



8th National Symposium on Spanish as a Heritage Language

CUNY Graduate Center

Institute for Language Education in Transcultural Context (ILETC)

365 5th Ave

New York, NY 10016

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About 8thNSSHL

The National Symposium on Spanish as a Heritage Language (NSSHL) is an intellectual forum for the discussion of both the variable linguistic reality of Spanish heritage bilingualism in the United States (and elsewhere), and the diverse pedagogical needs of students of Spanish as a heritage language. Researchers and educators in K–12 and higher education share theoretical and practical approaches to the study of Spanish as a heritage language from perspectives of various disciplines, including heritage language acquisition, sociolinguistics, psycholinguistics, applied linguistics, and cultural studies, among others. This space allows participants to collaborate towards the implementation of pedagogies that enable heritage learners not only to develop their language proficiency but also to reflect on their own identity formation within a context of validation and empowerment.



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Symposium Logistics

The **8th National Symposium on Spanish as a Heritage Language (NSSHL)** will be hosted by the Institute for Language Education in Transcultural Context (ILETC) and the Graduate Center, City University of New York, on Thursday, May 13th and Friday, May 14th, 2021, with a [workshop](#) on Saturday, May 15th. This year, the symposium will be held virtually through live panels and pre-recorded presentations, allowing for both synchronous (panels) and asynchronous (presentations) participation.

Panel Login Information

Panels will be held live through a Zoom webinar and organized alongside Q&A sessions with the audience, allowing for synchronous interaction and participation from all parties. Panels will be organized alongside Q&A sessions with the audience, allowing for synchronous interaction and participation from all parties.

Panels will be accessible through a Zoom webinar link that will be sent out to all registered attendees. This link is used for both days of the symposium, Thursday, May 13th and Friday, May 14th. Please make sure to save the webinar link when received.

During the Panel

Attendees will be muted upon entry. Live chat will be disabled to promote engagement with the panel. Attendees are encouraged to use the Q&A function to submit questions to panelists during the session. Monitors will collect and share questions with panelists. We apologize in advance if we are not able to answer all submitted questions due to time constraints.

How to View Presentations

Pre-recorded presentations (43 total) will be available for view and asynchronous Q&A/discussion on the symposium website during the week of the symposium, starting Monday, May 10th, at 10:00 AM EST, until Saturday, May 15th, 4:30 PM EST. All presentations will be located on the symposium website, in the Presentations tab on the site menu.

The presentation videos will be listed in alphabetical order by title, and under password-protection. The password for the presentation posts and the videos will be emailed to all attendees.

To assist with navigation, presentations will also be searchable by any term, and sortable by keyword and author. The search box, a tag cloud of keywords and author names, plus a list of shortcuts to all presentations (by title) will be on the right of the presentation videos. Click on any keyword or author name to view related presentations.

How to Engage with Presentations

To engage in discussion or ask the presenter(s) a question from the entire list of presentation videos, click on the title of the video's post, then scroll down underneath it, where you will see "Leave a Reply." You will be prompted to submit your name and email address along with your comment. Comments will be held in moderation the first time you comment, and will be approved by moderators as soon as possible. The time it takes for your first comment to show will vary depending on the time of day, and on site traffic, so check back to see if your comment/question was approved, and/or replied to, and continue engaging in the discussion. Presenters will be encouraged to engage with viewers' comments and questions throughout the week.

Comment threads will be closed on Saturday, May 15th at 2:00 PM EST.

Workshop

For the workshop held on Saturday, May 15th, a separate Zoom invitation with a link (different from the Zoom panel webinar link) will be sent to registered workshop attendees.

Schedule of Events

Monday, May 10th, 2021

Event	Time
Pre-Recorded Presentations Become Available for Viewing and Commenting	10:00 AM EST 9:00 AM CST 7:00 AM PST

Thursday, May 13th, 2021

Event	Time
Opening Remarks	2:15 PM – 2:30 PM EST 1:15 PM – 1:30 PM CST 11:15 AM – 11:30 AM PST
Panel 1: Formal Linguistics <i>Heritage Language Challenges: Understanding Variability and Promoting Revitalization</i>	2:30 PM – 3:50 PM EST 1:30 PM – 2:50 PM CST 11:30 AM – 12:50 AM PST
Break	3:50 PM - 4:00 PM EST 2:50 PM – 3:00 PM CST 12:50 AM – 1:00 PM PST
Panel 2: Pedagogy <i>Teaching and Learning in the SHL Classroom</i>	4:00 PM – 5:20 PM EST 3:00 PM – 4:20 PM CST 1:00 PM – 2:20 PM PST
Break	5:20 PM - 5:30 PM EST 4:20 PM – 4:30 PM CST 2:20 PM – 2:00 PM PST
Student Writing Contest	5:30 PM – 6:30 PM EST 4:30 PM – 5:30 PM CST 2:30 PM – 3:30 PM PST
Closing Remarks and Announcements	6:30 PM – 6:45 PM EST 5:30 PM – 5:45 PM CST 3:30 PM – 3:45 PM PST

Friday, May 14th, 2021

Event	Time
Opening Remarks	1:15 PM – 1:30 PM EST 12:15 PM – 12:30 PM CST 10:15 AM – 10:30 AM PST
Panel 3: Publishing <i>Publishing in Spanish as a Heritage Language: Tips and Insights from Journal Editors</i>	1:30 PM – 2:50 PM EST 12:30 PM – 1:50 PM CST 10:30 AM – 11:50 AM PST
Break	2:50 PM – 3:00 PM EST 1:50 PM – 2:00 PM CST 11:50 AM – 12:00 PM PST
Panel 4: Online Teaching <i>Teaching Spanish Heritage Learners Online: Challenges and Possibilities</i>	3:00 PM – 4:20 PM EST 2:00 PM – 3:20 PM CST 12:00 PM – 1:20 PM PST
Break	4:20 PM – 4:30 PM EST 3:20 PM – 3:30 PM CST 12:20 PM – 12:00 PM PST
Panel 5: Social Justice <i>Spanish Heritage Language Education and Social Justice</i>	4:30 PM – 5:50 PM EST 3:30 PM – 4:50 PM CST 1:30 PM – 2:50 PM PST
Closing Remarks and Announcements	5:50 PM – 6:05 PM EST 4:50 PM – 5:05 PM EST 2:50 PM – 3:05 PM PST

Saturday, May 15th, 2021

Event	Time
Workshop <i>Linguistic Valorization, and Legitimation for Sociolinguistic Justice in the Spanish Heritage Language Classroom</i>	1:30 PM – 4:30 PM EST 12:30 PM – 3:30 PM CST 10:30 AM – 1:30 AM PST
Pre-Recorded Presentations: Comments Close	2:00 PM EST 1:00 PM CST 11:00 AM PST

Panel Information

Heritage Language Challenges: Understanding Variability and Promoting Revitalization

Thursday, May 13th, 2:30 PM – 3:50 PM EST

Panelists: Silvina Montrul, Alejandro Cuza, Eve Zyzik, Liliana Sánchez

Question Monitor: William Oliver

After more than two decades of studying the linguistic outcomes of heritage language acquisition, several challenges remain. The wide range of individual variability in grammatical knowledge and use has so far eluded proper characterizations of bilingual competence on the one hand and the theoretical, pedagogical and language revitalization efforts that depend on our understanding of this critical issue on the other. And while our knowledge of the status of heritage languages has evolved in recent years it is time to take stock and consider how our knowledge can contribute to revitalize and promote endangered heritage languages. The purpose of this panel is to discuss these two issues.

Teaching and Learning in the SHL Classroom

Thursday, May 13th, 4:00 PM – 5:20 PM EST

Panelists: Diego Pascual y Cabo, Maria Carreira, Kim Potowski, Damián Vergara Wilson

Question Monitor: Lorena Paz López

The goal of this panel is (i) to explore, compare, and discuss different forms of engagement in Spanish heritage language education; (ii) to reflect on how the field has changed over the past 50 years; and (iii) to consider what directions the field may take in the years to come.

Publishing in Spanish as a Heritage Language: Tips and Insights from Journal Editors

Friday, May 14th, 1:30 PM – 2:50 PM EST

Panelists: Diego Pascual y Cabo, Andrew Lynch, Elena Foulis, Josh Prada, Damián Vergara Wilson

This panel will provide attendees with an overview of the *Heritage Language Journal* and the *Journal of Spanish as a Heritage Language*, currently the two main venues to publish research and practice work on Spanish as a heritage language. Among other

important topics, we will present the journals' scope and motivations as well as the editorial processes leading to successful publication. While everybody is most welcome to attend, we particularly encourage graduate students, junior scholars, and teachers to join us with questions about publishing in general and publishing with us in particular.

Teaching Spanish Heritage Learners Online: Challenges and Possibilities

Friday, May 14th, 3:00 PM – 4:20 PM EST

Panelists: Florencia Henshaw, Ariana Mikulski, Adrienne Brandenburg

Question Monitor: María del Rocío Carranza Brito

The three panelists will explore key issues pertaining to the pedagogical and practical challenges of heritage language (HL) instruction in a virtual modality, as well as the unique ways in which technology can enhance HL teaching and learning. They will share their experiences teaching Spanish HL courses partially or fully online over the past year, and they will discuss takeaways that will help to inform online HL teaching in the future.

Spanish Heritage Language Education and Social Justice

Friday, May 14th, 4:30 PM – 5:50 PM EST

Panelists: Angélica Amezcua, Ariana Mangual Figueroa, Sergio Loza, José Magro

Panel Moderator: Josh Prada

Question Monitor: Anthony Harb

This panel will discuss important issues concerning SHL education and social justice, including reflecting on what social justice means for SHL educators, institutional challenges that SHL programs and their Language Program Director's face, and how to effectively incorporate critical linguistic awareness and antiracist pedagogies in the classroom. Specific topics that panelists will address are how to approach—at a metalinguistic level—conversations about terms in our field that are presumed to be (but are not) race-neutral (e.g., academic register), or how to account for heterogeneity within programs regarding socioeconomic/class disparities and racial and linguistic differences between students to avoid the substitution of a power group with another. (Panel Organizers: Beatriz Lado, Salvador Salazar, Berenice Darwich, Evelyn Durán Urrea, David Sánchez Jiménez)

Bios of Panelists

Silvina Montrul, Professor of Spanish and Linguistics, University of Illinois, Urbana-Champaign

Silvina Montrul is a Professor in the Department of Spanish and Portuguese and Professor in the Department of Linguistics at the University of Illinois at Urbana-Champaign. She is affiliated with the Beckman Institute for Advanced Science and Technology. She is the director of the Second Language Acquisition and Bilingualism Lab, founder and director of the University Language Academy for Children, and former director of the Doctoral Program in Second Language Acquisition and Teacher Education (SLATE). In 2013 she was named University Scholar for her outstanding contributions to research, teaching and service at the University of Illinois. Her research focuses on linguistic and psycholinguistic approaches to second language acquisition and bilingualism, with particular emphasis on heritage speakers and has been funded by the University of Illinois, the National Science Foundation and the National Institutes of Health. She is editor of *Second Language Research*, former Associate Editor of *Linguistic Approaches to Bilingualism*, and former editorial board member of the *Annual Review of Applied Linguistics*. She is author of *The Acquisition of Spanish* (Benjamins, 2004), *Incomplete Acquisition in Bilingualism* (Benjamins, 2008), *El bilingüismo en el mundo hispanohablante [Bilingualism in the Spanish-speaking world]* (2013, Wiley-Blackwell), and *Heritage Language Acquisition* (2016, Cambridge University Press).



Alejandro Cuza, Professor of Spanish and Linguistics, Purdue University

Alejandro Cuza is Professor of Spanish and Linguistics at Purdue University, Chair of Linguistics and director of the Second Language Acquisition and Bilingualism Research Lab. He received his MA in Hispanic Linguistics from the University of Ottawa in 2001 and his PhD in Hispanic Linguistics from the University of Toronto in 2008. His research focuses on Hispanic linguistics, second language acquisition, heritage language development and child bilingual development. Specifically, he examines the role of



linguistic factors in the acquisition of Spanish morphosyntax and semantics among bilingual children, L2 learners and heritage speakers. He is also interested in Spanish in the U.S., and Cuban Spanish dialectology. Currently, he is working on various collaborative projects examining the acquisition of Spanish among adult L2 learners and child heritage speakers of Spanish in contact with English, Brazilian Portuguese, Mandarin, and Catalan. This includes the acquisition of copula distinctions, clitics, differential object marking, bare plurals, gender agreement, and mood selection, among other structures. His research has appeared in peer-reviewed international journals including *Studies in Second Language Acquisition*, *Second Language Research*, *Bilingualism: Language and Cognition*, *The International Journal of Bilingualism*, *Lingua*, *Hispania*, and *The Heritage Language Journal*.

Eve Zyzik, Professor of Spanish, University of California, Santa Cruz

Eve Zyzik (PhD, University of California, Davis) is Professor of Spanish in the Department of Languages and Applied Linguistics at the University of California, Santa Cruz. She has published on a variety of topics related to Spanish as a second language, Spanish as a heritage language, as well as issues related to language pedagogy in content-based courses. She has published two books: an advanced-level textbook *El español y la lingüística aplicada* (Georgetown University Press) with Robert Blake, and *Authentic Materials Myths: Applying Second Language Research to Classroom Teaching* (University of Michigan Press) with Charlene Polio.



Liliana Sánchez, Professor of Hispanic and Italian Studies, Rutgers, The State University of New Jersey

Liliana Sánchez is a Professor at University of Illinois, Chicago. She has published *Bilingualism in the Spanish-Speaking World* with Jennifer Austin and Maria Blume (Cambridge University Press, 2015), *The Morphology and Syntax of Topic and Focus: Minimalist Inquiries in the Quechua Periphery* (John Benjamins, 2010), and *Quechua-Spanish Bilingualism: Interference and Convergence in Functional Categories* (John Benjamins, 2003), as well as articles in journals such as *Bilingualism: Language and Cognition*, *Glossa International Journal of Bilingualism*, *Linguistic Approaches to Bilingualism*, *Lingua*, *Probus*, and *Studies in Second Language Acquisition*. She is the Faculty Director of RU Bilingual, the Bilingualism Matters Branch at Rutgers.



Diego Pascual y Cabo, Assistant Professor of Hispanic Linguistics, Director of Spanish Heritage Language Program & Research Lab, University of Florida

Diego Pascual y Cabo is Assistant Professor of Hispanic Linguistics and Director of the Spanish Heritage Language Program at the University of Florida.



His primary research interest is heritage speaker bilingualism, which he studies from a variety of perspectives: formal linguistic, socio-affective, and pedagogical. Over the past few years, his work on this topic has appeared in several edited volumes and scholarly journals, such as *Applied Linguistics*, *Studies in Second Language Acquisition*, *Heritage Language Journal*, *Hispania*, and *Studies in Hispanic and Lusophone Linguistics* (among others). Diego is the editor of “Advances in Spanish as a Heritage Language” (published in 2016), and coeditor—along with Dr. Julio Torres—of “Aproximaciones al español como lengua de herencia”, which will be published in 2021.

As testimony of his professional commitment to our field, in 2014, he founded the Symposium on Spanish as a Heritage Language, which has since become an annual event bringing together researchers, scholars, and practitioners (K-12 and higher education) from all over North America. Since 2019, he has been Editor-in-Chief of the *Spanish Heritage Language Journal*.

Maria M. Carreira, Professor of Spanish, California State University, Long Beach; Co-Director, National Heritage Language Resource Center

Maria Carreira is a professor of Spanish linguistics at California State University, Long Beach and Co-director of the National Heritage Language Resource Center, at UCLA. Her recent book-length publications include a co-edited Routledge Handbook on heritage language education around the world (2018); four co-authored college-level Spanish textbooks; *Voces: Latino Students on Life in the United States*, a book about the experiences of U.S. Latino youth; and co-author of *Teacher training for the 21st century: Teaching heritage languages* [Online course for language teachers, created through a grant



from STARTALK]. Dr. Carreira has been a keynote speaker at many conferences and has lectured extensively on language teaching at many venues. She is also contributing to the *America's Language Initiative*, as a Language Fellow of the American Academy of Arts and Sciences, and she is the representative for higher education on the ACTFL Board for 2021.

Kim Potowski, Professor, University of Illinois at Chicago

Dr. Kim Potowski is Professor of Spanish linguistics at the University of Illinois at Chicago, with courtesy appointments in Latin American and Latino Studies and in Curriculum and Instruction. Her research focuses on Spanish in the U.S., including factors that influence language maintenance as well as connections between language, education, and identity. She began directing her campus' Spanish Heritage Language Program in 2002 and is the founding director of its summer study abroad program in Oaxaca, Mexico. Her advocacy for the value of dual language education in promoting bilingualism and biliteracy was the focus of her 2013 **TEDx talk** "No child left monolingual." She has authored and edited over 12 books including *El español de los Estados Unidos*, *Heritage language teaching: Research and practice*, *Language diversity in the USA* and *Language and identity in a dual immersion school*, as well as the Spanish textbooks *Gramática y variación social* and *Conversaciones escritas*. She is currently co-authoring a methods book for Spanish heritage language teachers in Spanish with veteran high school teacher Alfredo Varela.



Josh Prada, Assistant Professor, Indiana University-Purdue University Indianapolis

Josh Prada (MA, Birkbeck, University of London; PhD, Texas Tech University) is assistant professor of Spanish applied linguistics at Indiana University School of Liberal Arts at IUPUI. His work is in the interdisciplinary field of bi/multilingualism, with an emphasis on community/heritage/minoritized language speakers and translanguaging. Josh's research program centers the application of critical and transdisciplinary lenses to advance how we research, educate, and think about multilingualism, and ultimately, about how we act as multilingual citizens in our superdiverse world. Josh has published on topics such as linguistic landscapes, multilingualism and emotions, social cognition, service-learning, program development, and teacher education. Josh is



Associate Editor of the *Spanish as a Heritage Language Journal* (University of Florida Press), and Reviews Editor of the *International Journal of Bilingual Education and Bilingualism* (Taylor & Francis).

Damián Vergara Wilson, Associate Professor of Spanish, University of New Mexico

Damián Vergara Wilson is Associate Professor and Coordinator of the Spanish as a Heritage Language program at the University of New Mexico's Department of Spanish and Portuguese. His research areas include sociolinguistics, usage-based analysis of language, and SHL. His recent work covers topics such as Perceptual Dialectology in New Mexico, Critical Language Awareness, and Ideologies in the SHL instructional context.



Andrew Lynch, Associate Professor of Spanish and Latin American Studies, University of Miami and Editor in Chief, Heritage Language Journal

Andrew Lynch is a sociolinguist whose scholarship focuses on language in postmodernity, with emphasis on the situation of Spanish in the United States, the variation of Spanish in contact with other languages throughout the world, and heritage language studies. He also researches cultural and literary production among the US Latinx population. He is editor of *The Routledge Handbook of Spanish in the Global City* (2019) and co-author of *El español en contacto con otras lenguas* (Georgetown UP, 2009). His studies appear in volumes published by Georgetown UP, the University of North Carolina Press, John Benjamins, Routledge, Springer, and Instituto Cervantes, among others, and in journals such as *Hispania*, *Studies in Hispanic & Lusophone Linguistics*, *Language Sciences*, *Language and Linguistics Compass*, and *Foreign Language Annals*. He serves as Editor-in-Chief of the *Heritage Language Journal*.



Elena Foulis, Senior Lecturer and Heritage Language Program Coordinator, The Ohio State University

Dr. Elena Foulis is a student-centered educator with over 15 years of experience in higher education. She holds B.A and M.A degrees in Spanish and Latin American Literature and a Ph.D. in Comparative Literature and Cultural Studies. Her



research and teaching interests include U.S. Latina/o literature, Spanish for Heritage Learners, and Oral History. Foulis is an engaged scholar and is committed to reaching non-academic and academic audiences through her writing, presentations, and public humanities projects. Her e-books, *Latin@ Stories Across Ohio* and *Mi idioma, mi comunidad: español para bilingüe*, have given her students key resources for understanding our Latina/o community's rich heritage, and the complexity and diversity, and sometimes, structural and systematic inequalities that this community faces. She is also host and producer for the *Ohio Habla* podcast.

Florencia Henshaw, Director of Advanced Spanish, University of Illinois, Urbana-Champaign

Florencia Henshaw has a PhD in Second Language Acquisition and Teacher Education from the University of Illinois, Urbana-Champaign, where she is now the Director of Advanced Spanish. She has taught 19 different undergraduate and graduate courses, and she has designed eight online courses, including a section of Spanish Composition for Heritage Learners. Dr. Henshaw has published and presented on technology integration, heritage language instruction, and research-based pedagogical practices at national and international conferences, and she has been an invited speaker at prominent institutions, including Harvard and Yale. Dr. Henshaw is also an Editorial Board member of FLTMAG (an online magazine on technology integration in language teaching and learning), and a member of the Board of Directors of the American Association of Teachers of Spanish and Portuguese (AATSP).



Ariana Mikulski, Teaching Professor of Spanish, Penn State University

Ariana Mikulski earned her Ph.D. in Second Language Acquisition at the University of Iowa and joined the faculty at Penn State in 2012. She specializes in heritage language acquisition of Spanish, focusing on college-level learners and preschoolers. Her current research interests include writing in the heritage Spanish classroom (examining both learner behaviors and instructor practices) and the linguistic, academic, and social development of Spanish-English bilingual Head Start students. Her publications have appeared in *The Modern Language Journal*, *Applied Psycholinguistics*, *Heritage Language Journal*, *Foreign Language Annals*, and *Hispania*. She regularly teaches online courses for heritage learners and



also has taught special topics courses in applied linguistics and bilingualism and courses within the Intermediate Language Program.

Adrienne Brandenburg, World Language Department Chair and Spanish Teacher, Poudre High School, Fort Collins, CO

Adrienne Brandenburg teaches high school Spanish and Spanish for heritage speakers in Colorado. She presents regularly at state and national conferences on topics related to heritage language teaching and literacy and serves as the Chair of the Spanish for Heritage Learners Special Interest Group at ACTFL. She is passionate about deepening connections among heritage teachers and preventing burnout for teachers in this unique area of world language teaching. Finally, she is committed to the lifelong work of recognizing and dismantling systems of oppression, in herself, in her classroom, and in her community.



Angélica Amezcua, Ph.D. Candidate of Spanish, Arizona State University

Angélica Amezcua is a researcher and an educator of Spanish as a Heritage Language. She is also a linguistics activist who works in and outside the classroom towards reclaiming and promoting the use of Spanish in a society with low ethnolinguistics vitality. Angélica is a Ph.D. Candidate at Arizona State. In her current research, she examines how university Spanish heritage language courses could play an important role in not only promoting the use of Spanish in the United States and counteracting the devaluation of minority languages, but also in contributing to narrowing the Latinx student achievement gap. More specifically, she analyzes how students understand and identify what types of capital (e.g., knowledge, learned experiences) they bring to a Spanish language course, and how they see the course shaping their own views of their capital.



Ariana Mangual Figueroa, Associate Professor Urban Education and Latin American, Iberian, and Latino Cultures, The Graduate Center, CUNY

Ariana Mangual Figueroa draws from the fields of language socialization and linguistic anthropology to



examine language use and learning in Latinx communities living in the United States. Her ethnographic research seeks to understand the ways in which the lives of children and adults in mixed-status families are shaped by citizenship status and schooling practices during everyday, routine interactions. Her work has appeared in *Anthropology & Education Quarterly*, *Language Policy*, and the *American Educational Research Journal*. She is currently a co-Principal Investigator of two longitudinal research projects: The first is called the “Putting Immigration and Education into Conversation Everyday” (PIECE) Research Project, funded by the W.T. Grant Foundation, and the second is the City University of New York Initiative on Immigration and Education (CUNY-IIE; see <http://www.cuny-iie.org>). Prior to obtaining her Ph.D., she taught English as a Second Language and Spanish in public schools in the Bronx and Brooklyn.

Sergio Loza, Assistant Professor of Spanish Linguistics, University of Oregon

Sergio Loza (Ph.D., Arizona State University) is Assistant Professor of Spanish Linguistics in the Department of Romance Languages, where he directs the Spanish Heritage Language Program. He received his Ph.D. in Spanish Heritage Language Education with a minor in Spanish Sociolinguistics. As a first-generation college graduate, a son of Mexican immigrants, and a grandson of two Bracero workers, his cultural roots and linguistic experiences are those of a heritage speaker of Spanish. His identity informs his scholarly inquiry as well as his advocacy for educational excellence for Spanish heritage language learners. His research interests include Spanish heritage language education and research, Spanish sociolinguistics, critical language awareness, critical discourse analysis, language ideologies, language attitudes, sociolinguistic style, Spanish in the U.S., and bilingualism. Sergio Loza has published in peer-reviewed journals such as *Critical Inquiry in Language Studies*, *Language Testing*, *International Multilingual Research Journal*, and *Chiricú Journal: Latina/o Literatures, Arts, and Cultures*. He is currently co-editing a book on Critical Language Awareness with Dr. Sara Beaudrie, under contract with Routledge.



José Magro, Lecturer, University of Maryland

Raised in Alcorcón, Madrid, and a long-time resident of Brooklyn, **José Magro** holds a Ph.D. in Hispanic Linguistics with a specialization in critical applied sociolinguistics. He also holds a B.S. in



Social Psychology, and he is a certified New York State 7-12 Spanish teacher with an M.Ed. His dissertation was titled “Language and Racism–Motivation, linguistic proficiency and awareness in the Spanish as a second language classroom: Integration of contents related to the socio-political nature of language in a content-based approach.” His primary areas of research are critical applied sociolinguistics, second language acquisition, bilingualism, language and identity, language ideologies, glotopolitics, Spanish as a heritage language in the USA, and, very particularly, Hip-Hop and explicitly antiracist pedagogies. He is also a well-known MC who, along with his rap group El Club de los Poetas Violentos, developed the foundations for Spanish rap during the early 1990s socio-politically charged peripheral Madrid scene. He is currently working on *Language and Antiracism in the (Spanish) language classroom* (Multilingual Matters, under contract), a manuscript focused on integrating antiracist practices in the language classroom.

Presentation Descriptions

The presentation descriptions are listed in alphabetical order by title.

A Model for Campus Collaborations: Considerations for Spanish Heritage Success

Authors: Lina Reznicek-Parrado (University of Denver), Adrienne Gonzales (Tulane University)

Key words: Language Programs, Literacy, Translanguaging, Writing

We describe a pedagogical initiative which resulted from the collaboration between a Spanish for Heritage/Bilingual Program and a Language Center at a medium-sized private institution in the United States to support Spanish heritage writing through peer-to-peer support. Spanish heritage students autonomously engage with language tutors from the Language Center and their peers for guidance, discussion and writing support. We discuss course integration and the logistical details of the peer-to-peer consultation program design, the collaborative enterprise, and emerging data on student experience, as well as program assessment.

Affective Responses to Language Brokering among Spanish Heritage Speakers

Authors: Aída Martínez-Gómez (John Jay College of Criminal Justice, CUNY),

Key words: Interpreting, Translation, Language Attitudes, Identity

Young heritage speakers and other bilinguals who mediate linguistically and culturally for their families react emotionally to these language brokering activities, which affects multiple spheres of their lives. This study analyzes affective responses to language brokering and their evolution, emphasizing the effects of language and translation education in this process, through quantitative and qualitative analyses of brokers' narratives (N=75). It reveals overall affective responses, changes in triggers for positive/negative emotions, and pedagogical interventions that strengthen positive affective responses.

“Ahora cuéntamelo tú”: Narrative Abilities in School-Age Heritage Spanish

Authors: Javier Jasso (The University of Texas at Austin), Cecilia Perez (University of California, Irvine)

Key words: Oral Production, Acquisition, Language Use, Assessment

Oral narratives provide an ecologically valid way to examine heritage Spanish production. Commonly used narrative measures inform users' language productions but differ in their sensitivity to child- and task-related factors such as age and language experience (Castilla-Earls et al., 2019; Fiestas & Peña, 2004). Using Spanish narratives of school-age bilingual children, we examine: 1) the associations between three language measures, and 2) the relative contributions of age and language experience on these language measures.

Automatically Assessing Bilingual Pre-Literacy Skills in Emergent Kindergarten Bilinguals with The BLAST App

Authors: Rocio Raña (Brooklyn College, CUNY), Xuan-Nga Cao (School of Professional Studies, CUNY)

Key words: Assessment, Bilingualism, Biliteracy, CALL (Computer Assisted Language Learning)

This presentation describes the steps followed in the research, design, and development of the BLAST (Bilingual Literacy Assessment and Skill Tracker) app, a fully-automated bilingual assessment app for Kindergarten emergent bilinguals that assesses pre-reading and writing skills, listening comprehension, and speaking in English and Spanish. This tool aims at addressing the need to understand the full breadth of emergent bilinguals' linguistic repertoire to help schools make more informed placement and curricular decisions.

Building Connections and Critical Language Awareness: Collaboration Between Learning Communities in Two Distant States

Authors: Marisol Marcín (Binghamton University), Damián Vergara Wilson (Universidad de Nuevo México),

Key words: Critical Pedagogies, Project-Based Learning, Spanglish, Sociolinguistics

Can Critical Language Awareness (CLA) be increased through sociolinguistically-based student projects in collaborative learning communities from two distant campuses? If so, how can CLA be operationalized in order to analyze it through qualitative methods? Through qualitative analysis of interviews and student work, we find evidence for increased CLA while also finding that some efforts yielded language awareness that was less critical. By comparing the different levels of language awareness, we propose ways to add the critical element.

Categories of Stigmatization: Style, Awareness, and Agency among Speakers of Spanish as a Heritage Language

Authors: Claudia Holguín Mendoza (University of California, Riverside), Eve Higby (California State University, East Bay), Lara Boyero (University of Oregon), Melissa Mallon (University of California, Riverside), Zaira Vidal (University of California, Riverside)

Key words: Sociolinguistics, Psycholinguistics, Language Attitudes, Pedagogy

Our study centers on the perception of stigmatized Mexican “vernacular” forms stylistically used by Spanish heritage language speakers in Southern California. Spanish-English bilinguals (n = 52) were asked if they had ever been told that particular phrases from seven categories indexing different social meanings were “incorrect.” English borrowings were corrected more often than traditionally stigmatized forms. These results expose the need to address these categories in different ways during instruction in order to develop more suitable pedagogical approaches.

Challenging the Notion of Spanish Heritage Language Reading Deficits: Comparing Spanish Heritage & L2 Learners' Performance on Non-Traditional Readings

Authors: Patricia MacGregor-Mendoza (New Mexico State University), Gabriela Moreno (New Mexico State University), Jeffrey Longwell (New Mexico State University)

Key words: Assessment, Literacy

Heritage language learners (HLLs) are often erroneously believed to be at a disadvantage with regard to reading abilities when compared with second-language (L2) learners (Ortega, 2020). The current study seeks to better understand differences in literacy skills of Spanish HLLs and L2 learners by examining their performance on tasks that employ non-traditional reading passages. Although each group of learners responds differently, these items reveal ranges of literacy skills within the two groups—one group of Spanish HLLs and Spanish native speakers, and one group of L2 learners—which point to the utility of literacy-based test items in aiding placement decisions.

Child Heritage Speakers' Knowledge of Spanish Differential Object Marking

Authors: Pablo Requena (The University of Texas at San Antonio),

Key words: Acquisition, Bilingualism, Morphosyntax, Sociolinguistics

Spanish-English bilingual children omit Differential Object Marking (DOM) with animate direct objects (DOs) and exhibit protracted development of the constraints on DOM. But not all animate DOs are the same with respect to Spanish DOM. While DOM is required with human DOs, it is variable with non-human animate DOs in particular contexts. This study examines school-age bilingual children's knowledge of the gradience along the animacy scale, as well as of Clitic Doubling (CD) as a constraint on DOM.

Cognate Status, Voicing, and Spanish Language Dominance: How Heritage Language Learners' Perceive Intervocalic [z] in Cognates versus Non-Cognates

Authors: Rachel Sangster Garza (Indiana University),
Key words: Phonology, Bilingualism, Language Dominance

This study argues that the overlap of phonological systems in heritage language learners affects their perception of Spanish intervocalic /s/ realization. Participants completed The Bilingual Language Profile (BLP) and rated the Spanish-like pronunciation of carrier phrases containing words with intervocalic /s/—realized either as [s] or [z]—in the antepenultimate syllable of the final word of each phrase. Data evaluated using a multiple regression analysis suggest that perception of intervocalic [z] in Spanish-English cognates relates to Spanish dominance.

Connecting Cultures: Let's Create a Visual Dictionary

Authors: Iziar De Miguel (Graduate Center and Baruch College, CUNY), Eritka Valdivia-Flores (Baruch College, CUNY)
Key words: Linguistic Landscapes, Intercultural Competence, Task-Based Learning, Latinx Identities

This presentation shares a student activity inspired by graphic artist Vahram Muratyan's work, where students create their own comparative Visual Cultural dictionary. The final product combines cultural references from American and Hispanic cultures. For the activity, students, working in pairs, use a visual template provided by the instructor to develop awareness about their own cultural identity. Then, each student chooses a symbol, a place, or an institution to represent their culture, and is asked to explain why they chose it. Finally, the instructor leads students in a class discussion on the different stages of the activity.

Connecting Some Dots in Heritage Language Acquisition of Mood Selection

Authors: Melisa Dracos (Baylor University), Pablo E. Requena (The University of Texas at San Antonio)

Key words: Bilingualism, Acquisition, Morphosyntax, Language Use

This study examines the link between heritage language (HL) development in children and the adult 'end-state' in the acquisition of the Spanish subjunctive (SUBJ) mood in categorical contexts. Using the same sentence completion task employed with child heritage speakers (HSs) in Dracos and Requena (in prep), we examine SUBJ use in second-generation adult HSs. We find that exposure to and use of Spanish in elementary school (retrospective reports) best predicts current SUBJ use in adult HSs.

Contribución de los estudios del español como lengua heredada en los Estados Unidos al estudio de la enseñanza del español para personas sordas e hipoacúsicas

Authors: Claudia Holguín Mendoza (University of California Riverside), Angélica Castro Caballero (Universidad Autónoma de Baja California), Melissa Mallon (University of California, Riverside), Cynthia Mendoza Casanova (Universidad Autónoma de Baja California), Elena Cardona (Universidad de California, Riverside), Frida García Leos (Instituto de Estudios Superiores de Occidente), Sofía Reinaga Gonzales (Universidad Autónoma de Baja California, Campus Mexicali), Larissa López Aguilar (Universidad Autónoma de Baja California, Campus Mexicali), Eduardo Misael Hernández Miranda (Universidad Autónoma de Baja California, Campus Mexicali)

Key words: Language Ideologies, Bilingualism, Critical Pedagogies, Pedagogical Tools

En esta presentación se comparte un análisis sobre ideologías sociolingüísticas encontradas en materiales pedagógicos de español para personas sordas e hipoacúsicas en la frontera entre México y EE.UU. Se exponen, así mismo, los paralelismos que existen en cuanto al uso de prácticas excluyentes entre la educación superior de personas sordas que habitan zonas fronterizas y la de estudiantes de herencia en los EE.UU. Finalmente, se muestran modelos preliminares para desarrollar propuestas críticas desde la enseñanza del español como lengua heredada con el fin de aplicarlas a otros contextos sociolingüísticos en donde se marginan a comunidades históricamente racializadas.

Culture Portfolio as a Critical Pedagogical Tool in the Heritage Language Classroom: A Student Perspective

Authors: Gabriela Vokic (Southern Methodist University),

Key words: Pedagogical Tools, Critical Pedagogies, Language Attitudes, Spanglish

This study analyzed the effectiveness of a cultural portfolio as a tool to introduce a critical pedagogical approach into the heritage Spanish classroom. Results show that students overall viewed the portfolio as a beneficial pedagogical tool that helped them develop critical language awareness and deepened their understanding of the scope of social challenges faced by U.S. Hispanics, while at the same time improving their performance in Spanish.

“*De esto se trata*”: A Post-Process Spanish Language and Culture Curriculum for Latinx Students

Authors: Maria Luisa Parra (Harvard University), Carolina Melgarejo-Torres (Williams College)

Key words: Critical Pedagogies, Language Ideologies, Multiliteracies, Identity

We present the advanced Spanish language curriculum for Latinxs students at the collegiate level “*De esto se trata*.” The five thematic, multimedia modules that conform this curriculum provide an interdisciplinary understanding of the complex historical and socio-political processes that have led to current *status quo* affecting Latinx youth and of the mechanisms that help maintain it. The curriculum includes a “*Guía*” for academic and creative writing that takes students’ own lived experiences as the main source of inspiration for their own writing processes.

Diseño de un curso de herencia de nivel intermedio desde un enfoque crítico y contenidos basados en la justicia social

Authors: Eva Gómez García (Brown University),

Key words: Critical Pedagogies, Identity, Language Ideologies, Pedagogy

Las realidades de la educación de herencia han estado vinculadas a determinados contextos políticos e ideológicos (Valdés & Parra, 2018) que desplazan identidades tradicionalmente silenciadas. En esta presentación se compartirá el proceso de creación de un curso universitario de herencia en el que estas identidades se sitúan en el centro del mismo. Para ello, se parte de las propuestas de los enfoques críticos (Beaudrie, 2015) y los principios de la educación para la justicia social.

Disrupting Discourses of *Capable Illiterate* Bilingual Latinx Students through Curricular Analysis

Authors: Erica Saldívar García (NYU Steinhardt),

Key words: Bilingualism, Literacy Latinx Identities, Language Ideologies

This presentation introduces the *capable illiterate* subject position discursively created for bilingual Latinx students through Spanish curricular discourses. It interrogates the discourses of appropriateness (Flores & Rosa, 2015), which maintains that bilingual Latinx students are not lacking literacy altogether but rather that they have the wrong kind(s) of literacy. The racist and classist forces that deem particular language practices as “vulgar,” “uneducated,” and worthy of teacher caution are highlighted. The presentation concludes by providing actionable steps towards disrupting these discourses in Spanish as a heritage language and world language classrooms.

Documenting Latina/os/x in Ohio: Stories During COVID-19 through Performed Storytelling

Authors: Paloma Pinillos Chávez (The Ohio State University), Elena Foulis (The Ohio State University), Micah Unzueta (The Ohio State University)

Key words: Digital Storytelling, Latinx Identities, Bilingualism, Sociolinguistics

We will show video recorded performances to model best practices for transformational community engagement through storytelling. This project features video of eight performers. We plan to focus the Q&A on letting attendees share their own experiences during the pandemic.

Effects of Writing Instruction on Spanish Heritage Learners in Heritage-Only and Mixed Courses

Authors: Irati Hurtado (University of Illinois at Urbana-Champaign), Kacie Gastanaga (University of Illinois at Urbana-Champaign)

Key words: Writing, Online Instruction, Mixed Classrooms/Courses,

Our research compares the effectiveness of heritage-only writing instruction and the more common mixed heritage/L2 writing instruction by examining the written production of 24 heritage learners (HLLs) of Spanish over the course of a semester in an online environment. Using measures of lexical density, lexical sophistication, and lexical diversity, as well as syntactic complexity and accuracy, we demonstrate how instruction impacts this essential skill for HLLs and where it might still fall short.

Empowering Spanish Heritage Language Learners through Open Educational Practices and High-Quality Project-Based Learning

Authors: Alegría Ribadeneira (Colorado State University),

Key words: OER, Project-Based Learning, Digital Storytelling, Identity

When it comes to the SHLL classroom, Open Educational Practices can be transformative, as they empower students to reflect on their unique life experiences and how their perspectives can contribute knowledge to the world beyond the classroom. This presentation showcases open educational resources created by SHLLs, including a food site, a community histories site, and a children's books site. Attendees will discover best practices for guiding students through such projects and ways in which student-created public products can be shared.

Exploring Curricular Innovations in Spanish Language Instruction through Latinx Archival Resources

Authors: Tania Avilés Vergara (The Graduate Center, CUNY), Rosalía Reyes Simón (The Graduate Center, CUNY)

Key words: Critical Pedagogies, Latinx Identities, Need Analysis, Multiliteracies

We share the process of designing language curriculum innovations in the Spanish classroom. First, we discuss the challenges of planning curricular innovations for a socially and linguistically diverse audience. We share an entry survey to understand students' backgrounds and needs before creating activities. Second, we share pilot teaching assignments using Latinx archival resources, designed under the multiliteracies framework, to be implemented in Spanish for heritage speakers at Lehman College. Lastly, we address the challenges of implementing and assessing these pedagogical materials.

Hablantes de herencia en el extranjero: cambios identitarios y desarrollo lingüístico

Authors: Asunción Martínez-Arbelaiz (University Studies Abroad Consortium), Marta De Vega (University Studies Abroad Consortium)

Key words: Identity, Study Abroad, Linguistic Profiles, Acquisition

El presente estudio ahonda en la relación entre los posibles cambios identitarios y la percepción del dominio del español de los hablantes de herencia estadounidenses tras una estancia en un programa de estudios en España. Recogemos las reflexiones de tres alumnos hablantes de herencia propiciadas por entrevistas realizadas siguiendo la técnica *Pragmatic Identity*, la cual incluye una narrativa sobre su vida, una revisión reflexiva para conseguir un análisis más profundo de esta y un examen colaborativo sobre identidad y lengua.

How Age of Acquisition Affects the Production of Frequent Verbs in Bilingual Children Attending Dual-Language Schools

Authors: Michele Goldin (University at Albany, SUNY), Esther Hur (Rutgers University), Julio López-Otero (Indiana University)

Key words: Bilingualism, Acquisition, Morphology, Language Programs

This study addresses the effect of age of acquisition and lexical frequency on bilingual children's production of verb morphology. Findings are discussed as they relate to the nature of the language learning mechanism in early childhood and to implications for dual language education.

“I Make Too Many Grammar Mistakes”: Hablantes de herencia y el impacto de la enseñanza homogénea

Authors: Yohana Gil Berrio (Franklin and Marshall College), Raquel Mattson-Prieto (Princeton University)

Key words: Bilingualism, Mixed Classrooms/Courses, Pedagogy, Pedagogical Tools

En esta investigación analizamos los efectos de la enseñanza homogénea en cursos mixtos que inscriben estudiantes de español como lengua de herencia (LH) y como segunda lengua (L2). El discurso producido por siete parejas LH-L2 mientras trabajaban en varias tareas enfocadas en la gramática, fue codificado y analizado para determinar el tipo de relaciones establecidas y la cantidad y calidad de las discusiones sobre el lenguaje. Los resultados resaltan la necesidad de adoptar estrategias pedagógicas diferenciadas en clases mixtas.

Investigating Spanish Heritage Language Learners' Learning Styles: A Preliminary Study

Authors: Sergio Adrada-Rafael (Fairfield University)

Key words: Acquisition, Bilingualism, Pedagogy

Learning styles have received attention from researchers in the field of second language acquisition (SLA) with a focus on L2 learners, but not on heritage language learners. The present study aims to fill this gap in the literature by conducting a survey with 15 heritage language learners in order to better understand which styles are the most commonly used when learning their heritage language. Findings will reveal their preferred learning styles and will also be informative for heritage language instructors.

La destreza oral de los hablantes de herencia: La fluidez ... eh... en la clase de Español

Authors: Marina Cuartero Marco (University of Florida), Maria Dominguez (University of Florida), Diego Pascual y Cabo (University of Florida)

Key words: Oral Production, Pedagogy, Proficiency

To date, heritage language instruction has mainly focused on improving written production and literacy skills rather than developing oral production skills. In this presentation, we focus on the development of fluency after one semester of instruction. More specifically, we examine pauses and repairs as prominent markers of perceived fluency. Our findings show an overall reduction on pause duration and a decrease of repairs after a semester of instruction.

La educación descolonizadora: hablantes de herencia y resistencia cultural

Authors: María Datel (Boston University)

Key words: Critical Pedagogies, Language Ideologies, Latinx Identities, Activism

En esta presentación se discute la importancia de descolonizar el currículo de la enseñanza del español para los hablantes de herencia, como estrategia pedagógica para visibilizar la diversidad cultural, generar una visión crítica del mundo, y empoderar a los estudiantes. En la exposición se tomarán como referencia las experiencias elaboradas en el contexto de “La frontera”, un curso universitario de escritura avanzada para hablantes de herencia, diseñado desde el concepto de educación descolonizadora como herramienta de resistencia cultural y transformación social.

La enseñanza de español con fines médicos para hablantes de herencia: estrategias de atenuación y posicionamiento en textos académicos escritos

Authors: David Sánchez-Jiménez (NYC College of Technology, CUNY)

Key words: Biliteracy, Discourse Analysis, Language and the Professions, Pragmatics

En esta ponencia se analizan tres estudios interculturales (inglés y español) correspondientes a diferentes géneros médicos escritos (historial médico, tesis doctoral, artículo de investigación). En ellos se estudian las estrategias de atenuación y posicionamiento utilizadas en textos escritos por estudiantes y expertos nativos de español, las cuales servirán como modelo de instrucción en las clases de español con fines médicos para hablantes de herencia.

Language Ideologies in Instructors of Spanish as a Heritage Language

Authors: Michael Rolland (The Graduate Center, CUNY)

Key words: Language Ideologies, Pedagogy, Critical Pedagogies, Sociolinguistics

In this talk, I present the preliminary results of a multiple-methods study analyzing the language ideologies of instructors of Spanish as a heritage language and their impact on students enrolled in such courses. I contrast two groups of instructors, those who implicitly and explicitly support a standard language ideology, and others who employ various critical approaches to heritage language pedagogy. I find that student investment and engagement is greater in courses that use a critical approach to support students' multilingualism.

Language Ideologies in the Spanish Heritage Language Classroom: (Mis)alignment Between Instructor and Students' Realities

Authors: Leslie Del Carpio (Arizona State University), Valeria Ochoa (Arizona State University)

Key words: Language Ideologies

The present study investigates the types of language ideologies that are developed and/or maintained upon students' enrollment in SHL courses as well as the instructor's perception of the ideologies addressed in the classroom. Using directed content analysis, we examined semi-structured interviews with four students and their instructor, along with student writing samples. Preliminary findings indicate that the dominant language ideologies highlighted in Fuller and Leeman (2020) are perpetuated by students and the instructor alike.

Lexical Richness Measures in Spanish Heritage, Native, and L2 Learners

Authors: Irene Checa-Garcia (University of Wyoming), Laura Marqués-Pascual (University of California Santa Barbara)

Key words: Bilingualism, Writing, Vocabulary and Lexicon, Linguistic Profiles

Heritage language has often been compared to L1 and L2, with most studies focusing on grammar. In our presentation, we study the lexical diversity, density, and sophistication of these three groups of Spanish speakers: monolingual, heritage, and L2 learners. Results indicate that they develop differently, with heritage speakers exhibiting a middle value, but grouping with monolingual or with L2 speakers depending on the index. We finish our presentation discussing the usefulness but also the shortcomings of the indexes, and in particular, how best to study lexical sophistication.

Look Who's Helping Whom? Too: An Action Research Project

Authors: Avizia Long (San Jose State University), Elizabeth Herring Dudek (D'Youville College)

Key words: Mixed Classroom/Courses, Pedagogical Tools

In this presentation we describe an inter-institutional partnership that paired heritage language learners in California with second language learners in New York for virtual interaction in Spanish content courses. Links to course materials and practical recommendations will be provided.

Metas and Mindsets in the Heritage Spanish Classroom

Authors: David Giancaspro (University of Richmond)

Key words: Language Attitudes, Pedagogical Tools, Critical Pedagogies, Latinx Identities

In this presentation, I introduce Carol Dweck's notion of the "growth mindset" and argue for its relevance and value in the heritage language classroom. To illustrate how promoting the growth mindset can help heritage speakers to deal with linguistic insecurity and see their Spanish as a dynamic (rather than static) system, I outline some successful mindset-focused activities that I have implemented in recent semesters of my college-level Spanish for Heritage Speakers course.

Obviating the Mood, but Very Much under Control: An Analysis of Spanish HSs' Knowledge of Binding Constraints

Authors: Silvia Perez-Cortes (Rutgers University)

Key words: Acquisition, Morphosyntax, Bilingualism, Formal Linguistics

This study explores the extent to which Spanish HS' subjunctive mood variability might have affected their knowledge of the binding dependencies that operate in co-referential and disjoint reference desideratives. Results indicate that this group of bilinguals exhibits difficulties when interpreting subjunctive complements, which are often associated with subject control. Participants' level of proficiency in their heritage language (i.e., Spanish) modulates their performance in this context, significantly facilitating the rejection of such readings.

Percepciones de los aprendices de español como lengua heredada sobre la auto-evaluación y la revisión entre pares en la escritura de ensayos académicos

Authors: Yuly Asención-Delaney (Northern Arizona University)

Key words: Writing, Assessment

Este estudio examina las percepciones de 84 estudiantes de español como lengua heredada sobre los procesos de revisión entre pares y auto-evaluación experimentados durante la escritura de ensayos académicos en cuatro clases de composición. Después de participar en varias sesiones de revisión entre pares y auto-evaluación usando una rúbrica y preguntas de reflexión, los estudiantes completaron un cuestionario expresando sus opiniones sobre la utilidad de estas experiencias de revisión en la calidad de sus ensayos y su desarrollo como escritores.

Resistance and Reproduction of Eurocentric Notions of Language, Literacy, and Culture in Wyoming Dual Language Immersion Classrooms

Authors: Chelsea Escalante (University of Wyoming), Cynthia Brock (University of Wyoming), Jenna Shim (University of Wyoming), Cecilia Aragón (University of Wyoming)

Key words: Dual Language Education, Language Ideologies, Pedagogy, Critical Pedagogies

The current study explores language ideologies and pedagogical practices in two Spanish language dual immersion schools in a rural school district in the state of Wyoming. Through a qualitative analysis of classroom observations and interviews with teachers and administrators, we analyze how the district's DLI program may serve as a site of resistance to neo-colonial pedagogies and monolingual ideologies in certain ways, while acting as a site of reproduction of them in other ways. In this presentation, we provide examples of how these opposing pedagogies are disputed, negotiated, and reconciled by different teachers and administrators.

The Concept of Grammar: Differences in Students of Spanish as a Heritage Language, Students of Spanish as a Second Language, and Native Speakers

Authors: Carlos Enrique Ibarra (University of New Mexico)

Key words: Grammar Instruction, Language Ideologies, Linguistic Profiles, Pedagogy

This presentation explores the understanding of the concept of grammar in 70 students who speak Spanish as a heritage language, Spanish as a second language, and Spanish as a native language in upper-division Spanish linguistics courses. Results indicate that, while certain common assumptions were present in the definition of grammar in the three groups, such as the idea that written accents are part of grammar, some significant differences exist. These results have important implications for heritage Spanish curriculum design and pedagogical practices.

The Distribution of the Middle Voice with Psych Verbs in Heritage Spanish

Authors: Becky Gonzalez (University of Iowa)

Key words: Bilingualism, Formal Linguistics, Morphosyntax, Lexicon

This study examines the syntactic distribution of the middle voice with psych verbs in heritage Spanish. Results of an empirical study carried out with heritage bilinguals and Spanish-dominant bilinguals will be presented, revealing that heritage bilinguals are sensitive to licensing restrictions at the syntax-lexical semantic interface which underlie this distribution. Discussion will consider individual verb results, frequency effects, and theoretical proposals (Putnam & Sanchez, 2013; Perez-Cortes et al., 2019) which may account for differences across groups.

The Impact of Task Complexity and Language Proficiency on the Written Production of Second-Generation Spanish Heritage Speakers

Authors: Vivian H. Franco Díaz (University of Minnesota)

Key words: Acquisition, Writing, Task-Based Learning, Proficiency

This presentation will discuss how changes in task complexity manipulated along reasoning demands of Robinson's (2007) Triadic Componential Framework impact the complexity, accuracy, and fluency (CAF) of second-generation Spanish heritage speakers' writing. It will also explore if the speakers' performance differs according to their level of language proficiency. Results will be discussed in relation to the Cognition Hypothesis (Robinson, 2001) and pedagogical implications will be addressed.

The Interpretation and Production of Inalienable Possession in L2 and Heritage Spanish

Authors: Laura Solano (Purdue University), Alejandro Cuza (Purdue University)

Key words: Bilingualism, Morphosyntax, Language Contact, Language Shift

We investigate the extent to which heritage speakers and L2 learners have knowledge of Spanish inalienable possession with pronominal verbs requiring the use of clitic *se*. Results from an Elicited Production Task and a Preference Task showed that heritage speakers outperformed L2 learners but both groups produced high rates of *se* omission and possessive determiner usage. The findings are discussed in terms of current debates on the role of language transfer in bilingual grammars and patterns of language exposure and use.

The Switch to Remote Instruction in Spanish Heritage Language Courses: Why Social Presence Matters

Authors: Evelyn Duran Urrea (Lehman College, CUNY), Angélica Amezcua (Arizona State University), Anel Brandl (Florida State University), Estrella Rodriguez (Florida State University)

Key words: CALL (Computer Assisted Language Learning), Online Instruction, Pedagogical Tools, Pedagogy

This project describes heritage learners' experiences with remote instruction using the Theory of Social Presence (Hauck & Wernicke, 2014) and the Community of Inquiry Model (Garrison et al., 2000) as guiding frameworks to obtain information about the online classroom environment. Participating students (n = 126) took a survey at the end of a remote Spanish heritage language course. Among other important findings, we report how classmate interactions influence the frequency and quality of classroom work. Pedagogical implications will be provided.

Heritage Speakers' Processing of the Spanish Subjunctive: A Comprehensive Usage-Based Study

Authors: Priscila Lopez-Beltran (Penn State University), Paola E. Dussias (Penn State University)

Key words: Language Use, Sociolinguistics, Syntax, Psycholinguistics

The inherent variability of heritage grammars is still poorly understood. The present study employs a usage-based approach to integrate sociolinguistic data into the design of a psycholinguistic experiment that examines processing of the Spanish subjunctive during online comprehension in heritage speakers. The findings reported highlight that factors such as the community examined, the ecological validity of the materials used, and the diversity of explanatory variables included in analyses can contribute significantly to a more unified theory of heritage language acquisition and processing.

Written Pragmatic Competence of Heritage and Foreign Language Learners of Spanish: Exploring Discourse Marker Use

Authors: Emilia Alonso-Marks (Ohio University), Ariadna Sánchez-Hernández (Universidad Complutense de Madrid), Caldwell Lynden (Ohio University)

Key words: Discourse Analysis, Writing, Language Use, Pragmatics

This study investigates the use of discourse markers (DMs) by heritage language learners (HLLs) and foreign language learners (FLLs) of Spanish in their written compositions. Fourteen U.S. college students of Spanish—7 HLLs and 7 FLLs—participated in the study. DM use was coded for frequency and function of elicited items. DMs were classified as interpersonal, textual, and opinion. Results revealed non-significant differences in the frequency of DM use, but significant variations in the function of the DM employed.

Yo creo que yo no sé: Bilingual Children's Spanish Subject Pronoun Expression

Authors: Sarah Lease (University of New Mexico), Emily Bird-Brown (University of New Mexico), Sandra Martínez Lopez (University of New Mexico), Naomi Shin (University of New Mexico)

Key words: Bilingualism, Acquisition, Morphosyntax

This study analyzes variation between subject pronoun expression and omission in 2,064 verb tokens produced by 9 bilingual children in Los Angeles and Washington State, and 7 monolingual children in Mexico, ages 5;11-7;00. The Los Angeles children's high pronoun expression rate is primarily due to two collocations: *yo creo* and *yo no sé*. Nevertheless, the bilingual and monolingual children are similar in that linguistic factors such as switching reference and 1st and 3rd singular verbs favor the expression of subject pronouns.

Bios of Presenters¹

Sergio Adrada-Rafael

“Investigating Spanish Heritage Language Learners’ Learning Styles: A Preliminary Study”

Sergio Adrada-Rafael, Ph.D., is an Associate Professor of Spanish and applied linguistics at Fairfield University in Connecticut, where he also serves as the director of the Spanish Language program, and where he teaches courses on linguistics, bilingualism, and Spanish for specific purposes, among others. His main research interests and publications encompass the areas of SLA, psycholinguistics, heritage language learners, and L2 pedagogy. His research has been published in several peer-reviewed, edited volumes and in peer-reviewed journals, such as *Applied Psycholinguistics*, *International Journal of Applied Linguistics*, *L2 Journal*, and *EuroAmerican Journal of Applied Linguistics and Languages*.

Emilia Alonso-Marks

“Written Pragmatic Competence of Heritage and Foreign Language Learners of Spanish: Exploring Discourse Marker Use”

Emilia Alonso-Marks is a professor of Spanish language and linguistics and director of the Institute for the Empirical Study of Language at Ohio University. Her research focuses on language understanding, learning, and use in bilingual Spanish-English speakers, heritage language speakers, and native Spanish speakers. Her recent work has appeared in *ELIA (Estudios de Lingüística Inglesa Aplicada)* (2020), *Porta Linguarum* (2018), and *Enciclopedia de lingüística hispánica*, edited by Javier Gutiérrez-Rexach (2016).

Angélica Amezcua

“The Switch to Remote Instruction in Spanish Heritage Language Courses: Why Social Presence Matters”

Angélica Amezcua is a researcher and an educator of Spanish as a Heritage Language. She is also a linguistics activist who works in and outside the classroom

¹ Bios appear for the first three authors of each presentation.

towards reclaiming and promoting the use of Spanish in a society with low ethnolinguistics vitality. Angélica is a Ph.D. Candidate at Arizona State. In her current research, she examines how university Spanish heritage language courses could play an important role in not only promoting the use of Spanish in the United States and counteracting the devaluation of minority languages, but also in contributing to narrowing the Latinx student achievement gap. More specifically, she analyzes how students understand and identify what types of capital (e.g., knowledge, learned experiences) they bring to a Spanish language course, and how they see the course shaping their own views of their capital.

Yuly Asención-Delaney

“Percepciones de los aprendices de español como lengua heredada sobre la auto-evaluación y la revisión entre pares en la escritura de ensayos académicos”

Yuly Asención-Delaney is a professor of Spanish at the Department of Global Languages and Cultures at Northern Arizona University (NAU). She teaches in the M.A. Program for Teaching Spanish and is the Spanish lower-division coordinator. Her research interests include corpus linguistics, second language acquisition, academic writing, and heritage language education.

Tania Avilés Vergara

“Exploring Curricular Innovations in Spanish Language Instruction through Latinx Archival Resources”

Tania Avilés Vergara is a Ph.D. candidate in Latin American, Iberian and Latino Cultures, on the Hispanic sociolinguistics track, at the CUNY Graduate Center. Her dissertation examines familial letter writing among the lower ranks of Chilean society at the turn of the 20th century. She is a Publics Lab Fellow (CUNY) and adjunct professor of Spanish and Hispanic linguistics in Lehman College, CUNY. She is currently leading a CUNY Incubator Project titled *Teaching and Learning Spanish at CUNY: Public Language Education through Archival Resources*. The project advocates for the use of archives as Open Educational Resources to center the Latinx history and experience in Spanish language instruction.

Emily Bird-Brown

“Yo creo que yo no sé: Bilingual Children’s Spanish Subject Pronoun Expression”

Emily Bird-Brown received her B.A. in Spanish and psychology from the University of New Mexico in 2019. As an M.A. student in Hispanic linguistics, Emily hopes to conduct sociolinguistic research in immigrant communities in the United States.

Lara Boyero Agudo

“Categories of Stigmatization: Style, Awareness, and Agency among Speakers of Spanish as a Heritage Language”

Lara Boyero Agudo is a Ph.D. candidate in Spanish linguistics at the University of Oregon. Her current research centers on Spanish as a heritage language.

Anel Brandl

“Categories of Stigmatization: Style, Awareness, and Agency among Speakers of Spanish as a Heritage Language”

Anel Brandl is a teaching professor of Spanish and Linguistics in the Department of Modern Languages and Linguistics at Florida State University. She specializes in bilingual sentence processing and heritage language acquisition. Her recent work focuses on heritage language instruction, and she has developed courses in Spanish as a heritage language and Spanish for the professions. Her work has appeared in the journals *Languages*, *Hispania*, *Issues in Hispanic and Lusophone Linguistics*, and the anthology *Multilingual is Normal* among others.

Cynthia Brock

“Resistance and Reproduction of Eurocentric Notions of Language, Literacy, and Culture in Wyoming Dual Language Immersion Classrooms”

Cynthia Brock is a Professor at the University of Wyoming where she holds the Wyoming Excellence in Higher Education Endowed Chair in Literacy Education. Her research centers on the study of the opportunity to learn, and she is particularly interested in exploring the literacy learning opportunities of elementary children from diverse cultural, linguistic, and economic backgrounds.

Lynden Caldwell

“Written Pragmatic Competence of Heritage and Foreign Language Learners of Spanish: Exploring Discourse Marker Use”

Lynden Caldwell is an alumni of linguistics studies from Ohio University. Their current research focuses on sociolinguistics, historical linguistics, language learning, phonetics, and pragmatics. Their work has been presented at the International Conference on Bilingualism, Heritage Languages and Migration (UNED) (2020) and the Appalachian Studies Conference (2021).

Xuan-Nga Cao

“Automatically Assessing Bilingual Pre-Literacy Skills in Emergent Kindergarten Bilinguals with The BLAST App”

Dr. Xuan-Nga Cao has extensive experience in language engineering and speech research. She earned her Ph.D. in linguistics from the CUNY Graduate Center and currently divides her time between the Cognitive Sciences and Psycholinguistics lab in Paris and LangInnov, an ed-tech company she cofounded. Dr. Cao also teaches at the School of Professional Studies, CUNY, and has co-authored several papers in the areas of speech analysis and speech research tools.

Leslie Del Carpio

“Language Ideologies in the Spanish Heritage Language Classroom: (Mis)alignment Between Instructor and Students’ Realities”

Leslie Del Carpio is a Spanish linguistics Ph.D. candidate at Arizona State University. Her main research interests are Spanish in the U.S., language contact and variation, and Spanish heritage language research. Her current research examines language attitudes towards Spanish in the U.S. as well as the analysis of linguistic aspects of this variety and other varieties of contact such as the Peruvian variety of Spanish.

María Angélica Castro Caballero

“Contribución de los estudios del español como lengua heredada en los Estados Unidos al estudio de la enseñanza del español para personas sordas e hipoacúsicas”

Es profesora de tiempo completo e investigadora en la Facultad de Arquitectura y Diseño en la Universidad Autónoma de Baja California (UABC), Campus Mexicali. Sus temas de interés en investigación incluyen el Modelo teórico Estructura Relacional, Teorías de la Forma, Percepción, la Epistemología del Diseño a partir de la Teoría de Sistemas y la Complejidad, Procesos metodológicos para el diseño.

Irene Checa-García

“Where Are Heritage Learners of Spanish Positioned When it Comes to the Lexicon? Lexical Richness Measures in Spanish Heritage, Native, and L2 Learners”

Dr. Irene Checa-García has taught at several institutions (University of León, UC at Santa Barbara, Westmont University), and she is currently professor of Spanish linguistics at the University of Wyoming where she directs the [Linguistics Lab](#). Her research focuses on measures of syntactic and lexical complexity and their validity in different populations with a focus on heritage speakers of Spanish in the U.S. She has also studied relative-clauses processing and discourse motivations of resumptive elements, and she is currently working on colloquial style characteristics and perceptions. She uses several methodologies such as corpus linguistics, reading experiments, and conversation analysis.

Marina Cuartero Marco

“La destreza oral de los hablantes de herencia: La fluidez ... eh... en la clase de Español”

Marina Cuartero is a second-year Ph.D. student of Hispanic Linguistics in the Department of Spanish and Portuguese Studies at the University of Florida. She is a member of the Spanish Heritage Language Lab under the supervision of Diego Pascual y Cabo and an instructor at the Spanish Heritage Language program. Her current research interests include heritage language teaching, learning attitudes and motivation, and endangered language and revitalization.

Alejandro Cuza

“The Interpretation and Production of Inalienable Possession in L2 and Heritage Spanish”

Alejandro Cuza is Professor of Spanish and Linguistics at Purdue University, Chair of Linguistics and director of the Second Language Acquisition and Bilingualism Research Lab. He received his MA in Hispanic Linguistics from the University of Ottawa in 2001 and his PhD in Hispanic Linguistics from the University of Toronto in 2008. His research focuses on Hispanic linguistics, second language acquisition, heritage language development and child bilingual development. Specifically, he examines the role of linguistic factors in the acquisition of Spanish morphosyntax and semantics among bilingual children, L2 learners and heritage speakers. He is also interested in Spanish in the U.S., and Cuban Spanish dialectology. Currently, he is working on various collaborative projects examining the acquisition of Spanish among adult L2 learners and child heritage speakers of Spanish in contact with English, Brazilian Portuguese, Mandarin, and Catalan. This includes the acquisition of copula distinctions, clitics, differential object marking, bare plurals, gender agreement, and mood selection, among other structures. His research has appeared in peer-reviewed international journals including *Studies in Second Language Acquisition*, *Second Language Research*, *Bilingualism: Language and Cognition*, *The International Journal of Bilingualism*, *Lingua*, *Hispania*, and *The Heritage Language Journal*.

María Datel

“La educación descolonizadora: hablantes de herencia y resistencia cultural”

María Datel studied literature at the University of Buenos Aires. She taught Semiotics and Latin American literature, wrote for a literary magazine, ran a radio program, and participated in literacy campaigns. María has taught Spanish at Boston University (BU) and Simmons College and developed curricula for Spanish heritage speakers at Kingsley Montessori. She created the courses “Narrating Crime” and “Sailing with Darwin to Patagonia” and taught adults from a local neighborhood as part of BU’s Hispanic Voices Project. At BU, María is currently the LS212 course coordinator and teaches “La Frontera/The Border,” a class for heritage speakers. She is interested in inclusive pedagogy.

Iziar De Miguel

“Connecting Cultures: Let’s Create A Visual Dictionary”

Iziar De Miguel studied foreign applied languages and translation at the École Supérieure d’Interprètes et de Traducteurs (ESIT), Sorbonne Nouvelle, Paris III. She is trilingual and worked as a professional editor and translator of Spanish in Paris for eighteen years. During that time, Iziar worked for renowned French publishing houses such as Larousse and cultural institutions like the French Institute, L’Institut du Monde Arabe, and the Musée de la Marine. Iziar currently teaches French and Spanish at Bernard Baruch College. She recently completed her Ph.D. in French Studies, specializing in French and Francophone detective and noir fiction.

Marta de Vega Díez

“Habla ntes de herencia en el extranjero: cambios identitarios y desarrollo lingüístico”

Marta de Vega Díez has a degree in Spanish Philology, a degree in Education, and a Ph.D. in Didactics of Language and Literature from *Universidad Complutense de Madrid*. Since 2001 she has worked as professor of Spanish Language and Linguistics for the *University Studies Abroad Consortium* in San Sebastian, Madrid and Alicante. She was a Visiting Professor in the Department of Modern Languages at the *University of Nevada, Reno (UNR)* in the years 2015 and 2017. She also teaches at the Department of Spanish Philology of the *Universidad de Alicante*. Her research focuses on applied linguistics in foreign language teaching.

María Dominguez

“La destreza oral de los habla ntes de herencia: La fluidez ... eh... en la clase de Español”

María Dominguez is a third-year undergraduate student double-majoring in Spanish and linguistics. She plans on going to graduate school to study Hispanic linguistics. Her research interests include bilingualism, Spanish as a Heritage Language, raciolinguistics, and sociolinguistics. Currently, she is researching pauses and hesitations and heritage speakers at the Spanish Heritage Lab under Dr. Diego Pascual y Cabo.

Melisa Dracos

“Connecting Some Dots in Heritage Language Acquisition of Mood Selection”

Melisa Dracos is an assistant professor of Linguistics at Baylor University. Her research focuses on the acquisition of Spanish morphosyntax by monolingual and bilingual children and adult second-language learners. For example, some of her current research explores the role of experiential factors in the acquisition of mood selection and copula use among heritage language children. In second language acquisition, she examines how factors such as the acquisition context (e.g., study abroad, the classroom), cognitive abilities (working memory), or form-focused intervention influence the acquisition of forms such as verbal inflectional morphology.

Evelyn Durán Urrea

“The Switch to Remote Instruction in Spanish Heritage Language Courses: Why Social Presence Matters”

Evelyn Durán Urrea is Assistant Professor of Spanish and Linguistics and currently serves as the Spanish B.A. adviser and Heritage Spanish coordinator in the Department of Languages and Literatures at Lehman College of the City University of New York. Her research interests include bilingualism, Spanish in the U.S., and Spanish as a heritage language. Her most recent research has focused on assessment and placement of Spanish heritage language learners, practices in the language classroom—specifically, a pedagogical model for the learning of Spanish as a heritage language based on the flipped classroom approach and Open Educational Resources initiatives.

Paola E. Dussias

“Heritage Speakers’ Processing of the Spanish Subjunctive: A Comprehensive Usage-Based Study”

Paola E. Dussias is a Professor of Spanish, Linguistics, and Psychology in the Department of Spanish, Italian and Portuguese with an affiliate appointment in the Department of Psychology. Her research program takes a cross-disciplinary approach to bilingual language processing using converging methodological tools from linguistics, experimental psycholinguistics, and second language acquisition. She conducts experiments, using a range of behavioral and electrophysiological

(ERPs) methods, to examine the way in which bilingual readers and speakers negotiate the presence of two languages in a single mind.

Chelsea Escalante

“Resistance and Reproduction of Eurocentric Notions of Language, Literacy, and Culture in Wyoming Dual Language Immersion Classrooms”

Chelsea Escalante is an Assistant Professor of Spanish at the University of Wyoming. Her research centers on second- and heritage-language development, sociolinguistics, study abroad, phonetics, and dual language immersion. She and her co-authors were recently awarded an Interdisciplinary Seed Grant from the University of Wyoming to explore the state of dual language education in the state of Wyoming.

Elena Foulis

“Documenting Latina/os/x in Ohio: Stories During COVID-19 through Performed Storytelling”

Dr. Elena Foulis is a student-centered educator with over 15 years of experience in higher education. She holds B.A and M.A degrees in Spanish and Latin American Literature and a Ph.D. in Comparative Literature and Cultural Studies. Her research and teaching interests include U.S. Latina/o literature, Spanish for Heritage Learners, and Oral History. Foulis is an engaged scholar and is committed to reaching non-academic and academic audiences through her writing, presentations, and public humanities projects. Her e-books, ***Latin@ Stories Across Ohio*** and ***Mi idioma, mi comunidad: español para bilingüe***, have given her students key resources for understanding our Latina/o community’s rich heritage, and the complexity and diversity, and sometimes, structural and systematic inequalities that this community faces. She is also host and producer for the ***Ohio Habla*** podcast.

Vivian H. Franco Díaz

“The Impact of Task Complexity and Language Proficiency on the Written Production of Second-Generation Spanish Heritage Speakers”

Vivian H. Franco Díaz is a Ph.D. candidate in Hispanic linguistics in the Department of Spanish and Portuguese Studies. Her research focuses on the acquisition of Spanish as a second and heritage language, specifically academic writing development,

language ideologies, and Spanish heritage language education. She also has a master's degree in education from Carthage College and a Master of Arts from the University of Minnesota. She has taught Spanish at various levels, ranging from elementary Spanish to upper-level courses such as Introduction to the Study of Hispanic Linguistics.

Kacie Gastanaga

“Effects of Writing Instruction on Spanish Heritage Learners in Heritage-Only and Mixed Courses”

Kacie Gastanaga is a Ph.D. student of Spanish Linguistics and SLATE (Second Language Acquisition and Teacher Education) at the University of Illinois at Urbana Champaign. Her research focuses are instructed second language acquisition and instructed heritage language acquisition. Thus far, her research has examined feedback and its effectiveness in computer-assisted language learning as well as the effectiveness of different types of written corrective feedback for heritage and second language learners using think-aloud methodologies.

David Giancaspro

“Metas and Mindsets in the Heritage Spanish Classroom”

David Giancaspro is an assistant professor of Spanish in the Department of Latin American, Latino and Iberian Studies (LALIS) at the University of Richmond, where he teaches Spanish for Heritage Speakers as well as other Spanish-language and linguistics courses. While his most recent research focuses on documenting and understanding patterns of variability in heritage Spanish morphosyntax, David has also published research on code-switching, second language acquisition, and third language acquisition. While he is always excited about presenting at NSSHL, David is especially excited this year since it's his first opportunity to present about the topic of heritage language pedagogy.

Yohana Gil Berrio

“Exploring Curricular Innovations in Spanish Language Instruction through Latinx Archival Resources”

Yohana Gil Berrio received her Ph.D. in Spanish applied linguistics from Temple University. Her research addresses heritage and second language acquisition and education with a focus on analyzing learners' individual differences, language maintenance in Latino families, and community-based language education. Her current projects investigate the ways in which diverse teaching methods, tools, and peer contributions influence students' learning processes.

Eva Gómez García

“Diseño de un curso de herencia de nivel intermedio desde un enfoque crítico y contenidos basados en la justicia social”

Eva Gómez García is Lecturer of Spanish in the Department of Hispanic Studies at Brown University, where she also co-coordinates the Spanish language program. She holds master's degrees in translation studies (Jaume I University, Spain), Hispanic studies (University of Washington) and applied linguistics to the teaching of Spanish (Nebrija University, Spain). Currently, she is a Ph.D. candidate in applied linguistics to language teaching at Nebrija University. Her area of research focuses on Spanish heritage language maintenance in the United States, specifically the dynamism of the Heritage Speaker Self-Concept and the development of their public voice through a critical pedagogy.

Michele Goldin

“Diseño de un curso de herencia de nivel intermedio desde un enfoque crítico y contenidos basados en la justicia social”

Michele Goldin is a visiting assistant professor of Hispanic linguistics at the University at Albany, SUNY. Her research broadly focuses on child bilingualism. She is specifically interested in exploring areas of cross-linguistic influence in semantics, pragmatics, syntax, and their interaction among heritage speakers and child L2 learners, and how these areas change over the course of development. As a heritage speaker of Spanish herself, she believes that increasing our understanding of bilingual development has direct implications for successful academic outcomes, language policy, and pedagogy, as well as bilingual and immersion education.

Adrienne Gonzales

“A Model for Campus Collaborations: Considerations for Spanish Heritage Success”

Dr. Gonzales is the director of the Language Learning Center at Tulane University. For over 15 years, she has worked in language education as an instructor, pedagogy specialist, and administrator. Adrienne’s work focuses on program development to support access to language and intercultural education, with a special interest in less commonly taught languages and heritage language learners. Adrienne is also a certified College Reading and Learning Association Master Tutor and Qualified Administrator for the Intercultural Development Inventory.

Becky Gonzalez

“The Distribution of the Middle Voice with Psych Verbs in Heritage Spanish”

Dr. Gonzalez is an assistant professor in the Departments of Spanish and Portuguese and Linguistics at the University of Iowa. She is the director of the Multilingual Syntax Lab at the University of Iowa and teaches courses on syntax, language acquisition, and language typology. Her research focuses on the acquisition of morphosyntax in adult multilinguals, including second and third language learners and heritage speakers. Most recently, her work has examined the role of lexical semantics in the acquisition of syntactic structure.

Elizabeth Herring Dudek

“Look Who’s Helping Whom? Too: An Action Research Project”

Elizabeth Herring Dudek (Ph.D., Indiana University) is Assistant Professor of Spanish at D’Youville College in Buffalo, New York. Her research focuses primarily on morphosyntax in language contact contexts. Recent presentations and publications highlight Spanish in the U.S. as well as Guaraní-Spanish contact and the resulting mixed language Jopará in Paraguay.

Eve Higby

“Categories of Stigmatization: Style, Awareness, and Agency among Speakers of Spanish as a Heritage Language”

Eve Higby is an Assistant Professor in the Speech, Language, and Hearing Sciences Department at California State University, East Bay, and director of the Multilingualism Lab. Her research focuses on the neurolinguistics and psycholinguistics of bi/multilingualism. She has a Ph.D. in speech-language-hearing sciences from the Graduate Center of the City University of New York with a specialization in cognitive science and an undergraduate degree in Spanish with specializations in linguistics and Latin American and Caribbean studies.

Claudia Holguín Mendoza

“Categories of Stigmatization: Style, Awareness, and Agency among Speakers of Spanish as a Heritage Language”

“Contribución de los estudios del español como lengua heredada en los Estados Unidos al estudio de la enseñanza del español para personas sordas e hipoacúsicas”

Claudia Holguín Mendoza is an assistant professor of Spanish linguistics at the University of California, Riverside. She specializes in the sociolinguistics of race in the Mexican borderlands and Greater Mexico as well as critical pedagogies for the teaching of Spanish as a heritage language.

Esther Hur

“How Age of Acquisition Affects the Production of Frequent Verbs in Bilingual Children Attending Dual-Language Schools”

Esther Hur is a heritage speaker of Korean, born in Korea and raised in South America (Chile). She thinks and counts in Spanish, dreams in Korean, and prefers to read in English. She is a Ph.D. candidate in bilingualism and second language acquisition at Rutgers University. Her research interests include bilingualism, second language acquisition, heritage language classrooms, cross-linguistic differences in language acquisition, and trilingualism.

Irati Hurtado

“Effects of Writing Instruction on Spanish Heritage Learners in Heritage-Only and Mixed Courses”

Irati Hurtado is a Ph.D. candidate in Spanish linguistics and SLATE (Second Language Acquisition and Teacher Education) at the University of Illinois at Urbana-Champaign. Her research focuses on heritage speakers' language production, with a special emphasis on the role of recent input. Her past work has used syntactic priming to examine how second language learners and heritage speakers of Spanish plan and produce various types of linguistic structures.

Carlos Enrique Ibarra

“The Concept of Grammar: Differences in Students of Spanish as a Heritage Language, Students of Spanish as a Second Language, and Native Speakers”

Carlos Enrique Ibarra is a Ph.D. candidate in Hispanic linguistics at the University of New Mexico. His work focuses on sociolinguistics, sociophonetics, phonology, heritage and minority languages, bilingualism/trilingualism, historical linguistics, variation, and languages in contact within Spanish, Mexican indigenous languages, French, Italian, and English. He has taught Spanish and English in four large public universities in the U.S. At UNM, he has taught Spanish as a second and as a heritage language, and Hispanic linguistics. He is currently a Latin American and Iberian Institute Fellow, and the assistant coordinator for the Program of Spanish as a Heritage Language.

Javier Jasso

“*Ahora cuéntamelo tú*: Narrative Abilities in School-Age Heritage Spanish”

Javier Jasso, MA, CCC-SLP, is a doctoral student at the University of Texas at Austin and visiting student researcher at Temple University under the mentorship of Dr. Lisa Bedore. His research interests include morphosyntactic development in bilingual contexts and non-biased assessment practices in minoritized bilingual children with a suspected language disorder. Javier has worked in early intervention and school-based settings, where he provided services in Spanish and Mandarin Chinese.

Sarah Lease

“*Yo creo que yo no sé*: Bilingual Children's Spanish Subject Pronoun Expression”

Sarah Lease graduated with a B.A. in Spanish and a minor in linguistics from the University of Colorado Denver in 2020. She is currently pursuing an M.A. in Hispanic Linguistics at the University of New Mexico. She is primarily focused on researching bilingualism, child language acquisition, and sound patterns in varieties of Spanish in the U.S.

Avizia Long

“Look Who’s Helping Whom? Too: An Action Research Project”

Avizia Long (Ph.D., Indiana University) is assistant professor of Spanish at San José State University. Her research focuses on the acquisition of variation in second language Spanish, non-English-speaking learners of Spanish, and instructors and students in mixed Spanish language classrooms. She is co-author of *Sociolinguistics and second language acquisition: Learning to use language in context* (2014) and *The acquisition of Spanish as a second language: Foundations and new developments* (2021).

Jeffrey Longwell

“Challenging the Notion of Spanish Heritage Language Reading Deficits: Comparing Spanish Heritage & L2 Learners’ Performance on Non-Traditional Readings”

Dr. Jeffrey Longwell is a professor of Spanish and is the Coordinator of Lower Division Spanish, and graduate director of the Master’s in Spanish program at New Mexico State University. His research interests include second language acquisition and use and L2 pedagogy.

Priscila López-Beltrán

“Heritage Speaker’s Processing of the Spanish Subjunctive: A comprehensive Usage-Based Study”

Priscila López-Beltrán is a fifth-year Ph.D. candidate in the Department of Spanish, Italian and Portuguese at the Pennsylvania State University. Her research currently focuses on developing ecologically valid methods to study heritage grammars in ways that advance the field and contribute to a unified theory with higher explanatory adequacy.

Julio López-Otero

“How Age of Acquisition Affects the Production of Frequent Verbs in Bilingual Children Attending Dual-Language Schools”

Julio López-Otero is a postdoctoral researcher in the Department of Spanish and Portuguese at Indiana University, Bloomington. His research interests center around the acquisition of structures laying in the syntax-semantics interface in second language and heritage speakers of Spanish with different dominant languages (e.g., English, Portuguese, Romanian). He is especially interested in the maintenance of Spanish as a heritage language and in the attrition of Spanish as a first language. Born in Seville, Spain into a Spanish-Brazilian family, he has always been intrigued by bilingualism and heritage/familial languages.

Patricia MacGregor-Mendoza

“Challenging the Notion of Spanish Heritage Language Reading Deficits: Comparing Spanish Heritage & L2 Learners’ Performance on Non-Traditional Readings”

Patricia MacGregor-Mendoza is a Professor of Spanish and linguistics at New Mexico State University. Her research interests include Language use and attitudes, language policy, language assessment, and service-learning with learners of Spanish as a heritage language.

Melissa Mallon

“Categories of Stigmatization: Style, Awareness, and Agency among Speakers of Spanish as a Heritage Language”

“Contribución de los estudios del español como lengua heredada en los Estados Unidos al estudio de la enseñanza del español para personas sordas e hipoacúsicas”

Melissa Mallon is a Ph.D. candidate at the University of California, Riverside. Her current research centers on Raciolinguistics and Spanish as a heritage language.

Marisol Marcin

“Building Connections and Critical Language Awareness: Collaboration Between Learning Communities in Two Distant States”

Marisol Marcin is a professor of Global Studies at Binghamton University. She holds a Ph.D. in translation studies from the same university. A former NYSAFLT (New York State Association of Foreign Language Teachers) regional director for Central New York, Marcin taught Spanish 7-12 and English as a New Language K-12 for 14 years. She participated in the latest review of the New York World language Standards. Her current research interests are language learning, language teaching, critical language awareness, heritage language learners, and gaming in education.

Laura Marqués-Pascual

“Where Are Heritage Learners of Spanish Positioned When it Comes to the Lexicon? Lexical Richness Measures in Spanish Heritage, Native, and L2 Learners”

Dr. Marqués-Pascual is the coordinator of all lower division courses in the Department of Spanish and Portuguese at UCSB. Her research interests focus on curriculum development and instructional improvement, second language learning in study abroad settings, second language acquisition of syntax, and Spanish as a heritage language. Apart from directing the language program, she also teaches upper division courses and graduate seminars. She has been the director of the UC Education Abroad program in Spain (2015-2017) and is currently the director of the interdisciplinary emphasis in [applied linguistics](#) at UC Santa Barbara. She is also co-author of the textbook *Pura Vida*.

Asunción Martínez Arbelaiz

“Hablantes de herencia en el extranjero: cambios identitarios y desarrollo lingüístico”

Asunción Martínez Arbelaiz has a Ph.D. in Linguistics from Cornell University and is the language coordinator for University Studies Abroad Consortium, where she designs, administers and assesses college courses of Spanish as an additional language for students who want to have an experience abroad. She also collaborates with the European Master of Multilingualism and Education at the University of the Basque Country. Her research mainly focuses on the impact of study abroad on the

development of language acquisition and transcultural competence. Other research interests are the pedagogical affordances of technology in language education.

Aída Martínez-Gómez

“Affective Responses to Language Brokering among Spanish Heritage Speakers”

Aída Martínez-Gómez (Ph.D. in Translation and Interpreting, University of Alicante, Spain) is Associate Professor of Translation and Interpreting at John Jay College of Criminal Justice (City University of New York). Her research focuses on interpreting and language access in prison settings, non-professional interpreters and young language brokers, translation and interpreting pedagogy for heritage learners, and interpreting quality. Her work has been published in *Interpreting, Perspectives, Translation and Interpreting Studies*, and the *International Journal of the Sociology of Language*, among others

Sandra Martínez López

“Yo creo que yo no sé: Bilingual Children’s Spanish Subject Pronoun Expression”

Sandra Martínez López graduated from the Universidad Católica de El Salvador with a degree in journalism and audiovisual communication. She is an M.A. student in the Hispanic linguistics program at the University of New Mexico. Her primary interests are language contact, second language acquisition, and linguistic accommodation.

Raquel Mattson-Prieto

“‘I Make Too Many Grammar Mistakes’: Hablantes de herencia y el impacto de la enseñanza homogénea”

Raquel Mattson-Prieto received a Ph.D. in Spanish with a focus in second language acquisition from Temple University. Her research centers on the social phenomenon of language learning, specifically, the affective experiences of Spanish-English bilinguals (cf. heritage speakers) enrolled in Spanish language courses. Dr. Mattson-Prieto’s interests extend to social identity theories in language learning, positioning bilinguals as experts or novice language users, and dominant language ideologies embedded in classroom discourse and practice. Currently, Dr. Mattson-Prieto is working on projects that investigate teacher-led discourse in mixed (HS-L2) classrooms, and patterns of interaction between heritage- and

second-language learner pairs, specifically expert-novice positioning, and collaborative-non-collaborative pairs.

Carolina Melgarejo-Torres

“‘De esto se trata’: A Post-Process Spanish Language and Culture Curriculum for Latinx Students”

Carolina Melgarejo-Torres is a visiting professor in the Department of Romance Languages at Williams College. She is a Ph.D. candidate in linguistics from El Colegio de México, and has a B.A in Hispanic Literature from the Universidad Nacional Autónoma de México (UNAM). Her research focuses on spatial expressions in Mexican Spanish and the way Hispanic dialectal varieties are represented in descriptive and normative grammar books. She is particularly interested in understanding how the normative representation of Spanish continues to impact curricula for heritage and second-language learner classes in the U.S., and how textual practices from countries whose official language is Spanish are implemented in undergraduate courses.

Cynthia R. Mendoza Casanova

“Resistance and Reproduction of Eurocentric Notions of Language, Literacy, and Culture in Wyoming Dual Language Immersion Classrooms”

Cynthia Mendoza Casanova es profesora del área de Diseño Gráfico en la Facultad de Arquitectura y Diseño de la Universidad Autónoma de Baja California (UABC), Campus Mexicali. Es además estudiante del doctorado en la Facultad de Arquitectura y Diseño en la UABC. Mendoza Casanova también es intérprete acompañante de Lengua de Señas Mexicana.

Gabriela Moreno

“Challenging the Notion of Spanish Heritage Language Reading Deficits: Comparing Spanish Heritage & L2 Learners’ Performance on Non-Traditional Readings”

Dr. Gabriela Moreno is an associate professor of Spanish and is the coordinator for the Heritage Learner program at New Mexico State University. Her research

interests include pedagogy for heritage languages, cultural, literary, performance & gender studies.

Raquel Nuñez

“‘I Make Too Many Grammar Mistakes’: Hablantes de herencia y el impacto de la enseñanza homogénea”

Raquel Nuñez is currently an M.A. student in Spanish linguistics at Baylor University. She graduated from Baylor in 2020 with a B.A. as a University Scholar with concentrations in political science, linguistics, and French. Her senior honors thesis was called “The Use of Subjunctive among Spanish Heritage Speakers” and wants to continue to pursue research in heritage and second language acquisition.

Valeria Ochoa

“Language Ideologies in the Spanish Heritage Language Classroom: (Mis)alignment Between Instructor and Students’ Realities”

Valeria Ochoa is a Spanish linguistics Ph.D. candidate at Arizona State University. Her main research interests include heritage language research and pedagogy, decolonial knowledge and research, and sociolinguistics, and CALL (Computer Assisted Language Learning). Her current research focuses on fostering decolonial perspectives in Spanish heritage language classrooms.

Diego Pascual y Cabo

“La destreza oral de los hablantes de herencia: La fluidez ... eh... en la clase de Español”

Diego Pascual y Cabo is Assistant Professor of Hispanic Linguistics and Director of the Spanish Heritage Language Program at the University of Florida.

His primary research interest is heritage speaker bilingualism, which he studies from a variety of perspectives: formal linguistic, socio-affective, and pedagogical. Over the past few years, his work on this topic has appeared in several edited volumes and scholarly journals, such as *Applied Linguistics*, *Studies in Second Language Acquisition*, *Heritage Language Journal*, *Hispania*, and *Studies in Hispanic and Lusophone Linguistics* (among others). Diego is the editor of “Advances in Spanish

as a Heritage Language” (published in 2016), and coeditor—along with Dr. Julio Torres—of “Aproximaciones al español como lengua de herencia”, which will be published in 2021.

As testimony of his professional commitment to our field, in 2014, he founded the Symposium on Spanish as a Heritage Language, which has since become an annual event bringing together researchers, scholars, and practitioners (K-12 and higher education) from all over North America. Since 2019, he has been Editor-in-Chief of the *Spanish Heritage Language Journal*.

María Luisa Parra-Velasco

“De esto se trata’: A Post-Process Spanish Language and Culture Curriculum for Latinx Students”

María Luisa Parra-Velasco is senior preceptor at the Department of Romance Languages and Literatures (RLL) at Harvard University. She has a Ph.D. in Hispanics Linguistics from El Colegio de México. Her work focuses on pedagogy for Spanish as a heritage language, identity theory, and U.S.-Mexico transnational education. She directs the RLL’s Initiative on Teaching Spanish as a Heritage Language, and partners with Harvard Art Museums and non-profit organizations to provide students with transformative learning experiences. Babson College recognized her work with the 2019 Most Innovative Professors Award. Her latest publication is *Enseñanza del español y juventud Latina* (2021, Arco Libros).

Cecilia Perez

“Ahora cuéntamelo tú’: Narrative Abilities in School-Age Heritage Spanish”

Cecilia Perez, M.S., CCC-SLP, is a doctoral student at the University of California, Irvine under the mentorship of Dr. Elizabeth Peña. Their research and clinical interests include bilingual adolescent language development, language disorders as they manifest in adolescence and early adulthood, the pathologizing of language variation and Race/ethnicity, and the criminalization of language differences and disorders. Cecilia has worked in early intervention and school-based pre-K to 8th grade settings where they provided bilingual services in Spanish and English. In addition, they have provided clinical supervision for speech and language pathology students in higher education settings.

Silvia Perez-Cortes

“Obviating the Mood, but Very Much under Control: An Analysis of Spanish Heritage Speakers’ Knowledge of Binding Constraints”

Dr. Silvia Perez-Cortes is an assistant professor of Spanish at Rutgers University, Camden. Her areas of expertise are bilingual language acquisition in language contact situations. Her work analyzes the grammatical development of heritage populations (both children and adults) with the objective of exploring how morphosyntactic and lexical information are accessed and represented in the bilingual mind. Her most recent investigations are focused on identifying some of the most relevant factors that modulate intra-speaker variability among heritage speakers (such as lexical frequency and regularity).

Paloma Pinillos Chávez

“Documenting Latina/os/x in Ohio: Stories During COVID-19 through Performed Storytelling”

Paloma Pinillos Chávez is a Ph.D. candidate in Hispanic Linguistics at the Ohio State University. Her current research combines Hispanic linguistics with migration and Latino studies to understand the impact of non-native accents in healthcare communications within Columbus, Ohio. Her teaching interests include language pedagogy, technology-enhanced learning in the foreign language classroom, and performance pedagogy. She is currently working on a project called “Social vulnerability, sociolinguistic environment, and COVID-19 information among Spanish-speakers in Columbus, Ohio.”

Rocío Raña

“Automatically Assessing Bilingual Pre-Literacy Skills in Emergent Kindergarten Bilinguals with The BLAST App”

Dr. Rocío Raña has extensive experience in bilingual literacy development and assessments, second language acquisition, and sociolinguistics. She earned her Ph.D. in linguistics at the Graduate Center, CUNY and teaches in the Department of Modern Languages and Literatures at Brooklyn College. Dr. Raña is also the

co-founder of LangInnov, an ed-tech company providing educational solutions for bilingual communities in the U.S. sponsored by the National Science Foundation.

Pablo E. Requena

“Child Heritage Speakers’ Knowledge of Spanish Differential Object Marking”

“Connecting Some Dots in Heritage Language Acquisition of Mood Selection”

Pablo E. Requena is assistant professor of Hispanic linguistics at The University of Texas at San Antonio. His research examines language acquisition of Spanish morphosyntax in monolingual and bilingual children with a particular interest in language variation and individual differences in children’s experience with language. His publications deal with how children acquire different morphosyntactic phenomena, such as copula selection with adjectives, mood selection in subordinate clauses, variable clitic placement, and differential object marking. Other areas of interest include second language acquisition and language teaching with a focus on second-language teaching materials and cross-linguistic influence.

Rosalía Reyes

“Exploring Curricular Innovations in Spanish Language Instruction through Latinx Archival Resources”

Rosalía Reyes is a Ph.D. student in the Latin American, Iberian, and Latino Cultures program at the Graduate Center, CUNY. She was the digital archive manager of CUNY’s Mexican Studies Institute, where she produced and wrote the scripts for the TV series “Mexican Studies Oral History Project.” She has taught Spanish-language courses at City College of New York and Lehman College. She holds a B.A. in journalism and an M.A. in humanities, both from UDEM (Mexico), and an M.A. in Spanish from City College of New York (CCNY). She is co-author of a chapter in the book *Latinos in New York: Communities in Transition* from Notre Dame University Press (2017).

Lina Reznicek-Parrado

“A Model for Campus Collaborations: Considerations for Spanish Heritage Success”

Dr. Reznicek-Parrado directs the Spanish for Heritage/Bilingual Speakers program and is teaching assistant professor of Spanish in the Department of Spanish Language, Literary and Cultural Studies at the University of Denver. Since joining DU in the Fall of 2018, she has led curricular efforts there to develop courses for Spanish heritage speakers. Lina is an educator and researcher at the intersection of Spanish sociolinguistics and education, and is interested in issues around bilingual/heritage language education and teacher training, academic language, and literacy for linguistically diverse student communities and topics surrounding Spanish in the U.S.

Alegría Ribadeneira

“Empowering Spanish Heritage Language Learners through Open Educational Practices and High-Quality Project-Based Learning”

Dr. Alegría Ribadeneira is distinguished professor and director of World Languages at Colorado State University-Pueblo. She is also a lead instructor for the NHLRC summer workshop. Dr. Ribadeneira researches and presents on issues of language instruction focusing on heritage language and second language learners in mixed classrooms. Her presentations highlight the benefits of project-based, content-based, and community-based instruction paired with open educational practices. Dr. Ribadeneira is the recipient of several teaching awards including the Olga E. Kagan Award for advancing heritage language education, the Southwest Post-Secondary Excellence in Teaching Award (SWCOLT), and the Global Educator Award from Open Education Global (OEG).

Michael E. Rolland

“Language Ideologies in Instructors of Spanish as a Heritage Language”

Michael E. Rolland is a Ph.D. Candidate in Hispanic Linguistics at the CUNY Graduate Center. His research uses the tools of ethnography to critically examine language ideologies in the instruction of Spanish to heritage learners. Michael teaches Spanish language and graduate and undergraduate translation courses at Hunter College (CUNY), where he advises students in the B.A. and M.A. programs in Spanish-English translation. As a research assistant at the Center for Integrated Language Communities, he helped develop and implement telecollaboration-based heritage language courses. He has also taught Italian and English and worked as a freelance translator and staff translation quality manager.

Erica Saldívar García

“Disrupting Discourses of *Capable Illiterate Bilingual Latinx* Students through Curricular Analysis”

Erica Saldívar García is a clinical assistant professor of TESOL, bilingual, and world language education in the Department of Teaching and Learning at the Steinhardt School of Culture, Education, and Human Development at New York University. She studies the bilingualism and biliteracy of multilingual youth, particularly of students labeled as “heritage language learners” and “English language learners,” and language education policy.

Ariadna Sánchez-Hernández

“Written Pragmatic Competence of Heritage and Foreign Language Learners of Spanish: Exploring Discourse Marker Use”

Ariadna Sánchez-Hernández is an assistant professor of Linguistics at Complutense University of Madrid. Her research focuses on learning and teaching second language pragmatics in study abroad and English-medium education contexts. Her recent work has appeared in *Journal of Pragmatics* (2019) and *System* (2019), and she is co-editor of the volume *Learning Second Language Pragmatics beyond Traditional Contexts* (2018).

David Sánchez Jiménez

“La enseñanza de español con fines médicos para hablantes de herencia: estrategias de atenuación y posicionamiento en textos académicos escritos”

David Sánchez Jiménez is assistant professor at New York City College of Technology (NYCCT), CUNY. He has taught Spanish language and Spanish linguistics in various universities and academic institutions in Spain, the Philippines, Hungary, and the U.S. In 2016, he joined NYCCT where he developed an upper-level course for heritage speakers and a language-for-specific-purposes course, Spanish for Health Professionals. His research interests include the rhetorical organization of academic discourse, interculturalism in the rhetoric, sociopragmatic texts written in the second language, cognitive process involved in writing, and the learning of Spanish orthography.

Rachel Sangster Garza

“Cognate Status, Voicing, and Spanish Language Dominance: How Heritage Language Learners’ Perceive Intervocalic [z] in Cognates versus Non-Cognates”

Rachel Sangster Garza is a Ph.D. student studying Hispanic Linguistics at Indiana University, Bloomington. Her concentration areas are phonology, sociolinguistics, and cognitive science. Her primary research interest is phonologic perception and production of Spanish heritage speakers in the U.S.

Jenna Min Shim

“Resistance and Reproduction of Eurocentric Notions of Language, Literacy, and Culture in Wyoming Dual Language Immersion Classrooms”

Jenna Min Shim is a Professor of Education in the School of Teacher Education at the University of Wyoming. Her research focuses on anti-racist education, critical whiteness studies, and teacher education for English as a second language (ESL). She is serving as program coordinator for the ESL graduate program and Associate Dean of Graduate Programs in the College of Education. She is a founder of the annual Wyoming ESL and DLI (dual language immersion) Conference.

Laura Solano

“The Interpretation and Production of Inalienable Possession in L2 and Heritage Spanish”

Laura Solano is a graduate student in linguistics at Purdue University. Her areas of interest include Spanish linguistics, bilingualism, and L2 and heritage language acquisition. She investigates linguistic dimensions of heritage language development during childhood and how that compares with the grammatical competence of adult heritage speakers and L2 learners. She is interested in the role of community characteristics, age of onset of bilingualism, patterns of language exposure, and usage in the acquisition of syntax/semantic interface structures.

Eritka Valdivia Flores

“Connecting Cultures: Let’s Create a Visual Dictionary”

Eritka Valdivia Flores is an adjunct professor in the Department of Modern Languages and Comparative Literature at Baruch College, CUNY. She is also a Ph.D. candidate at Stony Brook University. She holds a B.A. in Latin American Studies and an M.A. in Liberal Studies with a specialty in translation. Eritka is a certified ESL instructor and has taught Spanish and English for more than 20 years in the U.S. and in Peru, including several courses in Spanish literature and translation.

Gabriela Vokic

“Culture Portfolio as a Critical Pedagogical Tool in the Heritage Language Classroom: A Student Perspective”

Gabriela Vokic, Ph.D., is an Associate Professor of Hispanic Linguistics at Southern Methodist University in Dallas, TX. She earned her Ph.D. in Hispanic Linguistics from Purdue University in West Lafayette, Indiana. She specializes in second language acquisition, phonetics, and laboratory phonology. Her recent research interests include phonological acquisition in L2 Spanish and heritage Spanish populations and heritage language pedagogy. While at SMU, she has taught a wide array of courses, from upper-level linguistics courses to L2 and heritage Spanish language courses.

Damián Vergara Wilson

“Building Connections and Critical Language Awareness: Collaboration Between Learning Communities in Two Distant States”

Coordinator of the Spanish as a Heritage Language program at the University of New Mexico’s Department of Spanish and Portuguese. His research areas include sociolinguistics, usage-based analysis of language, and SHL. His recent work covers topics such as Perceptual Dialectology in New Mexico, Critical Language Awareness, and Ideologies in the SHL instructional context.

Workshop

LINGUISTIC VALORIZATION AND LEGITIMATION FOR SOCIOLINGUISTIC JUSTICE IN THE SPANISH HERITAGE LANGUAGE CLASSROOM

Saturday, May 15th, 2021, 1:30 PM – 4:30 PM EST

**Workshop leaders: Claudia Holguín Mendoza (University of California Riverside),
Munia Cabal Jiménez (Western Illinois University)**

En este taller estaremos explorando algunos elementos que podemos tomar en cuenta para crear un entorno más inclusivo en el salón de clases de español como lengua de herencia, lo mismo que en clases mixtas o de L2. Es fundamental que para lograr tanto los objetivos académicos como los no académicos, como lo son la retención, las aspiraciones a estudiar un posgrado o de crear cambios de justicia social en la educación y la comunidad, no sólo promovamos un ambiente inclusivo y acogedor en las aulas. Es importantísimo que, además, ofrezcamos mayores oportunidades para analizar críticamente las propias prácticas lingüísticas, las de las comunidades y del mundo que nos rodea con el fin de desarrollar una mayor conciencia crítica y un ambiente de empoderamiento para nuestros estudiantes.

Este taller explorará los siguientes temas en términos generales,

1. “Estas palabras no existen en español (¿o es que sí existen?): La variación lingüística y los mitos del lenguaje.
2. “Otra vez JLo y Salma Hayek”: Representatividad, y literacidad sociocultural en nuestras actividades didácticas.
3. La “x”, la “e”, “elles” y “aquelles”: El lenguaje inclusivo a través del lente de la conciencia crítica de la lengua.

La meta final de este taller es la de fomentar el desarrollo de la conciencia crítica de la lengua tanto en les estudiantes como en les educadores. Siguiendo la Pedagogía Crítica de Paulo Freire de crear el conocimiento desde nuestras experiencias, pretendemos en este taller generar una rúbrica de elementos fundamentales en nuestra enseñanza inclusiva. Al desarrollar una mayor conciencia crítica sobre los usos de la lengua, es posible que las personas tomen decisiones informadas sobre los efectos de los propios usos de las variedades y estilos de comunicación, y decidan promover cambios de justicia sociolingüística en la sociedad.

Registration and fees for the workshop are separate from the **conference registration**.



Claudia Holguín Mendoza, University of California Riverside

Dr. Claudia Holguín Mendoza is an Assistant Professor of Spanish linguistics at the University of California, Riverside. She specializes in the sociolinguistics of race in the Mexican borderlands and Greater Mexico as well as critical pedagogies for the teaching of Spanish as a Heritage language. She publishes in both English and Spanish and her work has appeared in journals such as *International Multilingual Research Journal*, *Hispania*, *Studies in Hispanic & Lusophone Linguistics*, *Identities*, and *Frontera Norte*.



Munia Cabal Jiménez, Western Illinois University

Munia Cabal Jiménez is an Associate Professor of Spanish Linguistics at Western Illinois University. Cabal Jiménez' work on Spanish as a Heritage Language in the U.S. evaluates the application of critical language pedagogies and linguistic attitudes toward heritage speakers of Spanish. Her areas of research also include historical pragmatics and historical sociolinguistics of Spanish in Central America. Her previous studies of colonial era manuscripts have focused on how social, historical and economic dynamics produced variation of address forms in Colonial Costa Rican Spanish.

Student Writing Contest

We invite you to stay and celebrate the winners and honorable mentions of the Student Writing Contest. For this contest, high school and undergraduate students submitted poems, essays, and short stories in Spanish and Spanglish. Come hear stories and join the conversation on **Friday, May 13th at 5:30 PM – 6:30 PM EST!**

Special Thanks

This symposium could not have happened without the help of many people and institutions. First, a very special thanks to **all the panelists** for taking the time to share their expertise and perspectives with all of us. Also, thank you to **Diego Pascual y Cabo** and **Damian Willson** for helping mold the symposium into its present shape. A big thank you to the **CUNY Consulting Group**, in particular **María Julia Rossi** and **Beatriz Lado**, for their time and guidance. Thanks to **John Chianese and his team** for helping us with the tech side of this conference. We extend our gratitude to the **NEH** (National Endowment of the Arts) whose CARES Grant made this symposium possible. Moreover, we express our appreciation to **CUNY** (City University of New York) and the **Graduate Center**, specifically to the **Provost's Office** and the **Office of Academic Initiatives and Strategic Innovation** for all their support. Additionally, we want to say thanks to **CUNY Academic Commons**, especially **Laurie Hurson** and **Marilyn Weber**, for all their assistance, and to our sponsors **Lehman College**, **New York City College of Technology**, the **Borough of Manhattan Community College**, and **Bronx Community College**.



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