

GRAMMAR INSTRUCTION STRATEGIES IN SPANISH HERITAGE LANGUAGE LEARNERS' TEXTBOOKS

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Resumen

La instrucción de gramática ha sido debatida en la pedagogía del español como lengua de herencia durante los últimos diez años aproximadamente (Correa 2011; Lynch 2008; Montrul 2012, 2013; Montrul and Bowles 2009, 2010). Uno de los problemas principales está relacionado no solamente con enfoques de enseñanza sino con qué gramática debería enseñarse (Lynch 2008; Llombart-Huesca 2012; Montrul and Bowles 2010). Como consecuencia, el propósito de este artículo es analizar cuatro libros de textos populares que se han utilizado en instituciones universitarias durante los últimos quince años para aprendientes de español como lengua de herencia para evaluar si son consistentes con investigación reciente sobre la selección de formas gramaticales meta y de actividades y estrategias para la instrucción de gramática. El análisis muestra que hay una evolución en las estrategias de enseñanza de gramática desde un enfoque en el conocimiento metalingüístico a la ausencia de ello y de la instrucción explícita de la gramática a las actividades comunicativas basadas en tareas.

Palabras clave: instrucción de gramática; pedagogía de lenguas de herencia; enfoques de enseñanza; conocimiento metalingüístico; actividades comunicativas basadas en tareas.

Abstract

Grammar instruction has been debated in Spanish heritage language pedagogy for approximately the last ten years (Correa 2011; Lynch 2008; Montrul 2012, 2013; Montrul and Bowles, 2009, 2010). One of the main issues involves not only teaching approaches but also what grammar we should teach (Lynch 2008; Llombart-Huesca 2012; Montrul and Bowles 2010). Therefore, the purpose of this article is to analyze four popular textbooks that have been used in higher education institutions for the last fifteen years for Spanish heritage learners in order to assess if they are consistent with recent research regarding the selection of grammatical target forms and activities and strategies for grammar instruction. The analysis shows that there is an evolution in grammar teaching strategies from a focus on metalinguistic knowledge to the absence of it and from explicit grammar instruction to task-based communicative activities.

Key words: grammar instruction; heritage language pedagogy; teaching approaches; metalinguistic knowledge; task-based communicative activities.

1. Introduction

Recently, there has been a growing awareness that heritage language learners (HLL) have different linguistic skills and needs than L2 learners. Even though heritage language courses usually have a preference for content or community-based instruction (Llombart-Huesca 2012), it has been especially noted that there is a need for a critical examination of teaching methodologies and materials (Carreira 2000, 2003; Lowther Pereira 2010; Martinez 2003; Valdés 2001; Villa 2002). There are some recent studies on the benefits of grammatical instruction for HLL (Fairclough 2005; Montrul and Bowles 2009; Potowski, Jegerski and Morgan-Short 2009). In fact, Fairclough claimed that instruction was necessary to improve HLL production of otherwise incomplete forms. In the same

vein, explicit instruction might be helpful to acquire the metalinguistic knowledge they lack. Lynch (2008) suggested that future textbooks for emerging heritage learners should be based on a communicative approach in which the problematic grammatical forms are explicitly taught. Furthermore, Llombart-Huesca (2012) proposed using a modular approach for HLL based on Ellis (2002) where the instructor could modify the grammar items of the code module (isolated focus on form instruction). The goal of this approach would be to draw awareness to the target form, where students cannot use the avoidance strategies for specific target forms. Llombart-Huesca argued that metalinguistic knowledge can only empower students by identifying the differences between standard and non-standard forms.

In this article, four popular textbooks for Spanish HLL (*Entre mundos* by Alonso-Lyrintzis and Zaslow, 2003; *Sí se puede* by Carreira, and Geoffrion-Vinci, 2008; *Conversaciones escritas* by Potowski, 2010 and *Mundo 21 hispano* by Samaniego et al., 2014) are analyzed regarding grammar instruction, specifically the grammatical forms that are taught and the tasks that are used for practice and language acquisition. Since L2 instructional techniques have been found to be effective in the Spanish heritage classroom (Potowski, Jegerski and Morgan-Short 2009), are these types of tasks found in these textbooks?

2. Literature review

Research on HLL shows that these learners have undergone incomplete acquisition and attrition of their grammatical systems due to the English shift they experience after formal schooling. Thus, when they start taking Spanish courses they go through acquisition or re-acquisition processes (Potowski, Jegerski and Morgan-Short 2009).

Traditionally, instructors would decide what grammatical forms had to be taught and learners were presented with this before they engaged in communication. Correa (2011) proposed using informal surveys to allow students to participate more actively in their own learning. It is well-known that HLL struggle with metalinguistic knowledge due to their lack of formal instruction in Spanish. Therefore, due to the potential benefits of acquiring this knowledge, Correa (2014) suggested teaching it so that HLL could apply it later in their career. Since they possess an intuitive grammatical knowledge of Spanish, they need a different kind of instruction than their L2-learner counterparts. They use the grammar they know to improve their discourse skills (Parodi 2008). In general, focus on form instruction has been recommended for both L2 and HLL with a focus on writing so that especially HLL can fill their grammatical gaps (Montrul, Foote and Perpiñán 2008).

Due to the linguistic similarities regarding morpho-syntactic errors between lower proficiency HLL and L2 learners (Lynch 2008; Montrul 2012), Potowski and Lynch (2014) suggested using a communicative approach to promote grammar acquisition. On the other hand, classroom-based research has shown that explicit instruction can help HLL increase their grammatical skills (Colombi 2006; Montrul and Bowles 2010; Potowski, Jegerski and Morgan-Short 2009) and without instruction, they might not be able to completely acquire certain forms (Montrul and Perpiñán 2011). Other researchers such as Carreira and Kagan (w.d.) recommend a top-down approach since HLL can rely on their knowledge to analyze new information. Considering this top-down approach, four widely

used textbooks for HLL at the college level are analyzed in this article in order to determine whether they are consistent with the most recent research in the heritage language-teaching field.

3. Analysis of four popular textbooks for Spanish HLL courses

The textbooks that have been chosen for this analysis in chronological order are: *Entre mundos*, *Sí se puede*, *Conversaciones escritas* and *Mundo 21 hispano*. They are widely used at an intermediate and advanced level in higher education. In all of these, grammar instruction focuses on typical morphological errors of HLL such as indicative/ subjunctive or gender agreement. Table 1 summarizes the grammar points covered in all the textbooks:

Grammar taught in all the textbooks.

<i>Grammar</i>	<i>Entre mundos</i>	<i>Sí se puede</i>	<i>Conversaciones escritas</i>	<i>Mundo 21 hispano</i>
Present indicative	YES	YES	YES	YES
Nouns and gender/number agreement	YES	YES	YES	YES
Preterit/ Imperfect	YES	YES	YES	YES
Future and conditional	YES	YES	YES	YES
Subjunctive: present and past	YES	YES	YES	YES

Table 1

As shown in Table 1, all four textbooks introduce the present indicative, nouns and gender/number agreement, preterit/ imperfect distinction, future and conditional tenses and present/past subjunctive. This is in line with recent research on HLL since most of these grammatical forms have been identified as problematic (Llombart-Huesca 2012; Lynch 2008; Montrul, Foote and Perpiñán 2008 and Montrul 2013, among others).

In Table 2, we can find a summary of activities and strategies for grammar instruction.

Some Activities and Strategies for Grammar Instruction

	<i>Entre mundos</i>	<i>Sí se puede</i>	<i>Conversaciones escritas</i>	<i>Mundo 21 hispano</i>
<i>Input (e.g. matching/ multiple choice)</i>	YES	YES	YES	YES
<i>Dictation</i>	NO	NO	NO	YES
<i>Translations</i>	NO	YES	YES	NO
<i>Error correction</i>	NO	NO	YES	YES

Table 2

All four textbooks use communicative input activities. We will now proceed to a more thorough analysis of these textbooks in the discussion.

4. Discussion

4.1 Present Indicative

Entre mundos includes a language section in the index where grammatical forms and grammatical objectives are included in every chapter. The first grammatical point presented is the present indicative. After a brief explanation of the uses of the present, there is an explicit traditional chart with a list of verbs in the infinitive and all the different conjugations for each personal subject to fill in the missing forms. Orthography is integrated here for a focus on spelling changes in the conjugation of forms. In sum, there is a combination of traditional fill-in-the-blanks with communicative activities for practice with the integrated topic of the Hispanic/ Latino identity. It seems that there are many opportunities in this textbook for metalinguistic awareness. Consistent with a deductive approach, there are charts for verb conjugations and a follow-up fill-in-the-blank activity for the irregular verb forms. After this, we can find a communicative activity in form of an interview of a classmate to find out about his/her daily routines. More traditional fill-in-the-blank activities are used to practice irregular forms in the present tense combined with communicative output activities to describe students' lives.

In *Sí se puede*, regular and irregular verbs in the present tense are also practiced with charts with missing forms to complete and fill-in-the-blank drills. However, in *Conversaciones escritas*, the focus is on the verb *haber* presented in the present tense, only in the cases that the spellchecker does not detect errors: *ha/a; has/as; he/e*. This is assessed via communicative input activities (true/false). The present tense is introduced in *Mundo 21 hispano* with contrastive uses (non-standard vs. standard) to check students' native intuitions. Practice is mainly communicative: writing sentences in the present tense with a list of words, interviewing a person to find out personal information, an activity with drawings through which students have to tell a story by describing them, a fill-in-the-blank activity, an explicit focus on form error-correction activity and a final output activity, where students have to describe their personal situation at the moment. Nevertheless, after the cultural sections, there are integrated grammar activities that introduce the present tense with stem- vowel changes and irregular forms through fill-in-the-blank activities where students have to create sentences conjugating certain forms or make-up questions with a list of verbs followed by an error correction activity.

4.2 Noun and gender/number agreement, and word categories

Noun and gender agreement are introduced in *Entre mundos* within the topic of the role of the Spanish language in the world via a decontextualized input activity consisting of selecting the correct article for each noun that follows the presentation of grammar. Then the rules for feminine and masculine words are explained with examples. In this case, an explicit traditional activity with a format of questions and answers is used to explain number agreement with nouns. Regarding teaching approaches, a deductive approach is used with a fill-in-the-blank activity for the rules of formation of the plural.

In *Sí se puede*, the focus of the textbook is on general word categories (nouns, adjectives, verbs, pronouns, prepositions or conjunctions). They start with word categories such as nouns and adjectives. We can find definitions and a language awareness input activity, where students have to identify the category of each word (noun, adjective, other). Then there is a list of suffixes and students have to provide examples with those endings. Concerning activities, there is a fill-in-the-blank activity for the right ending, a question for metalinguistic knowledge on the use of dictionaries and a multiple-choice activity about metalinguistic knowledge (the endings of words and their meanings). Gender and number are also explained with nouns through error correction activities, a list of words to form the opposite gender, and a list of ambiguous occupations to explain the meaning. There is an emphasis on the different types of pronouns (subject pronouns, direct objects, indirect objects, possessive and demonstrative pronouns, interrogative and exclamatory, definite and indefinite). First of all, a question-answer format is used where students have to answer questions using pronouns. Even though some of these activities are decontextualized, with more activities with blanks and English translations in brackets, there is a final input activity where students have to choose between two options. The last pronoun category is one of the most complex: relative pronouns. Activities consist of underlined pronouns that have to be replaced with a synonymous pronoun and sentences have to be connected using a relative pronoun. After all this practice, relative pronouns are briefly explained and must be underlined in a list of sentences to make students aware of these complex grammatical forms.

With regard to pronouns in *Conversaciones escritas*, the overuse of subject expression is emphasized; relative pronouns are also presented with their rules and examples. Nonetheless, in terms of activities, we can find more input activities such as multiple choice, sentences to join with a relative pronoun, a fill-in-the-blank activity (with the right pronoun) and a paragraph where students have to delete the pronouns that are not necessary.

From the very beginning definite and indefinite articles are integrated into the reading content with a fill-in-the-blank activity in *Mundo 21 hispano*. Then, the grammar section starts with an introduction to nouns and articles. The grammatical section always starts with a contrast of sentences between the standard form and nonstandard alternatives specifically intended for HLL so that students can check their intuitions. After the grammatical explanations and examples, there are assorted activities: first, a list of nouns where students have to identify those of a different gender; secondly, students have to express their opinions on different nouns (no gender given); and thirdly, an interview to find out their classmates' opinions on different topics. In terms of the presentation of the definite articles, added to two fill-in-the-blank activities with definite articles, there is an interview and a follow-up written activity so that students can summarize the data collected in the interview. Then, indefinite articles are presented with the added explanation of omission of articles due to English transfer errors. We can also find a paragraph with blanks for definite and indefinite articles.

The next grammatical section on these word categories covers adjectives and pronouns. The first activity is a two-selection input activity to check their native intuitions, followed by the grammatical explanations and examples. Input activities consist of two options with diacritics (pronouns with no accents and verbs with accents) and output activities follow in which students have to respond to a few questions using demonstrative pronouns. Then, there is a list of questions to express opinions and feelings with demonstrative pronouns. More communicative activities follow: students have to

express their reactions to cultural and historical information about Mexico and the last activity is an input activity in which students have to select the right form considering gender and number agreement.

Relative pronouns are then introduced. *El cual* and *el que* are specifically practiced via questions using a list of words and adding relative pronouns, combining sentences into one by using *el cual*, and defining certain terms with pronouns. *Lo cual*, *lo que*, and *cuyo* are practiced by writing sentences explaining what impressed students the most about a trip, reacting to some data on Colombia, asking classmates questions about the information that they remember about Colombia via a multiple-choice format.

4.3 Verbs

Regarding verbs, they are introduced as grammatical words in *Entre mundos*. After the present tense (described in an earlier section), the preterit and the imperfect are integrated within the topic of family. Regarding the imperfect, there is an input activity in which students have to read a paragraph integrated in the topic of family and select the preterit or the imperfect. Then, there is an output grammatical drill to conjugate a list of verbs in the imperfect. After these activities, one of the main uses of the imperfect is described. There are more activities on a deductive approach for language awareness via questions and answers or fill-in-the-blanks. At the end of the chapter, there is a communicative output activity about childhood. In the case of the preterit, a paragraph is given with a brief story in the past. Students have to underline the forms in the past that are not in the imperfect and explain why the imperfect cannot be used. The purpose of this activity is to make students reflect upon metalinguistic knowledge. Then some of the uses of the preterit are explained. A chart with fill-in-the-blanks for the preterit forms follows the explanation and then more exploratory question-answer output activities in which students have to review the conjugations of irregular verbs in order to be able to answer the questions. A review of the main uses of the preterit is provided, and then a narrative is given with forms in the preterit and imperfect in bold print. After all this, students have to complete an input activity in which they have to match each tense with its right use: past completed events versus a description of the background. Other forms of input such as an audio activity on a past event in the life of a poet are also used to contextualize a list of activities. Students need to create complete sentences in the preterit or imperfect. Then, they need to answer a few questions to check for listening comprehension using both tenses.

The following grammatical tense in the indicative is the future tense, presented with a text in bold print to describe the Mexican community in the U.S. A follow up communicative activity is used to express opinions and check for meaning. After this, there is a chart with blanks to fill in the forms in the future tense with questions about the conjugation of irregular forms. Finally, there are several output activities to express the students' plan in the next 10 years, rewriting several sentences in the future in order to make predictions about the classmates or talk about life in 35 years.

In contrast, *Sí se puede* concentrates on many tenses and moods in one chapter at the same time: present tense (indicative and subjunctive), future, preterit, imperfect, past subjunctive and conditional. Traditional activities with a focus on metalinguistic knowledge asking to identify the right form for each tense and fill-in-the-blanks are used for practice.

In *Conversaciones escritas*, grammar is integrated with orthography in a different section. The focus is on diacritics that the spellchecker does not detect and on specific forms that HLL struggle with (e.g. present and preterit, present subjunctive, preterit) as suggested by recent research on HLL (Llombart-Huesca, 2012; Lynch, 2008; among others). Several input activities are used so that students are able to make form-meaning connections with forms in the present and preterit that are only distinguished by the accent. Additionally, there is another input activity in which students write the appropriate form in a blank and they need to indicate whether the statement is true or false. For the future tense, after a brief explanation and examples there are charts with missing forms and a follow up question with the noticing strategy so that students pay attention to the forms that have an accent. Communicative and non-communicative activities are combined: converting periphrastic forms into the future (non-communicative), students are asked to express their opinions about the content of the paragraph or make predictions about the future (communicative).

In *Mundo 21 hispano*, after the short film there is grammatical support on the regular forms of the preterit. Students are asked to answer some questions in the past about La Paz. As expected, the preterit with regular forms is presented in the grammatical section. It is practiced via fill-in-the-blank and input activities (selection of the right form in the preterit). After the reading, there is a grammatical support on the preterit with irregular forms (fill-in-the-blank) and after grammatical explanations, activities consist of fill-in-the-blanks, error correction activities and an interview to find out what student classmates did in the past. In the following chapter, after the reading there is also a grammatical support activity on the use of the preterit and imperfect for finished events and to provide background information via fill-in-the-blanks. On the next page, the imperfect is introduced and practice is done via fill-in-the-blanks and a set of pictures to describe what a family was doing when they received a phone call. Then, a list of activities is provided so that students explain what they were doing last semester and this section finishes with an error correction activity.

The next use of the preterit and imperfect is that of finished events and events that provide background information. Communicative activities follow such as expressing feelings about a trip to Chile in the past, an input activity with forms in the preterit and several fill-in-the-blank activities with the imperfect and preterit. For simultaneous and recurrent actions, however, practice consists of different formats: activities in which students explain what they did during their stay in Buenos Aires, an interview with other classmates about what they were doing last summer when studying in Córdoba, an input activity with preterit/imperfect and preterit/imperfect fill-in-the-blanks.

4.4 Tú vs. Usted

Of the four textbooks analyzed in this article, *Entre mundos* is the only one that dedicates a section to explaining differences in register between *tú* and *usted* by showing examples of dialectal variation integrated within the topic of community. Students must answer questions about register by relying on their knowledge and experience. Practice consists of explicit output activities (e.g. rewriting sentences changing *tú* to *usted*).

4.5. Subjunctive

Due to the difficulty of acquisition of the subjunctive mode, it seems that there is a generalized attention to this mood in all textbooks. Regarding the instruction of the subjunctive, there are

contextualized examples with the subjunctive and the indicative through a contrastive approach in *Entre mundos* followed by an explanation. As for practice, a fill-in-the-blank metalinguistic activity follows the explanation for students to deduce the rule.

One of the most common uses of the subjunctive is offering recommendations. This function is practiced through a communicative activity with input enhancement and questions focused on content. Then, a traditional fill-in-the chart follows. The next use of the subjunctive that is practiced is that of emotions. Another communicative activity with an input enhancement technique is used, and after this there is a disclosure of this use of the subjunctive through an output activity where students have to write a list of all the expressions of emotion from the previous activity and an output sentence-completion activity. After all the practice, there is a chart with a review of the main uses of the subjunctive. Additional practice on the subjunctive is provided at the end of the chapter with more sentence completion activities with recommendations and emotions.

In order to identify the expressions that correspond to the indicative and subjunctive, the book uses a contrastive approach. Students have to read a dialogue and place the expressions used in the text in the right column (certainty or doubt). Then, they proceed to connect each function with the right mode (indicative or subjunctive). Finally, they are asked to reflect upon the metalinguistic knowledge of the indicative and subjunctive. More output activities are provided so that students can write sentences with expressions of certainty or doubt.

Another use of the subjunctive (with indefinite or unknown antecedents) is presented through a language awareness activity in order to explain the difference in meaning in two sentences with the indicative and the subjunctive. Through sentence completion activities, there is practice of this function with the subjunctive. Then as a summary, there are traditional activities where students have to write lists of expressions that introduce the use of the subjunctive with persuasive, emotional, and doubt verbs. Finally, we can find a wrap-up survey in which students have to express their wishes through the completion of sentences.

After the general uses of the present subjunctive, the past subjunctive is covered via a written text about violence with forms in bold print in sentences and questions checking for reading comprehension. After a brief explanation, there is a chart with missing forms. Then, several sentence completion activities are provided for practice. The subjunctive with adverbial phrases comes next. In this case, a contrastive approach is used to distinguish between the meaning of the indicative and subjunctive in adverbial clauses with forms in bold print.

In *Sí se puede*, there is an initial exposure to a list of sentences in which students have to choose between simple or complex sentences in the subjunctive and explain their selection. The uses of the subjunctive are then explained and students have to analyze the uses in sentences with the subjunctive as a consequence. Following a contrastive approach, other sentences with the indicative and subjunctive are provided to explain differences in meaning.

The compound forms of the subjunctive that are explained are the present perfect and pluperfect. Charts with missing forms appear and we can find two input activities: one of them instructs students to choose the correct translation of some sentences and the second one is a sentence completion

activity with a binary selection: a situation is given and students have to choose the appropriate interpretation.

In *Conversaciones escritas*, the present subjunctive is briefly explained and assessed via input activities with diacritics. As shown earlier, the focus is on form/meaning confusion, mainly due to orthographical errors. The strategies are very diverse: activities with missing accents, charts with missing forms with the auxiliary *haber* (to have) in the present indicative/subjunctive or past indicative/subjunctive, binary input activities (present/past subjunctive or past indicative/subjunctive), translations, sentence completion activities with verbs that require the past subjunctive, output activities as a reaction to a reading using the target forms. Future and past subjunctive are the following forms to occur: these forms are also contrasted with diacritics. Here students have to select between two options to complete sentences with the right form and give advice using them.

Mundo 21 hispano introduces the subjunctive with the occurrence of the present subjunctive in main clauses. Practice includes giving suggestions about visiting San Bernardino, expressing contradictory opinions about the economic development in Paraguay, input activities with verb forms, and output activities such as writing sentences to express wishes and plans for the spring and making suppositions about what will probably happen. After the reading, the grammatical activity is on the present subjunctive with nominal clauses (writing sentences in order to give recommendations). The subjunctive with nominal clauses is explained next. Practice is conducted via output activities in which students have to express their opinions about the world today using verbs that require the subjunctive and verbs that require the indicative, expressing surprise, and their opinions about their visit to Uruguay using given verbs that require the subjunctive or the indicative, giving recommendations about how to improve society, an error correction activity on the correct use of the indicative or the subjunctive, and giving advice. After the cultural section on Venezuela, the grammatical support activity is a fill-in-the-blank activity using present subjunctive or indicative with adjectival clauses and after the main reading and the short film, the fill-in-the-blanks have to do with the subjunctive or indicative within adverbial clauses.

The present subjunctive with adjectival clauses is then introduced. Activities consist of asking questions using adjectival clauses, describing a town that students would like to visit in Venezuela with adjectival clauses, a matching activity with a verb that needs to be conjugated in the indicative or the subjunctive and an error correction activity with indicative or subjunctive with adjectival clauses. After nominal and adjectival clauses, adverbial clauses are explained. Practice is provided via an input activity with adverbial expressions in a word bank (fill-in-the-blank) and communicative input activities integrated with the cultural components of the chapter such as explaining under what conditions students would travel to Isla Margarita, giving reasons to attack or defend the presence of international companies in Venezuela, and finally, an error correction activity with the use of the subjunctive. This is when temporal conjunctions are presented and students are requested to answer questions using expressions like *donde* (where) *cuando* (when) and *según* (according to), explaining what they plan to do in Caracas despite some difficulties that they might find and what they will have to do so that ecologists are happy about it, added to a few fill-in-the-blank activities on the appropriate use of the indicative or subjunctive.

There are some binary selection input activities for grammatical support and after the reading on verbs in the indicative and subjunctive (binary input activity). Then, the sequence of tenses in the indicative and subjunctive are explained and practice is clearly culturally integrated since students have to report what their Costa Rican friends said about their country using parts of sentences to build their own sentences, expressing predictions about the immediate future of Costa Rica in the next 15 years using the given examples, or describing what they thought of Costa Rica before and after the lesson.

Regarding the past subjunctive in nominal, adjectival, and adverbial clauses, output activities are preferred over other strategies: some things that Nicaraguans regretted, expressing what students in the class thought that it was necessary to do when they were in high school, forming sentences with parts of sentences about what their friend would do under certain circumstances, and polite recommendations. For the present perfect subjunctive, practice follows the same line with examples like these: discussing parents' regrets about activities that they had been unable to do in Honduras using some given actions, or expressing their thoughts on the clothing that some people were wearing in certain situations.

4.6. Direct objects and the personal *a*

In *Entre mundos*, the differences between direct objects and the personal *a* are integrated with the topic of the world today and explained followed by a question-answer format for language awareness. Then, verbs that require a preposition are explained via examples and with an output activity without much guidance in which students have to write sentences using a list of verbs with prepositions (*a*, *de*, *en*, *con*). In the following chapter, direct, indirect object, and reflexive pronouns are presented together. An activity to identify referents is offered and a fill-in-the-blank activity follows it so that students become aware of the order of the pronouns via a deductive approach. This practice is also complemented with translations.

In *Mundo 21 hispano*, after the reading on the Andean countries, there is grammatical support on the personal *a*. There is a list of words that have to be used to build sentences and then direct and indirect object pronouns and the personal *a* are presented. Output activities are assorted: questions that have to be answered using pronouns, interviews with classmates so that they can respond with pronouns, or questions about their knowledge of Peru.

4.7. Conditional

Entre mundos briefly explains the conditional to describe the Puerto Rican community in the U.S. An input-enhancement strategy is used to present a list of sentences with the target form and some follow-up questions to check meaning comprehension. After a chart with missing forms, there are more follow-up questions for irregular forms and language awareness. We can also find several communicative output activities to make hypotheses about Puerto Rico, surveys, role-play situations (e.g. What you would do if you had a child who did not want to speak Spanish?). Regarding complex conditional clauses (If-clauses), the pluperfect of the subjunctive is explained and practiced via output activities related to the previous text: “How could this have been avoided?” “What would you have done?” Finally, as a conclusion, students are asked to write an argumentative essay.

In *Sí se puede*, “If- clauses” are also presented and contextualized through an interview and a paragraph answering questions with conditionals and word completion activities. In *Conversaciones escritas*, the future and conditional are presented with the use of probability. There are substitution activities (underlined expressions to be substituted for the future of probability) and sentence completion activities.

In *Mundo 21 hispano*, fill-in-the-blanks on the future and the conditional precede the explicit grammatical explanations. Again, varied activities are suggested for practice, mainly output-based: writing sentences in the future about a trip to Guatemala, a picture description about people’s plans for next weekend, or making up possible explanations of why your friend has not arrived to your birthday party yet. The conditional is the next grammatical target and the practice goes along the same instructional lines: creating questions with a list of words using the conditional and speculations about why the instructor did not come to class the day before. When working on the past subjunctive, students have to form if-clauses integrated with the short film to describe how students would have reacted under those circumstances. Output activities follow in varying formats: using *si* clauses, expressing under what circumstances the student would like San Salvador better, what the student would do if he/she went to El Salvador, looking at pictures, what he/she would like his/her classmates to do, and under what circumstances he/she would do a list of activities.

4.8. Compound verb forms

The past participle is practiced via a fill-in-the blank paragraph on the Cuban American community in *Entre Mundos*. Then, a metalinguistic activity with word completion sentences is given so that students reflect upon the forms of the participle. Sentences with forms in bold print are presented and then a table with blanks is provided to complete the forms. The next activity is a communicative activity with a list of questions and students who have lived those experiences have to sign. After the instruction of the past participle, the first compound verb form that appears is the future perfect via a set of goals by retirement through a sentence completion activity. The same strategy is chosen for the present perfect as well. Others are communicative activities, like writing a letter with students’ experiences on their trip to Cuba, an audio activity in which students need to answer a list of questions with the target form about the content of the audio (a poem on Cuban immigrants in the U.S.), and a production activity in which students have to explain why they think some Latino communities have assimilated into the American society.

The pluperfect indicative is the next grammatical target used to discuss cultures in contact. There are a couple of sentences related to a previous reading with the grammatical forms in the pluperfect in bold print and questions regarding metalinguistic knowledge follow. Also, a brief explanation about its formation and its use can be found. There are other different activities such as reported speech and at the end of the textbook an appendix with grammar is offered.

In *Mundo 21 hispano*, the past participle is combined with other compound verb forms such as the present perfect indicative via fill-in-the-blank activities, a question-answer format with *estar* +participle, and error correction activities with past participles. Future perfect and conditional perfect are also explained together and examples of communicative practice are found in expressing opinions about what will have happened 20 years from now using future perfect or explaining to friends what

students would have done if they would have had time using conditional perfect (with a list of examples in both cases).

4.9. Passive

The passive voice is introduced in *Entre mundos* through a language awareness activity. *Conversaciones escritas* also uses sentences to rewrite using the passive “*se*” and translations. Lastly, *Mundo 21 hispano* offers more variety on this matter: writing sentences with a list of words using the passive, stating generalizations with passive *se* about the Dominican economy, or even practice with active voice as a contrast using a word bank about recent news and fill-in-the-blanks.

4.10. Infinitive and gerund/ Command

In *Entre mundos*, formal commands are introduced relying on students’ intuitions (from informal to formal commands) and gerunds are covered via translations. In a similar vein, *Conversaciones escritas* explains and exemplifies the infinitive and gerund followed by input activities and translations. In *Mundo 21 hispano*, there is grammatical support on infinitives with a fill-in-the-blank activity before the infinitive is explicitly explained. Practice involves task completion activities such as writing a list of impersonal commands, expressing opinions about war with verbs requiring the infinitive or describing a drawing of a robbery in a bank. Concerning formal and informal commands, other task completion activities are recommendations for the next trip to Uruguay, giving advice to friends about what to buy in a specific store (formal commands), giving instructions about a recipe, or what advice students would give to their roommates when they are depressed (informal commands).

4.11. Gustar verbs

The only textbook that explicitly covers this grammatical form is *Mundo hispano 21*. As part of the instruction, students have to write sentences using *gustar* verbs and expressing opinions on a list of topics. Interestingly, there is not a tradition of teaching *gustar* verbs in Spanish heritage textbooks since it is assumed that they don’t struggle with this linguistic structure. In fact, Miglio and Miranda Flores (2012) claimed that HLL certainly showed some native-like grammatical intuitions towards the use of these verbs but they recommended including them in the instruction of HLL courses.

4.12. Prepositions

Sí se puede provides error correction activities and a final fill-in-the-blank activity for prepositions in popular sayings. In the same line, in *Mundo 21 hispano* there are several input activities on *para* and *por* and communicative output activities in which students have to complete tasks on why Dominicans admire and feel proud of a specific artist using *por* and providing ideas of some general plans of the Dominican government to solve unemployment issues using *para*.

5. Conclusion

Grammar teaching approaches and strategies for HLL are presented via a thorough analysis of four popular textbooks in HLL instruction. Even though there is a chronological advancement towards communicative approaches and activities, there are still some traditional vestiges that can be found such as non-communicative drills or activities for metalinguistic awareness (known to be lacking in

HLL). In fact, we can notice that metalinguistic awareness is not emphasized in the most recent textbooks since there is not a consensus on their benefits in grammar instruction for they could be confusing for HLL (Beaudrie 2009).

All the textbooks focus on the teaching and practice of the verbal tenses and mood distinction, categorical words, and noun and gender agreement. In the same vein, they put them into practice through communicative input activities and other output activities like fill-in-the-blanks used at a lesser or greater extent depending on the publishing date of the textbook. Furthermore, *Mundo 21 hispano* offers a variety of output-based communicative activities such as error correction or task completion activities. We can conclude that these textbooks in general seem to try to follow current trends in research on HLL grammar acquisition.

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