taken 203 and 204, one of the requirements to participate in the study was for SPA 315 to be their first Spanish college course. In a future study, it would be insightful to examine the experiences of students who complete all of the four SHL courses.

With these criteria in place, all of the enrolled students in SPA 315, a total of 28, were invited to participate. Those who decided to take part were raised in an environment where they were exposed to Spanish from an early age. They self-identify as Latinx, Hispanx or Chicanx. Valdés (2001) defined a Spanish HL speaker as someone who was born or raised and educated in the U.S. and exposed to a non-English language at home. The participants were chosen because their characteristics match Valdés' definition.

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To delve more into SPA 315, the course is designed to recognize the linguistic and cultural skills that students already possess. It also seeks to expand students' language skills in a dynamic context where they can critically reflect on the Latinx culture, Latin American and U.S. histories, and Hispanic literature in the U.S. (SPA 315 syllabus, my translation). Another course objective is that students develop and value their bilingualism so that they use Spanish with confidence in the home, professional, and academic field. As students practice both oral and written academic Spanish, they develop critical thinking skills. The specific goals of the course are the following:

(1) expandir el registro académico y profesional del español
(2) desarrollar la habilidad escrita en diferentes géneros y la capacidad de auto-edición y
auto-corrección
(3) perfeccionar el manejo de la ortografía (incluyendo el uso de las tildes)
(4) desarrollar la expresión oral en diferentes contextos
(5) comprender el funcionamiento de la estructura de la lengua
(6) ampliar el vocabulario
(7) comprender y analizar textos literarios
(8) conocer y apreciar los distintos aspectos del bilingüismo
(9) comprender la situación sociopolítica que rodea al uso y prestigio de ciertas lenguas en la sociedad
(10) explorar la historia, literatura y cultura de los hispanos en los Estados Unidos

(Spring 2020: SPA 315 syllabus)

The required textbook for SPA 315 is Nuevo mundos: Lectura cultural y comunicación (3rd edition) written by Ana Roca. The course design is divided in two major categories: Oral (20%) and Writing (80%). The oral category includes class participation and two oral presentations. The writing category includes homework, essays, reflections, debates, exams, and forums. These activities help students learn transferrable skills that they can use in other classes and in their profession such as collaboration, critical thinking, leading

a discussion, debating controversial linguistic topics with facts, reflecting on their learning and progress, and understanding the impact of language choices.

The curriculum contains four modules on Critical Language Awareness. These modules include readings, discussions, debates, activities on topics such as language diversity, language privilege, language ideologies, language contact, Spanish in the U.S., myths about bilingualism, and Spanish maintenance. The instructor Lucy (pseudonym she chose), explained that within these modules, there are real-life situations that walk students through what they would do in certain scenarios, such as facing linguistic discrimination in their community, using the content they have learned in class. These role-plays give students the agency to explain what they have learned to other community members, family members or peers.

During the interview with the instructor of the course, Lucy mentioned that at the beginning of every semester she uses her office hours to meet with students individually. As they both get to know each other, Lucy asks students about their needs and goals for the course with the purpose of creating a welcoming environment and a sense of community. She hopes that by the end of the course all students are more confident not only in speaking Spanish, but also in clearly formulating and conveying their ideas in Spanish and English. She wants students to continue to maintain their Spanish, take pride in their bilingualism and identity. When understanding the power of language and knowledge, Lucy is optimistic that students will be motivated to use what they learned to fight against the language discrimination their communities continue to face.

She believes that SHL courses go beyond helping students with their language skills by supporting them to become dentists, teachers, social workers, and lawyers. Students

recognize that they are competent and able to achieve their goals. Lucy concludes by saying that teaching SHL is a privilege because as an educator she has a key role in the students' lives, and she is glad to be part of this field. She hopes to become the director of an SHL program where she can design and implement curriculum based on her philosophy of centering students' needs beyond their Spanish skills.

Course transition to remote teaching due to Covid-19. Around February 2020, the lives of everyone on earth changed due to the rapid increase of COVID-19 cases which lead to a global pandemic. Arizona State University, as with many other educational institutions, was obligated to switch to remote instruction. The 16-week course, SPA 315, had to switch from in person to online after spring break on March 16th, 2020. I was in the middle of collecting data for the current research and had to decide whether to continue or not with my research during those unprecedented times. I scheduled a virtual meeting via Zoom with Lucy, the instructor, to discuss in what ways the course had changed. After the discussion with the instructor I decided to continue with my research and conducted the rest of the class observations and semi-structured interviews via Zoom.

In our virtual discussion, Lucy mentioned that the course continued with their regular schedule but instead of meeting in person they were meeting Tuesdays and Thursdays for an hour and fifteen minutes via Zoom. She explained that students continued the readings, assignments, and attending the course, but now virtually. She noted that her students had no issues with WIFI, connection problems or lack of technological devices. Lucy shared that she still provided resources in case students encountered any problems with the switch to remote learning. In regard to the content, Lucy kept everything as it was

planned out at the beginning of the semester, the only difference is that she incorporated more speaking activities to keep her students engaged during the virtual sessions. She made the course more online friendly, so students did not feel overwhelmed and allowed students to use the chat to respond to questions and contribute to the discussion rather than the microphone. She also divided students in breakout rooms to collaborate among each other and did not obligate students to turn on their cameras if they did not feel comfortable. Lucy said that now she began the virtual sessions by sharing resources about financial support, health information that could help students deal with any inconveniences caused by the pandemic and reminded students to reach out to her if they needed more time to complete any assignments. She always reminded students that they were going through an unideal time and they should reach out to her if they need anything. She was genuinely concerned about the well-being of her students and that is why she provided all the resources she could find to help them.

I took advantage of this discussion to ask Lucy about how the course was going and if she was on track to meet the course's goals. She shared that she had seen a big improvement from her students. For instance, some students who would not participate in the in-person class were participating more in the virtual session, students were improving their writing and researching skills, and are articulating their ideas, opinions and arguments more eloquently. Although she understood that there is only so much that can be done in one semester, she has noticed that students becoming better critical thinkers and are learning how to incorporate what they were learning in the course to their lives, and vice versa, by incorporating their lived experiences to the course to enhance the discussions. Lucy mentioned that students were noticing the influence and impact Spanish has had in

their community, such as in the names for streets, cities, and businesses. In addition, they were understanding the power of language and analyzing how they use language and why, as well as recognizing the different ways that what they know can have an impact in their community, and how they can apply the skills they are learning to their careers and their lives. Lucy said that she was glad that her students now comprehended that developing their Spanish skills is a lifelong process and that they need to keep on going to reach all their personal as well as their professional goals.

SPA 315 Instructor

Lucy explained in an interview at the beginning of the semester that she is a Chicana and both of her parents are from Mexico. She grew up speaking Spanish not only with family members but also at her church. Her grandmother taught her how to read and write Spanish with the Bible, and she spent a great majority of her time growing up at church. Her interest in language surged from her curiosity to understand why her cousins did not speak Spanish as she did. In high school, she decided to study French and in her undergraduate she studied both French and Spanish. In her Master's in Linguistics thesis she focused on service learning for SHL courses. She is currently pursuing her PhD in Spanish Linguistics and more specifically she is in the Spanish Heritage Language Track. Lucy has taught different levels of Spanish courses in both her master's degree and currently in the doctorate degree. At the time of the study, she had taught SPA 315 for a total of two semesters. In regard to her training, she began her SHL training during her MA degree where she took a course on SHL research and teaching. In addition to taking other courses such as Spanish in the U.S., she read a lot on the topic on SHL and once she

graduated, she began her Ph.D. at Arizona State. Being an SHL speaker herself helps her understand how to better support her SHL students.

When asked about her role as an SHL instructor, she mentioned that "the job of being a teacher, itself, is a huge responsibility, because you hope that whatever you impart to your students will hopefully help them get to whatever it is, they want to do. I don't mean just career wise but also personally" (Lucy, 2020 January 22). She shared that she learned this philosophy from her mentor Claudia Holguín, who always told her and her peers that teaching is not only about teaching the technical skills about a language, but also to highlight the value and potential each student has. This is why as an educator, her role is also to remind her students that they are intelligent, capable, and that they come to class with already so much knowledge about their language, religion, community, and culture. She explicitly tells her students that they have so much direct knowledge about the topics they discuss in class, and they will realize by the end of the course that they already knew more than they thought about the course topics. Reinforcing students' values, validating the knowledge they bring to the course, and making sure that students know they are competent is one way she challenges any feelings of imposter syndrome her students might have. Lucy stated that, as an educator, she also understands that her students have many other obligations than just being students and she takes that into consideration when designing activities, building a community where everyone feels validated, and providing them resources to overcome any obstacle they might encounter. Lucy also takes the time to share with her students some of the struggles she encountered in academia and other challenges she faced as a first-generation Chicana in order to sympathize and motivate them to keep on going. Overall, her role includes motivating students to see their value as

a human being, validating the experiences and struggles of her students such as overcoming the obstacles they faced to make it to the University, encouraging students to recognize their potential, and teaching her students other skills that they could use in the different content courses at ASU.

Lucy further stated that one objective of all SHL educators is to implement activities that show students their own versatility, challenge the assumptions that minoritized students cannot be successful, and lead them to understand that being successful has many shapes and forms. Additionally, she mentioned that another objective all SHL educators should have is to get to know what the students' academic, linguistic, and personal needs are, and commit to design activities that meet the diverse needs of the SHL speakers. To meet these objectives herself, she begins with assignments that lead students to have positive beliefs about themselves and their language. In planning out the activities for the semesters, she is always mindful of integrating the SHL pedagogical goals which include language maintenance, acquisition or development of a prestige language variety, expansion of bilingual range, transfer of literacy skills, acquisition of development of academic skills in the heritage language, positive attitudes toward both the heritage language and various dialects of the language, acquisition or development of cultural awareness, and overall provide academic support for students (Beaudrie, Ducar & Potowski, 2014). Lastly, Lucy indicated that in addition to meeting the objectives mentioned above, another of her main goals is for students to "understand that Spanish does not begin and end with just language itself, but language is always tied to much more social and political and cultural components that go beyond than just being able to make an eloquent sentence" (Lucy, 2020 January 22). From this interview, it became evident that

Lucy is committed to helping her students meet their professional and personal needs, undoing any feelings of the imposter syndrome in institutions that do not prioritize people of color, and challenging any forms of ideologies that hinder their language as well as their persona. Her student-centered pedagogy and passion for teaching SHL students made Lucy stand out as a committed and determined educator who will continue to help her students beyond her course.

Participants

After I gave a brief but informative presentation about the current study in the SPA 315 class, nine students who were at least 18 years of age or older volunteered to participate in this research (see Table 1). These participants' majors ranged from different disciplines from Sociology to Biological Science. In addition, the class level varied from incoming freshman to graduating seniors. The age of the participants ranged from 18 to 21. Also, in order to be part of this qualitative study, the participants were required to have been born or raised in the U.S. and have been exposed to Spanish from an early age. Additionally, they had to identify as Latinx, Chicanx or with any other term used to refer to this community. A small number of the participants were born in different states of Mexico but were brought to the U.S. at an early age. The majority of the participants declared that the primary language to communicate with at least one of their parents was Spanish. To keep their information anonymous and to protect their privacy, each participant chose a pseudonym at the beginning of the first interview.

Table 1: Participants' demographic information

Participants	Class level	Major	Age	Gender
Adan	Junior	Biological Science	21	Male

José	Junior	Justice Studies	21	Male
Jackie	Junior	Communication minor in Spanish	20	Female
Yuli	Freshman	Justice Studies	18	Female
Eloise	Sophomore	Biological Science	19	Female
Emma	Sophomore	Sociology	19	Female
Francisco	Freshman	Global Studies	18	Male
Rebecca	Senior	Psychology	21	Female
Carolina	Freshman	Sociology	19	Female

Data was collected from nine participants; however, the data from four SHL students has been chosen to be represented as case studies of the outcomes when a SHL course validates and reinforces students' forms of capital. Thus, to understand how SHL courses could contribute to narrowing the Latino Achievement gap, it is most appropriate to center such analysis on the student population who, due to all the obstacles in place, are the most vulnerable to fall through the cracks in the higher education pipeline. Based on the report from Unidos UI (largest Hispanic civil rights and advocacy organization), two of the top challenges Latinx students face in higher education are the added barriers as first generation undergraduates and the lack of financial support (Amour, 2020). To conduct an in-depth analysis of Latinx students' experiences in the SHL classroom and explore how such courses could support them in their academic journey, I therefore chose the four participants who: 1) are first generation and are the first member of their family to go to college and 2) come from families with low-income status. The four participants in this

study are recipients of the ASU Obama Scholarship, and with the funding they received, they paid their tuition and their dorm. The Obama Foundation Scholarship, also known as the ASU Obama Scholarship, is opened for all Arizona residents who are admitted to ASU. The objective of this fund is to promote equal access to education for all Arizonans (ASU, n.d). Students who are full time, in their first year, and demonstrate a total annual family income of $42,400 or less on the Free Application for Federal Student Aid (FAFSA) are eligible for this scholarship.

Targeting the Latinx demographic group who encounter these top challenges in higher education will provide insight on how to better help these group of undergraduates. The four case studies presented in the current study focused on Carolina, Yuli, Adan, and Emma. Below, I present a brief introduction to each of the participants based on the information they provided in the Demographic and Language Use Questionnaire, which they completed at the beginning of the semester. I will explain in more detail why these four students were chosen in Chapter IV.

Carolina, a 19-year-old, freshman was majoring in Sociology at the time when I collected data. She learned Spanish first, but said English was her dominant language. Carolina at that time, was in her first semester of American Sign Language. When asked to list the percentage of time she was exposed to each language, Carolina stated that Spanish 25%, English 60% and American Sign Language 15%. She would use both English and Spanish to listening to radio, music and to watch television. Carolina communicated in Spanish with the majority of her family members: mother, father, grandparents, and others. When asked to rate her Spanish proficiency from 0 to 5 (5

being the highest), she gave herself a five in listening and speaking and a four in reading and writing.

Yuli an incoming freshman and 18 years old, had declared a major in Social Justice. She acquired Spanish first and stated that English is her dominant language. She is exposed to English 60% and Spanish 40% of her day. To listen to radio, music, watch television, chat with family and friends in social media, she uses both Spanish and English. Both of her parents and grandparents are Spanish speakers and she uses this language to communicate with them. Yuli wrote in the questionnaire that both Spanish and English are her to go to languages to speak with her siblings and friends. She rated her Spanish listening skills a 5, speaking a 3, reading a 4, and writing a 3.

At the time of data collection, Emma was a sophomore, her major was Sociology, and she was 19 years old. Emma mentioned that she lived in Mexico from the 4th to the 7th grade, her first language is Spanish, and English is her dominant language. She wrote that she listens to radio and music both in Spanish and English, and that she communicates with her parents and grandparents in Spanish. When asked to list the percentage of time she was exposed to each language on a daily basis, Emma reported that English 90% and Spanish 10%. She rated Spanish listening skills a 5, speaking a 4, reading a 3 and writing a 3.

Adan was a junior, 21-year-old male who was majoring in Biological Science. He mentioned that his career goal was to become a dentist. His first language was also Spanish and similar to Emma, he considered English to be his dominant language. He uses Spanish in his religious practices, and to listen to music and watch television. He also communicates with his parents and grandparents in Spanish. It is important to mention that Adan was, at

the time of the study, learning Japanese. When asked what languages he used to listen to music, watch entertainment on YouTube and read, Adan utilized Spanish, English and Japanese. To rate his Spanish proficiency skills from 0 to 5, he gave listening a 4.5, speaking a 4, reading a 4 and writing a 3. More information will be provided about each of these two participants in Chapter IV.

Methods and Procedures

To enhance the credibility and rigorousness of the current research, I used data triangulation (Rossman & Rallis, 2017). Data was collected via multiple methods such as semi-structured interviews, three reflective essays, class observation, and a Demographic and Language Use Questionnaire. The data were gathered at different points of time: beginning, middle and end of the semester. For instance, the Demographic and Language Use Questionnaire data was collected at the beginning of the semester before the first interview. Data triangulation helped ensure an analysis of the complexity of the SHL students' experiences in the Spanish classroom.

One of the primary data collection tools consisted of two sets of one-on-one semi-structured interviews that took place at the beginning and end of the semester (See Appendices A and B for interview guides). Interviews were chosen as a method for data collection because this setting provided a comfortable space where participants could reflect on their experiences by formatting the interviews as a conversation with open-ended questions (Rodríguez, 2010). Also, interviews provide greater depth of the participants' experiences and reflections in certain situations, in this case in an SHL course (McMillan,

2004; Seidman, 2013). Conducting interviews allowed me to provide any further information and/or clarify any question if needed by the participants. Furthermore, these face-to-face interactions also provided me an opportunity to ask follow-up questions or ask for clarifications (McMillan, 2004). The first set of interviews were conducted in person; and, due to Covid-19, the interviews at the end of the semesters were conducted via Zoom. All interviews were recorded with an audio recorder, transcribed, and analyzed.

The first semi-structured interview took place on the ASU-Tempe campus, and the interview was audio-recorded. I also took notes during the interviews to aid with the analysis of the information shared. Each interview lasted no more than 60 minutes. The second interview was conducted in April 2020 at the end of the semester via Zoom given the course had to change to remote instruction. It is important to mention that students were not introduced to the theoretical framework, instead I told them that I wanted to know about their experiences in the Spanish heritage language course. The interview guides, however, were designed with the different types of capital in mind in order to elicit these constructs in relation to students' experience in education and their goals. Familial capital includes recognizing the knowledge students bring from home such as morals, caring, and value. Given this construct, in the first interview, I asked students about how their family viewed education, how they viewed education, and why they decided to continue their education after high school. In the second interview, I asked students whether they thought the course had any impact on their view of education and whether they thought the course had any impact on their role as an ASU student. The interview guides include questions that were adapted from Kagan and Carreira (2011) and Valdez (2015). The appendices A and B include these two interview guides.

Besides the semi-structured interviews, the participants were asked to first fill out a language profile questionnaire and were asked to share with me their journal entries which is a course assignment requirement where students reflect on their use of Spanish at the beginning, middle, and end of the semester (See Appendix C for the prompts of the reflections). The time that data collection procedure took varied greatly depending on the participant. They wrote the reflection/journal on their own time (not in class) and were given a week to turn in their paper. It is estimated that participants wrote their essay in between one to two hours depending on their writing skills and abilities. Again, this is a regular class assignment, so the data collection was not taking away from the existing class allotted time.

In this first visit to the classroom during the recruitment phase, I explained to the participants that I would follow up via email to schedule a time and date to meet on campus to fill out a consent form, fill out the Demographics and Language Use Questionnaire, and to conduct the first interview. In the one-on-one meeting with each participant, the students were given a package that informed them in detail about their rights and other information regarding the procedure and confidentiality of the research. The rights of participants are protected as human subjects by IRB that was approved by the Office of Research Integrity and Assurance at Arizona State University. The data collected from the participants was kept anonymous.

The Demographics and Language Use Questionnaire (See Appendix D) took approximately 5-10 minutes to complete which included questions regarding their first language and the languages they speak, if they had taken Spanish classes before, and whether they use Spanish, English, or both with their parents/guardians, grandparents,

siblings, friends, and extended family. The participants were asked to indicate what percentages they use Spanish and English in diverse contexts.

The five class observations were audio recorded and they took place at the beginning of the semester on week 3, then on week 6, week 9, week 12, and week 15. The goal was to observe how students reacted to the activities and how they engaged with the content, as well as to gather any data that could highlight how the course is or is not recognizing the students' forms of capital. As an observer, I sat in the back of the classroom and placed the audio-recorder at the front of the classroom. I did not participate in any activities and I tried to limit my interactions with the students, I would greet them at the beginning of the course and would answer any questions they would directly ask me. These short interactions only happened during the in-person classes and not in the last three observations since they were via Zoom.

The participants received $20 compensation for participating in this study; they obtained a $10 Starbucks card in the first interview and a $10 Starbucks card at the second interview. This compensation was a great help with the retention of the students. I used the funds received from the Small Research Grant Proposal from the School of International Letters and Cultures, ASU (2019) to compensate the nine participants. In table 2, I have provided a summary of the data in relation to my research questions.

Table 2: Research Questions and Instruments used to Gather Data

Research Questions	Data used in Analysis
1. Using Yosso's (2005) Community Cultural Wealth framework, what types of capital do SHL students bring to the upper division university course?	• Demographic and Language Use Questionnaire • Transcribed first student interviews • First reflection essay

2. How do the types of capital that SHL students bring to the upper division university course shaped by the end of the semester?	• Third reflection essay • Course observations and notes • Transcribed second student interviews
3. How do SHL students understand the knowledge they bring to the course and 3.1. How do they see the course having shaped their knowledge by the end of the semester?	• Second reflection essay • Transcribed second student interviews

Data Analysis

I employed Thematic Analysis (TA) as the qualitative data analysis method. This is one of a cluster of methods that focuses on identifying patterned meaning across a dataset. A few different scholars have written about TA (e.g. Braun & Clarke, 2008). Although this method was developed within the field of psychology, it has been widely used across the social, behavioral and more applied sciences. The purpose of TA is to identify patterns of meaning across a dataset that provide an answer to the research question being addressed. Patterns are identified through a rigorous process of data familiarization, data coding, and theme development and revision. One of the advantages is its flexibility; it can suit questions related to people's experiences, or people's views and perceptions.

In particular to this research, I utilized Yosso's Community Cultural Wealth framework as *a priori* codes to understand how students comprehend and identify what types of capital they bring to the Spanish heritage language (SHL) college level class and how they see the course having shaped their types of capital. I uploaded the audio recordings of all nine participants to Temi, which is an online website that converts audio to text for a low cost. Once I uploaded the audios, I listened to the audio recording multiple times to clean the transcription because each file had not transcribed correctly, and this also

helped me familiarize myself with the data. This website does not transcribe in Spanish therefore I had to transcribe the parts of the interviews in this language verbatim. After, I close coded the transcription for the different ways that students mentioned instances of their types of capital. In order to establish categories, I created a list with a summary of each capital (see Table 3).

Table 3: Summary of Yosso's (2005) Community Cultural Wealth framework

Types of capital	Description and interpretation of each capital
Aspirational capital	Resiliency to stay hopeful and fight to accomplish dreams and goals
Familial capital	Recognize the knowledge students bring from home (morals, caring)
Social capital	Networking with people in their community to find resources
Navigational capital	Skills and agency of students to maneuver social institutions
Resistant capital	Agency and resiliency to challenge inequalities and structures of oppression
Linguistic capital	Validation of the language skills students bring from home (storytelling, bilingualism)

I also created a list of how each capital would be interpreted to answer research question two. For instance, aspirational capital includes any instances where the students are motivated to excel academically and to reach their goals. Familial capital includes teacher mentorship or any element that exemplifies a caring relationship. Social capital takes into account when students learn about the resources available to them. Navigational capital is when students develop study skills and understand the expectations in higher

education. Resistance capital refers to when students commit to use Spanish in public spaces, develop a critical language awareness, reclaim the value of their language, and humanize the experiences of the Latinx community. Lastly, linguistic capital includes when students validate different dialects and Spanglish, value their bilingualism, and commit to maintaining their Spanish. (See table 4 for a brief summary of the interpretation of each capital).

Table 4: Interpretation of Yosso's (2005) Community Cultural Wealth Framework for My Study

Types of capital	Description and interpretation of each capital
Aspirational capita	Students are motivated to excel academically and reach their goals
Familial capital	Teacher mentorship (caring relationship)
Social capital	Students learn about the resources available to them
Navigational capital	Students develop study skills and understand the expectations in higher education
Resistant capital	Spanish use in public spaces, critical language awareness, reclaim the value of their language, humanize Latinx community
Linguistic capital	Validate different dialects and Spanglish

I looked for patterns within the established categories across codes and the types of data collected from the questionnaires, semi-structured interviews, observations, and journals. I reexamined the interpretation of patterns with the data to ensure accuracy; this helped me deepen my understanding of students' Community Cultural Wealth and their diverse capital. The different patterns pointed me to the direction of the following two themes to answer the first and second research questions: 1) Aspirational, Familial, Social

and Navigational Capital are Key Elements for Pursuing Higher Education and Linguistic Capital is a Vital Element of Students' Bilingualism 2)SHL Course and Lucy's Mentorship reinforced and shaped Students' forms of Capital by the end of the Semester. A detailed explanation of the research findings is provided in Chapter IV.

Additionally, to answer Research Question 3 (How do SHL students understand the knowledge they bring to the course; and how do they see the course having shaped their knowledge by the end of the semester?), I employed discourse analysis, examining the students' responses for three types of markers:

1. Temporal markers, or words that relate to time, which indicated moments where the SHL students talked about change. These temporal markers are highlighted in green.

2. **Comparison markers,** or words expressing contrast (more/less, better/worse, etc.), which serve as another indicator of change. These markers are indicated in bold.

3. *Epistemic markers*, or words that relate to knowledge, which point to students referring to their own knowledge and understanding. These markers are *italicized.*

In the table below (Table 5), I provided key words for each category.

Table 5: Discourse Markers

Discourse markers	Key words
Temporal markers	Ahora, siempre, todavía, este semestre, cada semana, antes de llegar a esta clase, ultimas tres semanas especialmente, salimos de clase, conocemos, salen, nunca nunca había sucedido, las últimas semanas, before,
Comparison markers	Más, menos, mejor, más cómoda, hablando mejor, comunicarme más, better, more confident, understand me better
Epistemic markers	

	No sabia, había oído, decir con confianza, pensar, entender, conocimiento, reconocimiento, aprendimos, conozco, conociendo cosas un poco diferente, han experienciado ellos

Together, these markers provide evidence of where and how in their interviews and writing the students themselves discussed their knowledge and how the course changes their views.

Ethics

The privacy and well-being of the participants were a priority when conducting the interviews. The setting of each interview was carefully chosen in order to provide the participants with privacy. All identifiable information that could be linked to the participants in their responses was changed or removed. In addition, the audio-recordings, transcriptions, and notes taken during the interview are securely stored in my password protected laptop. Any identifiable information that can link the participant with their pseudonym is kept separate from the data collected. Although there are no known harms or discomforts associated with this study beyond those encountered in normal daily life such as fatigue, boredom, and shyness, participants were allowed to take breaks (if needed) during each interview to prevent any discomfort. They were also provided the contact information of the University Counseling Service at Arizona State University in case of any discomfort. Furthermore, the participants were also informed about their right to withdraw or terminate their participation in the study at any time. Additionally, in any circumstances of concerns or complaints about the research study, the researcher, or questions about their rights, the participants were given the contact information of the Social Behavioral IRB office.

CHAPTER IV: RESEARCH FINDINGS AND DISCUSSION

This chapter is divided in four sections. The first section provides more information about Carolina, Yuli, Adan, and Emma, the four case study participants. The second section includes the findings that address the first research question about what types of capital SHL students bring to the upper division university course. The third section covers the results of how the types of capital that SHL students bring to the upper division university course are shaped by the end of the semester. Lastly, the findings in the fourth section address how SHL students understand the knowledge they bring to the course and how they see the course having shaped their knowledge by the end of the semester.

Carolina, Yuli, Adan, and Emma: Students with Dreams, Goals, and Challenges

Carolina, the first case study, is the oldest of her siblings. Her parents are from different parts of Mexico and they both immigrated to Arizona and met in the U.S. She described herself as an indecisive person. In fact, Carolina stated that this adjective best described her because the majority of the time, she does not know what she wants, which is why she hadn't declared a major yet. When asked why she decided to attend ASU, she said that this university offered her more funding and scholarships. For this reason, she opted for this institution rather than her top choice, a university in Texas. She received the Obama Foundation Scholarship and she is using this funding to pay for her dorm. Living in the dorms brought her many benefits such as meeting more people and joining clubs. Although the scholarship covers all of her school expenses, she decided to start working at the Boys and Girls club to pay her phone bill and buy a computer. This way, as Carolina stated, her parents will not need to worry about supporting her financially.

The next participant, Yuli, the second case study, was born and raised in Phoenix, more specifically, West Phoenix. She explained that almost everyone is Mexican and the predominant culture in the neighborhood is Mexican. For instance, she remembers that everyone in her elementary, middle, and high schools were all Mexican. In her Mexican family, she is the middle child between an older sister and a younger brother. When asked to describe herself, she stated she sees herself as being a hardworking and ambitious person. Since she was in middle school, she knew she was going to attend ASU because it was the closest university to her neighborhood. Although she has an older sister, Yuli was the first in her family to continue her education beyond high school. It is important to mention that her older sister did not go to college because she got pregnant, so the expectation to go to college was passed down to Yuli. She stated that this expectation put a lot of pressure on her because if she failed, her parents' dreams would be crushed.

In regard to funding, she pays for everything (e.g. tuition, dorms, etc.) with the Obama Foundation Scholarship. She also works at a restaurant and the money she earns as a hostess is used to pay her bills or any other non-school expenses. At the time of data collection, Yuli was in the second semester of her first year at ASU. She explained that she does not have a social life anymore and only sees her family on weekends. As a first-generation student, she has added stress from her family to do well; in order to stay focused, she needs to sacrifice time with family and friends. Yuli shared that her parents often tell her, "I don't want you to drop out, I don't want you to get distracted or start doing something else cause it's going to get in the way of your education" (First semi-structured interview, January 22, 2020). This pressure, she stated, will help her meet her goal of becoming either a lawyer or a paralegal. She wants to become either one of those in order

to help Spanish speakers navigate English-only contexts. Yuli likes helping people at work because she translates for Spanish speakers who then feel relieved and respond with a big smile on their faces.

Adan, the third case study, decided to do his first interview completely in Spanish. He is the oldest of four brothers and shared that his family is very close. They go to church together every Sunday and, if they have a party or a gathering, they always go together. As a family, they are very involved in their church. His mother is one of the ushers who welcomes everyone and his brothers play in the choir. Adan describes himself as shy when meeting new people or being in new situations. He also describes himself as stubborn. Adan feels that this is a good trait because it helps him meet his goals and accomplish what he puts his mind into. As mentioned, his career goal is to become a dentist, and he knew this even before applying to college. In fact, he shared that when he was five years old, his mother took him to the dentist. This experience led him to decide that he would one day become a dentist. He was indecisive on whether to apply to Northern Arizona University or Arizona State University, but at the end he decided to attend the latter because his father convinced him to stay closer to his family. He was fortunate to receive the ASU Obama Scholarship, which covered all the costs for four years.

His interest to learn Japanese started in high school when his friend introduced him to manga. As a junior at ASU, he decided to enroll in a Japanese language course to pursue his interest and see if he had the potential to learn a new language. He explained that his grades up to the Spring 2020 semester were average and described his three years at ASU as successful. In regard to SPA 315, he said he did not have any specific expectations for the course.

Emma, the fourth case study, did her first interview in English. Like Adan, she was born in Phoenix, Arizona, and also lives in the dorms. She is the oldest of two daughters and when asked to describe herself she said that she is outgoing and tries to always stay positive. She stated that when things happen, regardless of whether they are good or bad, she stays positive because everything happens for a reason. Ultimately, this state of mind helped her once at ASU.

When asked why she chose to attend ASU, she said that this university was never her first option; instead, she wanted to go to Grand Canyon University because it was a smaller campus. Emma shared that she would go to Grand Canyon University to take her standardized test (SAT, ACT). Every time she visited the campus she would feel at home because the campus was not too big nor too small. However, she was unable to attend Grand Canyon University because she did not have the money to pay for tuition. At that point, she decided to complete her application for admittance at ASU. A few days later she was informed that she received the ASU Obama Scholarship which would pay for all her costs. This financial support convinced her to attend ASU.

Once at ASU, Emma mentioned that she has not been able to make new friends or meet as many new people during her first or second year at the university as she was expecting. Additionally, she commented that she was hoping that her residential mentor would organize activities to make her feel at home, but that did not happen. Emma wished the residential mentor had helped create a community but stated that "she didn't really do a lot for me as much as like, I want it to" (First semi-structured interview, January 22, 2020).

Emma, at the time of the interview, worked at American Eagle but wanted to get a job on campus because as she said:

It's going to make, make things so much easier. And I feel like it would also be an opportunity to like meet people, like, like students and like, you know, just gain more connections and stuff. Um, but yeah. That's but I'm still working on that right now, but at the moment I'm still at American Eagle (First semi-structured interview, January 22, 2020)

In addition to looking for a job on campus, Emma was dealing with personal issues which impacted her mental health and her performance in her classes. As a consequence, her grade point average (GPA) dropped to a 2.6. This is why she has made it her goal this year (sophomore year) to earn good grades and raise her GPA. Emma further stated that the professor from SPA 315, Lucy, seemed really welcoming and approachable, and she would not have any trouble asking for help is she needed it. She did not have any specific expectations for SPA 315, but she had the feeling that the course was going to be challenging.

Emma further expressed that "it's kinda like a little scary just thinking about like disappointing [my family] or like, you know, I went to school, but I didn't manage to, you know, be the person that they wanted me to be or expected me to be" (First semi-structured interview, January 22, 2020). One of her motivations is her fear of disappointing her family.

Finding 1: Aspirational, Familial, Social and Navigational Capital are Key Elements for Pursuing Higher Education and Linguistic Capital is a Vital Element of Students' Bilingualism

The data gathered from the Demographic and Language Use Questionnaire, transcripts from first student interviews, and students' first reflection essay were used to answer Research Question 1: Using Yosso's (2005) Community Cultural Wealth framework, what types of capital do SHL students bring to the upper division college course?

As explained in the following sections, the five most prevalent forms of capital reflected in students' responses at the beginning of the semester are: Aspirational, Familial, Social, Linguistic, and Navigational capital. Aspirational capital includes the resiliency to stay hopeful and fight to accomplish their dreams and goals. Familial capital refers to the morals, knowledge, and values students bring from home. Social capital is the networking with people in their community to find resources. Navigational capital are the skills and agency of students to maneuver social institutions. Finally, linguistic capital refers to the validation of students' language skills.

Case 1: Carolina

Carolina's Aspirational Capital

Receiving the Obama Foundation Scholarship contributed to Carolina's decision to stay at ASU because the funding covered most of her school expenses. Originally, she wanted to go to school out of state because she did not want to stay in the same state where she was born and raised. She was accepted to her top choice, University of Texas at Austin, but staying at ASU was the most logical decision, as she explained:

> Yo quería ir a la universidad de Texas, esa era mi universidad preferida pero desafortunadamente no me ofrecieron ayuda financiera así que iba a tener que pagar todo yo. ASU fue la única universidad que me ofreció una beca, el Obama scholarship. [I wanted to go to the University of Texas, that was my top choice, but unfortunately, they didn't offer me financial aid, so I was going to pay

everything out of pocket. ASU was the only university that offered me a scholarship, the Obama scholarship] (First semi-structured interview, January 22, 2020).

The Obama scholarship allowed for Carolina to live in the dorms. Living in this setting helped her to meet new people and easily access resources.

In both the questionnaire and interview, Carolina explained that she was majoring in Sociology. However, she had an interest in studying Spanish since she was in high school. She mentioned that she did not know whether to minor in Spanish or double major in Sociology and Spanish. She also considered earning a certificate in Sign Language. Carolina shared that "a pesar de que no sé muy bien que quiero estudiar y cual va a ser mi carrera, en el futuro quiero ayudar a la gente, quiero tener un impacto significante en mi comunidad" [Although I am still not sure what I want to study and what my career is going to be, in the future I want to help people, I want to have a significant impact in my community] (First semi-structured interview, January 22, 2020).

Since the first interview, it became evident that Carolina has no doubt that she would succeed and graduate. Her only concern was choosing what she wanted to study and deciding on a career path. Her determination to pursue a career and her resiliency to fight to accomplish her dream goals are an example of the high aspirational capital Carolina brought to the course.

Interconnection of Carolina's Familial, Social, and Navigational Capital

Family has always been Carolina's support system. Since she was very young, her parents always encouraged her to do well at school. She remembers her parents telling her about the importance of going to college. They would always say: "queremos que ustedes logren lo que nosotros no pudimos, aprovechen la gran oportunidad que tienen"

[We want you to achieve what we could not, take advantage of the great opportunity that you have] (First semi-structured interview, January 22, 2020). Her parents did not go to college, instead, given the difficulties they faced in Mexico, they had to immigrate to the U.S. The message she constantly heard from her parents in addition to the motivation she received throughout the years, lead her to know, since she was young, that she was going to attend college. At the time of first interview, Carolina explained that "yo soy la primera de toda mi familia, incluso de todos mis primos que voy a la universidad" [I am the first of my entire family, even the first of all my cousins go to a university] (First semi-structured interview, January 22, 2020). As the first member of her both immediate and extended family to go to a four-year university, she knew she had the support of her whole family, but she also felt pressured to be the first and the one responsible to set the example for her brother and her younger cousins.

Although it was difficult for Carolina's mother to see her only daughter leave to go to college, she encouraged Carolina to live in the dorms. Carolina would find out from her father that her mother was very sad to not have her at the house. As time passed, her mother got used to not having her at home. Carolina's family lived close to Tempe, but she would only go visit them on the weekends due to work and the demand of her schoolwork. She shared, however, that many times:

> cuando necesitaba ir y venir de mi trabajo, le llamaba a mi papá que fuera por mi. En estas ocasiones que el iba por mi, aprovechaba para platicarles de mi trabajo y de mi escuela. También le preguntaba cómo estaba mi mamá. Muchas veces, mi papá me invitaba a comer antes de llevarme a la escuela y pues nos íbamos él y yo [When I would need to go back and forth from work, I would call my dad to go pick me up. Sometimes, I would take advantage of this interactions to share with my dad about my work and school. I would also ask him about my mom. Many times, my dad would invite to eat before he took me to school so we would go just him and I] (First semi-structure interview, January 22, 2020).

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The support Carolina receives from her parents, such as encouraging her to stay at the dorms and giving her rides to and from work is a crucial element that reinforces both her aspirational and familial capital. Her parents might not have attended university, but their actions are valid and crucial ways of helping Carolina in her academic journey. Living in the dorms may have been a difficult decision, but it has given her the opportunity to meet new people and have access to more resources. Additionally, counting on her dad for a ride to work is a key element to strengthening her familial capital, especially the caring relationship with her father.

Carolina also joined an honors program which became her strongest support system at school. In fact, Carolina's father encouraged her to join the program because one of his co-workers told him that the program helped Latinx students go to college. She has been in the honors program since she was in eight grade (middle school). She described the program as being more demanding than taking Advanced Placement (AP) courses, "siempre he sido una estudiante muy aplicada y estudiosa pero este programa requería mucho de mi, y recuerdo que en mi primer año de la high school, fue la primera vez en toda mi vida que saque una B de calificación" [I have always been a very diligent and studious student, but this program demanded a lot of me, I remember that in my freshman year of high school, it was the first time in my entire academic life that I earned a B] (First semi-structured interview, January 22, 2020). Although the honors program was demanding and difficult, the rigors of this program helped her develop a work ethic that made her transition to ASU easier. Being part of this honors program reinforced her social

capital because she was able to network with others and find more resources to pursue a higher education.

Once at ASU, it was difficult to find a balance between her school, job, and social life. Carolina learned quickly and by her second semester at ASU she had created a strategy that allowed her to do well in school and also be able to attend social events. In part, the mentorship Carolina received in the honors program prepared her for her journey at ASU and the skills learned there are what helped her find the balance. This is because being part of this honors program built her navigational capital. For instance, the mentors facilitated workshops on college expectations, life as a college student, and other helpful information. Carolina has known these mentors for 15 years. She met them when she joined the honors program in middle school. Throughout these years, she learned about college experiences. She learned what she should and should not do once she was in college. By the time she had to apply to college, she knew how to apply, what to expect, and where/who to go to if she needed help. Her readiness and determination in school is reflected in her following comment: "el problema no es si voy a ser exitosa o si voy a graduarme, no tengo duda que lo voy hacer, el problema es decidir es que voy a estudiar y que va a ser mi carrera. Como le dije, soy muy indecisa y me interesan muchas cosas, pero me frustra no saber" [The problem is not if I am going to be successful or if I am going to graduate, I have no doubt that I am going to do both, the problem is deciding what I should study and deciding what career I want to pursue. As I told you, I am very indecisive and I am interested in many things, but it frustrates me not knowing] (First semi-structured interview, January 22, 2020). Although she did not know what to major in, Carolina had no doubt that she would succeed and graduate. Her only concern, as stated above, was choosing what she wants to

study and deciding on her future career. It is worth pointing out that it is completely acceptable to not know what to major during your first year in college.

Carolina has a strong support system that includes her immediate and extended family, teachers, counselors, and friends which contributed to having strong aspirational and familial capital. Their mentorship pushed her to keep on going even in times when she was stressed out about having to choose a major, because although she was indecisive, she knew who to contact or reach out to for help and support.

Carolina's Linguistic Capital

In the first interview, Carolina elaborated on her experiences during her first three years in elementary school, "mi primer idioma es español y cuando empecé a ir a la escuela, no sabia nada de inglés, pero para ser honesta, se me complicó mucho mis primeros años. Todos hablan ingles y yo no" [My first language is Spanish and when I started going to school, I didn't know any English, to be honest, my first years were very difficult for me. Everyone spoke English except me] (First semi-structured interview, January 22, 2020). Similar to the majority of SHL speakers, she only spoke Spanish at home. Most of her peers spoke English; and to not feel lonely she found classmates who, like her, only spoke Spanish. They all became friends and supported each other throughout their journey of learning English. The friendship she developed early on in her schooling helped her maintain her Spanish. Carolina explained that she became more confident in English by the time she was in the third and early-fourth grade.

Now at college, she was very excited to be in SPA 315 and in her first reflection essay she wrote about her Spanish and expectations for the course:

aun no estoy completamente cómoda con el uso del acento. No fue algo que yo aprendí en la escuela, y las pocas veces que fue explicado no conocí bien las reglas para poder saber cuando es necesario. En esta clase me gustaría poder mejorar mi comodidad al escribir porque a veces cambio toda una oración si no estoy segura si una palabra necesita acento. Por mas bien que pueda hablar o leer, la escritura siempre ha sido lo que me desafía. También me gustaría crecer mi conocimiento de la historia y el establecimiento y crecimiento del español. Sé muy poco de la historia de México y la pérdida de su tierra, y sé aun menos de los otros países latinoamericanos. Si pudiera adquirir solo un poco de conocimiento del español en respecto a como se expandió y llegó a ser lo que es hoy, aun mejor. [I'm not completely comfortable with the use of the accent mark yet. It is not something that I learned in school, and the few times it was explained in class I did not understand the rules very well in order to know how to use it when a word needed an accent. As much as I can speak or read, writing in Spanish has always been my biggest challenge. I want to learn about the history, establishment, and growth of Spanish. I know very little about the history of Mexico and the loss of its land, and I know even less about the other Latin American countries. If I could acquire just a little more knowledge about how Spanish expanded and how it became to be what it is today, would be even better] (First reflection essay).

Carolina's interest in learning to use the accent marks is very common among SHL speakers. In my experience in teaching these courses; almost all students have this same objective. This is because many SHL speakers believe that not knowing where to place an accent mark or comprehending the grammar rules is the reason their Spanish is targeted as "bad" (Beaudrie et al., 2014). In addition to expecting to develop her metalinguistic awareness, Carolina also hopes to learn about the Latino cultures beyond the Mexican culture and understand the history of the Spanish language.

Carolina describes herself as fluently bilingual in Spanish and English. At the time of the interview, she was also studying American Sign Language and Italian. She hopes one day to be fluent in both. In regard to her Spanish and English abilities, she is more comfortable writing in English than in Spanish. Carolina explained that she does not feel confident writing in Spanish because she does not know how to place the accent marks.

Other than not knowing how to place the accent mark, she feels confident reading, speaking, and listening in both languages. Her bilingual skills are an asset, as she explained, "hablar español e inglés me permite comunicarme con una audiencia más grande y así puedo traducir entre los que hablan solamente inglés y los que hablan solamente español, me gusta ser ese puente entre ambas personas" [speaking Spanish and English allows me to communicate with a bigger audience and that way I can translate between those who only speak English and those that only speak Spanish, I like between the bridge between these two types of people] (first interview, January 22, 2020). Carolina is the bridge between these two language communities. In her reflection essay she also shared that she would always get praised for her proficiency skills in Spanish:

> Toda mi vida me han dicho que mi nivel de español es bastante bien para mi edad, y varios se sorprenden cuando puedo mantener una conversación formal y directa con ellos. Hoy en día hay un estigma que las nuevas generaciones de padres inmigrantes pero nacidos o crecidos en los Estados Unidos no pueden hablar el español muy bien o usan mas lo que se dice el Spanglish. Hasta cierto grado esto puede ser verdad, pero sé que personalmente yo siempre me he sentido orgullosa de que mis padres me hacían esforzarme a hablar, escribir, y leer el español ya que yo siento que esto fue de gran ayuda y contribución hacia el nivel al que lo hablo hoy. [All my life, I have been told that my level of Spanish is very good for my age, and many are surprised when I am able to have a conversation completely in Spanish with them. Nowadays there is a stigma that the younger generations of immigrant parents born or raised in the U.S. cannot speak Spanish very well or use Spanglish more. To a certain degree this may be true, but I know personally that I have always felt proud that my parents made an effort to push me to speak, write, and read in Spanish since I feel that this was a great help and contribution towards the level that I can speak today] (First semi-structured interview, January 22, 2020)

Here we see that Carolina's skills and the high value she places in her Spanish are because her parents always encouraged her to develop her SHL literacy skills. Contrary to some SHL speakers, Carolina shows having high linguistic confidence, reinforcing her linguistic capital.

Case 2: Yuli

Yuli's Aspirational Capital

When asked about her experiences during her first year at ASU, Yuli stated that it was not what she expected. Her first semester was very difficult, but she "pushed through" because she likes school. She is committed to becoming a translator or a lawyer because she doesn't like the current justice system. Yuli explained that she doesn't like it because many times if someone is Mexican, their culture is misunderstood. If she were to work at a court, she said "como mexicana, una persona de su misma cultura, no solamente podré entender a las personas, pero también podré cambiar como piensan de los mexicanos" [As a Mexican, a person from the same culture, I will not only be able to understand other Mexicans, but I will also be able to change how others view Mexicans] (First semi-structured interview, January 22, 2020). Not only does Yuli want to help her fellow Mexicans, she is determined to change the way people in the justice system think of Mexicans. Yuli presented herself as a very grounded person who knew what she wanted in life. This attitude and commitment became more evident when I asked her about her five-year plan. She, assertively, said "working in a law firm, being successful, having a house and car" (First semi-structured interview, January 22, 2020).

To further explore Yuli's aspirational capital, she had to answer questions whether there was anything that prepared her for college, and she said "no, you never know what is going to happen and there is nothing that could prepare you before your first semester" (First semi-structured interview, January 22, 2020). What prepares you, as Yuli

shared, is your first semester because one will learn as the time goes by. She came to this conclusion the hard way (she failed a course) because although she had taken a college readiness course in high school, nothing prepared her to meet all the college expectations. Yuli spends most of her time completing schoolwork and as result has sacrificed spending time with her family. When asked about what has been her biggest challenge academically, she responded that "trying not to give up because there are times where I'm just like, I'm done with this" (First semi-structured interview, January 22, 2020). To not give up, Yuli motivates herself to keep on going and says to herself to "do not let one assignment ruin the rest of her future." The resiliency, high aspiration capital, and audacity to keep on going is reflected in her responses and it seems that this assertiveness may lead her to accomplish her academic goals.

Interconnection of Yuli's Familial, Social, and Navigational Capital

Although Yuli has to sacrifice the time she spends with them, she said that her family is "really happy that I'm going to school because since my older sister couldn't go, I feel like all the pressure is on me, so I have like, I don't have choice, I am doing this also for them" (First semi-structured interview, January 22, 2020). She further explained that attending school is also very important to her and she likes it, so even if her family wouldn't agree on Yuli attending college, she would still have had attended. The support Yuli has received from her family and her own commitment to continue her education are examples of her high familial capital that has helped her even in times when she cannot see her family as much as she wants to. Yuli explained that in high school she was always with her family and friends, but now as a college student everything changed. She has to focus a lot on

school, and she doesn't get a chance to see her family which often makes her feel that she does not know what is going on with her family.

It has also been difficult for Yuli to make new friends at ASU. She explained, she only has two friends who she's known since they were in high school. But this should be no problem for her because when she was asked about who was part of her support systems she said, "I am my own support system" (First semi-structured interview, January 22, 2020). Yuli doesn't want to depend on anyone else, and she says that many times as a Mexican woman, it is expected that you get married and get with someone that can take care of you. She boldly said that she doesn't want that. She wants to be independent, and this is why she decided to go to college to have a career. As of the day of the interview, deciding to go to college had been what Yuli felt the most proud of. Although Yuli might not have an organization she can count on to build her social and navigational capital, her resiliency as well has her strong aspirational and familial capital has given her the support to not give up. Nonetheless, having or joining an organization to network with and receive support from could be pivotal in Yuli's academic journey at ASU.

Yuli's Linguistic Capital

Yuli has a close connection with her Mexican culture. She listens to a lot of Spanish music and frequently watches 'novelas' because "these are the best." For fun, she goes to 'jaripeos' and 'bailes' to dance and listen to her favorite bands. In fact, Yuli said that in a day, she uses 80-90% more Spanish than English. She only uses English with friends or at school. Spanish is her language of preference for her social life and most of her social media interactions (Demographic and Language Use Questionnaire). Yuli explained that her abilities in English and Spanish are very good and she considers these

bilingual skills an asset; this reflects her high linguistic capital. Speaking Spanish, for example, allows her to communicate with family members, and it will be a crucial resource for her future job. This is why she is a big promoter of Spanish maintenance among the younger generations because she considers speaking Spanish to be an important component of the Mexican culture. The strong connection between language and culture is a big contributor to Spanish maintenance and this is why it is important to incorporate activities in the SHL curriculum that fosters students' cultural and ethnic identity (Amezcua, 2019).

Case 3: Adan

Adan's Aspirational Capital.

Adan's motivation to continue his education came from his dad who always encouraged him to pursue higher education. Adan's father had only completed third grade, and as a farmworker in Mexico he did not have the opportunity to continue his education because he had to help his father provide for their family. His mother finished an associate degree. Both of Adan's parents immigrated to the U.S., where his father works in constructions and his mother is a care-taker. They believe that obtaining a higher education degree is the biggest accomplishment one can achieve. This is why, as the oldest of the family, Adan, mentioned that his parents would always push him and motivate him to do good in school. Adan explained that before college he was not as committed to his education nor to pursue his goals as he is now, but his father would always encourage him by telling him that many people would wish to be in his position and have the opportunity to study instead of having to work to support their family, this reflects his strong familial capital which also reinforced Adan's aspirational capital. His father would also tell Adan,

"mijo tu eres el ejemplo para tus hermanos, tu eres el que vas a crear el camino que ellos van a seguir por que si ellos ven que tu vas a la universidad, entonces también van a ir" [Mijo, you are the example for your bothers, you are the one who is going to create the path that your brothers will follow because if they see what you are going to the university, then they will also make the decision to go] (First semi-structured interview, January 22, 2020). Adan is the role model and his parents have given him the responsibility to set the example for his younger brothers. For Adan, pursuing his degree and reaching his goal has become one of his main priorities and there is no doubt, as evident of his strong aspirational capital, that he will accomplish these goals.

Interconnection of Adan's Familial, Social, and Navigational Capital

The strong value for pursing higher education, along with support from his parents, and his determination and drive to become a dentist that helped him survive his first year of college. In describing his support system, Adan explained, "my family are people I can always count on and reach out to at any time," this reflects Adan's strong familial capital (First semi-structured interview, January 22, 2020). Also, he mentioned in the first interview that although his parents were not aware of the specific expectations of higher education. They advised him to stay at the dorms although they only lived 20 minutes away from the university. In this way, he could be closer to campus in case he needed any support.

At the university, the organization, Be a Leader, is part of his support system. He joined this organization as a senior in high school. Adan, further explained that his father found out about this organization from one of this peers at work and encouraged him to

join in order to get information about scholarships and other funding support for getting into college. Be a Leader's mission is to "increase the number of students who are prepared for and succeed in higher education by empowering them with tools, leadership skills and consistent support, transforming lives and creating life-long opportunities for success" (Be A Leader Foundation, n.d.). Once at ASU, Adan decided to join Be a Leader, and at the time of the interview he was the finance officer. In addition to his position, Adan has also volunteered during the workshops, mock interviews, and other events. He mentioned that the coordinator of the volunteers in Be a Leader, Jonathan, whom he has known for two years and has become close too, is one of his mentors. In addition, Ana, one of the coordinators of the Sophomore student success program, is another of his mentors. Both have been key people that he can reach out to if he needs any help. Joining this organization has provided Adan many networking opportunities which reinforced his social capital, and also taught him the expectations of higher education in turn contributing to his navigational capital.

Adan also shared that some of his challenges in education are reaching out to his professors when he needs help and being able to form his own ideas based on what he is learning in his classes. He further states that these two challenges are what makes him an average student. However, he believes that if he is able to form his own ideas, it will make him stand out as a student. He describes this skill (forming his own ideas) as if his classes are giving him all the tools to build a house, and he needs to take those the tools (skills and learning) to build the house. To be able to build the house, he needs to consult and reach out to the architect (the professor). Adan is aware of the importance of reaching out and his goal is to improve this in order to become a dentist.

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Although, Adan was motivated to pursue his career goal to become a dentist, he was concerned about job shadowing a dentist. He stated that one of the requirements for this profession, is to job shadow a dentist, but "ese es un concepto que no capto, porque ¿cómo que necesito experiencia? ¿necesito que irme a hablar con un dentista y decirle que soy un estudiante de ASU y quiero ser dentista, quisiera ver si puedo shadow you para tener experiencia" [That is a concept that I do not understand, because how is it that I need that experience? Do I just go and talk to a dentist and tell him that I am an ASU student and that I want to be a dentist? And that I would like to see if I can shadow him and gain some experience?] (First semi-structured interview, January 22, 2020). At the time of the first interview, he was concerned about the logistics and about how and who he could reached out to meet this requirement because he had no contacts. Regardless of his concern about job shadowing and its logistics, Adan was determined to become a dentist and he even shared that after ASU, he was going to go to Midwestern University Dental Institute in Arizona. His strong aspirational capital, together with the unconditional support of his family (familial capital) and the mentorship from the organization Be Leader (social and navigational capital) will lead him accomplish his goal of becoming a Dentist.

Adan's Linguistic Capital

Adan defined himself as a bilingual because he is able to communicate both in English and Spanish. He explained that "yo puedo hablar español suficientemente bien, y al escuchar entiendo muy bien y puedo contestar, leyendo soy un poco lento pero no tan mal, y escribiendo, creo que una área que tengo que mejorar" [I can speak Spanish well enough, I understand it very well, I am a little slow at reading but I am not so bad, and in writing, I think that is an area that I have to improve] (First semi-structured interview,

January 22, 2020). He stated that he is very fluent in English. He can speak it pretty well and because he has a lot of knowledge about biology, he can talk to other classmates. He can read fast in English in comparison to Spanish. In comparison to Spanish, he can also write better in English. Adan considered speaking Spanish an asset and he positioned his bilingualism as a special trait that also allows him to understand both cultures as well as interact with more people. Maintaining Spanish is very important for him because it allows him to stay connected with his family.

Adan wrote in his first reflection essay that "el español es un idioma que ha tocado muchos aspectos de mi vida. Escucho música, veo películas, hablo con mis padres y otros adultos en el español. Me considero tener demasiada experiencia en el español para hablar con otras personas fácilmente y tener conversaciones largas" [Spanish is a language that has touched many aspects of my life. I listen to music, I watch movies, I speak with my parents and other adults in Spanish. I have a lot of experience speaking in Spanish with other people and having long conversation.] (first reflection essay, January 22, 2020). He learned Spanish with his parents since he was young. The experiences that had the most impact on him as a Spanish speaker were when he had to translate for his parents in different contexts. He shared, "mi papa siempre me lleva con él cuando va a compara partes para su carro. Tengo que saber las partes en español y en inglés para poder pedirlas o cuando vamos a un restaurante a pedir la orden" [My dad always takes me with him when he needs to buy parts for his car. I have to know the names of the parts in both in Spanish and English to be able to order them for him. I am also in charge of ordering when we go to restaurants] (first reflection essay, January 22, 2020). Although he is able to translate in these different contexts, he states that one of his constant challenges is to stop feeling tonto

"dumb" when speaking Spanish with others. He stated "cuando hablo me siento lento y como si mis ideas no pueden salir en español" [When I speak Spanish I feel like I speak slow as if my ideas cannot come out] (first reflection essay, January 22, 2020). This is why one of his goals for the course is to learn more vocabulary for academic contexts and more vocabulary overall in order to be able to clearly express his ideas. Lastly, in the reflection he writes that his last goal is to talk more in Spanish with his peers in order to get used to and not feel weird to speak this language with people of his same age. In this section, we see that although Adan has a strong linguistic capital as he uses his bilingualism skills to interpret for this dad and in many other contexts, similar to many SHL students, he feels weird speaking Spanish with people his same age.

Case 4: Emma

Emma's Aspirational Capital

Emma shared that her mother did not complete high school because she had her when she was 16 years old. She indicated that although she did not know much about the requirements, her mother was always pushing her to go to college, and now she is very happy that both Emma and her sisters are at ASU. Her sister is younger and at the time of the interview she was a freshman. When I asked Emma about her view of education she stated:

> You can literally educate yourself on the internet and like YouTube. And there's like all this information online that you can get. So, but I also feel like college was like a great way to just meet new people from everywhere. Um, so cause there's like people that, like, you don't have to go to college, you know, to be someone or to do what you want to do. Um, but at the same time you also, like, I feel like it's good. Um, so I don't know. Like I just think, I think it's, it's good to just learn about new stuff (First semi-structured interview, January 22, 2020).

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She decided to go to school because she didn't want to stay at home or have a low paying job and have that be her life. Emma also mentioned that in middle school and high school they (teachers) would always tell her that she should apply to college and would inform her about FAFSA. Going to college is what everyone expected, she shared. It was the next step after high school. It was what everyone was doing and that is why she decided to also go to college. At the moment, she was majoring in Sociology. As a follow up, I asked her what she wanted to do after college. She shared that she did not know, but maybe get a job. She was undecided on whether to stay closer to her family or move to England with her boyfriend, who she has met online. She further stated that:

> I don't really have like a plan. It's just like, I'm doing college and um, like right now I have a sociology major, but it was because I always, I was psychology since like freshman year. But then I had to switch it because of my, um, like issues that I had. So, and then, but I'm planning on switching it back to the college only because like I like psychology […] but I'm not really sure, like what I want to do. I was thinking like counseling for a while. Um, and maybe like working with, um, people with like that, it was a word like, like biological tools, you know, like people who need it. Yeah. So, but at the same time, I kind of like, I don't know if I want to just like go to Europe and do something there or help the communities there and see what I can do it, but I'm not like I don't have a set plan (First semi-structured interview, January 22, 2020).

Although Emma did not have a clear plan, it became evident that she wanted to help communities and be there for people. She also expressed that people do not find their perfect job or what they want to do for the rest of life in their first try, and this is why she was not pressuring herself on having everything figured out. Her positive attitude together with the sacrifices as well as the encouragement from her mother is what reinforces Emma's aspirational capital.

Interconnection of Emma's Familial, Social, and Navigational Capital

As mentioned above, Emma's value for education comes from her mother who sacrificed being with her family in order for her children to finish high school and be able to pursue a college degree. In the first interview, Emma shared that when she was a sophomore in high school, her mother was deported to Mexico. Instead of taking her children with her, she wanted them to stay in the U.S., so Emma's mother reached out to the father of her children, but he did not want to help. Emma's mother did not give up and she reached out to her cousin, and although she did not have much communication with her cousin, she was her last hope. Her cousin agreed to care for Emma and her sister until they graduated from high school, and as Emma said, "if it wasn't for my mother, like we wouldn't have graduated from high school. We wouldn't have been here. Um, so like I'm really grateful for that" (First semi-structured interview, January 22, 2020). She explained that her grandmother (her mother's mother), who lived in Mexico, would always come to the U.S. and visit them to make sure they were doing ok. Also, she talked and texted with her mother daily, who was always encouraging her and asking her how she was doing, which reinforced and strengthen her familial capital.

Feeling motivated has not been a problem because her family is her support system, instead her biggest challenges has been to "get homework done and just like getting through my classes without like, feeling really overwhelmed because I struggle with like anxiety" (First semi-structured interview, January 22, 2020). Emma has always had good grades but finding the balance between her mental health and school had been challenging especially after her mother's deportation and the separation of her family. Emma shared that nonetheless of all the challenges she faced, she is very proud that:

despite everything, trying to keep it together, really just trying to stay positive. Um, like even at the lowest, just thinking like it's going to be, it's going to get better. Um, just kinda like, like maintaining that, um, mindset and like just completely not given up. Cause I I'd said at one point I did, um, thinking about dropping out last semester (First semi-structured interview, January 22, 2020).

Emma continued and continues to push herself by having a positive mindset, which is an admirable trait to have and be proud of. There is no doubt that Emma's biggest support system is her family and her positive mindset because she kept going, even in her most difficult times. Emma is a resilient and will not give up until she reaches her goals. Her agency is her biggest skill to be able to maneuver through ASU because she has reached out for help to overcome any obstacle that might be on her way of achieving her goals. Emma did not indicate if she has any other support system besides her family but although it did not seem that she has a strong social nor navigational capital, her strong familial capital has given her the strength to not give up. Similar to Yuli, Emma did not belong to an organization that could support her social and navigational capital, but it is important to highlight that the resiliency and audacity of both participants and their familial capital have been crucial in motivating them to not given up.

Emma's Linguistic Capital

Emma explained that she can speak, read and write in Spanish. She shared that she lived in Mexicalli, Mexico from fourth to seven grade and during those years she learned to read and write in Spanish. Emma mentioned that she enrolled in SPA 315:

because it's required like a second language is required, but also because I just wanted to give back like, feel more confident with it because, um, I feel like I stutter a lot or like, um, like I like struggled to find the right words and like, my grandma makes fun of me or she like gets upset, you know? Um, so just like to better myself (First semi-structured interview, January 22, 2020).

In English she feels more confident, but she also recognized that knowing Spanish is an asset because it allows her to communicate with a diverse group of people, and she is able to use this language to help the Spanish speakers at her job. Emma said that although she is bilingual, there have been occasions when people put her down because of the way she pronounces certain words in English, and in Spanish she sometimes struggled to find the right words. For these reasons, she said that "I kinda feel like I'm not really like a hundred percent, like I don't feel a hundred percent with both. But it's like, it's good enough" (First semi-structured interview, January 22, 2020). In her first reflection essay, Emma wrote that for the majority of the time she feels confident speaking Spanish, but when she is with her family or when speaks to new people, she feels the least confident. One of her goals was precisely to become more confident when speaking Spanish as she wrote: "La mayoría del tiempo pienso que diré la palabra mal, pero en realidad es el pensar que no tengo fe en mi habilidad con el español. Espero mejorar para poder hablar con mas confianza con familiares y amigos" [Most of the time I think I am going to say the wrong word, but in reality it is just in my mind, I have no faith in my Spanish abilities. I hope to improve in order to speak with more confidence with my family and Friends] (first reflection essay, January 22, 2020).

Emma learned Spanish since she was very young; and, in reflecting about her use of Spanish, she realized that she uses it more than she thought. This is because her mom and the majority of her family only speak Spanish. Nonetheless of the strong linguistic capital, Emma indicated in the first reflection that her goals were to improve her speaking abilities, acquire new vocabulary, become more confident, and learn more about grammar. She said "no solo espero mejorar en las cosas que ya se hacer, pero en aprender cosas

nuevas sobre los hispanxs/latinx en los Estados Unidos. Tal vez haya cosas que ni mi familia sabe y me gustaría informarlos" [I not only hope to improve in the skills that I really have, but I want to learn new things about the Hispanicxs/Latinx in the United States. Maybe there are things that note even my family knows and I would like to inform them] (First semi-structured interview, January 22, 2020). Although, Emma went to school in Mexico and had a strong linguistic capital, she hoped to gain more confidence and develop her Spanish skills.

Cross Case Analysis for Research Question 1

The data presented for each case study showed that the four participants brought to the SHL course strong aspirational, familial, social, and navigational capital. Carolina, Yuli, Adan and Emma, all first-generation students, valued higher education and they were determined to reach their goals. Adan and Yuli where committed to becoming a dentist and a lawyer, respectively. Carolina and Emma, although they were not sure what career to choose, one thing was for sure: they wanted to help their Latinx community.

The support the four participants received from their families was crucial in their pursuit of a higher education. Most of their parents did not complete high school due to different life circumstances, but regardless of their schooling they still placed a high value on education and instilled the importance of going to college since the participants were very young. This contributed to building strong familial and aspirational capital. On some occasions, the parents, such as Emma's and Adan's fathers, were the ones who informed their kids about a program that helped them prepare, apply, and navigate college. This in turn reinforced the students' social and navigational capital. For instance, as Carolina shared, thanks to being part of the honors program, by the time she was ready to apply to

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the university, she already knew how to apply, what to expect as a university student, and where to go for help. As a first-generation student, having the support from people who have experience with higher education can be crucial to learning how to navigate these educational institutions.

Therefore, although the parents of these four participants did not attend college nor were aware of all the requirements and expectations, both the parents and participants developed resiliency skills necessary to help their children go on to a higher education. However, getting accepted to a university is the beginning of a journey where, unfortunately, Latinx students might encounter many obstacles that might make their retention difficult. As explained before, first-generation students are one of the groups who encounter the most obstacles in higher education institutions (Amour, 2020). For this reason, as Denicolo, Gonzalez, and Morales (2015) argued, students of color must engage in activities that create counter-narratives to the belief that first generation Latinx are struggling students and instead make visible their aspirational, familial, social, and navigational capital. In comparison to Adan and Emma, Yuli and Emma did not belong to a particular organization that could support them and reinforce their social and navigational capital. Additionally, being a part of an organization could also provide them networking opportunities or information about how to navigate an institution of higher education.

Carolina, Yuli, Adan, and Emma came to the SHL course with a strong linguistic capital. These students were very confident with their bilingual skills, and they used Spanish to do common things such as watch shows and listen to radio and music. They wrote in the questionnaire that the dominate language used to communicate with their parents and their grandparents was Spanish, but there were many areas they wanted to

further develop in the classroom such as gaining linguistic confidence. Linguistic confidence is a crucial element to include and reinforce in the SHL classroom because validating and reinforcing their language skills contributes to their commitment to maintain it (Beaudrie & Ducar, 2005; Sánchez-Muñoz, 2013; Amezcua, 2019).

Finding 2: SHL Course and Lucy's Mentorship reinforced and shaped Students' forms of Capital by the end of the Semester

The data obtained from class observations, the transcripts from the second interview and the third reflection essay were used to answer Research Question 2: How do the types of capital that SHL students bring to the upper division university course shaped by the end of the semester?

Case 1: Carolina declares Spanish as her Double Major

In the first interview, Carolina described herself as an insecure person, insecure in terms of not knowing what to major in deciding in. At that time of the interview, she had declared Sociology as her major, but she described that she wanted to change it. In the first-class observation, Jan 28th, Carolina was one of the students who stood out the most because she would answer Lucy's (instructor) questions and she often participated in the course description. She sat at the front of the classroom before the transition to virtual instruction. Even in the online format, she was one of the SHL students who participated the most. This is all to say that even though Carolina continued to express uncertainly to what she wanted to study, she was a discipled and active participant. To help Carolina and her peers explore the different ways they could incorporate Spanish in their professions, Lucy provided information about the benefits of majoring and/or double majoring in this

language. She also implemented a group activity where students had to first write a list of potential jobs they could get with their major, then they had to research the benefits of speaking and writing in Spanish in those jobs. This group activity reinforced students' aspirational capital, and also helped recognize how they could use their bilingual skills in their future professions.

In the virtual course observation in March, Carolina asked Lucy if she could talk to her after class about her major. Later in the second interview, Carolina shared that she would often talk to Lucy about her uncertainty about majoring in Spanish. She mentioned that Lucy was always patient and was willing to listen and give her advice. The day they met after the course, Carolina talked to Lucy about her indecisiveness of whether to major or not in Spanish. The outcome of these interactions with Lucy is reflected in what Carolina stated in the second interview:

> Uh, Pues, entrando no tenía yo career plans, o sea no es que no quiera yo tener un career sino que no sé yo todavia que quiero, o sea, entre sin saber que quería y salí, saliendo que quiero un double major es español pero todavia no tengo idea que quiero en que me quiero enfocar, en que quiero que sea mi área de estudio, uhm, soy muy indecisa como dije no tengo idea [Uh, well, at the beginning I did not have any career plans, it is not that I do not want to have a career but I still do not know what I want, that is, I came in not knowing what I wanted to do and now I am leaving with the plan to double major in Spanish. I still have no idea what I want to focus on, what I want my area of study to be, uhm, I'm very indecisive as I said I have no idea] (Second semi-structured interview, April 30, 2020).

Although Carolina is still uncertain of what to focus on, which is completely understandable, she decided to declare Spanish as one of her majors which reinforces here aspirational capital. To major in Spanish is a big step and it also important to highlight the support that Carolina had from Lucy to be able to reach this decision. This is reflected in her second interview:

También creé una relación con dos profesoras excelentes con quienes definitivamente estaré en contacto para pedirles ayuda con mis preguntas e incertidumbres. Esta clase me ha ayudado en más maneras de las que puedo pensar ahora, pero no hay duda qué nunca olvidaré los momentos que compartimos en clase [I also built a relationship with two excellent teachers who I will definitely be in touch with to ask them for help when I have questions or uncertainties. This class has helped me in more than one way, there is no doubt that I will never forget the moments shared in this class] (Second semi-structured interview, April 30, 2020).

Thus, together the course activities and the relationship of support she had with Lucy were key in making this decision to declare Spanish as one of her majors. Lucy became Carolina's mentor who she will continue to be in contact with, this caring relationship they created can be interpreted as reinforcing the student's familial capital. Creating this type of relationship can allow for continued interactions even after the completion of the SHL course and this can provide the necessary tools in their academic journey (Martínez & Foulis, forthcoming).

Case 2: Yuli becomes an Active Learner

When the course SPA 315 transitioned to online in late March, there were many uncertainties about what would happen with the course and whether the students will participate or not in the virtual course. To decide whether or not to continue with the current study, I met with Lucy and asked her about all the changes made in the course due to a virtual setting. After the discussion with Lucy, I decided to continue with the study.

In the first virtual course observation, I noticed that students had different modes to participate such as the chat and microphone. In the first virtual observation, Yuli was actively participating in the group discussions. Her active participation continued in the second and third virtual observations. In fact, Yuli and Emma were the two students who participated the most in the new course modality. This is of interest because Yuli's and

Emma's participation was minimal in the in-person course observations. Yuli shared about

her motivation to participate more in her third reflection essay:

> Esta clase me animó a participar más y a involucrarme más con mis compañeros de
> clase. Eso es muy difícil para mí porque yo nunca hablo en mis otras clases. Me
> sentía bien cada vez que hablaba porque fue difícil para mí no ser tímido y hablar
> en clase. También me lleve muy bien con mis compañeros porque era una clase
> chica y era mas fácil para aprender y conocer a todos [This class encouraged me to
> participate more and to be more involved with my classmates. Participating and
> engaging is very difficult for me because I never speak in my other classes. It felt
> good every time I participated because it was difficult for me not to be shy and
> speak in class. I also got along very well with my classmates because it was a small
> class and it was easier to learn and get to know everyone] (Second reflection essay,
> April 30, 2020).

Yuli explained that her active participation and her close connections with her classmates

is due to Lucy's curriculum because "she had like a lot of different activities in one like

class setting. So, it helped us like to focus on different activities" (Second semi-structured,

April 30, 2020). These activities and assignments had a big impact in her role as a student,

as she shared, "academically I got better, like, uh, putting better effort in my assignments

and actually like learning, but I've learned way more in one year in college than I learned

throughout my four years of high school" (Second semi-structured interview, April 30,

2020). Not only did Yuli stated that she learned more in one year than the four years she

was in high school, but she also began to put a better effort in her assignments in Spanish,

this motivation even transferred to her other courses:

> Um, yes, but I mean, that was like with all my classes, just like trying to focus more.
> And then since like last year, like I did, like I did all eight classes. I would like, I
> feel like it made me focus more on this semester to like break up from my last
> semester. I did better in class, in all my classes. So I guess worked harder (Second
> semi-structured interview, April 30, 2020).

As you might recall, Yuli shared in her first interview that she was her own support system

and that she had failed some courses her first semester as a freshman. The data analyzed

above showed that SPA 315 not only provided her the support to become an active learner and motivated her to put more effort in all her classes, but also allowed her to break away from her bad experience as an incoming freshman. Having this type of support reinforced Yuli's aspirational and familial capital. Familial capital because of the relationship she was able to build with her classmates. Aspirational capital too because by taking an active role in her education and participating more in her classes could elevate her student voice and agency (Holguín Mendoza, 2018). Providing a platform to use and bolster her different forms of capital is vital also to develop a positive academic identity (Holguín Mendoza, 2018; Wicktor Lynch, 2018).

Case 3: Adan learns about Job Shadowing and commits to use his Spanish in his future career as a Dentist

It became clear since the first interview that Adan was a disciplined student and was determined to meet all of his goals. Adan, since he was very young, wanted to become a dentist, but he had just one concerned. In the first interview he shared that he was worried about job shadowing a dentist because 1) He did not know what that consisted of and 2) How he was supposed to approach a dentist or find a dentist to meet this requirement.

At some point of the of the semester, possibly in the one-on-one that Lucy has with all of her students at the beginning of the semester, Adan shared with Lucy about his concerns about job shadowing. In my second day of observation, I arrived a few minutes early and I overheard Lucy telling Adan that she had worked previously with dentists in her undergraduate years and that she would be more than happy to put him in contact with one of the dentists she knows. That same day of observation, Lucy began the course by sharing resources with her students about financial aid, tutoring, and about the benefits of

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majoring in Spanish. As the course continued, Lucy used Adan's interest of becoming a dentist as an example of the benefits that can emerged from being bilingual in this career. There was a total of five course observations, and in the third course observation Lucy also brought up Adan's interest of becoming a dentist and the process to do a job shadow. This time Lucy shared some of her experiences working with dentist in Las Vegas and in particular translating for the Spanish speaking community. In this course observation, Lucy also asked Adan and other students about the progress in their other classes. Adan shared that he had just taken a biology exam, he studied a lot, so he hoped he did good.

When asked in the second interview and the third reflection essay their overall experience in SPA 315, Adan stated:

> El español pa mi no tenía valor y era solamente un accesorio de quien yo era. Pero ahora lo pienso diferente, el español es tal una lengua para comunicarse como ser un camino a una cultura que nunca pudieras participar completamente en sin poder entender la lengua. Este curso me ha dado confianza en mí mismo como persona que habla dos idiomas. Personalmente tengo más confianza en poner mis opiniones para ser escuchadas y tal vez hablar sobre ellas. La cosa que más afectó este curso es reconocer que hay muchas personas como yo jóvenes y listos para aprender más español. Eso me hay dado una esperanza que me da fuerza para seguir con mi aprendizaje y cuando me siento cómodo con mi nivel tengo que buscar otras perspectivas [Spanish had no value for me, it was only an accessory. But now I think about it differently, Spanish is a language to communicate and a path to a culture that you could never fully understand if you are not able to comprehend the language. This course has given me confidence in myself as a person who speaks two languages. Personally, I am more confident in sharing my opinions and talking about them. This course made me recognize that there are many people like me, young, that are ready to learn more Spanish. This has given me hope and strength to continue with my learning and once I feel comfortable with my level, I will look for other perspectives] (Second semi-structured interview, April 30, 2020).

Reclaiming the value of his language is a crucial step for the maintenance of their Spanish (Beaudrie & Ducar, 2005; Beaudrie, Amezcua & Loza, 2019). As it is evident from the above quote, Adan went from considering his Spanish as an accessory to recognizing it is

a key element to communicate and understand the language. In fact, by the end of the semester he wanted to use Spanish in his future career as a dentist and planned to teach himself in order to be able to use this language to help his Spanish speaking community.

When asked if SPA 315 had any impact on his other classes or in general, Adan said that now he wants to use his Spanish in his future profession, and he knows that it will take an effort from his part to learn the Spanish vocabulary needed for his work but he was willing to do it. He further stated that it was kind of weird that he did not think about the importance of using Spanish as a dentist, but now he understands that it is because in the U.S. it is only promoted the use of English in professions while in other countries people are able to study other languages from early age. Adan's commitment to continue developing his skills in Spanish to use it in his profession emerged from the course activities and the mentorship from Lucy.

Case 4: Emma reclaims the value of her Spanish and becomes an Agent in her Education

In the first and second course observations, Emma was very quiet and did not participate in the group discussions. From my observation, she seemed disengaged. In the second observation, Lucy asked Emma to share what the reading was about, and she confessed that she did not read the assigned article. Emma's actions and disinterest could have been misinterpreted by Lucy, but as Denico et al. (2015) argued, it is important to create counter-narratives to messages that position students like Emma as a struggling student. As mentioned before, Emma's mother had been deported and she was also dealing with mental health issues. Therefore, it is essential to get to know the students and their needs in order to avoid judging them or classify them as a struggling pupil.

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Emma's participation increased once the course changed to online. In fact, she was one of the students who participated the most in course discussions. In the second interview, she explained that her and her sister had left for Tijuana, Mexico to be with their mother during the pandemic. Being close to her mother could have been a reason of her active participation, but it is important to also recognize the impact Lucy and the course could have had on Emma. At the beginning of the pandemic, Lucy always provided students with resources they could use to survive the pandemic such as scholarship opportunities, emergency funding, counseling services among others. In all of the observations throughout the semester, Lucy started class asking students how they were doing and informing them about all the resources she had researched, these actions reinforced students' such as Emma's familial capital. First instance, Lucy built with Emma a caring relationship which was crucial for Emma to not give up and be pushed out of ASU.

When asked about her experience in SPA 315, Emma mentioned:

En mi primera reflexión mencione que me avergonzaba de mi misma cuando hablaba el español porque batallaba cuando estaba con mi familia o cuando estaba rodeada de gente nueva. Puedo decir que si he visto una gran diferencia cuando hablo con mi familia, aunque sigo cometiendo errores aquí y allá, pero noto que hablo un poco mas con confianza. También he notado que casi no me da pena cuando me equivoco o cuando no puedo encontrar la palabra que busco y creo que es porque he aprendido que no tengo que ser tan dura conmigo misma. Gente va a querer avergonzarte y juzgarte así que porque no darte un descanso y perdonarte a ti mismo por no ser perfecto [In my first reflection, I mentioned that I would feel embarrassed when speaking Spanish because I struggled to speak it with my family or when I am around new people. I can say that I have seen a big difference when I speak with my family, although I keep making mistakes here and there, but now I notice that I speak with more confidence. I have also noticed that I hardly ever feel sorry when I make a mistake or when I cannot find the word that I am looking for and I think it is because I have learned that I do not have to be so hard on myself. People are going to make you feel embarrassed or will judge you, so you need to give yourself a break and forgive yourself for not being perfect] (Second semi-structured interview, April 30, 2020).

Developing critical language awareness led her to gain linguistic confidence and to understand that people will continue to judge for the way she speaks, and this is why she should not judge herself. To continue developing her language skills, Emma decided to change her phone's language to Spanish, and she asked Lucy for help to make this change on her phone. Not only did Emma participated more, developed her CLA, but she also added Spanish as her minor. The previous instances reinforced her linguistic capital and also her aspirational capital. Her case results showed the importance of implementing a critical mentorship in particular because this approach can potentially allow struggling students to exercise their agency and engage in their own education (Liou, Nieves Martinez & Rotheram-Fuller, 2016).

Cross Case Analysis for Research Question 2

To understand the results in the previous section, we must highlight the teaching philosophy of Lucy, the instructor. Lucy believes that teaching is not only about teaching the technical skills about a language, but also to highlight the value and potential each student has. This is why as an educator, her role is also to remind her students that they are intelligent, capable, and that they come to class with already so much knowledge about their language, religion, community, and culture. She explicitly tells her students that they have so much direct knowledge about the topics they discuss in class. Reinforcing students' values, validating the knowledge they bring to the course, and making sure that students know they are competent is one way she challenges any feelings of imposter syndrome that her students might have. This explains why Carolina was able to freely talk to Lucy about her uncertainty, Yuli was able to gain confidence as a student and become an active learner, Adan was able to reclaim the value of his language, and Emma develop her agency

(Amezcua, 2019, Beaudrie, Amezcua, Loza, 2019; Wicktor Lynch, 2018). Providing students the support to reach their academic goals is vital and it's a topic that needs to be further explore in the field of Spanish Heritage Language of how SHL course could support students academically.

Finding 3: Feeling Recognized and Valued in the SHL Classroom

In the previous sections, I explained that the four Latinx students came to the course with strong aspirational, familial, social, and navigational capital and how these types of capital were shaped and reinforced by the end of the semester due to the support received from the instructor and the course curriculum design.

The following section addresses Research Question 3 that explores: How do SHL students understand the knowledge they bring to the course; and, how do they see the course having shaped their knowledge by the end of the semester? The data gathered from the second reflection essay and transcripts from the second student interviews were used to answer these questions. To indicate knowledge change, I utilized different discourse markers in my analysis. Specifically, I have highlighted the temporal markers (words that relate to time) ==in green==, *italicized* the epistemic markers (words that relate to knowledge), and **bolded** the comparison markers (or words that express contrast).

Case 1: Developing Carolina's Critical Language Awareness and Metalinguistic Awareness

As reflected in her following excerpts, Carolina came to SPA 315 with a high linguistic confidence. Particularly, to answer research question three, Carolina recognized that she had an understanding of Spanglish before the course. However, as a result of taking the course and developing her critical language awareness, she learned to value this variety

and also her experience in class led her to declare Spanish as one of her double majors. Additionally, Carolina developed her metalinguistic awareness about the use of the accent mark. Below, I delved into this discourse analysis by providing examples of each type of knowledge change discussed by Carolina.

At the beginning of the semester, Carolina wrote in her first reflection essay that one of her objectives included learning how to use accent marks. Many weeks into the semester, she stated:

1	Siempre he tenido problema para *entender* cuando se requiere el uso de la
2	tilde en una palabra y cuando no, y en las ultimas tres semanas
3	especialmente, he podido obtener un **mejor** *conocimiento* de su uso. Al
4	repasar las reglas y aprender sobre la silaba tónica, ahora puedo ver una
5	palabra, *pensar* en como es pronunciada, y de allí *determinar* si es
6	necesario el acento o no. Puedo *decir con confianza* que me siento **más**
7	**cómoda** usando la tilde ahora, aunque sé que todavía me voy a *dudar* a mi
8	misma, especialmente al escribir con lápiz y papel.

In the above piece, we see more diverse instances of markers in relationship to Carolina's experience in learning how to use the accent mark. For Carolina, speaking Spanish is a big element of her life; it's her dominant language. Learning how to properly use the accent mark gave her a boost of confidence in Spanish. As she explained in the above quote, she always had problems understanding how to use it. In class, as illustrated by the three epistemic markers (conocimiento, pensar, and decir con más confiza), Carolina gained a better understanding of the rules and learned the steps necessary to decide whether a word needs an accent mark or not. Although she knows there will be times she will doubt (*dudar*, epistemic marker in line 7) whether to place the accent mark or not, due to the metalinguistic awareness she gained in class, she is now more comfortable and has a better understanding of the rules.

In her second reflection essay, where students had to take a minute to analyze their

learning in the SHL class, Carolina wrote:

> 9   Este semestre ha sido bastante productivo y he *aprendido* bastante en
> 10 términos de diferentes culturas y las raíces de varias personas diferentes,
> 11 sean compañeros o autores de los artículos que leemos. Cada semana
> 12 estamos *aprendiendo* sobre un tema nuevo o por lo menos una manera nueva
> 13 de ver una situación, y ahora soy **más** *perceptiva* en cuando el idioma del
> 14 español y las diferentes maneras que todos lo hablan, incluyendo el uso del
> 15 spanglish. Antes de llegar a esta clase, *había oído* de la existencia del
> 16 spanglish, pero *no sabia* muy bien lo que era o como se usaba ni tampoco lo
> 17 mucho que se habla alrededor de mi.

In this second excerpt, Carolina's reflections show four instances of temporal markers. In

line 9 and 11 Carolina mentioned how during the semester and each week, she learned

more in depth information about her peers' cultures and that of the authors she was reading

in class. She describes her semester as very productive because she has learned a lot. This

learning and knowledge change is exemplified by the use of the epistemic marker *aprender*

in lines 9 and 12. In lines 13-17, Carolina explained that before enrolling in the course,

she knew about Spanglish, but as the course neared its end, she became more aware of its

variety and its presence in society. She is also more perceptive of the diversity of Spanish,

which is shown by the use of **más** *perceptiva* in line 13, which is an epistemic and

comparison marker. This learning and new awareness contributes to a shift in her

understanding of Spanglish and its value. Carolina's critical language awareness, in

particular, led to the validation of her dialect and the dialects of her classmates.

Her positive experience in the course also led her to declare Spanish as one of her

majors. As she explained: "ahora (temporal marker) también tengo determinado que voy a

perseguir una especialidad en español en conjunto con mi otra especialidad que aun no he

seleccionado." In the first interview, Carolina mentioned that, since she was young, she expressed interest in studying Spanish at university, but she did not know whether to minor, major or just do a certificate. The semester had not finished yet, but as exemplified by her use of the temporal marker, "ahora," taking this course not only motivated her to major in Spanish, but also led her to recognize her privilege of being bilingual, as she explained in her second interview, "*reconocer* **más** (epistemic and comparison markers) el privilegio que también yo tengo de poder hablar dos idiomas y hablarlos fluidamente y cómo eso puede ayudar a muchas personas." Recognizing the value of her language and the privilege she has for speaking Spanish is a fundamental step in developing students' critical language awareness and deconstructing language ideologies (Beaudrie, Amezcua & Loza, 2020).

When asked about whether she thought SPA 315 recognized the knowledge she already brought into the classroom, Carolina said:

18	Yo diría que la clase hasta cierto punto está fundada en saber eso de ahí que
19	ahí estudiantes de cultura Latinx que ya tienen esa base en términos de su
20	cultura como hablar de referente regiones de diferentes países y yo diría que
21	el curso depende en que los estudiantes ya tengan cierto, por lo menos algo
22	de *conocimiento* de eso para que puedan *entender* lo que se *enseñe* y de lo
23	que se habla en el curso (Second semi-structured interview, April 30, 2020).

Positioning students' knowledge in the center, or as Carolina states, the foundation in the SHL curriculum is crucial to recognizing Latinx students' needs and validating their home dialects (Amezcua, 2019; Beaudrie, Ducar & Potowski, 2014; Leeman, 2018; Pascual y Cabo & Prada, 2018; Sánchez-Muñoz, 2013). Starting from this asset-based approach is impactful because students can reclaim the value of their language. As expressed in line 22, the class curriculum and the instructor recognized that Carolina came in with *conocimiento*. This recognition is pivotal for their understanding of what will be taught as

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mentioned by Carolina (see line 22). This acknowledgment also empowers students as it validates the knowledge they bring in to the SHL class. The impact of this approach was reflected in Carolina's second interview. She shared:

24	Salimos de la clase *conociendo* **mejor** el privilegio que tenemos de vivir en
25	EEUU y poder usar nuestro idioma cuando queramos donde queramos y
26	también pues **más** es, es **más** visible esta como que nos unió nos une **más**
27	ósea *la idea* de todos los que somos de la comunidad Latinx en ese en ese
28	esfuerzo para mantener nuestro el español para el futuro porque sé que
29	tenemos muchas personas Aunque tengan padres que hablan español sus
30	hijos lo entienden pero no lo pueden hablar y nosotros en 315, pues graci,
31	pues todos podemos hablar el español y por mayoría yo diría que todos
32	queremos mantener ese español li, pasarse los a sus hijos, ah entonces yo
33	diría que eh, tener **más** *reconocimiento* del idioma y del privilegio que
34	*conocemos* **más** de otros países y sus historias sus culturas sus gobiernos
35	todo lo histórico. Si, también *aprendimos* mucho de unos a los otros,
36	entonces yo diría que también como cada clase es **diferente** todos de en cada
37	clase de 315 salen *conociendo cosas un poco diferente* eh que solamente de
38	lo que se aprende en clase porque también aprendemos **bastante** de sus
39	compañeros, entonces eh, yo diría que *conozco* **más** de las experiencias que
40	han pasado mis compañeros y ejemplos de mi carrera que *han experienciado*
41	*ellos* que han tenido ellos que pasar y pues, eh, se yo de ellos que las cosas
42	ocurren en la vida pues ocurren tan cerca aquí en la misma ciudad donde
43	vivo yo aunque yo misma no he tenido mucha experiencia nunca me sucede
	a mí (Second semi-structured interview, April 30, 2020).

Carolina's interview response in lines 24 and 36, with the use of temporal markers, indicates that by the end of the course her and her peers came out with a better understanding about privilege of leaving in the U.S. By the end of the course, they also learned from each other and about their different lived experiences. Carolina particularly mentioned that now she knows more about the experiences her peers had to go through, peers even from her same city. In this same excerpt, Carolina exemplifies her recognition of knowledge change with seven uses of comparison markers. In line 33 for instance, she stated that in addition to learning more about Spanish and language privilege, she acquired

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more (**más**) knowledge about the history and the cultures of other countries. Furthermore, she used six epistemic markers to reflect her learning about language and also the learning experience of everyone in the classroom. These epistemic markers also reflected instances of acquiring more knowledges about the privilege of Spanish, it's speakers, and the language experience of all the classmates which contributed to an awareness of the language diversity among their peers. In sum, this excerpt shows the impact of implementing a curriculum that contributes to students' critical language awareness and provides many opportunities to learn from each other which leads to building a sense of camaraderie among all the students in the course. This sense of camaraderie from learning from each other is important in order to create a course that is "a home away from home" and where students develop a strong sense of belonging in the class and on campus. Furthermore, this sense of camaraderie and of belonging can contribute to the students' retention because students can support each other (Pascual y Cabo & Prada, forthcoming).

When asked what activity or assignment had the most impact on her, Carolina explained that she enjoyed all the group activities. In particular, she discussed a role play activity, where her and her classmates were given a scenario of linguistic discrimination and they had to brainstorm of how they would react in such situation. She stated:

45	Esta pues nos pusimos en grupo hacíamos el plan y lo actuamos al frente de
46	la clase y pues fue muy divertido chistoso en la manera que lo hicimos pero
47	pues también fue muy real porque eran escenas que yo en las que yo había
48	estado o cosas que yo *conocía* muy bien pero eh eventos que pues para mí
49	Yo nunca nunca había sucedido conmigo pero yo había visto situaciones
50	muy similares en las que estaban mis compañeros y ah, había varias de ellos
51	fueron basado en eventos reales. Me gustó mucho esa actividad fue muy
52	divertida, fue chistosa, pero pues también hubo unas escenas en donde yo
53	pensaba en mis padres, y eh, ellos, yo digo que algún tiempo han pasado por
54	algo de eso cuando yo era chiquita o antes que naciera yo. Y pues lo hacen

55	muy real lo hace a uno *pensar* mucho o si eso hubiera pasado eso a mí como
56	hubiera reaccionado yo, que hubiera hecho yo, lo pone en esa posición y lo
57	pone a uno *pensar* que si no estuviera ahí qué hubiera pasado si hubiera el
58	resultado diferente. si no lo hace a uno pensar que puede pasar (Second semi-
	structured interview, April 30, 2020).

As she said, it was a fun activity but also a moment of reflection that made her think of the many times her parents had to go through similar activities, which is something she had never (temporal marker in line 5) reflected on before. Although she was not there to help when her parents faced language discrimination, if her parents were to encounter anything similar, Carolina, now after taking this course, will be able to defend them with facts and knowledge about language ideologies because this course made her think about what she would have done as reflected in lines 55-58 . This is because the development of her critical language awareness has given here the tools to challenge these dominant language ideologies that emerge in such situations (Beaudrie, Amezcua & Loza, 2020).

Case 2: Gaining linguistic confidence contributes to Yuli's family reconnection

Yuli's knowledge change not only led to increasing her linguistic confidence but also as a consequence of such increase she was able to reconnect with her family. She was able to communicate more with her family and she explained that her family was able to understand her better. Below I will explain in detail the ways Yuli mentioned that the course shaped her knowledge at the end of the semester. Yuli wrote in her second reflection essay that:

1	He estado avanzando en el español durante las últimas semanas. He estado
2	**hablando mejor**, *aprendiendo* las formas correctas de escritura y
3	sintiéndome **más seguro**. Esta clase me ha ayudado a *comprender* **mejor** el
4	idioma y me ha **interesado más** en la historia del idioma. También me ha
5	ayudado a **comunicarme más** con mi familia y amigos. Esta clase no solo
6	

7	me ha ayudado con el idioma, me esta ensenando *a aprender y apreciar* otras culturas Latinas (second reflection essay).

In reflecting about her course experience, Yuli uses the temporal maker in line 1 to state that by mid semester she has developed her Spanish skills. In particular, she uses multiple comparison and epistemic markers to explain language improvements. In total, she uses five comparison markers in line 2, 3, and 5 to highlight that she has improved her speaking, writing, comprehension, and communicative skills. She also shares that now she is more interested in learning about the history of Spanish. Yuli mentioned three instances of knowledge and understanding change in line 2, 3 and 6 to comment these past weeks she learned about the appropriate writing formats and other Latinx cultures. Reinforcing Yuli's SHL skills not only contributed to her metalinguistic awareness but also reinforced her linguistic confidence as indicated in line 3 with **más Seguro** (comparison marker) and line 5 with **communicarme más** (comparison marker)

By the end of the semester, Yuli's gains in confidence also helped her communicate with her family and friends, as she shared in the second interview:

8	Um, I'm **better** at speaking with my family. Like, I feel like I'm **more**
9	**confident** in talking with them cause they **understand me better** and then
10	I could help them as well. Help them. In what way? Like, um, like when
11	they need translation, I could translate them **better** than before, because
12	before I couldn't, I didn't know some words (Second semi-structured interview, April 30, 2020).

In line 11, Yuli used the comparison marker to explain that before this course she did not know some words in Spanish and that that limited her ability to not only to use the language but also to communicate with her family. Now, not only has she gained confidence but, as

exemplified with four comparison markers in lines 8, 9, and 10, her family understands her better and Yuli feels that she is able to translate better for them. Strengthening her connection with her family, increasing her linguistic confidence, and fostering her cultural identity can lead students to increase their language use which contributes to their Spanish maintenance (Amezcua, 2019).

Case 3: Reclaiming and Recognizing the value of Spanish

In reflecting about his understanding about the knowledge he brought to the course, Adan explained that before he would question his own variety and would classify it as "weird." However, by taking this course, be started to appreciate his bilingualism because he recognized its value. Validating his Spanish also contributed in increasing his linguistic confidence and similar to Yuli, he was able to strengthen his relationship with his parents because he started having more profound conversations with them.

Before providing examples of the different forms of Adan's knowledge change, I will provide an excerpt where he mentioned how he felt about the course. Adan explained that in the course SPA 315, "I felt automatically like I was at home pretty much, when I went into class, even though there were like a bunch of computers around (he is referring to the setting of the classroom), I still felt comfortable." He further mentioned that in his three years at ASU, none of his other courses made him feel comfortable. Adan is one of the few students who enrolled in SPA 315 "just to take it, to improve my Spanish." In other words, his major was not requiring him to take any language classes. In the second interview, when reflecting about his experience in the course, he shared that he liked the professor a lot and the fact that his peers where not shy to share what they had in mind, provoked him to also participate in the discussions.

Now, in reflecting on what had changed from the beginning of the semester to the end of the semester, Adan shared that:

1	the number one thing that changed for me is, I can appreciate of me *knowing*
2	*Spanish*, like fluently, and like, for me it is a privilege <mark>now</mark> because like I can
3	only keep growing and taking this course and taking Japanese at the same time,
4	like *I know* two languages pretty well and I can keep learning both of them
	(Second semi-structured interview, April 30, 2020).

In lines 1 and 2, Adan pointed out that this course led him to appreciate knowing Spanish and being fluent in this language. In line 2, he shared that now (temporal marker) knowing Spanish is a privilege for him and he plans to keep learning. He became motivated to keep learning Spanish and also Japanese. Not only does he value more his bilingualism now, Adan said that one thing that stood out to him the most, was that the course included topics about Spanglish and this made him feel validated as explained in the following excerpt:

5	The course *acknowledged* that there's the existence of Spanglish. It's like,
6	sometimes I can use Spanish, but also use English mixed into one another. So I
7	would just use both in like in the same sentence and the course *recognized* it and
8	it was like you can use it here. So there's no harm in using it. It (the course) algo
9	*recognizes* that I have a different, I am from here (U.S.), my Spanish is different
10	from someone let's say in Mexico City, but we can communicate effectively
	(Second semi-structured interview, April 30, 2020).

In line 5, Adan uses the epistemic marker to point out that the course recognized Spanish and promoted its use in the class. This validation and learning about language diversity led them to understand, as he stated, that there is no language better than the other, his Spanish is not less than others and there is no harm in using Spanglish. This is important because Adan shared, that before, when he watched TV in Spanish, he would ask himself "why do they sound so weird?" and "why don't I sound like that?" However, this course

helped him learn about language diversity and language appreciation. Adan commented that now he also feels more comfortable speaking in Spanish with others of his same age or older in Spanish in comparison to when the semester started. Not only does he not feel shy to speak Spanish to his classmates, but he has also asked one of his friends, Jonathan (not enrolled in the class) to speak in Spanish, and he was willing to do it because he said that he also needed to practice this language.

Furthermore, this course impacted his communication with his parents, as he explained:

11	before I just talk to them, to talk to them, but now like I talk to them with a
12	purpose like sharing my ideas with them.

Adan used in line 11, two temporal markers to reflect on his level of comfort in Spanish. This level of comfort/confidence impacted the communication he had with his family. Particularly, before reclaiming and recognizing the value of his Spanish he would just talk to them just to talk to them, but now he has conversations with a purpose and about ideas. In explaining the difference about his Spanish, Adan stated that:

13	when I came in before the course for the first interview, I think that my
14	Spanish was like stutter, I would like have the idea in my head, but I
15	wouldn't be able to say it well and now it *improved* and *I learned* to talk
16	around it using context clues.

In reflecting about his skills, Adan also uses the same temporal markers (before and now) to indicated that he improved and learned (epistemic markers) tricks such as using context clues to make sense of words that he did not understand in Spanish. Specifically, he referred to context clues to explain that when he does not know a word in Spanish, he uses descriptions or similar words to get his point across. Adan mentioned that in English he

uses context clues, but it had never occurred to him to use this same resource in Spanish. This realization made him recognized that he can implement many of the resources that he uses in English for when he is developing his skills in Spanish. He mentioned, "I was pretty blind to that fact that I could apply every basic idea I learned in English for Spanish." Adan's linguistic capital is being reinforced by recognizing the value of Spanish and by transferring the resources he uses in English to further develop his skills in Spanish.

Adan mentioned in multiple occasions that now he was motivated to continue developing his skills in Spanish. When asked, then, what he was willing to do to maintain his Spanish, he stated that Lucy, the instructor, introduced him to the website linguee (online translation webpage) and he planned to continue using it to learn more vocabulary. He intended make the effort to use these new words in different contexts. He was also committed to using more Spanish media to expose himself more to this language in different contexts, not just at home. For instance, reading the news and listening to podcast on YouTube. He wanted to use similar strategies to also maintain and develop his skills in Japanese. In further discussion about this commitment, Adan shared that Lucy motivated him because the passion she had for Spanish created a welcoming atmosphere before and after the transition to virtual instruction. Adan explained that she made teaching feel "more like personal." I asked Adan what he meant with "more like personal." He mentioned that he was referring to Lucy's value and importance of speaking Spanish as well as its maintenance which was reflected in all the activities and discussion. Lucy's passion for this language was not only reflected but also transmitted to all her students.

In the above excerpts, we see that before the course Adan described his Spanish variety as "weird." However, the fact that the course included discussions and encouraged

the use of Spanglish led him to reclaim the value not only of this variety but also of his bilingualism. Adan shared that although this was not a required class, this course motivated him to continue developing his Spanish skills on his own. He planned to use the strategies he learned from Lucy, the instructor, such as using linguee.com and using context clues. Furthermore, recognizing the value of his Spanish also reinforced the communication with his parents because before he would just talk to his parents, but now he feels comfortable sharing ideas and they are able have conversations that have a purpose. For Adan, this course impacted the value he had about Spanish but also the relationship he had with his parents which both aspects (the value placed in Spanish and having more context to use Spanish in) are pivotal to continue developing his Spanish once he completes the course.

Case 4: Becoming an Advocate for Spanish Heritage Language classes, Bilingualism, and the Latinx Community

In the case of Emma, the course not only had an impact on her language and the relationship
with her family, but it also influenced her role as a student at ASU. As it will be explained in the following analysis, Emma's knowledge change contributed to taking an active role in her education and also becoming an advocate for the Spanish course she has enrolled in and the implementation of bilingual education in the K-12 system.

When I asked about how her semester went, Emma explained that it was rough due to her mental health, and she wished she had done better in all of her classes, but she is proud that she did not give up. She further explained that she really enjoyed SPA 315, and it was her first Spanish course in the U.S. (she completed 4th-7th grade in Mexico). She mentioned that she learned a lot from Lucy, and she never felt judged from her or her

classmates. Emma said, "I was a little nervous but en clase cuando yo hablaba no me sentia juzgada or like felt like oh 'they are looking at me weird.'" When she would see her classmates around campus, they would say hello to each other.

In regard to her performance in class she shared that "I did **more** de lo que esperaba like academically, writing, reading and stuff, they were challenging but I enjoyed the topics and that motivated me to do the work." The fact that Emma explained that she did more than what she even thought she would is powerful because earlier in the semester during the observations, Emma was not engaging much in the course. However, incorporating topics that she was familiar with and that she enjoyed pushed her to overcome the challenges in class and become an active student. As a follow up question, I asked Emma what had changed from the beginning of the semester to the end of the semester and she explained that:

1	before I *felt like* my Spanish was not very well, I felt judged when I didn't
2	*remember* how to say a certain thing, I felt so embarrassed, pero ahora siento
3	que, I don't know, I just *learned* to not be harsh on myself, like I don't know
4	it and that it's ok, now I don't feel as embarrassed. I also *learned about the*
5	*culture*, El Salvador and others, things I did not expect, I guess, and we also
6	*learned* about the past and all things that I was not *aware* of, I felt that all
7	that was important, and I liked it. Everything was new, and I really liked it,
8	and we did the tabling thing [Spanish Heritage Language Awareness day],
9	when we were promoting the program and I really like that too because I got
10	to tell people, like I was not forcing it, I was genuinely telling people about
11	a course I really liked, and I was enjoying it (Second semi-structured interview, April 30, 2020).

Using the temporal markers, "before," in line 1 and, "pero ahora," (but now) in line 2, Emma expressed feeling judge and embarrassed when not remembering a Spanish word but being in this course humanized her experienced. She learned (epistemic marker) in line 3 to be patient with herself. Emma also explained that she learned more than what she

expected which contributed to having a great experience in the course. The positive experience in the SPA 315 motivated Emma to participate in a promotional event because she wanted to genuinely invite potential students to enroll in these classes.

In addressing how the course impacted her journey as an ASU student, Emma said that:

12	it like *opened my eyes* to a few things, like I became **more** *aware* about the
13	issues that are happening, so I feel like you become like **more passionate**
14	about it. It made me look into all these clubs at ASU that I might want to join.

These instances of comparison markers in lines 12 and 13 show that this class had a bigger impact on Emma beyond her Spanish skills. She became interested in joining a club that focused on social justice issues that were discussed in the course such as human rights, immigration, machismo, femicides among other similar issues in the Latinx community. She was also looking for a club where the members spoke Spanish, so she could continue practicing it after the course ended. It was discussed in an early session that Emma did not had the support of any specific organization that could reinforce her social and navigational capital, but now, the SHL course has sparked an inters to look for an organization that fights for the Latinx community. Thus, finding the adequate organization to join could be key in Emma's retention at ASU.

When asked about whether the course had any impact on how she viewed education, Emma, shared that "I *feel* like more schools should add Spanish classes even in elementary, and middle school with younger kids because once they start learning from younger it would be easier for them to learn it." She connected this to her own experience of learning Spanish from fourth-seventh grade in Mexico. Not only is Emma advocating

for the implementation of Spanish classes in elementary and middles schools, she also declared a minor in Spanish because as she mentioned "I feel the course encouraged me **more to continue** with Spanish and to keep Spanish in our communities." These different pieces of interviews, observations, reflections show the different ways the SHL course impacted Emma. She validated her own language experience, volunteered to help promote the SHL program, became interested in joining a club where she could help the Latinx community and was able to continue to practice her Spanish, and advocated for the implementation of Spanish from elementary on. These new

Cross Case Analysis for Research Question 3

The findings in this section provide insights into how SHL courses can help students academically in and beyond their Spanish courses. The positive impact of Spanish courses is not only reflected in the Spanish skills that Carolina, Yuli, Adan, and Emma and the metalinguistic awareness they developed, but also in the influenced this course had in their personal and academic lives. Particularly, this course not only reinforced the students' linguistic capital, but it also shifted its value and purpose. Gaining linguistic confidence in Spanish contributed to Adan's and Yuli's reconnection with their families. Yuli, for instance, mentioned that now she felt comfortable translating for her parents. Adan mentioned that now he was having conversations with his parents about ideas and with a purpose which he explained he hadn't done before.

The experiences in the course also influenced Carolina to double major in Spanish, and motivated Adan to commit to continue developing his Spanish skills beyond the

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completion of the course. Additionally, developing students' critical language awareness led them to appreciate language diversity and challenge language ideologies, but also shifted their resistant capital, which can help students deconstructs structures that oppresses, in this case, language diversity.

Discussion

The findings of this study show that these four first-generation students, who might encounter many obstacles in higher education, came to the SHL course with strong forms of capital. Carolina, Yuli, Adan, and Emma had strong aspirational capital which references students' academic goals and their resilience to accomplish them. For instance, Carolina in eight grade joined an honors program that prepared her to apply and understand what to expect from the university. She mentioned that she was the first person from her immediate and extended family to attend a four-year university. Yuli was committed to becoming a lawyer or a translator in order to help her Latinx community in the justice system. Adan, since a young age, decided that he was going to become a dentist. Emma had to sacrifice being with her mother, who got deported, in order to attain a higher education. All these students, except Adan, were in their first or second year at ASU, and they all had high hopes to one day accomplish their dream and graduate from ASU. Although, Carolina and Emma were not 100% sure what to major in, one thing they knew for sure was that they wanted to give back to their Latinx community.

These four SHL students not only had high aspirational capital, but they also counted on unconditional support from their families (familiar capital) and several organizations (social and navigational capital). Adan, for instance, was the treasure of Be a Leader, an organization whose objective is to help people of color attain a higher

education. Yuli did not necessary belong to any organization, but as she assertively stated, she was her support system. Thus, the table 5 below, includes all the strong types of capital that Carolina, Yuli, Adan, and Emma brought to the SHL course. The strong types of capital exemplify the high value and determination these first generation Latinx students have towards pursing a higher education. How can SHL education recognize these forms of capital and support Latinx students in their academic journey by strengthening, contributing to the students' forms of capital and also leading them to recognize and shift their perspective about their forms of capital?

Table 6: Summary of the Diverse Capital Carolina, Yuli, Ada, and Emma brought to the SHL Classroom

Types of capital	Participants types of capital
Aspirational capital	Carolina • "Although I still did not know what exactly she wanted to do, one thing that it's clear is that I want to do something with Spanish." • Carolina has no doubt that she will succeed and graduate, her only concerned was choosing what she wants to study and deciding her career. • Education is a priority in her family, she the first of her immediate and extended family to go to a four-year university. Yuli • Her first year at ASU was difficult • She is committed to becoming a translator or a lawyer because she doesn't like the current justice system. • Five-year plan: "working in a law firm, being successful, having a house and a car" Adan • "I knew since I was a kid that I wanted to become a dentist" • As a first-generation student, he is aware that his bothers are looking up to him. Education is a priority in his family Emma • Mother was deported, stayed with aunt to finish High School.

	• She decided to go to school because she didn't want to stay at home or have a low paying job and have that be her life. • She had no set plan on the career she wanted to pursue after college, might stay in AZ or move in with boyfriend in England
Familial capital	**Carolina** • Family support: Mother motivated her to live at the dorms even though she was sad that her only daughter was not living at home. Her father gave her rides from and to work **Yuli** • As a first-generation student, she is the middle child, older sister could not go to college • The expectation to go to college was passed down to Yuli, this expectation puts a lot of pressure on her • • Yuli's parents often tell her, "I don't want you to like drop out, I don't want you to get distracted or start doing something else cause it's going to get in the way of your education." • Deciding to go to college, until the day of the interview, had been what Yuli felt the most proud of. **Adan** • Family support: bought groceries for him, motivated him to live at the dorms even though he is only 20 minutes away **Emma** • Family support: mother would check up on her via text or phone call. Grandmother would travel back and forth from Mexico to the U.S. to check up on her Emma and her sister
Social and Navigational capital	**Carolina** • Member of an honors program since 8th grade **Yuli** • "I am my own support system." • Yuli doesn't want to depend on anyone else, and she says that many times as a Mexican woman, it is expected that you get marry and get with someone that can take care of you **Adan**

	• His parents encouraged him to join a church group in order for him to meet new people and to have a support group at school. He did jointhe group for his year. • Treasurer of Be a Leader • He is concerned about shadowing a dentist Emma • Emma also mentioned that in middle school and high school they (teachers) would always tell her that she should apply to college and would inform her about FAFSA. Going to college is what everyone expected, she shared, it was the next step after high school. Therefore, it was what everyone was doing and that is why she decided to also go to college.
Linguistic capital	Carolina • Parents motivated her to only use Spanish at home • "Toda mi vida me han dicho que mi nivel de español es bastante bien para mi edad, y varios se sorprenden cuando puedo mantener una conversación formal y directa con ellos" • In SPA 315, she hopes to learn about the use of the accent marks, and comprehend the grammar Yuli • She listens to a lot of Spanish music and frequently watches 'novelas.' She goes to 'jaripeos' and 'bailes' to dance and listen to her favorite bands. • She uses 80-90% more Spanish than English. Adan • "I want to stop feeling dumb when I speak Spanish to other people" • He always translates for his parents Emma • She studied in Mexico from 4rd to 7th grade, there she learned to read and write in Spanish • Enrolled in Spanish because it was a requirement for her major • I want to feel more confident […] I stutter a lot or like or l like I struggle to find the right words, and like, my grandma makes fun of me"

In the table above, I have listed the multiple forms of capital that students brought

to the classroom. It is important to acknowledge such diverse knowledge that students bring

to the course not only to develop an inclusive curriculum but also for students to recognized and be aware of the knowledge they already bring to the course. Next I will explain the impact this course had in reinforcing students' capital and also shifting their perspectives about their forms of capital.

The findings reveal that implementing a critical language awareness approach can reinforce and shift the perspective about students' aspirational, resistant, and linguistic capital. For instance, for Yuli, Emma, and Adan, recognizing their linguistic capital helped them build linguistic confidence. This linguistic confidence motivated Yuli to use more Spanish with her parents which in turn strengthen her relationship with her parents. Similarly, for Adan, although he used Spanish in several context (family and church) he had not realized the value of his Spanish and how beneficial it will be for him to incorporate this language in his future profession. Adan not only committed to continue developing his Spanish beyond the course, but he realized how now that he is more confident with Spanish, he is able to hold more profound conversations with his parents. Reinforcing Adan's, Carolina's and Emma's linguistic capital also impacted their aspirational capital as all of them decided to either major or minor in Spanish.

Lucy, the instructor, was key in creating a welcoming environment among all students. Also building a caring relationship with her students contributed to reinforcing students' familial capital. Lucy became their support system, as reflected in Carolina's response when she said "creé una relación con dos profesoras excelentes con quienes definitivamente estaré en contacto para pedirles ayuda con mis preguntas e incertidumbres." Martínez and Foulis (forthcoming) state that having continuous interactions with SHL students even after completing the course can be crucial in helping

students navigate higher education and develop their agency. This is because buttressing

students' familial capital in the SHL classroom reinforces their aspirational capital. Thus,

the course could also be key for students to build their social and navigational capital.

Table 7: Summary of the forms of capital Carolina, Yuli, Ada, and Emma, after completing the SHL classroom.

Types of capital	Participants types of capital at the end of the semester
Aspirational capital	Carolina • Declared Spanish as one of her double majors • "salí, saliendo que quiero un double major es español" Yuli • that we did as a group where we had to find like our backbone to our careers and how like our language could impact us in that career • to become a lawyer in order to the Mexicans in the social justice system I feel like it made me focus more on this semester to like break up from my last semester. I did better in class, in all my classes. So I guess worked harder Adan • he wants to use his Spanish in his future profession, and he knows that it will take effort from his part to learn the vocabulary in Spanish to use it at work but he is willing to do it • Lucy telling Adan that she had worked with dentist in her undergraduate years and that she would be more than happy to put him in contact with one of the dentists she knows. Emma • "I did more de lo que esperaba like academically, writing, reading and stuff, they were challenging but I enjoyed the topics and that motivated me to do the work."
Familial capital	Carolina • También creé una relación con dos profesoras excelentes con quienes definitivamente estaré en contacto para pedirles ayudo con mis preguntas e incertidumbres. Esta clase me ha ayudado en más maneras de las que puedo pensar ahorra, pero no hay duda qué nunca olvidare los momentos que compartimos en clase. Yuli

	Adan
	  • I felt automatically like I was at home pretty much, when I went into class, even though there were like a bunch of computers around (he is referring to the setting of the classroom), I still felt comfortable."
	  • his three years at ASU, none of his courses have made him feel comfortable
	  • he liked the professor a lot and the fact that his peers where not shy to share what they had in mind, provoked him to also participate in the discussions
	  • Lucy's value and importance to speaking Spanish as well as its maintenance which was reflected in all the activities and discussion.
	  • Lucy also asked Adan and other students about the progress in their other classes.
	Emma
	  • Lucy's announcements of resources

Resistant Capital	Carolina
	  • Critical language awareness
	  • "conociendo mejor el privilegio que tenemos de vivir en EEUU y poder usar nuestro idioma cuando queramos donde queramos y también"
	  • scenario of linguistic discrimination
	Yuli
	  •
	Adan
	
	  • Learning this information allowed him to humanize the people with diabetes because, as he said, he tended to blame the people for their health. As a Biological Science major, this assignment was crucial for Adan to better understand the bigger picture of the health disparities in the Latinx community.
	
	  • He further stated that it was kind of weird that he did not think about the importance of using Spanish as a dentist, but now he understands that it is because in the U.S. it is only promoted the use of English in professions while in other countries other professionals study other languages from early age.
	
	Emma
	  • we did the tabling thing [Spanish Heritage Language Awareness day], when we were promoting the program and I really like that too because I got to tell people, like

	I was not forcing it, I was genuinely telling people about a course I really liked, and I was enjoying it.
	• "it like opened my eyes to a few things, like I became more aware about the issues that are happening, so I feel like you become like more passionate about it. It made look into all these clubs at ASU that I might want to join."
	• "I feel like more schools should add Spanish classes even in elementary, and middle school with younger kids because once they start learning from younger it would be easier for them to learn it."
Social and Navigation capital	Carolina Yuli • Esta clase me animó a participar más y a involucrarme más con mis compañeros de clase. Eso es muy difícil para mi porque yo nunca hablo en mis otras clases. Me sentía bien cada vez que hablaba porque fue difícil para mí no ser tímido y hablar en clase. • También me lleve muy bien con mis compañeros porque era una clase chica y era mas fácil para aprender y conocer a todos. • "academically I got better, like, uh, putting better effort in my assignments and actually like learning, but I've learned way more in one year in college than I learned throughout my four years of high school." Adan • learned how to use the APA format but before "I use a program called Zotero and then it would just save all the information about it and I would copy and paste it, so I didn't actually know how to do it, but now like I have a good grasp on it." Emma
Linguistic capital	Carolina • Validating Spanglish and language diversity • Learned how to how to use the accent makers • "reconocer más el privilegio que también yo tengo de poder hablar dos idiomas y hablarlos fluidamente" • "está fundada en saber eso de ahí que ahí estudiantes de cultura Latinx que ya tienen esa base en términos de su cultura como hablar de referente regiones de diferentes países y yo diría que el curso depende en que los estudiantes ya tengan cierto

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	Yuli • Esta clase me ha ayudado a comprender mejor el idioma y me ha interesado más en la historia del idioma. • Metalinguistic awareness • Linguistic confidence Adan • "is a privilege now because like I can only keep growing and taking this course and taking Japanese at the same time" • The course acknowledged that there's the existence of Spanglish. It's like, sometimes I can use Spanish, but also use English mixed into one another • He feels more comfortable speaking with others of his age and older in Spanish in comparison to when the semester started when he had shared that he was shy to speak to people his same age in Spanish • before I just talk to them, to talk to them, but now like I talk to them with a purpose like sharing my ideas with them." • He plans to use similar strategies to also maintain and develop his skills in Japanese • El español pa mi no tenía valor y era solamente un accesorio de quien yo era. Pero ahora lo pienso diferente, el español es tal una lengua para comunicarse como ser un camino a una cultura que nunca pudieras participar completamente en sin poder entender la lengua • Emma • pero ahora siento que, I don't know, I just learned to not be harsh on myself, like I don't know it and that it's ok, now I don't feel as embarrassed. • "Puedo decir que si he visto una gran diferencia cuando hablo con mi familia, aunque sigo cometiendo errores aquí y allá, pero noto que hablo un poco mas con confianza. También he notado que casi no me da pena cuando me equivoco o cuando no puedo encontrar la palabra que busco y creo que es porque he aprendido que no tengo que ser tan dura conmigo misma."

CHAPTER V:

CONCLUSIONS AND PEDAGOGICAL IMPLICATIONS

Equality is not enough; we need equity in education. César Chávez argued that "once social change begins; it cannot be reversed. You cannot un-educate the person who has learned to read. You cannot humiliate the person who feels pride. You cannot oppress the people who are not afraid anymore." Attaining a higher education has being position as the pathway to success and social change. Also, as all of the families of the four participants of this study believe, getting a higher education it is also the only way for their students to have a better life than the one they have. Although these parents and students did everything to get accepted to a university, and there is no doubt that they will continue to their best to reach their academic goal, the Latinx students might encounter systematic obstacles in their academic journey. This is because students of color students continue to encounter educational disparities and are severely underrepresented in the pipeline throughout all levels of higher education (Hanson, 2021; Pérez Huber et al., 2012). In fact, the educational system is one of the most unequal institutions (Barshay, 2020; Duncan, 2021). Students of color not only face several disparities in the educational system, but they are also blamed for their "poor" performance and low levels of achievements because it is assumed that these are due to their culture and lack of effort (Darling-Hammond, 1998).

The fight for equity in education began many years ago. The 1960s, for example, was an era of struggle for Civil Rights where the Latinx community reclaimed dignity and demanded better treatment in a society that was their home. This was a movement where Spanish also acquired a stronger symbolism associated with ethnic identity and provided

the foundation to transform curriculum and pedagogy that would acknowledge the presence of the diverse student population in schools (Sleeter, 2013). The youth in East Los Angeles demanded a better education that would prepare them for higher education and give them the knowledge to achieve their educational dreams. These young Latinx students were inspired by the United Farmworkers Movement led by Larry Itliong, Dolores Huerta, and Cesar Chavez in Delano, California, where after five years of struggle, the farmworkers won the right for better job conditions, better pay, and the right to be part of a union. The struggle and lucha of the farmworkers provided these youth with the tools to stand up and fight against the prejudice and discrimination they were facing in their schools in East Los Angeles. These empowered young Latinx students to demand culturally relevant material and courses, the implementation of bilingual programs, quality education, college readiness tracks, and more. In 1968, four thousand students at five East Los Angeles high schools walked out of their classes to make their voice heard (Chicano! PBSDocumentary, 1996). This was just the beginning of the demand for a better education in the U.S. —an education that acknowledged their culture and appreciated their value as human beings.

Many years later, the fight for equity still continues. As Darder (2015) stated "education is not neutral it is a political act." Education can be a system that continues to oppress Latinx students, and it can also be an instrument where students can discover "how to participate in the transformation of their world" (Freire, 2000, p. 34). It is essential that the Spanish Heritage Language Education joins this fight for equity in education. As stated before, the SHL field is growing rapidly, with the increase of Latinx students it is necessary to create, execute, and propose a

EQUALITY   **EQUITY**
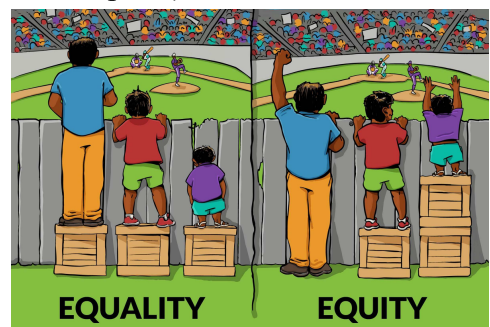
SHL curriculum with equitable resources that will engage students in high impact educational practices and will contribute to their retention (Martínez & Foulis, forthcoming; Pascual y Cabo and Prada, forthcoming). Providing the adequate support for students to become agents of their education is one way to challenge one of the social injustices minoritized students continue to face, where many are pushed-out of educational institutions and are excluded from obtaining a degree. In reference to the picture above, the SHL education can provide the adequate and necessary steps for Latinx students to view and enjoy the baseball game. All students will not only have the equal opportunity to enter the game but also the same accessibility to enjoy the game. Returning to the context of education, the UC system, one of the nation's largest four-year public university, published that they (Fall 2021) have admitted it's largest, most diverse undergraduate class. Particularly, The Latinx community make up 37% of the prospective freshmen and given the reality of the educational system and the cracks in the pipeline, there needs to be a focal point in what equitable resources these students will be provided in order to assure they graduate from these UC institutions. These equitable resources must be implemented not only in UC institutions, but in all four-year universities throughout the U.S. The present study demonstrates the several ways SHL course impacts Latinx students and proposes the different ways SHL courses could support Latinx students. First, the data reflects that all the four participants came to the course with strong aspirational, familial, social, and navigational capital. Carolina, Yuli, Adan and Emma, all first-generation students, valued higher education and they were determined to reach their goals. Adan and Yuli where committed to becoming a dentist and a lawyer, respectively. The four participants also received from their families was crucial in their pursuit of a higher education. Although

their parents did not complete high school due to different life circumstances, they still placed a high value on education and instilled the importance of going to college since the participants were very young. This strong value contributed to building students' strong familial and aspirational capital. The parents, such as Emma's and Adan's fathers, were the ones who informed their kids about a program that helped them prepare, apply, and navigate college, which not only build students social capital but also their navigational capital.

Once in the course, the curriculum and the instructor's philosophy, led students to gain linguistic confidence, reclaim the value of their language, become an activity learner, develop and agency. Also, students like Emma and Carolina decided to minor and major in Spanish as a result of taking this course. Particularly, in analysis the students' discourse (markers), Carolina's knowledge change is reflected in her metalinguistic awareness and critical language awareness development. Yuli not only developed her metalinguistic awareness but also reinforced her linguistic confidence, which strengthen her relationship with her family and friends. Similarly, Adan pointed out that this course led him to appreciate knowing Spanish and being fluent in this language. He became motivated to keep learning Spanish and also Japanese. Not only does he value more his bilingualism now, Adan said that one thing that stood out to him the most, was that the course included topics about Spanglish and this made him feel validated. Emma's knowledge change contributed to taking an active role in her education and also becoming an advocate for the Spanish course she has enrolled in and the implementation of bilingual education in the K-12 system.

These results highlight how the SHL course not only contributed to students' metalinguistic awareness and critical language awareness, but the impact of such courses go beyond their language and their critical awareness of their dialect. The knowledge change and recognition of their forms of knowledge transcended to their careers, the relationship with their families, and also to their role of students. These findings provide valuable insight of the impact SHL course, and present a glimpse of how such course, curriculum and instructor, could lead students to become agents of their education and active learners. For instance, students such as Emma who although, as she mentioned, was dealing with her mental health, she became an active learner. At the beginning of the semester, she would not participate but we see that towards the end of the semester she became one of the students who would always participate. In fact, she also volunteered to promote the Spanish Heritage Language courses. Yuli, explained that her experience in SPA 315 motivated her to participate in her other classes, which she explained is something she would not do before this course, she would not participate in her other classes. Therefore, the participants, after taking this course, decided to either major or minor in Spanish, committed to continue developing their literacy in Spanish on their own, and also took an active role of their education. These findings provide a glimpse of the effect such course can have when both the curriculum and instructor implicitly recognize and shift students' diverse forms of knowledge. Consequently, these effects point to the different ways a SHL course could support students in their educational journey. Future studies should focus on the effect of implementing curriculum that explicitly recognize, incorporates, and shifts students' diverse forms of capitals. Similarly important, future

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studies must analysis the effect of such courses beyond one semester in order to explore how they contribute to the retention of Latinx students in higher education institutions.

Pedagogical Implications

The findings of this study emphasize the importance of implementing a CLA curriculum in the SHL classroom. As reflected in the study, the knowledge gained in class led to a deeper understanding of pervasive language ideologies that harm SHL and to recognize the importance of Spanish maintenance. A CLA approach was key in recognizing and also impact students' linguistic, resistant, and aspirational capital.

The relationship of support that Lucy was able to have with her students points to the importance of implementing mentorship in SHL courses. This is because mentorship disrupts the dominant discourse of academic achievement, and this is why I suggest that in order to start addressing this social injustice we must implement mentoring on the run in SHL courses. Mentoring on the run is a concept designed by Glenn Omatsu, who defined this concept as a sincere desire to be open to the diverse needs of students, relationship-building, and collaborative, not hierarchical. Mentoring on the run, in comparison to traditional mentoring, happens in every and any interactions instructors have with the students. It's essential to understand that instructors should be trained to become effective mentors. Any type of mentor training should be incorporated in their professional development workshops provided by the language department.

In addition to implementing a CLA approach and a mentoring program, SHL courses must implement activities and programs that are designed based on Yosso's Community Cultural Wealth in order to explicitly recognize, incorporate, and shift students' forms of knowledge. I have provided a list of recommendations in table 7. For

instance, to recognize students' aspirational capital, at the beginning of the semester in addition to asking students about their language experience, there should be essays to reflect on students' decision of why they continued their education beyond high school. These reflection essays should also ask students about their families' perspectives about higher education and discuss what they think are going to be some obstacles they might encounter in their academic journey. Instructors should invest time to discuss such obstacles. Together, students and instructors, should also discuss what resources are available on campus to help students overcome such obstacles. Furthermore, the instructor should include an activity to discuss the U.S. educational pipeline, the disparities Latinx students encounter in higher education institutions, and the concept of meritocracy. Discussing the concept of meritocracy is vital in order to understand that if Latinx students are not able to overcome the obstacles faced in their journey, it's not their fault but rather is due to the obstacles placed in society and the design of higher education institutions.

To reinforce students' navigational capital, the instructors of SHL could collaborate to put together a document with students' resources about scholarships, counseling center, library search tools, and study skills. In addition to teaching writing skills and reading skills in Spanish, instructors could design and implement activities to help students learn effective study skills. Students should also be reminded that the skills learned in such activities could be implemented in their other courses. Moreover, instructors could reserve a day to invite representatives that work in the financial aid office, counseling center, undocumented student resource center, tutoring center, among other centers at the university to visit their class and talk to the Latinx students about all the resources available.

Table 8: Implementation of Yosso's (2005) Community Cultural Wealth framework in the
        Spanish Heritage Language course

Types of capital	Activities and programs recommendations
Aspirational capita	• Connect activities/assignments to students' academic goals • Reflection essays: Why did you decide to continue your education after high school?
Familial capital	• Mentoring on the run, mentoring center (homework, socialize, "home away from home"), community building activities, check in with students
Social capital	• Critical service- learning approach: connected to students' careers, networking opportunities
Navigational capital	• Invite representatives from financial aid, counseling center, library, provide resources, and activities: study skill tips
Resistant capital	• CLA, community events on campus for families too, and educational pipelines: middle school, high school, community college and university
Linguistic capital	• CLA and Critical service- learning approach

The above table provides some concepts already implemented in many SHL courses such as critical service learning and CLA, but I included them to reflect how each approach reinforces students' social, resistant and linguistic capital. Specifically, SHL courses implicitly reinforce students' resistant and linguistic capital because they are designed to help students develop positive attitudes about their linguistic abilities; reclaim the value of their Spanish; deconstruct language ideologies that marginalize their language; and challenge the ideologies that also position their bilingualism as a problem (See Beaudrie et al., 2012). However, it is vital to also recognize and shift other forms of capital in order to help students navigate their educational journeys and graduate, which increasing graduation rates could narrow down the Latino Achievement Gap. As Carreira

argued, it is important for instructors in the field of SHL to contribute to narrow the Latino Achievement Gap because such gap has serious and far-reaching consequences in the students' personal and professional lives. Thus, the current research study provides insights of the different ways SHL courses could support Latinx students beyond developing their metalinguistic awareness and critical language awareness. Particularly, the findings show the SHL course recognized and shifted students' diverse forms of capital. The recognition and shift led students to become active learners who increased their participation in the Spanish course and other classes, decided to either major and minor in Spanish, and committed to continue developing their language skills on their own, once they completed the course. Becoming an active learner, reclaiming their value of their Spanish and incorporating it in their profession, and committing to develop their language could be key aspects and source of support in their academic journey.

Limitations and Direction for Further Research

The results of this dissertation, although significant, are not a complete representation of all SHL speakers in the U.S., given that the data was only collected from one single Spanish Heritage Language class and included four case studies. Recruiting the other SHL speakers who did not volunteer to participate in the study might have yielded different outcomes from the class.

To enhance the credibility and rigorousness of the current research, I used data triangulation (Rossman & Rallis, 2017). Data was collected via multiple methods such as semi-structured interviews, three reflective essays, class observation and a Demographic

and Language Use Questionnaire that were gathered at different points of time: beginning, middle and end of the semester.

There are many directions to further this study, in particular the study of how the SHL education can contribute to narrow the Latino Achievement Gap. The current study only focused in Arizona and it would be insightful to investigate how SHL courses recognizes and reinforces students' forms of capital in other programs with high and low number of Latinxs students. These findings can provide a framework of how to help Latinx students overcome the obstacles they might encounter in higher education which could be possible by implementing a mentorship program that will allow continue interactions even after they had completed the Spanish course. Beyond this dissertation, the researcher's main interest is to promote the different ways SHL education can do and commit too helping Latinx students in their higher education career.

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APPENDIX A

INTERVIEW GUIDE FOR STUDENTS FOR THE BEGINNING OF THE SEMESTER
(SOME QUESTIONS MODIFIED FROM KAGAN & CARREIRA, 2011)

1.   Tell me a little about yourself?
        What words describe you?
        Why did you choose to attend this University?

2.   Tell me about your college experience thus far.
        Socially
        Financially
        Academically
        Relationship with your family
        Has your college experience thus far has been successful?

3.   What are your expectations for the course, SPA 315?

questions to address different capital
                        (some questions modified from Valdez, 2015)

Familial Capital: (Recognizes the knowledge students bring from home (morals, caring)

   1) How does your family view education?
   2) How do you view education?
   3) Why did you decide to continue your education after high school?

Aspirational capital: (Resiliency to stay hopeful and fight to accomplish dreams and goals)

   1) What do you plan to do after college?
   2) What are your career plans?
   3) What is your dream job?
   4) What do you think you will be doing in 5 years?

Navigational Capital: (Skills and agency of students to maneuver social institutions)

   1) Was there anything in particular that helped you prepare for college? (Support
   systems: Family, Clubs, Community, School counselors and Teachers)
   2) Describe your support systems in the university (Family, Clubs, Community,
   School counselors, Teachers, Programs, Peers, and Professors)
    3) Do you feel prepared to succeed in college? If not, what might help ensure
   graduation?
    4) What has been your biggest academic challenge thus far?

Social Capital: (Networking with people in their community to find resources)

    1) Who is your community?
    2) Do you think your community has contributed to you being here at the university?
       If yes, it what ways?

Resistant Capital: (Agency and resiliency to challenge inequalities and structures of oppression)

1) Have you felt any challenges during your educational journey? Please explain
2) Have you felt any resistance along your educational journey? (from peers, professors, the institution as a whole, family, community)
3) What are you the most proud of thus far in regards to your educational journey (good grades, thinking more critically, getting into to college, etc.)

Linguistic Capital: (Validation of the language skills students bring from home (storytelling, bilingualism)

1) Are you bilingual/Multilingual? Please explain
2) Tell me about your abilities with Spanish
3) Tell me about your abilities with English
4) Do you consider speaking Spanish an asset?
5) What do you think about your bilingualism?
6) Tell me about what you think about Spanish maintenance

APPENDIX B

INTERVIEW GUIDE FOR STUDENTS FOR THE END OF THE SEMESTER
(SOME QUESTIONS MODIFIED FROM KAGAN & CARREIRA, 2011)

1) Tell me about your college experience this semester.
   Socially
   Financially
   Academically
   Relationship with your family
   Has it been successful?

2) Tell me about your experience in Spanish 315? Do you think that the transition to online changed your experience, if so how did it change?

3) Tell me about any difference or change you see from before enrolling in the course until now (Spanish use, your preparedness as a student, your knowledge about your language and culture?

4) What were your expectations for the course, and do you think they were met?

5) To what extend do you think the course recognized the knowledge you already had about Spanish and the Latinx culture?

6) How do you feel your knowledge has changed or not since you enrolled in this course?

7) Could you describe the assignment or class activity from this course that had the most impact on your personal life?

8) Could you describe the assignment or class activity from this course that had the most impact on your academic life?

9) Do you feel that the course only focused on developing your language skills? Please explain

10) Do you feel or think that the course could or had any impact on your journey at ASU? If yes, how?

11) If you could, what would you change from the course?

12) Is there anything else you want to share about your experience in the SPA 315 course?

Follow-up questions to address different capital
(some questions modified from Valdez, 2015)

Familial Capital: (Recognizes the knowledge students bring from home (morals, caring)

1. Do you think the course had any impact on your view of education? Please explain
2. Do you think the course had any impact on you as an ASU student? Please explain

Aspirational capital: (Resiliency to stay hopeful and fight to accomplish dreams and goals)

3. What are your career plans?
4. Do you think this class, SPA 315, had any impact on your career plans? Please explain
5. What do you think you will be doing in 5 years?

Navigational Capital: (Skills and agency of students to maneuver social institutions)

6. Describe your support systems in the university (Family, Clubs, Community, School
   a. counselors, Teachers, Programs, Peers, and Professors)
7. Do you feel prepared to succeed in college after taking this class? If not, what might help ensure graduation?
8. What has been your biggest academic challenge thus far?

Social Capital: (Networking with people in their community to find resources)

9. Who is your community this semester?
10. Do you think your community this semester has contributed to you being here at the university and being able to navigate the university?

Resistant Capital: (Agency and resiliency to challenge inequalities and structures of oppression)

11. Have you felt any challenges during your educational journey, specially this semester? Please explain
12. Do you think SPA 315 has helped in any way in overcoming this challenge or on achieving this proud moment?
13. What are you the most proud of thus far in regards to your educational journey (good grades, thinking more critically, getting into to college, etc.)

Linguistic Capital: (Validation of the language skills students bring from home (storytelling, bilingualism)

    1) Tell me about your abilities with Spanish
    2) Tell me about your abilities with English
    3) Do you consider speaking Spanish an asset?
    4) What do you think about your bilingualism?
    5) Tell me about what you think about Spanish maintenance
    6) How has all these abilities or way of thinking have changed or not after SPA 315?

APPENDIX C

INSTRUCTIONS FOR REFLECTIVE ESSAY IN SPANISH AND ENGLISH

¿Qué es una reflexión?

La reflexión es como una meditación, es pensar en algo detenidamente. Cuando uno reflexiona sobre un tema usualmente se espera que se llegue a una conclusión crítica y lógica. Por lo tanto, la reflexión es un espacio para que ustedes piensen detenidamente sobre los siguientes temas, y a partir de esa meditación escriban su reflexión.

Instrucciones:
La extensión será de 1 página con márgenes de 1 pulgada, doble espacio, Times New Roman 12 y con un título original. La reflexión se depositará electrónicamente en BB. El encabezado (heading) debe estar a un solo espacio (single spaced) y solo debes escribir tu nombre, fecha y el nombre de la asignatura (i.e. reflexión #1)

Reflexión #1:
Tema: Escribe una reflexión en donde examines tus desafíos y metas para esta clase de español.

Reflexión #2
Tema: Escribe una página en donde reflexiones sobre este semestre en la clase de español, tu uso del español en la clase y fuera de la clase, tu desarrollo y logros en español (según las metas del inicio del semestre)

Reflexión #3
Tema: Escribe una página en donde reflexiones sobre este semestre en la clase de español, tu uso del español en la clase y fuera de la clase, tu desarrollo y logros en español (según las metas del inicio del semestre)

APPENDIX D

LANGUAGE USE AND CONFIDENCE QUESTIONNAIRE

(modified from the Language Experience and Proficiency Questionnaire: LEAP-Q)

Instructions: Please answer all the applicable questions if possible. Thank you for your

cooperation.

Demographics

Last name: pseudonym:

Age:

Gender:

Date of Birth:

Birthplace:

Age when you came to the United States (if you were not born in the U.S.)

What is your major:

What is your class level:

1) Please list all the languages you know in order of dominance:

a.

b.

c.

d.

2) Please list all the languages you know in order of acquisition (your mother language first):

a.

b.

c.

d.

3) Please list what percentage of the time you are currently and on average exposed to each language (Your percentage should add up to 100%)

    Language: Percentage:

    Language: Percentage:

    Language: Percentage:

4) When choosing to read a text available in all your languages, in what percentage of cases would you choose to read it in each of your languages? Assume that the original was written in another language, which is unknown to you (Your percentages should add up to 100%)

    Language: Percentage:

    Language: Percentage:

    Language: Percentage:

5) When choosing a language to speak with a person who is equally fluent in all your languages, what percentage of time would you choose to speak each language? Please respond percent of total time. (Your percentages should add up to 100%)

    Language: Percentage:

    Language: Percentage:

    Language: Percentage:

6.) Which languages do you use in the following activities?

    Listening to radio

    Listening to music

    Watching TV

    Watching Movies

Watching YouTube

Reading for school

Reading in social media

Writing emails

Chatting with friends on social media

Chatting with family in social media

7.) Which languages did you learn or receive instruction in these levels?

Elementary School:

Middle School:

High School:

College/University:

8.) What language does

   a. your mother speak?:_____

   b. your father speak? _____

   c. your siblings speak? _____

   d. your grandmother speak? _____

   e. your grandfather speak? _____

9) 8.) What language do you use with

   a. your mother?:_____

   b. your father? _____

   c. your siblings ? _____

   d. your grandmother? _____

e. your grandfather? _____

f. your friends? _____

10. Rate your own proficiency from 0 (none) to 5 (fluent)
Listening _____

Speaking _____

Reading _____

Writing _____

APPENDIX E

IRB APROVAL

ASU | **Knowledge Enterprise Development**

EXEMPTION GRANTED

Sara Beaudrie
CLAS-H: International Letters and Cultures, School of (SILC)
480/965-1110
Sara.Beaudrie@asu.edu

Dear Sara Beaudrie:

On 1/8/2020 the ASU IRB reviewed the following protocol:

Type of Review:	Initial Study
Title:	A look into the heritage language classroom: which types of capital do students bring and how are they reinforced (or not) in the classroom
Investigator:	Sara Beaudrie
IRB ID:	STUDY00011255
Funding:	None
Grant Title:	None
Grant ID:	None
Documents Reviewed:	• Consent Form, Category: Consent Form; • Consent Form for instructor , Category: Consent Form; • Instructions for Reflective Essay in Spanish and English , Category: Measures (Survey questions/Interview questions /interview guides/focus group questions); • Interview guide for instructor, Category: Measures (Survey questions/Interview questions /interview guides/focus group questions); • Interview guide for students for the beginning of the semester , Category: Measures (Survey questions/Interview questions /interview guides/focus group questions); • Interview guide for students for the end of the semester, Category: Measures (Survey questions/Interview questions /interview guides/focus group questions);

	• Language Use and Confidence Questionnaire, Category: Measures (Survey questions/Interview questions /interview guides/focus group questions); • Protocol: Narrowing the achievement gap through heritage language courses: A look at students' capital and their role in the heritage classroom, Category: IRB Protocol;

The IRB determined that the protocol is considered exempt pursuant to Federal Regulations 45CFR46 on 1/8/2020.

In conducting this protocol you are required to follow the requirements listed in the INVESTIGATOR MANUAL (HRP-103).

Sincerely,

IRB Administrator

cc: Angelica Amezcua
       Sara Beaudrie
       Angelica Amezcua