

# Juntos Somos Más

Empowering Spanish Heritage Speakers with  
Appreciative Inquiry



**Dr. Ricardo Sosa**, Associated Faculty, Spanish Heritage Language  
Coordinator, Department of Spanish & Portuguese, The Ohio State University |  
[sosa.60@osu.edu](mailto:sosa.60@osu.edu)

**Pamela Espinosa de los Monteros**, Associate Professor, Latin American,  
Iberian, and Latino/a Studies Librarian, University Libraries, The Ohio State  
University | [espinosa@osu.edu](mailto:espinosa@osu.edu)



**It is imperative for teachers to challenge negative stereotypes and misconceptions about bilingualism and Latino culture.**

**Furthermore, it is *essential* for us, as Spanish teachers, to help students reconnect with their heritage.**

- Adapted from Judith Zubía, (2019). “Soy quien soy, ¿Y qué?: The Effects of Identity on Spanish Heritage Learners’ Motivation, Southern Oregon University Master Thesis in Spanish Language Teaching

Use Hispanic Heritage Month to celebrate and expand our understanding of the local U.S. Latino Population.



# ¡Lotería!

What makes the American Latine identity and experience unique?

With so many cultures involved, there are many ways to be Latine or Hispanic!

Play this *lotería* to learn more about the languages, food, music, historical figures, places, stories, and cultural traditions of Americans of Spanish, Mexican, Caribbean, Central American, and South American descent.

## “A Mosaic, Not a Monolith”

-from UCLA Policy & Politics Institute 2022 Report on A Profile of the U.S. Latino Population, 2000-2020.

<p>food we eat with an appreciation coloring sheet.</p> <p><b>¡El trabajador!</b></p>	<p>author and illustrator Yuyi Morales.</p> <p><b>¡La escritora!</b></p>	<p>and celebrations including Día de los Muertos.</p> <p><b>¡Las artesanías!</b></p>	<p>like bossa nova, samba, and Latin pop</p> <p><b>¡La musica!</b></p>	<p>cuisine by making your own salsa.</p> <p><b>¡El molcajete!</b></p>
<p>Celebrate independence day with Costa Rica, Guatemala, El Salvador, Honduras and Nicaragua on September 15th!</p> <p><b>¡La libertad!</b></p>	<p>Visit a local paleta shop and try a fruit popsicle. Try a traditional flavor like maracuyá, guayaba or dulce de leche.</p> <p><b>¡La paleta!</b></p>	<p><b>Free Space</b></p>	<p>Learn a Latin dance such as Flamenco, Bachata, Salsa, Merengue, Samba, Bolero, or Tango.</p> <p><b>¡Olé!</b></p>	<p>Learn Spanish and sing along to your favorite kids songs played with a Reggaeton beat by Good Kids Musik.</p> <p><b>¡Dale!</b></p>

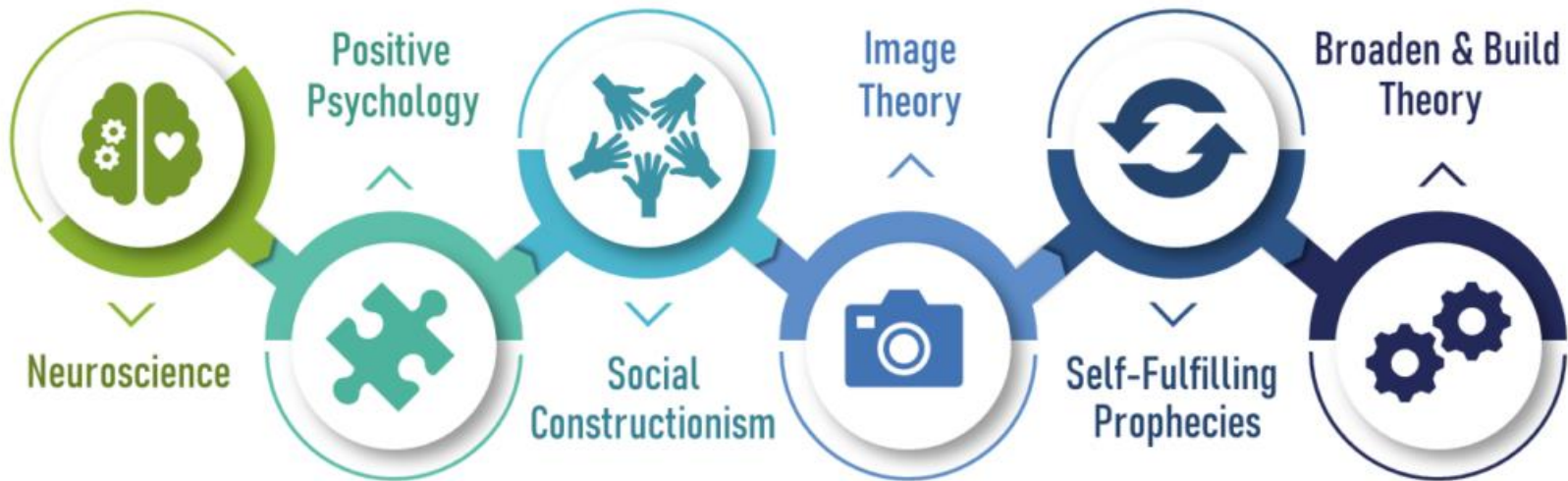
# Latinos are a “We”: Building Community

How can we support students in creating a learning community that values their diverse levels of Spanish fluency as a meaningful starting point.

Can elevating personal stories that reconnect students with their cultural legacy strengthen their self-efficacy as well as counteract negative experiences and social pressure that diminish Spanish proficiency across Latino generations?



# Leveraging the Science and Methods of Human Flourishing in Education



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**Appreciative Inquiry is an approach that focuses on identifying and leveraging strengths, successes, and positive experiences to create meaningful change and improvement.**

It is most often associated with leadership development and change, however it has also been used in education and coaching. Rather than focusing on problems or deficits, Appreciative Inquiry emphasizes the potential within students, educators, and educational systems by exploring what is working well and imagining how to build upon those successes for the future.

# Juntos Somos Más

## Assignment Overview

### Instructors

#### Session #1

##### Instructional Prep:

- Create Questionnaire

##### In-Class:

- Provide directions
- Organize breakouts and manage time
- Facilitate final discussion

#### Session #2

##### Instructional Prep:

- Review and gently edit assignments
- Transpose to pop-up exhibit template on PPT.

##### In-Class

- Arrange classroom for pop-up exhibit

*Materials:* Acrylic Stands

### Students

#### Session #1

1. During Hispanic Heritage Month, Spanish heritage students engaged in appreciative inquiry interviews with their peers where they can reflect on:

- their raíces (roots),
- the benefits and challenges that come with their connection to the Spanish language,
- and the values they most appreciate from their herencias (cultural legacies).

2. Engage in small group discussions and explore common themes and differences

#### At-Home Assignment:

Expand on one question from class further and select an image to summarize their answer.

#### Session #2

Present their exhibit piece to one another.

# Download the Full Assignment

<https://go.osu.edu/juntosomosmas>



THE OHIO STATE UNIVERSITY

## Celebrating National Hispanic Heritage Month

Juntos Somos Más/Latinos are a “We”

### Instrucciones

Usa estas preguntas para entrevistar a un(a) compañero (a)

### Raíces

*“Latinos are Mestizos—cultural hybrids with a long history of integrating cultures, races, and nationalities. Fusion defines our identity.”*

1. → **Comparte tu historia de origen. ¿Qué es lo más importante para ti de tu identidad, tu ascendencia, raza y/o etnicidad/ethnicidades?** [Share your origin story, what is most meaningful to you about how you self-identify, your ancestry, race and/or ethnicity/ethnicities?]

a. → **¿Qué partes de tu identidad son visibles y cuáles son menos visibles o invisibles?** [What aspects of your identity do you feel are visible, less visible or invisible?]

### ¡Que viva el español!

2. → **¿Cómo ha influido de manera positiva en tu vida el saber, hablar, escuchar o estar en contacto con el español?** [How has speaking, knowing, or being around Spanish positively impacted or contributed to your life?]

Adapted from Bordas, J. (2023). The power of Latino leadership: culture, inclusion, and contribution (Second edition, revised and updated). Berrett-Koehler Publishers. <https://www.oreilly.com/library/view/9781523004102/>



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# Juntos Somos Más

## Latinos are a “We”

Curated by

Sara Pari Rukh Bakhtar, Benjamin Hayden Berk, Adrian Alberto Ferreira, Diana Gertner-Agudelo, Lesli Santo Martinez, Yajaira Michelle Castelan-Hernandez, Emily Chairez, Nicolas Daza Quintero, Alexa Dominguez, Grecia Dominguez, Julianna Gutierrez, Crystal Hernandez-Morales, Osmaide Alan Leyva, Isabel Merriman Velez, Miranda Murillo-Lynch, Miguel Santiago III, Dr. Ricardo Sosa and Pamela Espinosa de los Monteros

**Juntos Somos Más** is an exhibit that celebrates the origin stories, multilingual identities, and cultural values of undergraduate students who are Spanish heritage speakers at The Ohio State University.

In celebration of Hispanic Heritage Month, students enrolled in the Spanish 1113 and Spanish 3414 courses, offered through the Department of Spanish and Portuguese and taught by Dr. Ricardo Sosa, engaged in appreciative inquiry interviews facilitated by area studies librarian Pamela Espinosa de los Monteros, where they reflected on their raíces (roots), the benefits and challenges that come with their connection to the Spanish language, and the values they most appreciate from their herencias (cultural legacies).

This exhibit showcases the reflections of these students on the significance of their heritage.



Celebrating Hispanic Heritage Month

**JUNTOS  
SOMOS MÁS**

# Supporting Spanish Heritage Students

## Breakout Activity

### Instrucciones:

Entrevistar a un(a) compañero (a)

### In Pairs Interview a fellow teacher

12 min total/  
6 min each

**Can you share a meaningful experience that has shaped your perspective and approach to teaching heritage Spanish students?**

1. What made this experience particularly meaningful for you?
2. What insights did this moment provide about the unique strengths and needs of heritage Spanish students?
3. What insights from this experience would you share with others (administrators, teachers, parents) to help them better support heritage Spanish students?

# Supporting Spanish Heritage Students

## Group Debrief

**Instrucciones:**  
En Grupo

**In chat share:**

**What unique strengths and needs do heritage Spanish students bring to the classroom?**

**Raise your hand and share**

**Based on your conversation with your partner, what key insights emerged that can help us, as a community, better understand and support heritage Spanish students?**

## Collaborate & Connect HL teachers



Scan the QR code to join the group

