Abstracts
7th National Symposium on Spanish as a Heritage Language

February 27-29, 2020
Doubletree Hotel, Albuquerque New Mexico

Hosted by the University of New Mexico

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Latinx lived experiences in the Spanish classroom: lessons towards a critical and ethical professionalization of the field.

Abstract

According to the Pew Research Center’s 2014 analysis Latinx youth is the largest and the youngest ethnic group in the U.S. There are 18 million youth below the age of 18, and about 14.6 million between the ages of 18-33. Yet Latinx students face profound educational and personal challenges in navigating a sociocultural and educational system that fails to support their strivings to succeed academically and stigmatizes them on the basis of their home Spanish language and culture. As more Latinx students of all ages enroll in our schools and Spanish language classes in an era of racial, cultural and linguistic tensions we are faced to ask what is our expanding role as Spanish teachers?

In this talk, I will share examples of Latinx college students’ art and community projects as illustrations of the intimate and powerful/profound lived experiences that students bring into the Spanish classroom. The multi-dimensional and richness of these projects speak to our need as teachers to renew our educational strategies and commitments toward 21st century Latinx students. I join the voices of many of our colleagues who advocate for a revitalized professionalization of our field that provides the theoretical, pedagogical and critical understandings and tools to make our daily teaching an ethical and human endeavor.

WHEN: Thursday, February 27th
5:00 PM - 6:00 PM
WHERE: Coral Room | Doubletree Hotel

Organizing Committee Contact Information:
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Language concordance, heritage language health professionals, and Latino health

Abstract
Health communication researchers agree that language concordant (LC) health care encounters significantly impact health care quality, health outcomes and health care relationship for language minority populations in the United States. While the health protective benefits of LC care have been well documented, relatively few studies have sought to describe the discourse characteristics of LC encounters. These studies point to significant differences between LC encounters with an L2 Spanish-speaking provider and with an HL Spanish-speaking provider. In this presentation, I will present the results of a study that compares LC interactions between L2 and HL providers, point out the discourse features of these interactions and demonstrate the impact of these interactions on health and behavioral outcomes of Spanish-speaking patients. Finally, I will consider the implications of this research for the teaching and testing of Spanish heritage language health professionals in the United States.

THIS TALK IS OPEN TO THE PUBLIC
WHEN: Friday, February 28th
6:30 PM - 8:00 PM
WHERE: Coral Room | Doubletree Hotel

Organizing Committee Contact Information:
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7th National Symposium for Spanish as a Heritage Language

Sponsored by:
Office of the President
Office of the Provost
Latin American & Iberian Institute
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Ana Sánchez-Muñoz, PhD

The Road Less Travelled. Making Space for Language in Ethnic Studies

Abstract
In commemoration of the 50th anniversary of the founding of Chicana/o Studies (Fall 1969) at the California State University, this paper considers the ways in which heritage and minority language research and ethnic studies are interconnected. Chicana/x/Latinx Studies have since the late 60s elicited research, activism and education; yet, they have often overlooked the role of language in the struggle for social justice.

This paper relates the process of teaching Spanish as a Heritage Language (SHL) within a Chicanx Studies Department, highlighting some of the challenges when trying to build a heritage language program housed in a non-language department. This paper argues that SHL teaching must go beyond language acquisition and heritage language pedagogy. SHL scholarship must be based on critical race theory that promotes the examination of racism and prejudice and how it permeates not only social and legal practices, but also linguistic practices that affect Latinx and HL learners. Critical Race Theory, Latinx Queer Theory, and various indigenous epistemologies are employed in Chicanx Studies and should also be extended to our linguistic and sociolinguistic research. Conversely, the teaching and promotion of heritage languages, not only Spanish but also indigenous languages (e.g. Mixteco, Zapoteco, etc) should be an integral part of any ethnic studies department.

This paper proposes ways in which language and ethnic studies can and should collaborate to promote the development of HLs, especially at a time when many of our colleges and universities pride themselves in being a Hispanic serving institution, yet few resources go to the advancement of the HL student population.

THIS TALK IS OPEN TO THE PUBLIC
WHEN: Saturday, February 29th
6:00 PM - 7:00 PM
WHERE: Coral Room | Doubletree Hotel

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Workshops
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Workshop: Multiliteracies and multimodality in the SHL classroom

Description
This workshop is organized to engage participants in the four stages (experiencing, conceptualizing, analyzing, and applying) of a pedagogy of multiliteracies with a focus on Spanish heritage language education.
In the first part of the workshop, participants are introduced to the main principles of a pedagogy of multiliteracies (The New London Group 1996; Kalantzis & Cope 2008; Allen & Paesani, 2010; López-Sánchez, 2014; Kalantzis et al. 2016; Zapata & Lacorte 2016) through examples, reflection on teaching practices, and guided discussions. In this initial stage, the focus will be on discovering the tenets of a multiliteracies approach to language learning, as well as exploring different multimodal discourses and their suitability to teaching diverse student populations in a variety of educational contexts.
In the second part of the workshop, participants will experience and analyze a sample set of teaching materials that have been successfully implemented in a Spanish HL university course. The experience phase of the workshop engages participants as students who learn within a multiliteracies framework. The analysis phase, on the other hand, promotes critical reflection on the student experience as well as a discussion of the design process of these teaching materials, from conception to implementation and assessment.
In the final part of the workshop, participants work in small groups to brainstorm and apply multiliteracies principles to design a learning unit that takes into account the specific needs of learners in their heritage and mixed classrooms.

Goals
After completion of this workshop, participants will be able to:
a. Identify and discuss the principles of a pedagogy of multiliteracies as it applies to SHL;
b. Analyze and reflect on the use of multiliteracies-based learning materials;
c. Design a multiliteracies-based learning unit considering their particular educational context.

Audience
Secondary and college-level SHL instructors

References
Encyclopedia of Language and Education, Harvard Educational Review,
What difference does it make to Latina/o/x students if their classes or extra-curriculum activities reflect the history, experiences and knowledge of their communities and families? As instructors in heritage language classes, we often witness how students begin to see their linguistic backgrounds as places of wealth and knowledge. Building community in classrooms happens organically as we come together not only to learn the content of the class, but to learn about our lived experiences.

Yet, because these classes are unique, students are rarely offered the opportunity to continue to connect and learn together outside of the classroom, particularly at PWIs (Primarily White Institutions). In the spring of 2019, we devised a performance piece that centered on five oral histories of Latinas/os in Ohio. Because of the positive reception from the audience and our own experiences working together as an ensemble, we decided to work on a new performance with a new group of students and using different oral histories from the same archive. The purpose of the ensemble performance piece is to engage with the archive and find common ground on the stories/histories of other Latina/o/x, and to creatively devise a piece that is centered on our collective experience with loss, gain, acceptance, and belonging as it relates to identity, language, culture and/or immigration status. This type of project helps to create opportunities inside and outside the classroom that incorporate students’ cultural ways of knowing and doing.

This workshop will provide a culturally engaging model for Latina/o/x students that enhances our sense of belonging, bicultural and bilingual experiences, and racial or ethnic identity, while also providing opportunities for self-expression. The workshop uses oral history as a tool for creating spaces of trust and communal sharing of knowledge. We will discuss steps on how to devise an ethnographically-informed performance and offer a model for using oral histories as knowledge production that highlights community collaboration as a source of pride and honor. The workshop is highly interactive and will ask the audience to reflect on best practices for engaging in fruitful conversations about language, culture, and belonging.

**This workshop lasts 60 minutes**
fastest-growing and youngest population. (López et al., 2018) This demographic change, in turn, will serve as a catalyst for us as educators to consider a wide array of population issues. With population issues, it is imperative for us to consider language as one of the most important social elements in human relations. Language is intrinsic to the expression of culture; therefore, culture and language are inseparable.

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Teaching Accent Marks to Heritage Language Learners

Learning how to properly use written accent marks is one of the primary motivations for heritage language learners to take Spanish literacy courses. Many textbooks for Heritage Spanish speakers (e.g., Francés & Benítez, 2013; Potowski, 2010; Valdés & Teschner, 1999) include lessons in accentuation. However, many students become overwhelmed with the terminology and the complex rules of accentuation that seem to contradict one another. Another major difficulty is identifying the sílaba tónica of a word. As a result, many HL students become frustrated by accent marks, leading to further insecurities regarding the heritage language.

This workshop presents an innovative way to teach written accent marks to heritage language learners at the high school or university level that reduces the cognitive load by relying on what students already know about language. In eight lessons, students are taught the rules of accentuation via an inductive approach—students are asked to detect a pattern in language data. Following this method, instructors pre-teach certain concepts that students already intuitively know while avoiding unnecessary terminology. Instead of agudas, llanas, esdrújulas and sobre-esdrújulas, students are introduced to “words that end in vowels” and “words that end in N or S” and “words that end in other consonants”. “Words that have two vowels” (accentuation of diphthongs and hiatus vowels) are also inductively learned. Students learn that to determine whether or not a word carries an accent mark, all they need to know is where the sílaba tónica is located and with what letter the word ends.

The use of dictations as both a formative assessment and a source of data is discussed, along with other useful suggestions such as when to discuss letter frequency and how to visually present information. Participants will leave with a plan to teach accent marks to their heritage students on Monday.

References


Panels

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Panel Title: ¿Qué pasa en Arizona? Pedagogical Perspectives and Curricular Dimensions to Critical Spanish Heritage Language Instruction in Southern Arizona

This panel consists of six presentations that present new approaches and perspectives to university-level Spanish heritage language instruction in Southern Arizona through the lenses of critical pedagogies, critical translingual competence, ethnic studies, and technology enhanced language learning. Each presentation engages with the context of Southern Arizona and its heritage student population. The presentations examine the specific pedagogical needs of these Spanish heritage learners in this border region.

The first presentation is a collaborative presentation with two presenters that surveys current beginning level Spanish heritage language course offerings throughout the nation and uses the SHL program at a public university in southern Arizona as a point of departure to gauge current pedagogical needs of beginning heritage learner students and proposes four key dimensions for beginning course design termed “a borderlands pedagogy of place.” The second presentation examines the utility of uniting critical language awareness in the SHL classroom with issues of social justice, U.S. Latina/o/x popular music forms, and politics. The project specifically engages with the politics, music, and language surrounding Puerto Rico and the #Ricky Renuncia campaign during the summer of 2019. The third presentation presents a tool for developing critical translingual competence in the Spanish heritage classroom through the popular Latina/o/x digital platform Pero Like. The fourth presentation extends the notion of critical translingual competence in the SHL classroom to a proposed framework for sociolinguistically informed critical pedagogies and examines concrete methods for applying this model. The fifth presentation explores a pilot-study that provides a roadmap for implementing Technology Enhanced Language Learning to the SHL classroom at a large southern Arizona university. The sixth presentation takes TELL a step further in the context of the SHL classroom and explores the results of a pilot study centered on heritage students in Arizona and Michigan and the creation of a collaborative virtual learning community. This presentation is also a collaborative presentation with two presenters.

Towards a Borderlands Pedagogy of Place: Key Elements of a Beginning Spanish Heritage Language Course Curriculum

In 2006 the Spanish as a Heritage Language Southwest Consortium was formed to organize a conference specifically focused on the Spanish heritage learner population in the Southwest. The conference was entitled The Politics of Language: The Invisible Majority of the Southwest, Spanish as Heritage Language Learners. The three-day symposium in Albuquerque, NM hosted hundreds of educators, students, and scholars from throughout the country. Yet, the focus on “invisible” was salient in that the conference particularly provided a space for heritage learners who are categorized as receptive bilinguals (Carreira, 2004) or “overhearers” (DeHouwer, 2009) and have experienced generations of language loss (Villa and Rivera-Mills, 2009) and linguistic terrorism (Anzaldúa, 1987). Almost 15 years later, the space for this “invisible” population of Spanish heritage language learners continues to be under-addressed and underdeveloped. The need for beginning level Spanish heritage learner classes has been well documented in Beaudrie and Ducar’s extensive 2005 study and in Beaudrie, 2009. Additionally, Beaudrie (2011) documents current Spanish heritage courses offered at the university-level and determines that although the southwest offers more courses than other regions in the U.S., the pedagogical needs and goals of beginning heritage language learners remain overlooked. Additionally, the cultural content of these courses oftentimes does not align with culturally relevant pedagogies (Beaudrie, Ducar, and Relaño-Pastor, 2009). The present study has three main components. First, the study provides and update to Beaudrie, 2009 by engaging in a current survey of nationwide offerings of beginning Spanish heritage language courses at the four-year university-level and briefly analyzes a sample of the curriculums in use for these classes. Second, our research utilizes focus group interviews and surveys with the current and former heritage instructors and students in the beginning heritage course at the largest SHL program in the nation to update contemporary student profiles, student
goals, and satisfaction with the beginning course. Lastly, using the curriculum that has been developed over the past 4 years at this southern Arizona university, the present study proposes four key theoretical dimensions that must guide the design and curriculum of beginning Spanish heritage language courses. We term these dimensions “a borderlands pedagogy of place” and they include place-based educational models (Romero, 2004), the incorporation of Chicano/a/x and Latina/o/x studies frameworks (Anzaldúa, 1987; Aparicio, 1997), culturally responsive pedagogy (including testimonio pedagogy; Irizarry, 2007; Sosa-Provencio, et. al, 2017), and a model for critical translanguaging (Garcia and Lei, 2013).

References


Critical Language Awareness through Music and Activism in the SHL Classroom

The current political moment in the U.S. has prompted an explosion of expressivity by Latinx populations in the U.S. when faced with injustices in the forms of music, poetry, literature, dance and among other forms of expressive culture. In this study, intermediate SHL students are exposed and introduced to popular forms of expression during the uprising of Puerto Ricans in the summer of 2019 against the ideals of the governor at the time, Ricardo Roselló. Students studied forms of protest music, literature and dance as a means to engage them with critical discourse analysis (Chilton 2012) and Critical Language Awareness (Leeman 2018). Music that challenges linguistic subordination such as Bad Bunny and Residente’s Afilalando los cuchillos, articles about the influence of reggaetón such as (Dávila and LeBrón, 2019) and videos of protest recorded by the instructor including bomba y plena music in the streets and parks of the nation’s capital during the uprising are some of the diverse materials utilized to engage SHL students. The materials connect the heritage learners with current events, the heritage language (both Spanish and the use of code-switching) and themes around social activism and social justice while creating dialogue about language ideologies and variation. In this way, Beaudrie, Ducar and Potowski’s five dimensions of diverse heritage learners: historic, linguistic, educational, affective and cultural learners are able to engage with the material even though they may not share the same background, thus invoking critical language awareness of another variety.

References:


Chilton, P. “Critical” in critical discourse analysis.” The Encyclopedia of Applied Linguistics
“Struggles of Not Feeling Latino Enough”: A pedagogical tool for Critical Translingual Competence in SHL education

Abstract:
Several authors (Zentella, 1993, 2007; MacGregor-Mendoza, 2000; Rosa, 2019) have shown that Spanish as a heritage language (SHL) learners in the United States have been marginalized over time based on raciolinguistic ideologies (Flores and Rosa, 2015). Considering sociolinguistics as key for enabling heritage learners to better understand, question and challenge the status quo, Leeman and Serafini (2016) argue for the development of Critical Translingual Competence. This alternative critical model aims to promote SHL learners’ critical awareness by incorporating sociolinguistic topics to the heritage language curriculum. In line with this proposal, I discuss the role of sociolinguistics in heritage language education as key to engaging students in becoming aware of language-related inequalities, and, then, in the quest for social change. First, I briefly revisit sociolinguistic topics that permeate the Latin@ community’s experience with language in the United States, such as issues of intricate relationships between language and identity (Mendoza-Denton, 2002); language panic (Martinez, 2006); and language ideologies that contribute to the subordination of minority languages (Lippi-Green, 1997). Secondly, and importantly, I offer a pedagogical tool planned to develop critical translingual competence among SHL learners in the classroom: a series of activities based on video clips from Pero Like, a project launched by BuzzFeed about the US Latin@ culture. These activities are aimed at developing critical sociolinguistic awareness by guiding students through the analysis of language contact phenomena and linguistic stereotypes using video clips such as the one entitled “Struggles of Not Feeling Latino Enough”. My ultimate goal is to bring recent theoretical advances in heritage language education, the so-called “critical turn”, to classroom practice.

References:

Undressing Spanglish: Critical Translingual Competence in the Spanish Heritage Language Classroom

The field of heritage language education has reached an agreement regarding the benefits of including sociolinguistic topics and critical pedagogies in the Spanish heritage language classroom as a means to develop students’ critical translingual competence (Carvalho, 2012; Leeman & Serafini, 2016; Martinez, 2003). Critical Translingual Competence...
(henceforth:CTC) is described as the understanding of how political, economic, and cultural forces are constituted through language to reproduce socially-constructed systems (Leeman, 2018). CTC is said to be key in disrupting the subliminal imposition of standard language ideologies in the Spanish heritage language classroom (Carvalho, 2012; Leeman, 2018; Lowther-Pereira, 2010). However, works that examine the integration of sociolinguistic topics and critical pedagogy practice in the Spanish heritage language classroom are still too scarce (Leeman, 2005; Fairclough & Beaudrie, 2016; Toribio & Duran, 2018).

Framed under the Action Research Tradition (Bradbury-Huang, 2010; Carr & Kemmis, 1986; Cochran-Smith, & Lytle, 1993), the present study uses qualitative methods to examine the enactment of a sociolinguistically-informed critical pedagogy (henceforth: SICP) for SHL at a large university in southern Arizona reporting on: (1) classroom activities taught within a SICP; (2) student’s language ideology negotiation during classroom activities, and (3) the connection between SICP and student’s CTC. Data elicited from 46 Instructor’s journal entries and six 1-hour long semi-structured interviews with a total of 14 course participants was codified by themes using MAXQDA software, and analyzed through Critical Discourse Analysis, with special attention to students’ mediation of classroom language ideologies.

The study’s results agree with previous works arguing in favor of SICP, establishing direct connections between SICP and students’ development of CTC. Simultaneously, acquiring CTC had a strong positive impact in students’ linguistic agency. This study has implications for future research on SICP design, classroom implementation and its impact in fostering CTC among Spanish heritage language learners.

REFERENCES

There is an extensive amount of research about the inclusion of technology in second language classrooms, and it is certainly a mainstream topic covered in relevant journals and conferences. However, the field of Heritage Language Acquisition (HLA), and specifically the field of Spanish as a Heritage Language, has so far lacked the technology-enhanced teaching and learning focus (Henshaw, 2016; Yanguas, 2018). Why are not Spanish Heritage Learners (SHL) benefiting from the advantages accomplished so far by introducing technology in their language classrooms? This study presents an overview and a critical analysis of the literature related to technology and HLA from 2010 to 2019. Some of the guiding questions include the following: What type of research have been conducted on the inclusion of technology in HLA settings? How was technology used for language learning and cultural expression? What pedagogical benefits were found by introducing technology to HLA classrooms? What challenges and future research this studies point to? This study illustrates the potential benefits of introducing technology-enhanced language learning (TELL) into the regular HLA curricula, to promote digital literacy among these students, to build community, and to let the students express their complex socio-cultural diversity with the best fitted technological tools available.
Henshaw, F. (2016). Technology-enhanced heritage language instruction. Innovative strategies for heritage language...
Creating community and cultural awareness by the use of Online Platforms in Heritage Language instruction

The “Capabilities Approach” suggests that the goals of Heritage Language (HL) instruction need to be driven by the affordances that a person has to act and, through that action, to shape their environment (Glenn, 2016). HL instruction aims to create bonds between the students’ identity and the community around them, as students are intrinsically motivated to reconnect with their background. Cultural activities that involve creating new spaces in their daily lives to reconnect with their heritage are highly valued among Spanish HL students, as these activities increase the sense of identity and create a stronger tie to the Spanish-speaking community (Beaudrie et al., 2006). There are plenty of studies that argue the benefits of technology-enhanced activities in L2 language classes, and computer-mediated activities as a means of increasing language learners’ production (in Henshaw, 2016). Specifically, the use of online journals through blogs has proven to be a successful tool for bridging the culture and language gap in L2 instruction (García-Sánchez and Rojas-Lizana, 2012). However, the use of technology-enhanced cultural activities in HL classes is still scarce.

This study aims to increase students’ cultural awareness by creating a virtual learning community between HL learners in two universities with different local communities (University of Arizona vs. Grand Valley State University in Michigan), expanding their learning experience beyond the classroom walls. Thirty Spanish HL students participated in five online asynchronous video exchanges through Flipgrid where they shared their impressions on various cultural topics relevant for the class and their community. These exchanges were analyzed qualitatively by the researchers and triangulated to survey responses conducted both before and after the project took place. The preliminary results suggest that participants developed a deeper reflection on the resources available in the community for each group of HL students, as well as a sense of empowerment in regards to their Spanish variety and language practices.

Bibliography:

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Panel: Hinged Spaces: Heritage Language Education and Literature

This panel invites a discussion on the literature classroom as a space for actualizing goals for heritage language education. The first presentation examines the often-problematic association between language acquisition and literary studies standpoints within Modern Language departments. It frames this problematic issue by proposing areas of self-examination that are conducive to turning distance into collaboration, in pursuit of four important heritage-education goals: language maintenance, development of literacy skills, expansion of intercultural communicative competence, and development of sociolinguistic awareness.

The three presentations that follow focus on that last goal—developing sociolinguistic awareness—by exposing the distinct role that linguistic ideologies play in perpetuating the stigmatization of heritage languages and their speakers. Using classroom practices as examples, these three presentations explore how critical approaches to studying language varieties, the “standard” construct, and raciolinguistic attitudes are carried out in the practice of meaning making that is
There is a good deal of research on heritage Spanish speakers raised in the U.S. who learned to speak Spanish at home. However, between 2005 and 2010 more than 1.4 million Mexican-origin individuals moved from the U.S. (back) to Mexico (Pew Hispanic Center 2012). Among them were hundreds of thousands of youth who found themselves faced with integrating into Mexican schools. These children, frequently referred to as transnational students, are immersed in classrooms with monolingual students and with teachers who are not trained in language education or acquisition. In other words, they need to learn academic Spanish at the same time as they are trying to learn content, yet they have very little support to do either. In addition, the younger they are when they arrive in Mexico, the greater the risk of attrition of the English they learned in the U.S., rendering them heritage English speakers.

Although an increasing volume of research has been published in the past 15 years regarding the educational experiences of transnational students in Mexico, little of it focuses on the teaching and learning of academic Spanish and the attrition or maintenance of English. This panel is an attempt to draw together linguists and educators to advance dialogue and a research agenda regarding the linguistic needs of these young people.

Reference

**Presentation 1: Taking your heritage to school: Adapting home Spanish to an academic language**

Children who have learned to speak Spanish at home, have had some or all of their schooling in English and who go (back) to the homeland with their returnee parents, whether they themselves have ever lived there, are a type of heritage speaker. However, because of their age and life situation they generally do not “choose to relearn the home language in the instructed setting of a language classroom” (Polinsky, 2018, p. 7) as much of the literature states or implies. Neither do they find themselves with specialized language instruction. In this presentation I examine the difference between interpersonal language and academic language (Cummins, 1984; Reiss, 2005). Based on almost 10 years of field work in Puebla and Zacatecas, I focus on the linguistic challenges that transnational students face when they go (back) to Mexico, enter the Mexican school system and attempt to adapt a language that they have heretofore used for one purpose (home and social encounters) to another (school) and ask “What (else) do we specifically need to know in order to design curricular and other responses to the varying linguistic needs and what systematic changes need to take place so that transnational students can succeed in Mexican schools?” I propose some possible answers and open the question to panelists and attendees.

References

**Presentation 2: Aportaciones de la investigación pedagógica del español como lengua de herencia a las escuelas mexicanas y estudiantes transnacionales americano-mexicanos.**

En esta presentación describo un curso-taller sobre la enseñanza del español a jóvenes latinos que diseñé para maestros mexicanos de español a nivel universitario. El objetivo fue darles herramientas conceptuales que faciliten su trabajo con estudiantes latinos que retornan o migran a México por primera vez (Anderson y Solís 2014; Jacobo 2015; Despagne y Jacobo, 2016).
Las principales aportaciones del taller al contexto mexicano refirieron al trabajo con: 1) el marco ecológico de desarrollo humano y lingüístico para comprender los contextos de desarrollo individual, bilingüe y bicultural de población latina (Bronfenbrenner 1979; Hornberger 2004; Parra 2013a); 2) los marcos teóricos de la sociolingüística y pedagogía crítica y las teorías del bilingüismo dinámico para comprender y problematizar la relación lengua-identidad y desempeño académico (Leeman 2018; Flores y Rosa 2015; Potowski 2002; Parra 2016; García y Wei 2014); 3) el marco pedagógico de la literacidad múltiple para dar acceso a la cultura y los variados usos del español oral y escrito (Parra 2013b; Parra et al., 2018; Kalantzis et al., 2016; Zapata y Lacorte 2018).

El taller mostró ser efectivo como espacio de discusión y reflexión crítica entre los participantes. También mostró el arduo trabajo a realizar en el futuro en las instituciones educativas mexicanas a todos los niveles educativos para apoyar a los niños y jóvenes migrantes de retorno. Estos incluyen: 1) la formación de profesores de español y de contenidos historia, geografía y civismo (Despagne y Jacobo 2016); 2) la visibilización de las poblaciones transnacionales México-Estados Unidos en escuelas y políticas públicas de México (Zúñiga 2013; Zúñiga Hamman & Sánchez 2008); 3) la apertura de espacios académicos para reflexionar sobre temas de identidad nacional frente al rico multilingüismo histórico de los pueblos originarios y las nuevas ola de migración transnacional desde los Estados Unidos.

Referencias
Presentation 3: Linguistic and educational challenges of “American-Mexicans” in Oaxaca, Mexico

It is estimated that some 2 million students have lived part of their lives in the U.S. and in Mexico, and currently about 3% of all PK-12 students in Mexico—more than 600,000 students in all—were born in the US (Jensen, Mejia-Arauz & Aguilar Zepeda, 2017). In fact, between 2005 and 2010, more people moved from the U.S. to Mexico than vice versa (Pew Hispanic Center 2012). These “American-Mexican” students report feeling that they do not belong at school in Mexico, experience difficulties speaking and comprehending Spanish at school, and express uncertainty about their futures (Hamann, Zúñiga & Sánchez García, 2010). Mexican educators, by and large, do not speak English and are unfamiliar with U.S. schools or curricula (Zúñiga, Hamann & Sánchez García, 2008), leading to higher rates of grade retention for American-Mexican students (Hamann, Zúñiga & Sánchez García, 2010).

Researchers have been documenting the experiences of people who move from one country to another and build transnational links for years. Despite this being a particularly frequent phenomenon between Mexico and the United States (Smith 2006; Stephen 2007; Cornelius et al 2009), relatively little has been published about the linguistic and educational experiences of transnational youth raised in the U.S. who find themselves integrating into Mexican schools. This presentation offers analyses of interviews carried out in both Spanish and English with 25 transnational students in Oaxaca de Juárez, México. General themes include the lack of support for Spanish and English development, misperceptions of classmates and teachers, and ways the students suggested that they could be supported during their transition years. I also share insights from Spanish heritage language education in the U.S. that might be useful for Mexican teacher preparation programs in working with U.S.-raised youth.

References

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Heritage Spanish Speakers in San Diego: Confronting Negative Attitudes, Non Standard Features, Critical Literacy, and Inter-Latinu Contact with Activist Pedagogy.

Panel Heritage Spanish Speakers in San Diego:
Confronting Negative Attitudes, Non Standard Features, Critical Literacy, and Inter-Latinu Contact with Activist Pedagogy.

Heritage speakers in SoCal [Southern California], not far from the border with México, offer unique opportunities to
study the impact of linguistic and cultural contact on their Spanish, and to suggest ways of enhancing their linguistic proficiency in and out of the classroom. Employing linguistic, anthropological, and educational analyses, panelists discuss their respective (yet intersectional) research in Los Angeles and San Diego on:

a) transgenerational attitudes towards the Spanish of heritage speakers and the linguistic insecurity those attitudes foster,

b) incorporating the non-standard features of Spanish spoken by heritage speakers e.g., téngamos, hágamos, to teach them key skills in Spanish literacy and to introduce formal registers,

c) Spanish as mediator of Puerto Rican identity for Puerto Rican adults raising their children in an overwhelmingly Anglo English and Mexican Spanish context.

d) a club that develops the critical literacy of continuation high school students by reading and discussing Latin American literature under the guidance of university student volunteers, Panelists, including senior and junior scholars, will present research conducted with heritage speakers of distinct ages and backgrounds, to expand our understanding of the issues each group confronts, and the resulting impact on their ways of speaking and writing and reading. Each speaker will suggest how teachers of Spanish might incorporate local ways of speaking in their courses, to encourage learners to expand their linguistic repertoires successfully, and promote respect for linguistic diversity.

Individual Abstracts:

a) "Mi español no es muy bueno”. Linguistic Insecurity in San Diego.  A study of 44 speakers of Spanish across two generations in the San Diego - Tijuana area reveals that the linguistic insecurity that heritage speakers in San Diego (second generation) experience is rooted in pervasive negative attitudes about Spanish in the U.S. that originate outside of the heritage speaker group and primarily among first-generation speakers. A qualitative analysis of the descriptions of U.S. Spanish by non-heritage speakers in San Diego and Tijuana suggests that the most negative attitude toward U.S. Spanish is the influence of English in the language, which is most evident in code-switching. I propose that the heritage Spanish classroom provides us with an ideal space to combat linguistic discrimination and address negative language views that have resulted in heritage speakers’ internalization of destructive ideas about good and bad language. How can we develop curricula that value the language experience of heritage speakers of Spanish in the U.S.?

b) "The linguistic empowerment of learning orthographic accents in Spanish”  
An estimated 37 million Latinxs speak Spanish at home, and the number continues to grow. The growth can be misleading however, because generational language attrition is the norm, including in major cities in California (Pew Research Center 2017). Heritage speakers of Spanish struggle with fluency in the more formal registers of the language, more easily dominating informal registers of local non-standard varieties (Parodi 2008). Notably, speakers use U.S. varieties of Spanish to perform mexicanidad in multiple monolingual contexts, at times finding empowerment in their hyphenated identities, a connection that can improve linguistic proficiency. Although Spanish language programs are expanding throughout colleges and universities in the U.S., they tend to focus on standard varieties of Spanish, erasing local voices and often discouraging heritage language (HL) learners. Because identity is at the core of HL education (Leeman, Rabin, Román-Mendoza 2011), I propose incorporating non-standard varieties of Spanish to teach key skills in Spanish literacy and to introduce students to formal registers. For example, the non-standard conjugation of the plural first-person subjunctive (i.e.téngamos, hágamos, sépamos, etc.), a linguistic transplant from rural parts of Latin America, can be used as a tool to learn standard orthographic accents in Spanish while empowering the voices of speakers of non-standard Spanish. My experiences with this approach have proven successful with college students, increasing their interest in Spanish language courses.

c) Boricuas En San Diego:The impact of Mexican Spanish on first and second generation Puerto Ricans
Are the various dialects of Spanish spoken in major U.S. cities converging? This paper addresses the relevant questions posed by Bayley et al (2012: 48): “To what extent do speakers of a Spanish dialect that diverges from the variety spoken by a majority of Latinos in a particular community shift in the direction of the predominant variety in the area? Are cases of dialect convergence transitory phenomena that are likely to be eclipsed as subsequent generations shift to English, or does the evidence suggest that more stable varieties are likely to develop?” Tape recorded interviews with 94 Boricuas (Puerto Ricans) in San Diego, 48% of whom were born in the USA and 52% in Puerto Rico, revealed that studies of Spanish in contact must take into account the racism and classism that shape attitudes towards distinct dialects, and the political views of speakers that may also influence their borrowing and accommodation. These variables were relevant
in our study of the Spanish of Puerto Rican migrants in San Diego and had a significant impact on the acquisition of Spanish by their children. Despite the fact that most spoke more Spanish to Mexicans than to Puerto Ricans, the majority of the first generation were unable to translate 35 common Mexican vocabulary items and expressions, and they did not adopt Mexican phonology. As for their children, the predominance of English and the lack of bilingual education is forcing the entire community to ask themselves: Is it possible to claim being Puerto Rican without speaking Puerto Rican Spanish? Their responses suggest ways in which dialectal differences and languages in contact can contribute to strengthening heritage Spanish programs and inter-latino bonds.


d) El club de literatura en español: Critical heritage language support for Latinx youth in a continuation high school. El club de literatura en español provides a space for heritage Spanish speaking students attending a continuation high school to engage in critical literacy. The club was organized by university education faculty (the presenters) with the support of the school principal and meets weekly. It implements culturally sustaining practices to affirm students’ bicultural/bilingual identities through the analysis of Spanish language literature from the border and from various regions of Latin America. The club has been in place for six years, and it integrates university mentors as club facilitators. We will share curricula used in the club that value the language experience of heritage speakers of Spanish in the U.S., and will share student work and the reflections of club members as well as facilitators.
**Presentations and Posters**

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**Spanish HL Students’ Perceptions of Language and Identity in a Mixed HL/L2 Teaching Context: A Preliminary Study**

Mixed HL/L2 classroom contexts have received increased attention in heritage language education in the last few years (e.g., Carreira, 2016, 2018; Torres, 2019; Alamillo, 2019). However, few studies have examined HL students’ perceptions in mixed contexts (Leeman and Serafini, 2019). This preliminary study contributes to this line of research by exploring the experiences of 15 undergraduate Spanish HL students at a private university in the United States East Coast.

The survey explored their experiences as Spanish HL students enrolled in mixed classes in a predominantly Anglo-Saxon university culture. The survey consisted of two separate sections with five questions each. The first one addressed their experiences in the United States in general, whereas the second one addressed their experiences specifically at a US college. The survey was distributed via email and responses were submitted anonymously. While responses were varied, emerging themes were identified. Students questioned notions which are typically used in the literature to characterize them, such as “native speaker,” “heritage language speaker,” and “US Latino.” Similarly, they indicated that Spanish textbooks typically fail to account for the cultural and linguistic diversity found within the Latinx population. Finally, they discussed some of the social challenges they face on campus.

Their responses will better inform language practitioners and researchers alike of the effects of mixed teaching contexts on HL’s language and identity. Likewise, they will allow coordinators and program directors to make informed adjustments to current curricula to better account for HL students’ experiences. Future directions of this ongoing project include increasing the pool of participants, developing quantifiable survey questions based on current qualitative responses, and conducting face-to-face interviews.

**References**


**Desambiguación en la lectura de oraciones determinadas en aprendices de español como segunda lengua y lengua de herencia: Un estudio comparativo**

Leer en un segundo idioma puede ser una tarea difícil en las etapas iniciales de la adquisición de lenguas. Sin embargo, la lectura es una excelente oportunidad para enseñar y (re)aprender las diferencias inter-lingüísticas entre la L1 y la L2 o la lengua de herencia (LH). Además de poner atención en el contenido y la organización del texto, los lectores necesitan poner en práctica el conocimiento previo de aspectos estructurales para interpretar con precisión el texto (Goldman and Rakestraw, 2000). Una forma de alfabetización en la L2 o LH ocurre cuando se comparan y asimilan las diferencias semánticas y estructurales que no están presentes en la L1 o lengua dominante por medio de la lectura. En este respecto, se ha establecido que las oraciones determinadas (*The cats love to sleep*) y escuetas (*Cats love to*...
sleep) tienen diferente distribución e interpretación en leguas romances y germánicas (Chierchia, 1998; Cuza, A., Guijarro-Fuentes, P., Pires, A. & Rothman, J., 2012; Longobardi, 2001, 2005; Pérez-Leroux, Munn, Schmitt y Delrish (2004); Slabakova, 2006). Mientras que en inglés hay dos estructuras para la interpretación genérica (escuetas) y específica (determinadas); las oraciones escuetas en español ocurren de forma muy limitada, así que las determinadas comprenden las dos interpretaciones y, por ende, conllevan un grado de ambigüedad.

El objetivo de esta investigación es analizar la interpretación que los aprendices de L2 y de LH dieron en siete oraciones ambiguas en una lectura corta. Se utilizó un pre y post-test (después de instrucción explícita sobre las diferencias inter-lingüísticas) para medir la adquisición de la interpretación genérica en oraciones determinadas y una tarea de traducción. Participaron 53 aprendices de español como L2, 35 hablantes de LH y 31 hablantes nativos como grupo de control.

Los resultados preliminares del post-test muestran más usos esperados en el aspecto sintáctico que en el semántico en ambos grupos. Se presentarán las diferencias entre los grupos, metodología, implicaciones pedagógicas y sugerencias para minimizar la interferencia de la lengua dominante.

**Palabras clave:** Lectura, español como lengua de herencia, español como segunda lengua, alfabetización, diferencias inter-lingüísticas, sintaxis, semántica.

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**Empowering Heritage Language Learners through Symbolic Competence**

By framing language learning as a way to frame and shape learners’ positions in the “multilingual game” (Kramsch and Whiteside, 2008, p. 667), symbolic competence provides an alternative to common ways heritage language learning goals have been defined (Valdés, 1995; Beaudrie, Ducar & Potowski, 2014). Similar to symbolic competence, critical translingual and transcultural competence, depicts students as multilingual translanguaging beings that navigate political hierarchies (Leeman & Serafini, 2016, p. 65). However, symbolic competence encompasses more than communicative competence and critical translingual and transcultural competence (Leeman & Serafini, 2016) as it includes the understanding of symbolic systems in the teaching of discourse through multimodality and form (Kramsch, 2006, p. 251).

In order to integrate symbolic competence at the curricular level for heritage language learners, this project draws from multiliteracies frameworks, as they have been developed in education and second language teaching and learning (New London Group, 1996; Cope & Kalantzis, 2009, 2015; Paesani, Allen, Dupuy, 2015). Existing studies have explored how these frameworks might better satisfy and redefine heritage language learners’ needs, by leveraging students’ prior knowledge and enabling creative expression through culturally relevant texts, multimodality, and community engagement (Parra et. al, 2018; Zapata, 2018; Vinogradova, 2014; Ruggiero, 2018). This present paper will build upon multiliteracies paradigms in order to develop a curricular model for fostering heritage language learners’ symbolic competence through translation pedagogy. The researcher will investigate whether the development of symbolic competence can be seen in translation and composition practices by analyzing students’ work in a course whose design highlights symbolic competence, as well as how students’ perceptions and beliefs about bilingualism and multilingual subjects shifts through a survey. The researcher will discuss the theoretical underpinnings and preliminary findings justifying the connections between heritage language pedagogy, multiliteracies, symbolic competence and translation and interpretation.

**Works Cited**


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La lengua de herencia más allá del sistema educativo: los migrantes como agentes proactivos

En la última década, los estudios de migración han venido destacando el papel activo de los migrantes como agentes sociales en distintos ámbitos que vinculan la sociedad de acogida con la comunidad de origen (Brinkerhoff 2008; Faist et al. 2011). Uno de estos ámbitos son las lenguas de herencia. Allí donde las políticas lingüísticas de gobiernos regionales y locales no apoyan directamente programas de lengua de herencia, se abre un espacio de acción para iniciativas de distintos agentes sociales de la comunidad migratoria (familias, asociaciones de padres, comunidades religiosas, etc.). El mapa reciente de las migraciones hispanohablantes muestra nuevos espacios de la "diáspora hispana" (Hernández 2007; Martínez Pizarro 2011; Moreno Fernández 2010; Moreno Fernández 2015; Bayona-i-Carrasco et al. 2018; Potowski 2018). En Alemania, en particular, las necesidades educativas de los hablantes de herencia creadas por los flujos migratorios son atendidas actualmente por al menos 145 programas educativos de español, muchos de ellos surgidos a partir de iniciativas de las propias comunidades migrantes.

El objetivo de la ponencia es discutir qué factores posibilitan y condicionan la aparición de iniciativas para la creación de programas español como lengua de herencia. Para ello se ofrecerá una tipología de los distintos programas y se discutirá la influencia de tres factores determinantes: la distribución espacial de los migrantes tanto a nivel regional como local, la existencia de cooperaciones y la imagen de la lengua española en el contexto europeo. Finalmente la discusión de los resultados aportará un marco para comparar la situación de los programas de español como lengua de herencia en los contextos lingüísticos de Europa y de los Estados Unidos.

Referencias bibliográficas


Narrowing the achievement gap through heritage language courses: A look at students’ capital and their role in the heritage classroom

Maria Carreira (2007) argued that Spanish Heritage Language (SHL) instruction plays a key role in meeting the needs of Latinx students and in narrowing the Latino achievement gap. She further urged instructors and SHL, as a field, to help reduce the gap because it is detrimental to students’ personal and professional lives. And because a small percentage of the Latinx community has earned a BA, it is crucial to examine how SHL courses contribute to the retention of Latinx students and narrows the gap. The SHL field has grown, and its curriculum goals focus on meeting the needs of students in and out of the classroom. Therefore, the current qualitative case study investigates whether a HL course recognizes and reinforces the capital that students bring to the classroom and how, if at all, the students feel the course recognizes and reinforces their capital. Latinx participants were recruited from an HL course at a four-year institution. Data collection consisted of semi-structured interviews with students, a semi-structured interview with one teacher, three student reflective journals, class observations, and student questionnaires. The data was coded deductively using thematic analysis (Seidman, 2013) and Yosso’s (2005) six types of capital. The findings showed students claimed this course helped them gain linguistic confidence, gave them a better understanding of the activities they could use to teach their kids Spanish, and provided them some academic tools such as writing an argumentative essay, structuring a formal presentation and an understanding of the most effective studying skills. The students shared that they were able to incorporate these tools in other non-language classes. In conclusion, the HL classroom can not only lead students to reclaim the value of their Spanish and to develop new language skills but also can give them the tools needed to pass and excel in other classes, and this could help them graduate.

References

Promoting Heritage Language Maintenance through Service-Learning Initiatives

Service-Learning initiatives can support heritage language maintenance in various manners. These courses can support or provide biliteracy programs at local Elementary Schools, promote Latino parent involvement in education, and explore new initiatives for a more diverse participation of Latino children in the arts and sports. University students examine the importance of heritage languages and their connection to identity, education equity, and community involvement. These students reflect on their role as empowered individuals and critically approach the concept of service as a partnership, challenging the notion of service as charity. This collaboration in the matter of language maintenance and equity is key. It goes beyond the classroom and has an impact on all areas of life. Service Learning has been termed one of the high-impact educational practices and it is a practical way of integrating the ACTFL 5 Cs into Spanish courses.

The service learning component consists of weekly participation in bilingual literacy enrichment programs for Spanish heritage speakers at local Elementary Schools, translation and interpretation to improve parent-teacher communication in schools with high percentage of Hispanic children, participation in the Family Literacy program in collaboration with the local School District, and development of other initiatives in the arts and sports. Our college students mentor school children to develop their home language, acquire better understanding of their cultural heritage, and develop early college awareness. University students also work with children’s parents, schoolteachers and other key members of the
community, to promote involvement in education, arts and sports, bring college awareness, and encourage personal
growth and biliteracy. University students produce a research paper and/or portfolio related to their project, including
reflections on their experience.

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Competencia discursiva oral de estudiantes de español como lengua de herencia

Existen escasos estudios empíricos que informen sobre los perfiles de proficiencia oral de estudiantes de herencia,
especially en los niveles avanzados (Swender et al. 2014; Montrul 2013). Con el fin de contribuir a este tipo de
estudios, esta presentación discute los datos provenientes de 120 entrevistas de proficiencia oral (ACTFL-OPI) realizadas
a estudiantes de español de nivel universitario y de los cuales 40 se auto-identificaron como hablantes de herencia.
Estos datos se complementan con un análisis de discurso de dichas entrevistas en el que se identifican y cuantifican los
elementos léxico-gramaticales y discursivos del corpus de estudiantes de herencia comparad a un corpus de referencia
de estudiantes bilingües. Las entrevistas fueron grabadas, transcritas y etiquetadas a nivel de funciones pragmáticas y
léxicas. El análisis sigue la metodología de la Lingüística de Corpus (McEnery and Wilson, 2001) y se usaron herramientas
de análisis estadístico de corpus (Anthony 2013). Si bien los descriptores de ACTFL (2012) describen funcionalmente
cada nivel y subnivel, el propósito de este trabajo es establecer los elementos específicos del lenguaje que caracterizan
el discurso de los estudiantes de herencia de este corpus en el nivel avanzado. Los resultados de este estudio muestran
que los estudiantes de herencia de este corpus crean un discurso conectado y sin errores gramaticales de importancia.

Sin embargo, de todos los elementos del lenguaje considerados para establecer el nivel del entrevistado (ACTFL 2012),
el uso del lenguaje concreto, así como las narraciones personales como recurso de elaboración, son los factores que les
impiden acceder al nivel “superior” de esta escala. Estos resultados sorprenden si se tiene en cuenta que provienen de
entrevistados que han recibido instrucción universitaria en español y por ende existe una implicación directa en lo que
refiere a la enseñanza y las propuestas pedagógicas de desarrollo de la competencia discursiva avanzada.

Referencias

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Getting from point A to point B: Is TExES LOTE – Spanish a checkpoint or a roadblock?

This presentation will focus on a discussion of Texas Examinations of Educator Standards Program Languages Other Than
English – Spanish exam (TExES LOTE – Spanish) and its potential bias, particularly against teacher candidates with
Spanish as a heritage language background. We examine current trends in Spanish teaching in higher education,
especially in the states with large Hispanic populations. Spanish instruction has experienced considerable shifts in recent
years due to many factors, including changes in student demographics, introduction of Spanish as a heritage language
programs, and critical review of the cultural and linguistic content of teaching materials. These changes have profoundly
affected both what we teach in today’s Spanish classrooms and how we teach it. We also observe similar trends in
secondary classrooms.

Whereas previous curricula focused heavily on so-called prestigious varieties of Spanish (e.g., Spain), many programs are
moving toward inclusion of other varieties of Spanish, especially those spoken in the United States and those that reflect
We posit that there is a mismatch between current Spanish curricular content and TExES LOTE – Spanish exam, which negatively affects these students’ performance. We provide examples and available exam statistics to support our claim. Through this conversation about the mismatch between student preparation and TExES LOTE – Spanish content, we hope to start a dialogue about a much-needed revision of this exam in the near future.

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Examinando el rol del español en el paisaje lingüístico en una clase de composición para hablantes de herencia

El paisaje lingüístico se refiere a las muestras de lenguaje encontradas en los espacios públicos de una comunidad. En lo Estados Unidos, la presencia del español en el paisaje lingüístico se origina usualmente de entidades locales, oficiales o privadas, por lo que la visibilidad de esta lengua puede informar sobre su estatus e importancia en una comunidad (Franco Rodríguez, 2018). Según Franco Rodríguez, la descripción del uso del español en el paisaje lingüístico de los Estados Unidos pudiera ser incorporada en diferentes contextos académicos para fomentar la discusión sobre la vitalidad del español y el impacto de los hispanos como grupo minoritario. En el ámbito de la educación para hablantes de herencia, Leeman y Serafini (2016) sugieren el uso de proyectos que usen el paisaje lingüístico como una oportunidad de análisis y reflexión sobre diferentes aspectos sociolingüísticos relacionados con el uso de la lengua heredada en los espacios públicos. Respondiendo a esta sugerencia y siguiendo el enfoque pedagógico propuesto por Malinowski (2015) basado en el uso del paisaje lingüístico en las clases de lenguas para explorar, contrastar y reflexionar sobre formas lingüísticas, mensajes culturales y acciones políticas sobre el uso del lenguaje meta, esta presentación describe un proyecto digital usando la red social Instagram donde hablantes de herencia del español en una clase de composición exploraron, describieron y reflexionaron sobre el uso del español en el paisaje lingüístico de una ciudad del norte de Arizona. En particular se presentan los resultados del análisis de los estudiantes en cuanto a la frecuencia del uso de español en los lugares públicos, sus funciones, la variedad del español usada, la comparación de su uso con respecto a su ciudad de origen y el impacto de este proyecto en su valoración del español y los grupos que lo hablan en los Estados Unidos.


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Heritage Language Learners Writing Development: Complexity as Language Proficiency Indication

Writing development measurements are based on the idea that academic writing is complex. Since the 1930s, researchers in writing development have focused on grammatical complexity, studying how learners’ language increases in complexity as they become more proficient writers. Furthermore, most second-language writing development studies have relied on quantitative variables that measure the average length of structural units or the extent of sentence subordination, assuming that longer units and more subordination reflect greater complexity (Ortega, 2003, 2015). However, are subordination and syntactic complexity measures an appropriate assessment of the writing development of heritage Spanish learners?
Over 30 written texts from nine participants were analyzed for fluency, syntactic complexity (subordination), and accuracy (Wolfe-Quintero, Inagaki, and Kim, 1998). The texts were written as homework assignments over one semester for a college-level Spanish class for heritage language learners who were writing in the heritage language for the first time in their lives. Results indicate that heritage Spanish learners are able to produce syntactically complex sentences, even at their early stages of learning to write in Spanish.
Although these results may be explained by the participants’ oral proficiency levels, a caveat to consider is that writing is not the same as speaking because it combines cognitive and social aspects that make it a complex skill to acquire. Another possible explanation for the results is that the learners are applying their knowledge about writing in English to their writing experience in Spanish. However, recent research proposes that the main characteristic of academic written texts is not subordination but rather embedded noun phrases (e.g., “the above-mentioned great big house”) and prepositional phrases (e.g., “The idea of applying this theory...”) (Biber, Gray, and Poonpon, 2011). Nevertheless, these findings pertain to academic English written productions and should be tested for academic Spanish samples in future research.

REFERENCES

Learning Through Projects in the Heritage Spanish Classroom

This study presents preliminary results from the introduction of a series of small-scale projects into a heritage language learner (HLL) class at a Midwestern university. At the beginning of the semester it is quite clear that there is a wide range of abilities among the students, yet each of them is able to complete the class projects successfully. Through these projects, students are able to explore their own culture as well as Latin@ culture in general in different areas in the Midwest. As the semester goes on, the difficulty of the projects increases and ultimately culminates in an interview, final paper, and presentation about a family member. In the past, our HLL have encountered difficulties upon entering the first composition class, and therefore we also incorporate grammar and writing skills in these projects, with each of the projects focusing on specific grammar points. Students are given a grammar exam at the beginning and end of the semester, and this helps us measure the improvements in writing and grammar choices. At the end of the semester students report increased confidence in their speaking and writing capabilities and appreciate the knowledge that they gained through the projects. Additionally, through the project presentations they are exposed to language variation while learning about other cultures. Finally, because of the small class size and the in-depth discussions we have about culture, family, and society, many students form friendships that span the rest of their time at the university.

El cuento como herramienta didáctica para clases de herencia y algunos consejos prácticos para su uso

La presente investigación se desprende de un proyecto interdisciplinario, cuya finalidad es brindar un pequeño marco teórico y algunos consejos prácticos del uso de la narrativa, específicamente del cuento como género literario, en las clases dirigidas a hablantes de herencia. Estos consejos y actividades pretenden incentivar el pensamiento crítico del estudiante, tomar en cuenta su bagaje cultural, ir más allá del esquema de lectura-discusión, fomentar el disfrute de la literatura en clases y lograr que el alumno tenga un papel más activo que pasivo en el aula.

En primer lugar, se aborda una explicación breve de los antecedentes de investigación de escritura y redacción en esta comunidad de estudiantes, así como elementos que han sido utilizados para la construcción de estos antecedentes, tales como herramientas del área del L2 y language arts. Después se analizan los beneficios de usar narrativa en clases de herencia de forma general; y, por último, se brindan algunas ideas de actividades y aproximaciones a los cuentos (de las cuales algunas pueden aplicarse a otros textos literarios también).

Las bases teóricas de esta investigación no solo han sido tomadas de la teoría pedagógica de herencia o L2, sino que también incluye elementos de enseñanza y teoría literaria general, en un intento de desarrollar una visión más
interdisciplinaria que favorezca la comprensión lectora y escritora del estudiante.

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Efectos de la Enseñanza Pragmática Explicita en el Aula de Español como Lengua de Herencia versus en el Aula de Español como Segunda Lengua

Proponemos participar en el 7th National Symposium on Spanish as a Heritage Language con un póster que resuma los resultados de nuestra investigación sobre el desarrollo de la competencia pragmática de los estudiantes de español como lengua de herencia. Para llevar a cabo nuestro estudio utilizamos una serie de pre- y postests que medían la capacidad de reconocimiento pragmático de los informantes en relación a la producción de cumplidos en español, así como a la respuesta ante cumplidos. Entre la realización de los pre- y postests, realizamos una serie de intervenciones pragmáticas centradas en la formulación de secuencias de cumplidos en español. Para medir el potencial impacto de otras variables, se estableció un grupo de control y un grupo experimental, todos ellos hablantes de herencia de español. Asimismo, los mismos procedimientos fueron llevados a cabo en dos grupos de estudiantes de español como segunda lengua, con el objetivo de examinar si este tipo de lecciones pragmáticas tenían o no un mayor impacto con este otro tipo de aprendices de español. Los resultados del estudio mostraron que, en realidad, los informantes que formaban parte del grupo de español de herencia no tuvieron cambios significativos desde el punto de vista estadístico entre su actuación antes y después de las lecciones pragmáticas, mientras que los informantes del grupo de español como segunda lengua sí se vieron beneficiados por este tipo de intervenciones y experimentaron un crecimiento significativo. Tales resultados llevan a concluir que este tipo de enseñanza parece no ser necesaria o efectiva para los hablantes de herencia. El póster incluirá información sobre el diseño de la investigación, las lecciones pragmáticas y recomendaciones para futuros estudios.

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Bi-Directional Scaffolding: How Heritage Learners and L2 Learners successfully interact in the Spanish mixed classroom.

This presentation introduces the term ‘bi-directional scaffolding’ to describe the process by which the colloquial language knowledge of Heritage Spanish (HS) students may support fluency development in non-heritage students; while the latter would assist the HS students in developing formal, academic knowledge of the morpho-syntactic aspects of Spanish (Bayona; 2018). The presentation uses a case of a mixed Intermediate Spanish classroom in higher education, where an assignment involving individual research and group-created sketches generated numerous opportunities for bi-directional scaffolding.

The historical context of the class involved a time in which aligid racial tensions explicitly against Hispanic immigrants permeated the mixed classroom, transforming it into a polarized arena and negatively affecting the learning environment. Through a trimester-long activity involving individual research on current events of Hispanic countries and group creations of skits, this set of students not only overcame racial tensions but linguistic barriers as well (Beaudrie, S., Ducar, C. & Potowski, K. 2014; Manel Lacorte & Jesús Suárez García 2014). The study of Spanish language and civilization through this collaborative project generated multilevel bi-directional scaffolding in the linguistic and cultural arenas, and in turn prompted a more civil community of language learners.


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Effects of instruction on Spanish heritage language learners’ grammatical accuracy: The case of the nexus ‘a’ in verbal
The present study covers a gap in the literature that has been noted in recent work (Bowles, 2018; Montrul & Bowles, 2017; Valdés, 2017): the effects of instruction on heritage language development. Ortega and Byrnes (2008) noticed that despite the fact that longitudinal methodology to investigate linguistic development in second language (L2) learning is well established, there is a lack of longitudinal research that provides insights about L2 development that can inform pedagogical practices. In the field of heritage languages, longitudinal research is even scarcer, limiting understanding about language and literacy development. The present study investigated the effects of instruction on SHLs’ use of the nexus ‘a’ in verbal periphrasis. It is a one-semester longitudinal study with two groups of Spanish HLLs who were carefully matched for demographic and proficiency variables. The instructed group (n=33) received genre-based instruction in their intact classroom, and the uninstructed group (n=32) did not receive any writing instruction over the same period of time. Both groups produced two writing samples—one at the outset of the study and the second twelve weeks later—to assess writing development in terms of structural categories. Results showed that the instructed group, which received explicit instruction on the use of the nexus ‘a’ in verbal periphrasis, improved their accuracy after one semester compared to their peers in the control group who did not. This finding suggests that explicit instruction of this form is effective for SHLs.

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Partnerships for Success: The Mission and Goals of the Texas Coalition for Heritage Spanish

The growing population in the state of Texas includes a large percentage increase in Hispanic communities, which reached about 40% of the total population in 2015. This continuous growth brings specific demands on education, health care, and social services across the state. In spite of the number of higher education institutions with strong Spanish as a Heritage Language (SHL) programs and local initiatives across Texas that work to sustain Spanish as a HL, these efforts are mostly carried out in relative isolation with little information shared across educational systems. Therefore, the Texas Coalition for Heritage Spanish (TeCHS), hosted by the Center for Open Educational Resources and Language Learning (COERLL), was created to provide a cooperative platform to support the success of SHL speakers and their communities in Texas, assisting and promoting bicultural and bilingual development in the state.

During our presentation, we will share TeCHS’s origins, mission, and goals, as well as the activities and efforts we have undertaken in the past years. In addition to the Coalition framework, we will present initial results from two large ongoing projects: a) results from a state-wide survey on the status of Heritage Spanish teaching at all levels of instruction in Texas; and b) advancing an advocacy model to support SHL instruction in secondary and tertiary education across the state.

With this presentation we hope to inspire others to create similar partnerships and coalitions in other parts of the country to continue the mission of supporting and advocating for heritage Spanish speakers and their communities.

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“Dang, being a heritage learner is hard”: How HLLs relate to the term heritage language learner

There are numerous interpretations of the term heritage language learner. While Valdés’ (2000, 2001: 1) definition has been heavily cited and is widely accepted in the SHL field, scholars continue to further elaborate upon the concept. For example, Polinsky’s (2013) study offers a definition based on linguistic proficiency while other studies have focused on familial ties or a cultural connection to the HL (Fishman, 2001; Van Deusen-Scholl, 2003). Hornberger & Wang (2008) expand to state that HLLs “exert their agency in determining whether or not they are HLLs of that HL and HC” (p. 27). This last definition is particularly important to consider in the current study. That is, while there are many descriptions and definitions of the term HLL, little emphasis is placed on understanding how HLLs themselves relate to the term, if at all, or if they use the term to identify themselves outside of a classroom setting. This study aims to address this gap. Leeman (2015) points out that the term heritage language learner is an identity “constructed largely by researchers, educators, and administrators and assigned to a group of students” (p. 104). Taking this into consideration, it is essential to include student voices regarding their own identities, particularly as SHL programs and pedagogy strive to be student-
centered (Beaudrie, Ducar & Potowski, 2014). As such, the present work aims to contribute to the growing body of knowledge in SHL by investigating how HLLs (dis)identify with the term heritage language learner at the university level. This is carried out through an interdisciplinary qualitative analysis of background questionnaires, student focus groups, and one-on-one interviews. This study provides a student perspective that is understudied in the field as participants were enrolled in a 200-level SHL course that falls between the traditional “beginner” and “intermediate” levels.

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`Este curso me dio mucha fuerza, valor, confidence para desarrollarme como una mujer estudiada chicana': 
Resultados de la aplicación de pedagogías críticas en un semestre de español como lengua de herencia.

La implementación de pedagogías críticas (Conciencia crítica de lenguas CLA, Fairclough, 1995; Leeman 2005), de conciencia dialectal en el aula (CBDA, Martínez 2003) y de aproximaciones sociolingüísticas y de translengua en la enseñanza del español como lengua de herencia (ELH, Leeman y Serafini, 2016) se ha ofrecido ya en algunas universidades que cuentan con lo que se podría denominar un “currículo extenso”, es decir, cuatro o más cursos de ELH (Beaudrie et al, 2019; Holguín Mendoza, 2018). Estudios previos (Beaudrie, 2012) han establecido que alrededor de un 43% de las universidades en EE.UU ofrecen solo un curso de ELH y que el número de instituciones que ofrecen cuatro o más es reducido. El impacto de la implementación de pedagogías críticas ha sido también reportado para estos extensos programas (Beaudrie et al, 2019; Holguín Mendoza, 2018). No existe, hasta el momento, un análisis de las repercusiones de este tipo de pedagogías en estudiantes que participan en solo un semestre de ELH. Estos resultados son susceptibles de medirse a través del estudio de las percepciones y actitudes lingüísticas de los estudiantes de herencia (Autor A, 2018, Holguín Mendoza, 2018). En este estudio ofrecemos un análisis cualitativo de las respuestas a una encuesta de actitudes sociolingüísticas aplicado a un grupo de estudiantes de ELH (nivel intermedio) en un curso semestral en una universidad del medio oeste de los EE.UU. Los resultados confirman que los estudiantes que participan en estos cursos de un semestre, en los que se aplican pedagogías críticas y en los que se promueve la conciencia crítica de la lengua, adquieren ya estrategias para cuestionar percepciones y actitudes hacia su variante de herencia, actuar de manera informada con respecto a su repertorio lingüístico y resistir dinámicas de subordinación lingüística y social a las que se han visto históricamente sometidos


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“Cerrando círculos”: The preparation of teachers of Spanish as a heritage language

Most states are concerned with the shortage of teachers and with finding ways to diversify the teaching working force (Nieto, 2018; Valenzuela, 2016). One way to respond to such situation has been to recruit and prepare teachers from minority backgrounds. However, the teaching graduating figure is still small, and this conflicts with providing equitable access to every learner (Nieto, 2018).

Responding to such shortage and diversification, a university partnered with various school districts, and they devised a cohort model to license teacher candidates (TC) who after graduation will return to their school districts. Partners gathered around a joint agenda, continuous communication, and mutually reinforcing activities (Kania & Kramer, 2011) so that the impact, benefits, and challenges would be shared. Interestingly, for the first time the partners departed from acknowledging the TCs’ linguistic and cultural assets (Ruiz, 1984).

In this session, we will share two TCs’ trajectories who were prepared as teachers of Spanish. The data collected come from various sources (e.g., semi-structured interviews, professional sessions attended, discussions). The data were analyzed to find iterative instances of ideas/constructs that were later collapsed to make sense of the data (Patton, 1990).

Findings show that TCs faced various challenges during their preparation (e.g., having limited knowledge of the Heritage language teaching field or experiencing challenges to pass the edTPA test). However, they also shared great lessons (e.g., attributing their program completion to having someone like them). Moreover, they became aware of the population they would teach (e.g., heritage speakers of Spanish like themselves). TCs also realized that some of their instructors cared and had high expectations for them. Finally, their returning to their partner school districts as qualified teachers of Spanish has positioned them as the role models needed in such contexts (Mercado, 2016).

References


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As the Latino population moved to become the largest ethnic population in the state of California, this study builds on Bustamante-López’s (2008) study to research what has changed in linguistic identity construction in Latino communities. Bustamante-López’s explored the issues of language and identity of young adults of Mexican descent in Southern California. The study found these adolescents negotiated and constructed their identities in open dialogue with others adopting different linguistic identities with various collectivities, moving back and forth between multiple languages, dialects and cultures.

In this study, thirty-five college Spanish heritage speakers of Mexican or Central American descent were recruited. These students completed the task of composing life history narratives in an informal style. They were given multiple prompts to write paragraphs in either Spanish or English but were encouraged to use Spanglish as necessary to better express themselves. The participants’ narratives were analyzed in a qualitative manner in order to have a holistic portrayal of their “storied selves” (Benwell and Stokoe, 2006). In addition, a questionnaire was administered in order to collect demographic information and explore these English-Spanish speakers’ motivations, attitudes and beliefs about their languages.

In addition to echoing Bustamante’s findings, the results indicate an overall positive view of learners’ multiple linguistic and cultural identities. However, their views towards Spanglish are mixed and are partially predicted by school background, community, and Spanglish usage. Results are discussed on the contribution to the theorization of identity (Hall & Nilep, 2015); and explained in light of the implications for language education and the role that academics and practitioners have in promoting spaces for collaboration and understanding, especially in relation to “heritage studies” language curriculum (Torres, Pascual y Cabo, & Beusterien, 2017).

References


roles, discussing their own discomfort with standard grammar while displaying a newfound awareness of their tutees’ vernacular varieties. We argue that completing HS courses is just the beginning of HS development and making the transition from student to tutor (or educator) serves a crucial function in strengthening HS bilingual identity and promoting positive language ideologies. This research also has implications for bilingual and HL education and teacher training.

References

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Sociophonetic knowledge in a home language: How second-generation Mexican Spanish speakers perceive coda /s/ reduction

It is well established that monolingual speakers readily infer social information from phonetic variants (Plichta & Preston, 2005; Walker et al., 2014), but less is known about the sociophonetic perception of heritage speakers, or individuals exposed to a minority language in the household who tend to become dominant in the majority language (Valdés, 2001). The present study explores the sociophonetic perception of second-generation Mexican Americans in the United States, focusing on a salient phonetic variant in Spanish: coda /s/ aspiration, e.g. basta ‘enough’ as [ˈbah.ta].

This project seeks to determine (a) whether heritage Spanish speakers associate coda /s/ aspiration with social meaning, (b) if their perceptions align with those of monolingual Mexican Spanish speakers, and (c) how coda /s/ variation is perceived in in-group (Mexican) and out-group (Puerto Rican) voices.

To answer these questions, 75 listeners participated in a matched-guise study (Lambert et al., 1960) on SurveyGizmo (Vanek & McDaniel, 2006) in which they rated five Mexican and Puerto Rican male voices presented once with coda [s] and once with coda [h] along a matrix of social properties, e.g., niceness and intelligence. Mixed-effects linear and multinomial regression models fitted to 7,500 evaluations using the lme4 (Bates et al., 2017) and nnet (Ripley & Venables, 2016) packages in R (R Core Team, 2018) showed that heritage Spanish speakers perceive coda [h] as a marker of lower status and confidence, older age, and a Caribbean identity (p < 0.01), similar to social evaluations of monolingual Mexicans. Interestingly, speaker origin played a pivotal role in heritage listener evaluations. Mexican voices that sounded like potential members of the heritage speakers’ communities received nuanced evaluations based on phonetic variant, while social evaluations of the Puerto Rican voices were less variable.

The listeners’ written comments, which often made use of local relationships or community knowledge, support the notion that heritage listeners perceive new voices in light of their own lived experiences and expectations of their family’s variety of Spanish. The results of this experiment invite instructors to embrace more holistic approaches in the classroom. Simple practices like building on existing knowledge and anchoring new concepts in connections to the family and local community can bring to the fore the strengths of heritage speakers, allowing instructors to more clearly recognize their sociocultural and linguistic advantages.

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The need to measure progress and effectivity of teaching methods and even educational systems led since almost a century ago (La Brant, 1933) to the development of syntactic maturity measures. Some of the most commonly used, those developed by Hunt (1965), has been extensively applied in different research areas: L1 development, teaching methods effectiveness in L2, effects of several social variables on syntactic growth, genre characterization, among others. However, only recently have they been applied to the study of heritage speakers syntactic development, and so far only for their writing. Marqués-Pascual (In Press) used them to measure syntactic growth during participation in a study abroad program, with positive results. Bowles and Bello Uriarte (2019) applied them to measure the impact of the effect of a writing class at the college level for this population, again with positive results of syntactic growth.

In this study, the syntactic elaboration of a population of heritage speakers at the college level with no university Spanish instruction is compared to that of L2 learners of an advanced level and native speakers, all in their first college semester. Hunt’s three primary indexes are used: T-Unit Length, Subordination Index and Clause Length. Results indicate a significant difference between the heritage speaker’s syntactic elaboration and that of native speakers. These results are evaluated in light of several caveats, such as the sensitive of the indexes to social class (Checa García, 2005), language dominance impact in utterance length of bilinguals (Yip & Matthews, 2009), and the potential impact of rhetorical differences between English and Spanish. Finally, suggestions for a use of these indexes with higher validity are presented in light of empirical results and the caveats discussed.

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Involving students in the collection, transcription and analysis of sociolinguistic interviews for the development of community-based corpora is certainly not new (Bills & Vigil, 2007; Bullock & Toribio, 2013; Carvalho, 2012; Torres-Cacoullos & Travis, 2010; Zentella, 2004). Yet, few studies have examined the students’ perspectives on their participation in the project. The present study presents a qualitative analysis of 25 student responses to an open-ended survey about their involvement in a corpus building project.

The survey included the following questions: 1) Write a reflection about your experience with the project. 2) What did you like and/or dislike about the project, and why? and 3) What are you taking away from this experience? A preliminary analysis reveals five significant repeated themes. First, participants discussed how the project helped them to re-evaluate past beliefs about language. The students also reported an increased appreciation for local language varieties. Many students also cited an enhanced sense of pride in their own language and their community’s language. While some students discussed how they would integrate this learning and value for various language varieties into their careers as teachers, others reported considering research as a possible future option.

Since the development of community corpora requires a large amount of time, energy, and effort that is traditionally undervalued by academia and universities (Buys & Bursnall, 2007), the significant student experiences documented in this study may encourage scholars to undertake the task of creating large-scale linguistic corpora with students. The study proposes a model for the assessment of student experiences. Furthermore, the documentation of positive student outcomes is imperative to secure funding for the development of sociolinguistic corpora, which will in turn enhance our understanding of Spanish in the U.S.

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**Motivation of Heritage Language Learners in the L2 Classroom**

This action research focused on the problem concerning a lack of motivation and participation of three eighth grade Heritage Language Learners (HLL) in my small Spanish L2 classroom in the eastern United States. Out of a class of 22 students, three of them were HLL and they were observed to be the most disengaged and unmotivated students in the class. The research sought strategies that would motivate the HLLs to participate, speak in the target language (TL) and increase their sense of belonging in a class with the majority being L2 students. Strategies based on theories related to goal setting, motivation, self-efficacy, and themes of care were reviewed and the foundation of the in-class interventions. In addition, I implemented Project-Based Learning (PBL) to determine if it would be an effective strategy aimed at engaging and motivating the HLLs while increasing their sense of belonging in the L2 classroom. HLLs participated in activities that required leadership roles and supportive, caring roles for their L2 peers that showed increased motivation, participation, and sense of belonging. The mixed-methods approach allowed a deeper understanding of the raw data, and through triangulation, the results benefited the L2 teacher in the classroom, however, the limitations of this study were narrow due to the specific, unique setting of this action research.

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**The role of transfer and language exposure in the development of definite plural subjects in child heritage speakers of Spanish**

We examine the role of input and crosslinguistic influence in the development of definite plural noun phrases (NPs) in Spanish among child heritage speakers born and raised in the US. Spanish and English diverge regarding when a determiner is required with plural noun phrases (NPs) in subject position (Chierchia, 1998). In Spanish, plural NPs are introduced by a determiner, regardless of whether the NP has a specific [+specific] (1a) or generic [+generic] interpretation (1b). In English, the determiner is required only when the NP has a specific interpretation (2a). With generic interpretation, a bare plural is required (2b):

(1) SPAN  
a. Los perros de mi vecino tienen mucho pelo.  
“My neighbors’ dogs have too much hair.”  
b. Los perros son leales. “Dogs are loyal.”

(2) ENG  
a. The zebras that I saw had spots.  
b. Zebras have stripes.

In view of these differences, we hypothesize that English-dominant children might overextend a null determiner with generic NPs in Spanish. Spanish-dominant children, on the other hand, might overextend the determiner in English to contexts where the NP has a generic interpretation (Serratrice et al., 2009).  

30 Spanish/English bilingual children (age range, 5;3-11;1, M=8.3) and 24 Spanish monolingual children from Mexico (age range, 5;5-11;0, M= 8;2) completed a production task designed to elicit generic and specific NPs. Preliminary results indicate that the bilingual children produce the determiner in Spanish at a rate of 70%, suggesting residual transfer from the syntax of English (2b) into Spanish. This contrasts with the results of the monolingual children who behaved at ceiling with determiner use (98%). Furthermore, some of the participants showed number and gender errors on the determiner. Results are discussed taking into consideration the patterns of language exposure and use, and syntactic transfer from English.

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**De la palabra a la letra: la escritura como eje principal en la clase de Heritage Speakers**

Para priorizar y mejorar el aprendizaje de aquellos estudiantes considerados como Heritage Speakers, esta
comunicación propone centrarse en la competencia escrita como foco esencial en las actividades dentro del aula de clase. Y es precisamente debido a un desfase existente entre la comunicación oral y la escritura en muchos de estos estudiantes que hace que el énfasis de su aprendizaje deba centrarse en el texto escrito.

Centrándonos pues en la escritura como método hacia un adiestramiento más formal que el conversacional y sobre todo para poder alcanzar un nivel adecuado en cuanto a ortografía y a estilo se refiere, proponemos actividades que abarquen todo tipo de documento escrito y que, sobre todo, fomente, mediante la lectura y escritura variada, un pensamiento crítico y una aproximación al panorama socio-cultural hispano actual. Si bien es cierto que estos estudiantes son capaces de solventar errores gramaticales mediante un registro coloquial en el habla, la escritura sin embargo descubre un gran vacío gramatical que acaba haciendo mella en la confianza y la autoestima del estudiante.

Planteamos por tanto actividades que impliquen una labor de pensar a través de textos variados como foros, artículos, historietas, diálogos, guiones, diarios, etc. Vamos a hablar a través del texto escrito creando un estilo dinámico con multitud de registros donde se esbocen distintos escenarios comunicativos. Vamos a tratar de que sea una escritura compartida y colaborativa donde el escritor va ser también lector al mismo tiempo y donde todos los estudiantes dentro del aula van a contribuir a la elaboración del texto escrito.

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Heritage Language Learners’ Attitudes towards Familiar Varieties of Spanish

The literature on HLLs (Heritage Language Learners) attitudes in the classroom has provided us with a lot of relevant insights. HLLs typically show positive attitudes towards their Spanish heritage language and their Spanish classes (Alarcón 2010, Beaudrie & Ducas 2005, Beaudrie & Fairclough 2012, Carrasco & Riegelhaupt 2003). However, Beaudrie and Ducas (2005) found that the students with the most negative attitudes in the spectrum of HLLs are receptive bilinguals, who are usually found in the lower level Spanish as a heritage language classes. Researchers have recommended that HL instructors teach the value of students’ own Spanish dialects alongside with the academic variety (Beaudrie & Ducas, 2005; Ducas, 2006; Martínez, 2003). Previous literature on HLLs has called for more research regarding language attitudes of HLLs towards US Spanish, as well as more research on dialect awareness and their attitudes (Ducas, 2012; Leeman & Serafini, 2016). This study contributes to this line of research by analyzing HLLs’ perceptions and attitudes towards two familiar varieties; a Spanish of the United States and a monolingual Mexican variety.

Two distinct methods were utilized, a matched guise test and a direct method in the form of explicit questions. These two methods were administered to HLLs in two lower-level Spanish as a heritage language courses in order to answer the following research questions: a) What are the HLLs attitudes towards the two selected varieties of Spanish? b) How are these attitudes reflected through indirect and direct methods? c) What are the HLLs attitudes with regards to class instruction in these varieties? Results demonstrate that participants did not have negative attitudes towards both varieties of Spanish. Indirect methodology did not show any significant difference in language variety preference. However, the direct methods showed more distinct opinions towards both varieties, showing that participants overall had more positive attitudes towards the monolingual variety and prefer this variety as the variety of instruction.

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Música y Fronteras: Una experiencia de español inicial en Fort Lewis College

En COLLEGE, una universidad de 3.300 estudiantes en un pueblo al sur de Colorado, se fueron acabando los programas de lenguas poco a poco. Esto dejó solo a español como último sobreviviente. Como estrategia de salvación, y gracias al liderazgo de AUTOR2 (sociología), el departamento de lenguas se unió al departamento de sociología. AUTOR2 junto con AUTOR3, AUTOR4 y AUTOR1 crearon un programa interdisciplinario llamado Borders and Languages.

El programa incluye cursos bilingües donde el estudio de la sociedad y cultura hispánica y de frontera tienen gran preponderancia, de la mano con el estudio de la lengua española: The Immigrant Experience, Immigration Law, Teaching
En esta ponencia, se hará una presentación de la experiencia con el curso de Music and Borders, diseñado e implementado por AUTOR1. El curso Music and Borders se divide en cuatro unidades temáticas: reggaetón, salsa, corrido y ranchera. Estas unidades temáticas sirven de eje conector para el material de música que se va presentando en clase, a medida que se va avanzando con los temas de gramática en conexión canciones escogidas tanto por el uso de ciertas estructuras gramaticales y vocabulario, así como por temas culturales y sociológicos. Por ejemplo, se utiliza “Hola”, reggaetón de Wisin y Yandel, para estudiar saludos y presentaciones, o “Yo soy boricua” de Taíno para estudiar el verbo “ser” y los adjetivos de nacionalidad. Se estudia “Ese hombre” de la India para estudiar los adjetivos descriptivos. Estos a su vez permiten el estudio de los roles de género en la cultura hispánica y la construcción de la identidad social.

La clase se divide en tres partes principales: rutinas de saludo (fecha, hora, ABC, números, 5-10 minutos), lenguaje (con presentación de vocabulario y gramática 5-10 minutos), práctica de conversación (10-15 minutos), y trabajo con canción en español (15-20 minutos). Se presenta la letra con una traducción semi-literal, se hace una revisión de asuntos de pronunciación como las sinalefas, que son fundamentales para producir oralmente canción. Luego se emplean diferentes dinámicas de canto, socialización por medio de la música y puesta en escena: canto por grupos, representación corporal de la canción, rutinas de danza, concursos de canto, entre otros. Entre las actividades de evaluación se incluyen cuatro grabaciones de canción, karaoke, Duolingo, asistencia a eventos culturales, y discusiones online, usando la plataforma Canvas.

Esta experiencia permite que los temas de lengua fluyan de una manera más natural en profunda coherencia con los contenidos culturales. Es posible hacer un trabajo sobre aspectos de fonología y fonética avanzada como son las sinalefas, encadenamientos y elisiones consonánticas. Además, permite integrar estudiantes de diferentes niveles de conocimiento del español en el rango de principiante, porque las canciones ofrecen un input variado en estructuras gramaticales y vocabulario para estudiantes que traen más experiencia con la lengua, a la vez que les permite a los estudiantes con menos experiencia enfocarse en las estructuras más sencillas. También permite integrar estudiantes más interesados en la cultura o en la música de por sí con los que llegan con más interés en aprender la lengua.

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Protracted Development of Spanish Mood Selection in Heritage Children

This study examines the development of Spanish mood selection in Spanish-English bilingual children during the school years, a period that has been referred to as the “missing link” in heritage language acquisition research (Montrul, 2018:533). Adult heritage speakers have been shown to display greater optionality and lower frequency of subjunctive use (e.g., Lynch, 1999; Otheguy, 2013; Silva-Corvalán, 1996; Viner, 2016, 2018). Corpus studies with children (Anderson, 2001; Silva-Corvalán, 2014) indicate lack of mood selection mastery by ages 6-8, in line with protracted development displayed by monolingual children (Dracos et al., 2019; Pérez- Leroux, 1998). Here we explore whether certain contexts of Spanish subjunctive use exhibit delay, incomplete acquisition, or attrition in heritage bilingual children ages 5-15, and also examine the role of Dominance and Spanish Exposure/Use. We administered an oral sentence-completion task examining mood selection in contexts of Volition (querer), Adverbials (cuando y antes de que), Presupposition (estar + adjective), and Nonassertion (no creer and dudar) to 78 Spanish-English simultaneous bilingual children (5;1- 15;0) in Texas, and to 25 Mexican-born adults living in the same bilingual community. Mixed effects analyses revealed that greater Spanish dominance (Spanish-dominant/balanced > English- dominant), increasing age, and Spanish exposure/use corresponded to higher rates of subjunctive use in all contexts except Nonassertion. For Nonassertion, the three dominance groups used equally low rates of subjunctive compared to first-generation adults. However, an alternative response analysis in this context showed that balanced and Spanish-dominant bilinguals (but not English-dominant) do in fact look more like first-generation adults in the non-subjunctive responses that they entertain. In sum, we find that heritage children do not reach first-generation rates of subjunctive use, yet we see no evidence of attrition, but rather protracted development across the contexts tested.
volition > adverbials > presupposition > nonassertion) influenced by age, dominance, and exposure.

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Writing Proficiency Development of Spanish Heritage Learners

This presentation describes the results of an ongoing study intended to gauge writing proficiency development of heritage learners. A common objective for college-level heritage language curricula is the development of literacy, the domain in which heritage language learners (HLLs) generally have limited experience due to their educational experiences. Previous research has described both oral and writing proficiency profiles of HLLs at Intermediate and Advanced levels of proficiency (Swender et al., 2014; Author, 2017; 2018), contributing valuable information to our knowledge of how to support proficiency and literacy development so that learners can fully engage with academic and professional communities using their heritage language. One missing piece of information, however, is an understanding of an expected pace of development, which is crucial for establishing realistic goals for both learners and instructors. This research project intends to answer the question of how long it typically takes HLLs to move from one proficiency level to the next once they receive formal instruction.

The 2015 paper by Bernhardt, et al. provides insights on the proficiency development of L2 learners of several languages (including Spanish) after 150 and 300 hours of instruction. However, there is currently no equivalent time range for HLLs, who are linguistically and sociolinguistically distinct from L2 learners. The present project employs an assessment tool modeled after the ACTFL Writing Proficiency Test to assess the writing proficiency of Spanish HLLs enrolled in four Spanish-for-heritage-learners’ courses (first to fourth semester). Learners are rated at the start and end of each semester, and ratings for students who continue to the next course in the sequence are also compared to each other, in order to determine how many hours of language study it takes to move to the next proficiency level.

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Author (2018).
Is there a need for explicit grammar instruction in Spanish heritage language courses? An open conversation

In view of the varying opinions on the role and benefits of focused grammar instruction in Spanish heritage language instruction (Montrul 2005, 2006; Potowski et al 2009; Zentella 2005), in this session two experienced instructors of Heritage Spanish will conduct an informal open conversation defending opposite points of view on the need for explicit grammar and metalinguistic instruction, and a third will question their perspectives to decide the approach that better suits her students. This innovative presentation format encourages participants to consider this important controversial issue from both a theoretical and experiential perspective, and to explore or reconsider the advantages and disadvantages of explicit grammar and metalinguistic instruction when designing a course or developing materials for their heritage language learners. Among the topics that will be discussed are whether this type of instruction induces effective teaching and improved student proficiency, its application in course design and objectives, and the consideration of the specific needs of each student population in heritage Spanish courses.

Beyond explicit instruction outcomes: Examining (in)direct effects of Spanish heritage language teaching

A key issue in the field of heritage language (HL) education is to ascertain which instructional practices may be the most beneficial to effectively address the heritage speakers’ (HS) unique linguistic and affective needs (e.g., Beaudrie & Fairclough, 2012; Pascual y Cabo, 2016). Although most previous work in the area indicates that explicit grammar instruction is beneficial and results in specific linguistic gains (e.g., Beaudrie & Fairclough, 2012; Pascual y Cabo, 2016), additional empirical studies that examine the reach and impact of said benefits are needed (Bowles, forthcoming). The present study joins this general endeavor by exploring some of the (in)direct effects of HL instruction on fluency and literacy development (e.g., Reznicek-Parrado., Patiño-Vega, & Colombi, 2018). Specifically, we seek to identify the ways in which HL instruction contributes to improvements in HSs’ overall production skills in terms of the students’ oral and written fluency, lexical density, and overall structural complexity (e.g., Reznicek-Parrado., Patiño-Vega, & Colombi, 2018), even when these particular features of written and spoken language were not formally included in the course curricula.

To examine this, we collected beginning and end of the semester data from 76 HL learners enrolled in sociolinguistically-informed Spanish HL classes at a large public university in the US. In addition to providing answers to a comprehensive background questionnaire (Birdson, Gertken, & Amengual, 2012), HL learners were asked to participate in a semi-controlled production experiment. The experiment consisted on watching four short cartoon videos on a computer screen. After watching each video, participants were asked to provide a detailed verbal/oral description in Spanish for videos #1 and #2 and a written description for videos #3 and #4. The experiment was arranged in a traditional pre and post-test design 14 weeks apart from each other, using the same procedure and materials. Focusing on lexical density, fluency and structural complexity, our findings reveal significant improvements at the group level on all three categories. These are important findings since none of these categories were explicitly taught in the course curricula. We take these results to suggest that Spanish HL instruction goes beyond the promotion of identity formation and cross-cultural sensitivity, for it also (in)directly sets the foundations for improved linguistic outcomes.

References

Narrar historias de migración desde una perspectiva de las teorías migratorias

La enseñanza de la escritura del español como lengua de herencia con un enfoque pedagógico crítico (Holguín Mendoza, 2017; Holguin Mendoza et al. 2018; Correa, 2011; Leeman, 2005) se propone concientizar y empoderar a l@s alumn@s en su proceso de enseñanza-aprendizaje. Por ello, el desarrollo y práctica de la escritura es vista como una tarea sociolingüística. Así mismo, se considera que l@s hablantes de herencia de español escriben con efectividad sobre temas significativos para ell@s (Elola, 2018; Loureiro-Rodriguez, 2013) y al revisar su escritura entre compañero@s (Jegerski & Ponti, 2014).

El presente trabajo demuestra que la escritura de historias de migración desde la perspectiva de las teorías de migración resulta en el empoderamiento de l@s alumn@s. L@s participantes en este estudio son dieciséis estudiantes que cursan una clase de español intermedio para hablantes de herencia en una universidad del medioeste del país. L@s participantes narraron y escribieron una historia familiar de migración identificando y exponiendo los factores que causaron la migración del/los protagonista/a con base a las teorías de migración internacional. El análisis cualitativo de las historias examina los comentarios de la autorrevisión de historias, la revisión de éstas entre compañero@s y la identificación de las teorías de migración más recurrentes en los relatos. Se encontró que l@s participantes expresaron considerar más positivamente la migración internacional en lugar de concebirla como un estigma social al conocer y explicar en términos de los estudios de migración los factores socioeconómicos, políticos, laborales, raciales, religiosos, de género o violencia que la causan. Este trabajo concluye que la escritura de historias de migración desde una perspectiva de las teorías de migración internacional contribuye a incrementar el conocimiento, concientización y empoderamiento de los hablantes de herencia con relación a sus propios relatos.

References
Students enrolled in courses for SHL learners (n=253) at a large public university in the Southwest took part on this study. The control group (n=113) received traditional literacy instruction, whereas the experimental group (n=140) was tasked with creating a digital story with the goal of exploring new ways of creating meaning. For the purpose of data collection, a survey was designed and a pre-post experimental design. Preliminary results provide insights on how digital story telling positively impact SHL learners understanding of and attitudes towards multimodal texts as well as their self-efficacy. Finally, discussion will also provide pedagogical implications for how to engage SHL learners in the development of digital literacies.

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La norma culta y estándar en universitarios hablantes de español como lengua extranjera o lengua de herencia: diseño de una propuesta pedagógica

La presente tesis se basó en la norma culta y variante estándar utilizada por los estudiantes con el español como lengua de herencia o no natal, mismos que cursan sus estudios en la Universidad Autónoma de Baja California campus Tijuana.

En lo que atañe al presente escrito, se interesó principalmente en la utilización, reconocimiento y percepciones hacia la norma y variante estándar del español mexicano, en particular, en aquellos materiales en los que podrían mostrar mayores deficiencias. Lo anterior, se realizó con el fin de diseñar una propuesta pedagógica que ayude a reducir dichas deficiencias que pudiesen presentar.

Por tanto, fue necesario el uso de una metodología de tipo cualimétrico para poder obtener resultados tanto de investigación cualitativa como de cuantitativa. Se emplearon una serie de instrumentos de recolección de datos, específicamente encuestas y solicitud de ensayos escritos por los participantes.

Para elaborar la propuesta a presentar y poder cumplir los objetivos tanto general como específicos se utilizaron diversos recursos que permitieran el análisis de datos de manera objetiva tales como SPSS, Word Smith y plataformas como Survey Monkey. De esta manera se pudo concluir con el diseño de una propuesta pedagógica viable y aplicable para soslayar las deficiencias y problemáticas que presentan los diversos grupos poblacionales del presente investigación.

Palabras clave: norma culta, variante estándar, hispanohablantes de herencia, español como lengua extranjera, percepciones hacia la lengua

Referencias
Comparing the effects of concept-based instruction for teaching the subjunctive to second- and heritage language learners of Spanish

One of the main challenges that both L2 Spanish and HL Spanish learners in advanced levels have is reaching a command of the subjunctive that allows them to express themselves with a better complexity in Spanish. The objective of this study is to analyze and compare the effects of Mindful Conceptual Engagement (MCE) (Negueruela, 2013) on the teaching of the Spanish subjunctive to intermediate HL learners and advanced L2 learners. More specifically, it is focused on teaching adjectival relative clauses that allow both indicative and subjunctive such as *Busco unas tijeras que cortan/corten*. MCE has its origins in Vygotsky's Sociocultural theory of Mind and relies on the use of conceptual models for the internalization and development of abstract concepts. Previous MCE research has found evidence that the use of conceptual models is beneficial among L2 and HL students (Gacía, 2017a, 2017b; Aguilo Mora and Negueruela, 2015; Negueruela & Fernandez Parera, 2016; Garcia Frazier, 2013) and that the degree of internalization and performance is found in the models produced by the students. Interpretive and productive exercises were used to gauge the performance of the participants. Quantitative and qualitative analyses of pre- and post-test measures demonstrate how MCE had a statistically significant impact on HL and L2 learner outcomes. Type of student as well as type of task had significant effects on the results. Qualitative data from student perception questionnaires also show that MCE approach had a positive reception. The importance of this study within the field of HL and L2 Spanish acquisition rests on the fact that there is a dearth of pedagogical research that compares the performance of HL and L2 students. This research provides empirical results that contribute to a better theorization, understanding, and connection between the fields of second and heritage language learning and teaching.

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Comparing the effects of concept-based instruction for teaching the subjunctive to second- and heritage language learners of Spanish

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On the acquisition of multiple complementizers in US heritage Spanish

Heritage Spanish speakers have been shown to diverge from the monolingual Spanish norm in terms of comprehension and production of left periphery-related phenomena (e.g., Bruhn de Garavito, 2002; Cuza, 2013; Montrul, 2010; Silva-Corvalán, 1993). Despite claims of widespread use amongst the dialects of present-day Spanish (e.g., Demonte & Fernández-Soriano, 2009), no study to date has examined heritage Spanish speaker knowledge of multiple complementizer constructions (1):
The linguistic phenomenon is known as recomplementation, where the dislocated argument or circumstantial adjunct sandwiched between two complementizers establishes a specifier-head relationship in TopicP with optional secondary que “that” (e.g., Villa-García, 2015). In the present study, data is elicited from (n=27) advanced speakers of US heritage Spanish and a monolingual control group via a speeded aural acceptability judgment task and a forced-choice preference task. Overall results support earlier findings of a divergence in performance between monolingual and bilingual groups in CP-related phenomena. Specifically, US heritage Spanish speakers accept and prefer the overt rather than the null secondary complementizer variety at a significantly higher rate when compared to a control group. Given previous research arguing that native Spanish and native English speakers find the null variety more acceptable (Author, 2016; Casasanto & Sag, 2008), divergent behaviors cannot be accounted for in terms of cross-linguistic influence effects. Findings are discussed in terms of the multifunctional secondary que (Villa-García, 2019), where divergent behavior is not equal to persistent difficulty, insensitivity or incomplete acquisition. On the contrary, US Heritage Spanish informs existing theoretical accounts.

References

Unlearning Raciolinguistic Ideologies: Más Allá del Aula de Herencia

Recent developments in the field of Spanish as a Heritage Language (SHL) have yet to examine language ideologies from a raciolinguistic perspective, that considers the co-naturalization of language and race (Rosa & Flores 2017). Moreover, the focus on the heritage language classroom and mixed L2 classrooms neglects the role that instructors outside of the SHL classroom play in the learning experiences of Heritage Spanish Speakers (HSS). By placing the focus solely on SHL instructors, rather than on Spanish departments as a whole, other instructors are inadequately trained to meet HSS’ distinct needs. Fairclough (2014) advocates for the professional training of instructors who work with HSS, citing sociolinguistically informed instructors as an important component to approach their linguistic needs (142). In response to Fairclough’s findings, we have developed a curriculum for a workshop that will make SHL trainings more accessible to all members of Spanish departments, providing participants with the tools necessary to challenge negative language ideologies in their own departments.

The first goal of this workshop is to assist all instructors, including graduate students and faculty members, in the process of unlearning negative and racial attitudes towards speakers of stigmatized varieties by tackling raciolinguistic...
ideologies and the hegemonic nature of the standard. The second is to help instructors foster a more equitable experience for HSS, who are, after all, experts in varieties other than the standard. In order to accomplish this, we will provide different examples of how elements of Critical Pedagogy can be implemented into upper division literature, language, culture and linguistics courses, ranging from syllabi statements to equitable assessment practices for HSS. Ultimately, this workshop will give Spanish departments as a whole – not just SHL instructors – the sociolinguistic knowledge so crucial for HSS’ success.


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Heritage Speakers’ mapping of language ideologies from Mexico to the U.S.

Students enrolled in Spanish for Heritage Speakers courses express maintaining strong relationships with their parents’ cultures, hometowns, and families abroad in Mexico. Such transnational relationships enable them to develop their identities as they display a need to establish a connection with a specific region or state in Mexico, despite having been born and raised in the U.S. These connections enable the learning and mapping of language ideologies from one speech community to another. Language ideologies refer to a set of beliefs about language use depending on sociopolitical contexts that reinforce notions of power and social hierarchies (Fairclough 1989). This has been exemplified in previous research which suggests that Spanish speakers living in border communities display positive or negative attitudes towards a person’s language practices based on linguistic cues and stereotypical physical characteristics (Holguín Mendoza 2018; Gómez 2014).

Informed by these findings, the present research aims to address how heritage speakers’ in non-border communities display similar language ideologies about Mexican Spanish varieties than their Mexican counterparts. This research is important considering that those who have negative language ideologies towards a certain group act as gatekeepers “within speech communities and, in turn, play a central role in the maintenance [or shift] of the heritage Spanish language” (Rivera-Mills 2012). As a result, in this presentation I will address how student’s developing identities and Spanish language maintenance are threatened by language ideologies as enacted by Spanish speakers in their own communities.

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The oral production and comprehension of double-que questions in child heritage speakers of Spanish and monolingual children

The present paper examines the production and comprehension of double-que questions (DQQs) in child heritage speakers of Mexican Spanish in the United States and Mexican monolingual children. DQQs are structures with que ‘that’ + whphrase (e.g., what, who, where, etc.) and a verb of saying like preguntar ‘to ask’. This construction is used in Spanish to report what was said before (see (1)), and is not available in English.

(1) Me preguntaron [que] [a quién] invitárs tú al concierto.
To me they asked [that] [whom] you will invite to the concert
‘They asked me whom you will invite to the concert.’
Previous research has shown that the majority of heritage speakers differ in proficiency of their heritage language and usually comprehension skills are stronger, while production skills can vary depending on life experience. Therefore, it is important to determine if with the DQQs heritage speakers show variability of these skills (Montrul, 2016). Also, DQQs are challenging for adult heritage speakers even at high proficiency levels, possibly due to transfer from English (Cuza & Frank, 2011, 2014).

The purpose of this research is to study to what extent child heritage speakers produce and comprehend DQQs, as compared to monolingual children. The participants are 23 child heritage speakers (10 females, 13 males; Age range 6-12 years) and a control group of 25 monolingual children (16 females, 9 males; Age range: 6-9 years) from Michoacán, Mexico. The data came from an elicited production task and two comprehension tasks: a preference task and an acceptability judgment task. In addition, participants completed the Bilingual Language Profile, the Boston Naming Task, and the Bilingual English-Spanish Assessment BESA. Preliminary results show that monolingual children produced and comprehended DQQs while the majority of heritage bilingual children did not produce DQQs, although they comprehended them. In sum, this study will contribute to the little research done on DQQs and mainly on the very little research on heritage speaker children. Unlike previous studies, it will use oral production and oral comprehension tasks.

References
and an online survey where students can evaluate the course. This survey includes open question about language attitudes and likert scale about the main classroom components such as oral tasks, written task and a multimodal task. Based on the results we hope to promote the creation of heritage language tracks around the region by presenting the benefits of offering different courses geared toward heritage bilinguals’ unique language-learning needs

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Estudio perceptual: Identidad étnica y los Hablantes de Herencia en Texas

La categorización étnica pareciera un tema que ha quedado atrás debido a la incorporación política y administrativa de dos macro categorías étnicas “hispano” (referente a la lengua) y “latino” (lugar de origen) para definir a un determinado grupo de la población en Estados Unidos (Escobar & Potowski, 2015). Los hablantes de herencia (HH) de español son una población homogénea; sin embargo, de acuerdo a algunos autores (Escobar & Potowski, 2015; Polinsky & Garcia Mayo, 2015; Pascual y Cabo, 2016) se sabe que esta población es en sí, muy heterogénea. Lo mismo sucede con la categorización étnica para los hablantes de herencia. En el suroeste de Estados Unidos, si bien esta población en su mayoría es de ascendencia mexicana, no podemos decir que su categorización recae en “mexicanos” (Hurtado, 1986). Aunque todos estos hablantes consideran su identidad en el centro de la mexicanidad, esta población es muy diversa. El propósito de este trabajo es doble (1): establecer la presencia de las diversas categorías étnicas que usan los hablantes del español en Texas y (2) determinar las tendencias y factores que generan esta categorización. La metodología fue estudiar la presencia de la auto identificación étnica en el corpus lingüístico del español en Texas (Bullock and Toribio, 2013) y en foros de discusión de estudiantes que toman un primer curso en el programa de hablantes de herencia de una universidad al norte de Texas; mediante un análisis crítico del discurso (Fairclough, 1995). Los resultados preliminares mostraron la presencia de diversas categorías étnicas y distintos factores que influyen en la categorización. Es por ello que este trabajo pretende informar en cierta medida al campo de los HH en el suroeste de Estados Unidos sobre todo en el estado de Texas, acerca de la importancia del distinto bagaje cultural e incorporar un continuo de mexicanidad.

Palabras claves: hablantes de herencia, identidad étnica, pocho, chicano, mexicano, latinos, hispanos.

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Frequency and Regularity Effects on Heritage Speakers’ Knowledge of Mood in Spanish

Previous studies (e.g., Author 1, XXXX; Author 2, XXXX; Montrul, 2009; van Osch & Sleeman, 2018; inter alia) have shown that heritage speakers (henceforth, HSS) exhibit substantial variability in their production—and recognition—of subjunctive mood morphology in Spanish, even with forms that are produced categorically by Spanish-dominant bilinguals (e.g., such as subjunctive mood after querer que or para que). This well-documented optionality has typically been accounted for via between-group variables such as proficiency (Author 1, XXXX; Author 2, XXXX; Montrul, 2009), age-of-acquisition-of-English (Author 1, XXXX), and frequency of Spanish usage (Author 2, XXXX).

In the present study, we seek to test the impact of two within-group variables—verb frequency and verb regularity—on HSSs’ productive and receptive knowledge of subjunctive mood in desiderative constructions. To our knowledge, only Author 1 (XXXX) and Author 2 (XXXX) have considered these variables in research on HSSs and mood morphology, finding, specifically, that they modulate subjunctive use at two levels. Author 2 (XXXX) reports that, at the level of lexical selection, HSSs are more likely to produce subjunctive after a frequent matrix verb (e.g., decir que) than after a less frequent one (e.g., repetir que). At the level of the subordinate clause itself, Author 1 (XXXX) reports that HSSs produce subjunctive mood when the embedded verb is (a) more frequent (e.g., salir [high frequency] vs. producir [low frequency]).
The present study, which will employ both an Elicited Production Task as well as a Mood Preference Task, improves on these previous studies by carefully controlling for both verb frequency and verb regularity, making it possible to determine whether these two within-group variables operate independently of one another. Broadly considered, the data from this study will shed new light on the role of lexical experience/activation as a predictor of HSs’ morphosyntactic variability (Putnam & Sánchez, 2013).

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El desarrollo de tareas escritas en clases mixtas

Investigaciones previas han demostrado que las tareas escritas facilitan el aprendizaje de la segunda lengua (L2) porque proveen a los estudiantes oportunidades para dirigir su atención a ciertas formas léxicas o estructuras gramaticales (e.g., Choi & Iwashita, 2016; Williams, 2012). Sin embargo, muchas de estas investigaciones se han enfocado casi exclusivamente en los estudiantes del inglés como L2. Como parte de un esfuerzo para remediar esta situación, esta investigación analiza las interacciones entre estudiantes de español como lengua de herencia (LH) y estudiantes de español como L2 mientras completaban cuatro tareas comunicativas escritas en pares.

24 participantes registrados en una clase universitaria de español intermedio fueron organizados en parejas con diferentes tipos de estudiantes (LH-LH, LH-L2, L2-L2). Partiendo de la Teoría Sociocultural, las interacciones entre cada pareja fueron grabadas y codificadas para determinar el patrón de interacción que cada pareja estableció (Storch, 2002) y la cantidad y calidad de las discusiones sobre el lenguaje, usando los Episodios Relacionados al Lenguaje (ERL) (Swain & Lapkin, 1998) como unidades de análisis. Las siguientes preguntas guiaron el estudio:

1. ¿Qué patrones de interacción establecen las parejas durante el desarrollo de las tareas escritas?
2. ¿Qué porcentaje de la interacción es destinado a discusiones sobre el lenguaje?
3. ¿Cuáles son las características de los ERL?

En concordancia con investigaciones anteriores, los resultados revelaron que las tareas escritas promovieron un patrón de interacción colaborativo. Sin embargo, a diferencia de investigaciones previas, los resultados demostraron que, aunque todas las parejas produjeron ERL conexos a la morfosintaxis, estos fueron más frecuentes en las parejas LH-L2. Los ERL conexos al léxico fueron más frecuentes en las parejas L2-L2, mientras que los relacionados con la ortografía ocurrieron únicamente en las parejas LH-LH. Basándome en estos resultados, esta presentación ofrece estrategias para el diseño de tareas escritas en clases mixtas.

BIBLIOGRAFÍA
The Effects of Semantic Neighborhood Density on Vocabulary Learning in Spanish as a Second Language and Spanish as Heritage Language

Previous research (Storkel 2001, 2004; Storkel, Ambuster & Hogan, 2006; Storkel & Adlof, 2009) has documented how Neighborhood Density (ND) affects word activation and recognition which can be applied to understand word learning. However, there are only a few studies (e.g. Vitevich & Stammer, 2012) that have focused on the effects of ND in adult word learning for second language (L2) or Heritage Language (HL) learners and have mainly focused on phonological neighborhoods.

This presentation discusses the results of an online survey created in order to compare how L2 and HL Spanish learners at the University Level acquire, build, and process vocabulary. A total of 495 participants completed the survey. The survey determines a baseline of vocabulary at the beginning level of Spanish and inform us about what students know or do not know. It is divided in two sections: 1) a set of questions of language background related to participants’ exposure/experience with Spanish and 2) participants’ production of related words from a given set of target words. The Data analysis includes: 1) English-Spanish Cognates (e.g. mother- madre); 2) “language chunks” such as “el libro”; 3) Spanish-English mixed vocabulary lists (e.g. audiar); and 4) density of vocabulary lists (determined by number of occurrences produced by each given vocabulary category).

The data shows that students produce a higher number of associations in dense neighborhoods than sparse neighborhoods (e.g., higher number of associations for familia than competir).

This study also informs us about the mixed nature of words that each participant contributes—variation in vocabulary based on exposure of dialects, language learning and experiences in both the classroom and community. Thus, the present study contributes to existing literature in SND by investigating how L2 and HL learners build their own vocabularies in Spanish and how it can be applied to word learning.

Key words: Semantic Neighborhoods, Heritage Language, Spanish Second Language, Vocabulary Learning.
de Luhtanen y Crocker (1992), validada en español por Martínez y otros (2007). Como elemento de triangulación se utilizaron las evaluaciones obtenidas en el último año de estudios (número de asignaturas y puntaje obtenido). La investigación primaria recoge datos de estudiantes universitarios de Italia y EEUU que no han sido alfabetizados institucionalmente en español y que acceden a cursos universitarios en español en el país de acogida. Los grupos estudiados no provienen de muestreo clásico, sino que interactúan en una misma red social por país de proveniencia a la que las investigadoras se integran como observadoras, como es habitual en la investigación etnográfica. En estas redes se seleccionan para la entrevista solo a los participantes meta. Los resultados muestran que la autoestima étnica es un aspecto relevante en el proceso de aculturación y que, en la comparación intergrupal, esta es mayor en el grupo norteamericano que en el italiano. El estudio de correlación muestra una relación positiva entre aculturación colectiva y rendimiento universitario de los estudiantes.

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Proficiency, dominance, and stimuli mode in heritage speaker judgments of object experiencer psych verbs

Object experiencer psych verbs in Spanish fall into two classes: Class II (e.g. asustar ‘to frighten’) and Class III (e.g. gustar ‘to like’) (Belleti & Rizzi, 1988; Parodi-Lewin, 1991). Class II verbs allow a number of syntactic alternations, while Class III verbs are more restricted syntactically. Previous research (Pascual y Cabo, 2013, 2016, 2018) suggests that heritage speakers may reanalyze Class III verbs as Class II verbs, as evidenced by their acceptance of these verbs in traditionally disallowed contexts (i.e., passives).

In this study, two groups of heritage bilinguals (HSs) (intermediate and advanced) and a control group of native speakers (NSs - i.e., Spanish dominant bilinguals) completed two judgment tasks (1 - oral stimuli; 2 - written stimuli) containing Class II-III verbs presented in the structures below. Preliminary data exhibit the following results: In Task 1, advanced HS ratings are consistent with NSs and correspond to the grammaticality distribution below, while intermediate HSs display some acceptability of Class III verbs in ungrammatical contexts. In Task 2, both HS groups provide lower ratings for conditions with dative experiencers (with both Class II and Class III verbs) than in Task 1, in contrast to NSs. This contrast is greater in the intermediate group.

Overall, the results of the intermediate HSs in this study are consistent with the findings of Pascual y Cabo (2013, 2016, 2018), as well as studies showing that HS judgments span a smaller range when compared to NSs (i.e., Camacho & Kirova, 2018). However, the advanced HS judgments in this study more closely reflect those of the NSs than the intermediate HSs, suggesting that proficiency is a more deterministic factor in these data than language dominance. These data also suggest that HSs respond differently to oral vs. written stimuli, but this effect decreases with increased proficiency.

References
Mi idioma, mi identidad: incorporando contenido histórico y cultural en cursos para hablantes de español como lengua de herencia.

Con el creciente número de hablantes de español como lengua de herencia (heritage speakers) en las universidades (Beaudrie 2012; Wides-Muñoz 2013), ha incrementado también la necesidad de crear cursos que cubran las necesidades lingüísticas específicas de los heritage speakers. Sin embargo, es necesario también incorporar lecciones con un alto contenido histórico-cultural que ayuden a los estudiantes a entender los momentos históricos importantes en la formación de las comunidades de inmigrantes latinos en Estados Unidos, lo cual ayudan en la reafirmación de su identidad como latinx. Esto debido a que muchos estudiantes desconocen la historia de los países hispanohablantes, los eventos histórico-sociales que produjeron los grandes flujos migratorios hacia los Estados Unidos (guerras civiles, dictaduras, revoluciones, etc.), así como eventos de actualidad concernientes a la comunidad latina e hispanohablante en la que se desenvuelven los estudiantes hoy en día. El propósito de esta ponencia es presentar ejemplos de actividades, recursos didácticos, proyectos de investigación y temática con contenido histórico/cultural en los cursos para hablantes de español como lengua de herencia y cómo repercute en los eventos de actualidad. Tales actividades con contenido histórico/cultural ayudan a los estudiantes a tener una conexión no solo con su idioma, sino también a ampliar el entendimiento de su historia familiar, con el fin de forjar su identidad como latinx en los Estados Unidos e involucrarse en causas relacionadas a sus comunidades de origen.

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Intergenerational Transmission of Heritage Language Identities: Spanish Heritage Learners as Spanish Heritage Language Instructors

It is clear that over the past forty years, the field of Spanish as a heritage language has established the distinct pedagogical needs of heritage learners within U.S. Spanish language classrooms (Valdés, 1981; 1997; 2001; Potowski, 2002; 2005; Beaudrie, Ducar, and Potowski 2015; Beaudrie and Fairclough, 2012; Pascual, 2016 ; Fairclough and Beaudrie, 2016). This foundational research explores not only the linguistic profiles of these students, but also the complex identities of heritage learners many times impacted by a context of language dispossession (Aparicio, 2000) and linguistic terrorism (Anzaldúa, 1987). Additionally, several studies have addressed the importance of Spanish heritage instructor training (Potowski and Carreira, 2004; Edstrom, 2005; Beaudrie, Ducar, and Potowski, 2014) and its impact on addressing the pedagogical, cultural, and linguistic needs of heritage students. Yet, what happens when the needs of the heritage student and the instructor overlap due to a common heritage learner identity? My current study considers the context of Spanish heritage learners working as Spanish heritage instructors. How does the experience of being a heritage learner inform the instructors’ pedagogies, teaching philosophy, language ideologies, and conceptualizations regarding their own ethnolinguistic identities? Through individual and focus-group interviews with 15 heritage language learners from Arizona, NM, and Chicago, I explore the ways that these instructors position...
themselves in relation to their students and to U.S. Spanish departments that are often dominated by non-U.S. Latina/o/x and non-heritage learner faculty. A subset of these 15 participants have participated in the same SHL university-level program in which they are now teaching in Arizona. The narratives of these instructors reveal important implications for language maintenance, language recovery, as well as an intergenerational transmission of heritage language identities and critical pedagogies.

References

Respondiendo a las Pedagogías Críticas: Educadoras hablantes de herencia enseñando clases de español para estudiantes de herencia

El desarrollo curricular basado en pedagogías críticas debe centrarse escuchar las voces de los estudiantes (Mencke 2010). Cuando estas voces son escuchadas y honradas como epistemologías y capacidades (Martínez 2016) expertas se producen temas originales basados en las intuiciones de los estudiantes, y enriquecen el currículo de manera efectiva. Este proceso implica que el educador se vuelva colaborador con sus estudiantes. En esta presentación explicaremos el primer paso de un Proyecto de Acción Participativa (Kemmis & McTaggart 2005) que tiene como objetivo el implementar las voces de los estudiantes en el currículo. En este primer paso hemos incorporado nuestras propias experiencias como estudiantes graduadas auto-identificadas como estudiantes de herencia para la elaboración de materiales. Hemos hecho un análisis de autorreflexión que sirve de primer paso para este proyecto en el que respondemos a las pedagogías críticas al hacermos las siguientes preguntas 1. ¿Cuáles son las experiencias significativas que hemos tenido como estudiantes de herencia?, 2. ¿Cómo se reflejan estas experiencias en nuestras prácticas pedagógicas?, 3. ¿Cómo utilizamos estas narrativas propias para crear materiales basados en pedagogías críticas? Nuestras narrativas incluyen la constante corrección dentro de un discurso del “hablar bien”. También hemos experimentado el aprendizaje forzado y arbitrario de cierta variedad lingüística distinta a la nuestra, y hemos tomado...
clases de español diseñadas para L2 como única opción para cumplir con el requisito de lengua sin ninguna atención a nuestra propia cultura y niveles de proficiencia. Presentamos aquí dos ejemplos de actividades en las que tomamos en cuenta este proceso dialógico (Freire 1970), entre nuestras voces y las de nuestros estudiantes de herencia, con el fin de hacer el programa curricular de la institución educativa de educación superior en el que enseñamos más inclusivo. También presentamos preliminarmente algunas de las voces de los estudiantes de herencia que han tomado nuestros cursos.

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Nuevo cancionero musical y reaction videos: dos formas de enseñar el español entre estudiantes de herencia y segunda lengua

La música es uno de los instrumentos que más se utiliza para la enseñanza de los idiomas, como es el caso del español. Desafortunadamente, es notorio el nulo compromiso por parte de algunos académicos, por indagar e integrar en sus estructuras de clase, ejemplos novedosos del catálogo de sonidos y voces que representan a la música hispanoamericana.

Es común observar, que la música que se utiliza en los programas de español, se caracteriza en su mayoría por tres aspectos: 1) el aspecto conspicuo, 2) el aspecto caduco/agotado y 3) el aspecto ignominioso. 

El primero de ellos tiene que ver más que nada con la música de masas, la de los artistas de plástico, la que se pone de moda y se borra de la memoria en corto tiempo. El segundo aspecto se refiere a la música que pasa a ser tradición. La que ya no aporta nada nuevo y se le llama también de cajón, como “Feliz Navidad” de José Feliciano, por ejemplo. Y por último, el tercer aspecto, es aquél que exalta los aspectos negativos de la sociedad o denigra a los individuos que la componen, por mencionar los narco corridos y el reggaeton. Esta presentación tiene como propósito, no sólo dar a conocer un listado de artistas y temas musicales, que pueden ser utilizados de manera positiva y dinámica para la enseñanza del idioma español.

Un tipo de cancionero, que sigue ciertas reglas y contiene un conjunto de melodías quizá en su mayoría desconocidas para estudiantes de herencia (y no se diga para los de segunda lengua), y que al combinarlas con técnicas como los “reaction videos”, se pueden convertir en una herramienta favorable para la enseñanza y aprendizaje de cualquier lenguaje.

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Challenges in placement, development, and instruction in an SHL course for receptive bilinguals

It is not unusual for the linguistic abilities of students in the heritage classroom to span along a good portion of the bilingual spectrum, often with auditive abilities surpassing linguistic competence in the heritage language. While students on the “higher competence” end of the spectrum are often placed in advanced heritage or advanced content courses, receptive (or passive) bilinguals, on the opposite end of the spectrum, often struggle to find linguistically and content appropriate courses. In the best scenario, these students will be placed in a beginning heritage language course with peers with slightly higher abilities in writing and speaking the heritage language. In the worst scenario, these students may find themselves in a course for second language learners where the linguistic, cultural, and affective content does not cater to their needs.

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This presentation reports on the challenges of designing a course that has receptive Spanish heritage bilinguals in mind. We describe the challenges in placement, curriculum, and material development (Open Educational Resources), and in the actual instruction. Emphasis is placed on explaining the materials used and their development, that is, the material aimed to develop and assess the writing and listening comprehension components of receptive bilinguals. At the same time, we report on our efforts to promote positive cultural models, often models that emerge from the students’ local communities, to the development of materials and pedagogic practices that focus on the linguistic and writing needs of the receptive heritage language student. Lastly, we inform of our efforts to focus on the affective needs, while fostering a critical awareness element in the heritage student through socially and culturally involving topics, meaningful to their experience (Parra 2016: 168; Potowski 2005; Aparicio 1997: 226).

References:

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**UNDRESSING SPANGLISH: CRITICAL TRANSLINGUAL COMPETENCE IN THE SPANISH HERITAGE LANGUAGE CLASSROOM**

The field of heritage language education has reached an agreement regarding the benefits of including sociolinguistic topics and critical pedagogies in the Spanish heritage language classroom as a means to develop students’ critical translingual competence (Carvalho, 2012; Leeman & Serafini, 2016; Martinez, 2003). Critical Translingual Competence (CTC) is described as the understanding of how political, economic, and cultural forces are constituted through language to reproduce socially-constructed systems (Leeman, 2018). CTC is said to be key in disrupting the subliminal imposition of standard language ideologies in the Spanish heritage language classroom (Carvalho, 2012; Leeman, 2018; Lowther-Pereira, 2010). However, works that examine the integration of sociolinguistic topics and critical pedagogy practice in the Spanish heritage language classroom are still too scarce (Leeman, 2005; Fairclough & Beaudrie, 2016; Toribio & Duran, 2018).

Framed under the Action Research Tradition (Bradbury-Huang, 2010; Carr & Kemmis, 1986; Cochran-Smith, & Lytle, 1993), the present study uses qualitative methods to examine the enactment of a sociolinguistically-informed critical pedagogy (SICP) for SHL reporting on: (1) classroom activities thought within a SICP; (2) student’s language ideology negotiation during classroom activities, and (3) the connection between SICP and student’s CTC. Data elicited from 46 Instructor’s Journal entries and six 1-hour long semi-structured interviews with a total of 14 course participants. Qualitative data was codified by themes using MAXQDA software, and analyzed through Critical Discourse Analysis with special attention to students’ mediation of classroom language ideologies.

Results agree with previous works arguing in favor of SICP, establishing direct connections between SICP and students’ development of CTC. Simultaneously, acquiring CTC had a strong positive impact in students’ linguistic agency. This study has implications for future research on SICP design, classroom implementation and its impact in fostering CTC among Spanish heritage language learners.

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**Why Isn’t Anyone Taking My Class? Enrollment Woes of Spanish as Heritage Language in Western New York**

In the last 30 years, the Hispanic population of Western New York has increased while the overall population has decreased. The second largest city in the state of New York is Buffalo. Between the years of 1990 to 2014, Erie County, the county that contains Buffalo, saw an overall population decrease of 4.7% (a loss of 45,697 people). Within that same timeframe, the Hispanic population of Erie County increased by an overwhelming 111.8% (an increase of 24,888 people). This project hopes to clarify issues that affect Latinx enrollment in heritage language programs, as well as address whether colleges and universities in Western New York are keeping up with the needs of the changing demographics in their own communities.

The evidence is clear: Spanish as a Heritage Language programs are beneficial to speakers of Spanish as a heritage language. So why do programs fail to recruit enough students to make enrollment? This preliminary study explores the reasons Heritage Spanish speakers do not sign up for the classes that have been designed with them in mind. We examine individual anonymous survey responses from students as well as enrollment statistics at higher-education institutions in the Western New York area. A combination of reasons provides potential explanations for low enrollment. Specifically, a lack of understanding about who is a heritage speaker, misunderstanding about course difficulty and level, and a non-heritage professor were the most enlightening responses.

The study also provides a summary of colleges in the area and their Spanish as a Heritage Language offerings, as well as other curricular and demographic data. Their average enrollment, enrollment in Spanish as a Second Language courses, and average enrollment of students who self-identify as Latinx are taken into account. We find that the larger colleges in the area offer options for heritage speakers, while many smaller schools do not in spite of the actual number of Latinx enrollees at those institutions.


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**Avance de Pedagogías Críticas para la creación de materiales didácticos para la enseñanza del español como lengua heredada**

El estudio de pedagogías críticas para la enseñanza del español como lengua heredada ha cobrado mayor relevancia recientemente. Entre estas aproximaciones destacan la de conciencia crítica de la lengua (Critical Language Awareness, CLA) (Leeman 2005), la de conciencia dialectal en el aula (Classroom Based Dialect Awareness, CBDA) (Martínez 2003), y la de sociolingüística y translenguaje (Leeman y Serafini 2016). Esta presentación expone un enriquecimiento de estas pedagogías que desarrolla un agregado de conocimientos y concientización de constructos socioculturales: una literacidad (literacy). Aquí se enfatizan los constructos de raza y etnicidad, incluyendo la teoría crítica de raza y raciolingüística (Critical Race Theory, Raciolinguistics). A este modelo le hemos llamado literacidad lingüística-sociocultural crítica (Critical Sociocultural-Linguistic Literacy, CriSol) (Autor forthcoming). Así, presentamos tres actividades para clases intermedias y avanzadas basadas en este modelo. La primera, para un curso de introducción a la lingüística hispánica, en la que se muestra cómo a partir del acercamiento de CriSol, lxs estudiantes pueden
cuestionar tanto las lecturas académicas estudiadas, como los conceptos lingüísticos que estas exponen, desafiando el status quo que presente dentro y fuera del aula. La segunda actividad propone la imagen poética (visual y/o verbal) como recurso de base, que permita el abordaje analítico y el desarrollo de pensamiento crítico involucrando la experiencia perceptiva, emocional y social de lxs estudiantes en el reconocimiento e interpretación de mensajes en sus respectivos contextos socioculturales. En este proceso se proyecta favorecer el desmontaje de constructos y actitudes discriminatorias asociadas a estos. En la última actividad, basada en el acercamiento de la raciolingüística dentro de la aproximación CriSoL, lxs estudiantes cuestionan las ideologías lingüísticas dominantes. Estas nociones están ejemplificadas en el reciente rechazo oficial de la Real Academia Española del término “Latinx”. Asimismo, lxs estudiantes examinan el lenguaje inclusivo y exploran las posibles conexiones entre lenguaje, poder y opresión.

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**Processing information focus in heritage Spanish**

Although heritage speakers’ grammars typically differ from those of monolingually-raised Spanish speakers, not all of the linguistic system is equally affected and certain types of language knowledge are especially likely to diverge from the baseline (Polinsky, 2018). One such area is the syntax/pragmatics interface, i.e., syntactic structures that require integrating discourse knowledge. Scholars debate the source of this divergence: Some argue heritage speakers’ grammatical knowledge is different (Silva-Corvalán, 1994), while others suggest the problem is the real-time integration of knowledge (Sorace, 2011).

To contribute new evidence to this debate, we investigate information focus, a syntax/pragmatics interface construction in which new information is marked as prominent. In Spanish, focus can be marked by non-canonical word order, as in (1), although there is variation (Olarrea, 2012).

1. [Context: Who Bought Car?] Compró un auto [el pintor]F. bought a car the painter ‘The painter bought a car.’

We tested knowledge and processing of focus with 38 heritage speakers of Spanish (Chicago) and a control group of 42 monolingual native speakers of Spanish (Mexico). We measured participants’ focus-marking knowledge via a forced-choice task with a 2x2 design—context (subject/object focus) and word order (VOS/VSO). We also used a self-paced reading task (same 2x2 design) to measure participants’ real-time processing.

Data collection is ongoing, but preliminary results show heritage speakers’ judgments resemble monolinguals’: Both groups choose VOS to realize subject focus around 2/3 of the time (monolinguals 64.3%; heritage speakers 68.8%). Yet when it comes to processing, heritage speakers diverge substantially from the monolingual pattern. The length-adjusted reading times show monolinguals process contextually-appropriate word orders faster than inappropriate orders, while heritage speakers display no context-dependent pattern. These results suggest divergence at the syntax/pragmatics interface may indeed be due to processing constraints, as proposed by Sorace (2011).

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Code-switching structural boundaries in an intermediate-advanced SHL class: A longitudinal study

Spanish-English code-switching, or Spanglish translanguaging and its study as a tool in the heritage classroom has only started recently, with only a few studies conducted to date (Beaudrie, 2015; Dumitrescu, 2013; Martinez, 2010, 2013; Menjivar, 2015; Osorio, 2010; Pollard, 2002; Sayer, 2008). Based on the idea that the destigmatization and use of Spanglish in the heritage classroom as an anxiety-lowering home variety familiar to students leads to a significant increase of English-Spanish switches (Ibarra, 2017) and thus a higher production in the target language, the present work investigates the structural nature of these switches. Data was collected from 16 interviews (10 females, 6 males) conducted at the beginning and 12 (8 females, 4 males) at the end of a semester-long intermediate-advanced (fourth semester) Spanish as a heritage language (SHL) course in a large public university in the Southwest. The specific research questions this study seeks to answer are: 1) What are the boundaries of switches in the first interview? Are they different from those in the second interview? 2) What type of syntactic elements are present at the boundaries of both English-Spanish and Spanish-English switches in both interviews? Results indicate that the syntactic constituents that surround both types of switches are of the same type for both interviews, with boundaries characterized by noun phrases and intonational units. These results have important implications for the development of structural production of the target language in students of Spanish as a Heritage Language, moving towards an understanding of the type of syntactic inventories that they bring with them to the classroom. Future works along the lines of this study would contribute to the theoretical discussions on the nature of the structure of code-switching, adding to what some authors like Poplack (1980), Myers-Scotton, and Sayer (2008) have proposed already.

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Age and input effects on grammaticality in child heritage Spanish

Purpose: This study examined the contribution of age and Spanish experience to heritage Spanish speakers’ morphosyntactic abilities. Much of the current empirical evidence examines behavioral performance in heritage Spanish using group comparisons with monolingual Spanish and/or L2 learner controls (e.g., Montrul, 2004; Cuza-Blanco, 2008);
however, bilingual participants are not typically fully described in terms of their relative or cumulative language experience. Guided by literature showing the predictive power of Spanish experience and age on Spanish morphosyntactic performance (e.g., Castilla-Earls et al., 2019; Wood & Hoge, 2018), we asked the following research question:

1. To what extent do Spanish experience and age predict grammaticality on a sentence repetition task?

2. Are their differential contributions of Spanish experience and age to distinct morphosyntactic phenomena (e.g., gender agreement, subjunctive mood errors)?

Method: Spanish–English bilingual children at kindergarten, second, and fourth grade were administered a sentence repetition task, a structured task without Spanish literacy or metalinguistic knowledge demands (e.g., Pascual y Cabo, 2015). Child responses were transcribed, coded, and scored. Grammaticality was scored according to acceptability rules for each item, and nonstandard and dialectal variation was considered grammatical.

The final presentation will include a linear mixed-effect model with random slope. We also describe and discuss error patterns in the context of previous literature.

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Developing Critical Perspectives Investigating Linguistic Landscapes in the Spanish as a Heritage Language Classroom

Since Landry and Bourhis’s (1997) landmark study, linguistic landscapes (LLs) have been studied as a way to gauge the ethnolinguistic vitality of a community. As a result of a growing worldwide literature documenting how LLs reflect different communities’ positionings of minority languages, there is increased interest in using LLs for pedagogical purposes. Beyond its early use as a source of input, by linking language to real places and activities, systematic study of LLs enable language learners to explore multiple their meanings (Malinowski, 2015). Furthermore, LLs engages students with issues of access and language ideologies, thus developing their critical abilities. Moreover, studying LLs often engages heritage learners (HLs) directly in their own communities. For these reasons, LLs are an ideal focus for HL class research projects.

In this talk, I describe using LLs to enrich classes for HLs, drawing from my experience leading LL research projects in HL classes in New Jersey. Topics covered will include how to design and carry out classroom projects, and which theoretical LL frameworks are fruitful to use with HLs to enable them to select representative exemplars. In order to enable both discovery and success, I discuss ways to scaffold the experience to enable even non-specialist students using a bottom-up approach to be able to detect linguistic ideologies that might be reflected in the LLs. Given the wide range of communities in New Jersey, from overwhelmingly majority Hispanic cities, whose changing composition reflect the state’s historical role as a destination for immigrants, to predominantly white exurbs, and everything in between, our project findings reflect this diversity. Some of the patterns of variation students detected in the students’ samples, and how students linked these patterns as well as the content of specific exemplars to contradictory language ideologies of the host communities, will also be briefly discussed.

References

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Heritage language speaker’s self-efficacy in translation tasks: the role of child brokering experiences and imagined communities.

This exploratory research presents the results of a three-month longitudinal study on the dynamics of self-positioning, self-efficacy and imagined communities on heritage language speakers completing translation tasks. The participants
were six undergraduate students enrolled in a translation and interpretation class at Texas Tech University. This is methodologically relevant since Sanchez (2015) signals the difference between language learning classrooms that use translation pedagogy and preparation classes for translators. The methodology for this study focused on the analysis of three instruments: self-reports about past child brokering experiences, a translation task followed by a commented revision and a post-translation reflection. The measures of analysis were based on the methodology used by Wisskirch (2012) in his study on language brokering among Mexican American adults. These measures include demographic information, self-report of language brokering experiences and self-efficacy report. Wallace (2001) illustrates the identity of the heritage language speaker as a negotiation based on a view of the self which belongs to the dominant discourse community and the heritage language community. This self-positioning happens at different levels and allows the heritage language speakers to develop their self-concept and express agency (Turner 1999). Analysis of the collected data suggests child brokering experiences have an explicit impact on self-efficacy during translation task reflections, and that there is an interconnectedness between self-efficacy and the imagined community the heritage language speaker has constructed based on his experience as a language mediator.

Keywords: translation, heritage language, self-efficacy, imagined community

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Promotive Aspects of Translation for Heritage Language Speakers

Key words: heritage language speakers, child brokering, translation and interpretation

Child brokering experiences constitute a significant profile for heritage language speakers. A recurrent theme in the literature is to what extent language brokering is a detrimental or beneficial experience. Previous research has pointed at negative, positive, and neutral stated outcomes (Weisskirch 2012; Buriel et al. 1998, 2006); however, few researchers have addressed the positive and promotive aspects of child brokering among heritage language speakers, and to what degree these experiences have the potential to influence the motivation to pursue studies in Translation and Interpreting (Wu & Kim 2009; Wisskirch, 2012; Oznobishin & Kurman, 2009). In order to fill this gap, the objective of this study is threefold: i) to assess how common child brokering experiences are among heritage speakers (HS), ii) to examine how these experiences were perceived by them, iii) to evaluate the effect of pertinent information about translation and interpreting on HS’s career motivation in contrast with second language learners with no previous language brokering experiences.

The following study presents the results of 40 students (F= 29, M= 11; Mage= 20.7) in a middle size university in the southwest. Each participant took part in an informative presentation about the field of translation and interpreting and the careers and specializations it offers. After the presentation, the participants completed a questionnaire using Qualtrics dealing with their experiences with language brokering and their perceptions about translation and interpreting before and after the presentation. The findings indicate that 96% of heritage bilinguals have had child brokering experiences. Also, 32% of the HS had considered a career in translation and interpreting before the presentation. After the presentation, 84% of the HS reported an interest in pursuing a career in translation and interpretation. An interest in careers in translation and interpretation was also observed in second language learners, although this interest was less than that of HS and in different areas of specialization. The results of this study contribute to achieve a better understanding of the linguistic experiences that heritage speakers bring to the classroom and the potential to transform child brokering experiences into a career in translation and interpreting.

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The negotiation of language ideologies in the Spanish as a Heritage Language Classroom

In the past few decades, the literature covering bilingualism and sociolinguistics has focused on language attitudes and identity formation. In addition, previous research on language attitudes towards Spanish in the US have concentrated on the region of the United States bordering Mexico, due to its extensive language contact.
The purpose of this study is to investigate linguistic ideologies towards the Spanish spoken in the U.S. among bilingual speakers in a town in West Texas. This study is a pretest-posttest study, data will be collected in two phases: before and after the treatment, with the treatment being a lesson-plan on language ideologies. By using a mixed methodology that includes both direct and indirect methods, this paper aims to explore the linguistic ideologies embedded in bilingual speakers in Lubbock before and after taking a Spanish as a heritage language class. Preliminary results from the pre-test show the presence of purist language ideologies that seem to fade at the end of the semester with students feeling more empowered about their own varieties.

Key words: Spanish in the US, language ideologies, Spanish as a heritage language, pedagogy, linguistic purism.

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The negotiation of Identity in Students’ Digital Stories in the Spanish as a Heritage Language Classroom

In the last decade, social tools have provided opportunities for students to develop their identities and employ their own voices (Vinogradova, 2014). Digital storytelling consists of using computer-based tools to tell stories; hence, these Digital Stories (DS), are online storylines that require the successful integration of text, images and sounds (Oskoz & Elola, 2014). In the Spanish as a Heritage Language classroom DS create opportunities for students to share personal stories and reflect on their identities.

In multilingual communities, speakers have to navigate a system of inequitable power structures that causes continuous negotiation between whether they belong to the heritage community, or the community in which they live (Parra 2016). This constant negotiation of identity also occurs in the school environment and in digital platforms.

This study investigates the negotiation of identity in Spanish as a Heritage Language class in a Southwestern University by analyzing students’ digital stories. Preliminary results show that it was evident that the presentations of the DS in the class facilitated discussion of identity in the classroom, and that they were motivated to reflect on their own reality and their connection with the heritage language and culture.

These findings support the idea that in multilingual communities the linguistic dynamics are different from those of monolingual contexts (Canagarajah, 2007), and that we need to move away from monoglosic ideas from the ideal of the monolingual community. In this way, through the use of social tools in the classroom, the heritage student can be motivated to reflect on their own reality, position themselves as users of the language and develop their identity (Kayi-Aydar, 2018).

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The construction of LatinX identities in #RealAmerica

This project contributes to the body of literature investigating the multiple factors, specifically language ideologies, influencing the construction of positive Latinx identities among the heritage speakers as well as the continuation of Spanish in the US. The theoretical crux of the argument rests on findings in sociolinguistics that establish linguistic continuity/discontinuity among generations of speakers as tied to issues of prestige, identity formation, social network, linguistic ideology, etc. (Beaudrie & Fairclough 2012; Potowski 2012; Silva-Corvalán 1994). Work such as that of Beaudrie & Fairclough (2012) and Rivera-Mills (2012) investigates heritage speakers’ motivations for the maintenance of Spanish in an attempt to understand ways in which speakers construct positive identities as a means of determining the future of Spanish in the US. This project attempts to understand the construction of positive Latinx identities in the globalized context of Miami, Florida through the analysis of metalinguistic commentary relating to issues of language and identity.

The current paper analyses metalinguistic commentary about English and Spanish culled from a corpus of sociolinguistic interviews conducted in Miami, Florida. Detailed transcriptions were made for all interviews, and all instances of metalinguistic commentary were extracted for analysis. All recurring discursive tropes about English and Spanish were grouped and analyzed separately. In this talk, I will focus on metalinguistic commentary having to do with the construction of Latinx identity within the Miami context, and what it means to be “American.” Qualitative findings are considered in light of ongoing perceptual and attitudinal studies using direct and indirect methods in South Florida (Carter and Lynch 2013; Carter and Callesano 2014).
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Heritage speakers processing of the Spanish subjunctive during online comprehension: A pupillometric study

Within the field of heritage language research, the vast majority of studies have concluded that heritage speakers’ knowledge of the Spanish subjunctive is subject to incomplete acquisition or simplification [1] [2]. The present study challenges these deficit-oriented perspectives by employing 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’ belonging to a long-standing bilingual community in Albuquerque (NM).

Twenty-five heritage speakers of Spanish participated in the experiment. Data were collected using an Eyelink 1000 eye-tracking system, and the resulting pupillary data were analyzed using Generalized Additive Mixed Effects Models (GAMMs). Participants heard a preceding context (Table 1) followed by a target sentence in two conditions: in Condition 1 (C1), the subordinate verb (underlined) was presented in the subjunctive form (licensed condition); in Condition 2 (C2), the subordinate verb was presented in the indicative form (unlicensed condition). In both conditions, the main verb (bold) subcategorized for a verb with subjunctive morphology. As target sentences were designed to be as ecologically valid as possible, tokens extracted from the Corpus Sociolingüístico de la Ciudad de México [3] were used as the bases to create the stimuli. In addition, all sentences were recorded by a native speaker of Mexican Spanish. We predicted that if participants were immediately sensitive to the lexical constraints encoded in the main verb, C1 should be easier to process than C2. Our results (Figure 1) support these predictions and show that the use of an appropriate method for data collection, along with the incorporation of corpus-based materials in the design of psycholinguistic experiments, can contribute significantly to a more unified theory of heritage language acquisition and processing with much greater explanatory adequacy.

References

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Investigating language attitudes in Phoenix, AZ: Spanish speakers in a user-unfriendly environment

Language attitudes are important in the context of U.S. bilingual communities in terms of language maintenance, language policy, language learning, language change and identity formation (Anderson, 2010). Guided by fundamental theory on language attitudes (Baker, 1992; Garrett, 2010; Oppenhiem, 1982), this study discusses important attitudinal data on Mexican-American Spanish heritage speakers in urban, Arizona.

The Hispanic population in the county from where these data were collected comprises 30% of the total population and 20.4% are reported to speak Spanish at home (U.S. Census Bureau, 2016). Akin to current demographic numbers, Arizona experienced significant population change resulting from considerable immigration during the 90s and 2000s. In response to this demographic shift, Arizona’s electorate has promulgated various anti-immigrant and anti-bilingual (e.g. English-only & English as the official state language) legislations that target the Mexican-American community (Cashman, 2006, 2009; González de Bustamante, 2012; Wright, 2005, 2014). Considering the anti-immigrant and anti-bilingual ideology prevalent in the state, Spanish maintenance and educational equity is threatened by laws that promote the marginalization of Spanish and American nationalism in the form of moral and language panic (Cashman, 2009). In effect, it is imperative to investigate language attitudes in the Mexican-American community; a population that is, not only at the epicenter of political controversy, but also consistently policed by local and federal law enforcement (e.g. Sheriff Joe Arpaio ‘Americans toughest sheriff’, ICE etc.). Adherent to the importance of the sociopolitical reality of Spanish in AZ, this present investigation takes direction from past studies on language attitudes in Spanish-speaking communities (Galindo, 1995, 1996; Mejías & Anderson, 1988; Mejías, Anderson & Carson, 2003;
Silva-Corvalán, 1994) to quantitatively report on inter-generational data that points to language loyalty and domains of Spanish use in Arizona. The corpus data consist of 40 sociolinguistic interviews with participants divided into Spanish-dominant, English-dominant and balanced by a language dominance questionnaire (Dunn & Fox Tree, 2009) and a language attitude survey based on Silva-Corvalán (1994).

The results reveal inter-generational Spanish shift toward English and a decrease in use of Spanish in public spaces for participants that are English-dominant. Although there is resistance in the state of Arizona for Spanish heritage language maintenance (Author, forthcoming), the results demonstrate shifting language use despite language loyalty. We attribute this to the continual suppression of Spanish as a minority language in the state’s anti-Hispanic ideologies that foments a user-unfriendly environment for Mexican-Americans. This study stands to contribute significantly to understanding the political and attitudinal situation of Spanish in urban Arizona.

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SHL Literacy skills and social media: The search for hidden treasure
Valdés’ (2001) classic definition of heritage language (HL) learners acknowledges what the profession has long known, that individuals that acquire a non-English language in the context of their home have a greater exposure to and practice with their HL in oral rather than written forms. Further complicating the inconsistencies of exposure to written HL, literacy development in the HL is often either curtailed or conflated with literacy development in English, challenging the consistent mapping of sound to written forms in order to produce meaning. Since literacy has been cited as an index of broader vocabulary and greater command of grammatical skills, identifying tasks that provide an insight into and promote the development of reading skills in SHL learners may impact the effective placement of SHL learners as well as affect the approach to addressing the development of more advanced literacy skills. Few studies (e.g. Tse, 2001) have examined how HL learners develop and maintain reading skills and have investigated how and to what benefit HL learners engage in literacy practices through social media (e.g. Velázquez, 2015). As social media texts represent a
convergence between oral and written forms, and since HL learners engage in these types of literacy practices regularly, we argue that this familiar literary genre readily contains a wealth of authentic cultural and linguistic knowledge that can be used to detect literacy skills for the purposes of placement and may point to ways in which SHL reading skills may be further developed. To this end, the present study examines the performance of SHL learners on a series of reading tasks employing social media texts.

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**Strategies for supporting Heritage learners’ growth in the Foreign Language classroom**

Differentiation is tailoring instruction to meet individual needs. One of the most challenging types of differentiation in the world language classroom is how to teach in such a way that the Heritage Learner feels challenged, but still able and motivated while making the course accessible to all learners. The American Council for the Teaching of Foreign Languages (ACTFL) established the World language Standards Guidelines, although they were proposed as an evaluation tool of functional language ability (2012), their existence has caused an important change in the approach to language teaching and language learning across the nation. One of the vital changes is the importance given to communicative approaches and the relevance of cultural knowledge and awareness. Studies on pedagogical approaches and practices in Heritage language teaching (Freire, P; Pascual y Cabo, Prada, & Lowther Pereira; Seltzer & de Los Ríos, 2018) highlight the importance of acknowledging different varieties of the language and different cultural expressions. This session proposes an approach focused on cultural awareness as a way to advance heritage learners in the monolingual world language classroom.

**Bibliography**


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**PPP Corpus: Implicaciones pedagógicas para el español coloquial mexicano**

En los Estados Unidos, las clases universitarias de español usualmente no incluyen el habla coloquial, lo que queremos argumentar es la forma de la lengua más valiosa, especialmente en los cursos de herencia. Investigaciones previas habían enseñado que los estudiantes de herencia quieren aprender español para hablar con sus familiares sobre temas cotidianos, y no les importa mucho sobre el estudio de literatura, el cine, u otras cosas académicas (Beaudrie 2012); Entonces, es evidente que el español en el cual debemos instruirlos no debe ser español académico, que tiene sus propios problemas como una herramienta de opresión social, pero un español más coloquial que pudiera servirles mejor en sus propias metas personales. En este artículo, repasamos la información que colectamos en una entrevista con estudiantes de español de los niveles 200 y 300, que demuestra la necesidad de enfocarse en el español coloquial mexicano que se habla en las familias de nuestros alumnos en un programa de español como lengua de herencia. También, en muchos de los proyectos de documentación de idiomas minoritarios, las obras están diseñadas para sus propias bienes, y no están usadas después para la revitalización de la lengua (Anonby 1999). Entonces, argumentamos sobre la necesidad de colectar y grabar esta data coloquial en un corpus, que pudiéramos usar en el futuro para diseñar materiales pedagógicos. El diseño de los materiales coloquiales antemencionado no está intentado a reemplazar la enseñanza de una variedad más ‘formal’ en academia, pero que sirva más como un suplemento, para aumentar las habilidades de comunicación de los estudiantes, y también su meta-conciencia de la variación sociolingüística.

**Obras citadas**


Perspectivas del profesorado de español como lengua de herencia sobre la enseñanza, el estudiantado y las instituciones educativas

Durante los últimos 50 años, el aumento de estudiantes de español como lengua heredada en los Estados Unidos ha propiciado el desarrollo de enfoques pedagógicos que intentan satisfacer sus necesidades educativas y socio afectivas (ej. Burgo, 2015; Potowski, 2005; Beaudrie & Fairclough, 2012), entre los cuales se destaca la pedagogía crítica. Sin embargo, Correa (2010) y Carreira (2007), entre otros, han encontrado en sus estudios la falta de instructores que cuenten con suficientes conocimientos sociolinguísticos y culturales requeridos en la instrucción de una lengua heredada. La mayoría de las veces los profesores confían en sus propias percepciones y actitudes al enseñar y al evaluar a sus estudiantes (Szymanski & Shaff, 2013), hecho que a menudo perjudica drásticamente a los estudiantes de herencia.

El propósito de este estudio es examinar, a través de una encuesta y una entrevista oral, las percepciones, actitudes y prácticas de 10 profesores del español a nivel universitario respecto a (a) el estudiantado (su capacidad lingüística, necesidad socioafectiva y desempeño académico), (b) la enseñanza (preparación del docente, enfoques metodológicos, planes de curso y materiales), y (c) la política educativa (a nivel departamental e institucional). La encuesta emplea preguntas cerradas con escalas Likert, como así también preguntas abiertas y una entrevista semiestructurada que permitirán llevar a cabo un análisis más profundo. Se intenta identificar las distancias existentes entre la teoría y los resultados de la investigación con la práctica, reflejada en las percepciones, actitudes y experiencias del profesorado del español.


3. Promoting student choice and autonomy by allowing students to select individualized research topics leads to student engagement, learning and agency.

4. It is important to prepare students for this upper division course with prior intensive metalinguistic/grammar instruction (i.e., accentuation, conjugation, spelling, etc.) at the lower levels, including an introduction to academic writing in Spanish. Students who received the prior explicit instruction were better able to take full advantage of this upper division course and made greater progress in academic writing.

5. Incorporating and further developing the academic skills students already have in their dominant language—English—is a way of fostering the students’ bilingual proficiency and empowering their bicultural identity.

As we continue to teach this course, we have continued to learn from students’ experiences and feedback, allowing us to further modify and improve it. In our presentation, we hope to share the lessons learned, receive feedback, and assist those interested in designing a similar course for this particular group of language learners.

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Corrective feedback and explicit positive assessment in the mixed and heritage language classroom: What are students’ perceptions?

In the field of second language acquisition (SLA), many scholars have examined the effects of feedback on the second language (L2) learning process (e.g., Ayoun 2001; Ellis & Sheen 2006; Lightbown & Spada 1990; Mackey & Philp 1998; Nicholas, Lightbown & Spada 2001), but little attention has been given to the effects of feedback in the heritage language (HL) classroom (Atoofi, 2013). Although feedback has been examined through the lens of linguistic gains, the present study, which is part of a larger project that aims to explore whether the instructional setting influences the instructor when providing oral corrective feedback, seeks to contribute to the field by exploring students’ perceptions of instructor oral corrective feedback in distinct classroom settings that feature HL learners: the mixed classroom and the HL classroom. The specific research question guiding this study is: What are learners’ perceptions of oral corrective feedback provided by their instructors? To address this question, 20 Spanish L2 and 20 Spanish HL learners participated in this study. Data were elicited by means of background questionnaires, video recordings of classroom meetings, and semi-structured interviews. Preliminary results suggest that, in terms of oral corrective feedback, regardless of the classroom context (i.e., HL or mixed), Spanish HL learners (a) expected their teachers to correct their mistakes in order to avoid “making the same mistakes” and (b) paid less attention to the positive affective feedback received. L2 learners, as expected, showed a preference for corrective feedback as a means of improving their language proficiency in Spanish. The pedagogical implications of these findings will be discussed, in addition to implications for training instructors who interact with HL and L2 learners in the language classroom.

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Developing Academic Biliteracy among Heritage Learners of Spanish

Due to the constant contact between English and Spanish in the U.S., a natural bilingual context flourishes, in which new linguistic innovations emerge. Even though these two languages coexist, the political, economic, and social capital that English represents accords it a dominant status over Spanish, resulting in patterns of language loss among first- and second-generation Latinx immigrants. To promote Spanish language maintenance among U.S. Latinxs, researchers have recommended the development of academic biliteracy skills in students’ heritage language (Achugar & Colombi, 2008). Although many U.S. universities have programs for heritage learners of Spanish, little is known regarding how effective such courses are in promoting biliteracy. This study seeks to provide evidence regarding how students in heritage language programs develop academic skills over time and what factors might be related to their biliteracy development. This study tracks in a longitudinal manner, the development of academic writing among heritage language learners enrolled in a Spanish for Native Speakers course series at a large public university. Students with three different backgrounds are considered: Group A) students who have received 3 years or more of formal Spanish instruction in another Spanish speaking country, Group B) students who have previously taken courses for heritage speakers of Spanish, and Group C) students who have never taken courses for heritage speakers of Spanish, and this was their first time taking a Spanish course. Using Systemic Functional Linguistics (Halliday, 1985), academic development is measured by examining changes in their lexical density, combination clause strategies, and grammatical complexity in an academic year (30-weeks). Because heritage language learners often battle linguistic insecurity (Potowski, 2005), the study also
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Mood selection in the semi-spontaneous production of child and adult HS of Spanish

Previous studies on the development of mood selection by child and adult heritage speakers (HS) of Spanish have documented a wide range of outcomes, spanning from stable interpretations and uses of indicative and subjunctive forms, to high percentages of variability and non-target like control (Montrul, 2007; Silva-Corvalán, 2014; van Osch & Sleeman, 2018; inter alia). While most of these investigations have explored this issue using highly constrained experimental tasks, several researchers have underlined the importance of including (semi)-spontaneous production tasks to examine participants’ consistency of use, and to detect variants that may co-exist with a given form in their output (Geeslin & Gudmestad, 2008; Polinsky, 2008).

This investigation documents the development of early acquired mood selection in 181 child HS of Spanish (age range: 4;0-11;0) and 29 HS adults with different levels of proficiency in the HL. The data analyzed in this study originates from 3 different corpora: Austin, Sánchez, Perez-Cortes & Giancaspro (2016), Pearson (2002), and Author. This narratives yielded a total of 322 tokens coded based on 3 factors: type of context (purpose, reported speech –assertions and commands- and desiderative); mood selection (obligatory/variable) and morphological accuracy (grammatical/ungrammatical). Co-referential variants of purpose and desiderative clauses were also included to evaluate participants’ awareness of subjunctive as a marker of disjoint reference.

Results indicate that both groups presented a similar distribution of tokens across the constructions examined, favoring those that avoided the use of subjunctive. In general, early acquired mood selection seems to be stabilized by age 6;0, but the production of subjunctive experiments a decline around the ages of 8;0-10;0, when HS often undergo a shift in language dominance (Bolonyai, 1998). Adult data suggests that, despite these trends, HS’ level of proficiency in the HL may lead to differential outcomes (Perez-Cortes, Putnam & Sánchez, 2019).

References:

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Heritage Speakers of Spanish Sustaining Culture through College Radio

When we communicate, we are making our beliefs, values, and practices known to others. A form of media that has been found to play considerable roles in supporting the spread of local cultures in different societies is radio broadcasting. It can pass vital information about attitudes, behaviors, and knowledges (Asemah, Anum, & Edegoh, 2013). I, along with students in my heritage language course, started a radio show that promotes Latin American culture and music in Spanish. This radio show has become a treasured space for heritage language students to voice their opinions and to promote their culture in a predominantly white community in the American Midwest. The main purpose
of the show is to stop the perpetuation of misconceptions and negative stereotypes regarding Latinx communities, to counter the constant influx of negative portrayals seen in the media, and to bridge relationships within the community.

This radio show provides our listeners with information about Spanish speaking countries, topics and events relevant to the local Latinx community, and features Spanish language songs. We also interview members from the community. Furthermore, a crucial part of each show includes language, so that we can talk in and about the different variations of Spanish spoken all over the world.

Through collaborative autoethnography this research unveils how the creation of and participation in the radio show has led to a sense of empowerment for heritage language speakers and various guests. Collaborative autoethnography uses personal experiences to construct explanations of cultural practices and to draw connections between communities (Jones, Adams, & Ellis, 2013). Findings point to the importance of providing spaces where communities can access and sustain their cultural practices, while also educating others about the complexities of their cultures.

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“‘They made me feel stupid every single time’: an exploration into pathologizing practices carried out in bilingual/EFL programs among Latinx children’

More often than not, mainstream education in the US is conducted in English, and so for children whose home language(s) is/are not English, entering the school system entails an expedited acquisition of the vehicular language. While dual-language programs which support these home languages exist, it is common for language-minoritized children to undergo a subtractive action that catalyzes a shift toward English dominance (Garcia, 2009). To support English language learners’ (ELLs) in their move towards English proficiency, curricular configurations such as tutoring and ELL classes are normally integrated in the curriculum (Gersten, Baker, Shanahan, Linan-Thompson, Collins & Scarcella, 2007). In the context of early education (i.e., K-6) pathologizing practices towards minority children have been reported (e.g., Lang, 2014). Pathologizing practices and deficit thinking refers to how some practitioners may engage in behaviors that define students as somehow abnormal or subpar. This study examines the pathologizing practices undergone by 24 Latinx young adults during their early education years (i.e., 4-9 years of age), the effects of these practices in self-esteem and self-worth, and used them to derive “healing” pedagogical strategies to be conducted in a university Spanish for heritage speakers classroom. All participants grew up speaking Spanish, or Spanish and English at home. Individual ethnographic interviews were conducted which were then transcribed before conducting qualitative content analysis. Shields, Bishop and Mazawi (2004) pathologizing practices and deficit thinking framework was employed to analyze the codes. Preliminary results provide a panoramic view of high-recurring negative experiences lived by Spanish-speaking Latinx children in their early school years. This study joins an underexplored area of research on the psychological effects of deficit thinking and the therapeutic nature of a Spanish for heritage speakers curriculum underpinned by current best practices (e.g., Sanchez-Muñoz, 2016).

Keywords: ESL, Heritage Speakers, Minority, Latinx, Pathologizing Practices

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Translanguaging pedagogies catalyze participation and engagement in university-level Spanish for heritage speakers classrooms: a focus on pair work, group work, and classroom discussions

As the number of institutions offering heritage language courses increase, the research body defining best practices for teachers and instructors continues to grow (Beaudrie, 2011). These best practices include attention to language variation and critical linguistic awareness, an
acknowledgement of social, historical and political factors at play in shaping the US Latínx experience, engagement in meaning partnerships with the community, and a focus on the development of formal register-specific linguistic resources, as well as spelling (e.g., Beaudrie, Ducar & Potowski, 2014). Within the research body into the pedagogical advantages resulting from these practices, the effects of classroom language policy remain underexplored, particularly at the college level. A feature of (some) college heritage language classrooms is the adoption of some degree of linguistic (structured) flexibility when it comes to participation and discussion (Pascual y Cabo & Prada, 2018), however, little is known about the effects of adopting this flexible language policy, how to operationalize it, and how to maximize its effects. This study explores these questions, and reports on the affordances of translanguaging within Spanish as a heritage language classroom in the university context, in terms of participation and engagement in oral interactions. 21 participants provided three data-sets through individual interviews, written reflections, and 3 sessions of classroom observations conducted throughout one semester. After collection, all data were transcribed when necessary and conflated. Qualitative content analysis was carried out to explore the interplay between the translanguaging approach adopted in class and the participants’ engagement and participation during oral interactions (i.e., pair work, groupwork and open discussions) as well as their perspectives. Preliminary results unveil a linkage between high-engaging students, the deployment of translingual practice in their interactions, and in-depth treatment of topics in the three types of oral interactions under investigation.

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La enseñanza de L2 y SHL: Caminos que se entrelazan

¿Podrían las actividades pedagógicas usadas en una clase de L2 ser implementadas en una clase de español como lengua de herencia? Una combinación de estrategias pedagógicas de clases L2 y “language arts” es una manera de satisfacer las necesidades lingüísticas de los hablantes de herencia (Beaudrie et al. 2014). Además del español, la Universidad de Nuevo México ofrece una variedad de cursos de otros idiomas, lo que permite demostrar la riqueza lingüística del Estado. El censo del año 2010 reporta que el español es hablado por el 28.45 % de la población en Nuevo México. Sin embargo, además del español y el inglés, existen también otras lenguas presentes (alemán, árabe, chino, etc.). Debido a esta variedad lingüística, este estudio busca explorar la implementación de diferentes actividades pedagógicas usadas en la enseñanza de lenguas diferentes al español en la Universidad de Nuevo México y cómo estas actividades pueden ser transferidas a la enseñanza del español como lengua de herencia en dicha universidad. Para lograr este fin, se observaron 5 clases en 4 idiomas diferentes y se entrevistaron a instructores que imparten estas clases en el otoño de 2019. Los resultados demuestran que las clases de L2 observadas implementan actividades innovadoras que pueden ser añadidas al currículo de estudio del programa de español como lengua de herencia. Uno de los idiomas explorados, por ejemplo, incluye el co-teaching como parte de su pedagogía de enseñanza. Los profesores traen sus habilidades y competencias a la práctica del co-teaching de manera que crean una dinámica de instrucción mucho más beneficiosa a la que se puede alcanzar enseñando individualmente (Locke at. al 2016). Esta práctica podría ser un incentivo para la acogida a la diversidad lingüística que tanto profesores como estudiantes llevan a las aulas de español como lengua de herencia.

Referencias

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Bridging Gaps in Mixed-Class Settings

Even with the growth of the Spanish-speaking population in the US and the creation of specific courses for HL learners in many institutions, mixed L2 and HLL classes still seem to be the norm (Bowles and Montrul, 2014; Lynch, 2008), especially in the advanced-level courses (Henshaw and Bowles, 2015). This has led to the proposal of tasks or activities that bridge gaps between and the two groups and allow the different types of students to benefit from the learning
The present study explores the benefits observed of teaching a Spanish language course with a content concentration on Latinos in the US in a mixed classroom setting. Specifically, this investigation provides a qualitative analysis of the attitudes that L2 and HL students have towards Latinos in the US after taking an upper-division mixed language course with a high component of content-based instruction on the sociohistorical and political aspects of Latino immigration in the US. After completing multiple readings, watching documentaries, holding debates, and doing written activities in the classroom, participants filled out a questionnaire and conducted an interview with the researcher. The findings suggest that both groups of students benefitted from exposure to that topic. On the one hand, L2 learners displayed positive attitudes towards Latinos in the US, as well as towards HLL in their class. On the other hand, HLL felt empowered by being able to contribute to the discussions with information that was relatable to their own experiences. Additionally, the inclusion of different types of activities in this mixed setting benefitted both groups in their specific linguistic needs: HLL were able to benefit from written language tasks, and L2 learners benefitted from oral activities. Specific pedagogical examples of how to implement this in the classroom are discussed in this study.

References

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Prosodic strategies in nurse-patient interactions in Spanish: A comparison of heritage vs. L2 learner nursing students

Inspired by Staples’ (2015) work on the English prosody of international vs. US nurses, this study examines how English-dominant heritage speakers of Spanish and advanced L2 learners enrolled in the same nursing program (emphasizing Latino healthcare) at a large university in the Midwestern US differ in their fluency and use of pitch when engaging with patients/caretakers. We analyzed data from two heritage speakers and two L2 learners (all females, mid-to-late twenties; subset of a larger pool), who produced role plays as part of their coursework in which they interacted with a “patient” (actor) who expressed concerns related to diabetes. Their responses, which first required expressions of compassion, empathy, and reassurance, followed by medical explanations (e.g., glucose levels, side-effects of medicines), were analyzed in Praat for: speech rate, pause frequency, pitch range, pitch as a marker of relative prominence on words, pre-pausal pitch movement, and overall pitch rises and falls (based on Staples 2015). While the two fluency measures (rate, pauses) exhibit minimal differences, we observe a robust set of pitch differences: heritage speakers have a substantially compressed pitch range (especially in the first part of their responses), cue word-level prominence only half as much, prefer level rather than falling pre-pausal movement, and show lower measurements of rises and falls. The pitch-based results suggest that the heritage speakers interpret their training on interactions with patients in Spanish through an “even-keeled” approach, while the L2 learners resort to more drastic uses of pitch to attempt to connect with patients. The strategies unique to each speaker profile are currently being evaluated through a perception experiment administered through community connections with Latino clinics, after which a full set of implications can be explored. Our overarching goal is to inform (Latino) healthcare programs about the importance of considering the relationship between prosody-pragmatics in training methods.

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‘Yo estaba asustando los gatos’: DOM omission rates in child heritage language acquisition

This study re-examines the high rates of Differential Object Marking (DOM) omission reported for very young heritage children in naturalistic production, compared to low omission rates reported for monolingual children. We argue that
methodology may account for such findings and show how like-by-like comparisons suggest convergence between monolingual and heritage DOM use before age 3:0. Rodriguez-Mondoñedo (2008) reported low rates of DOM omission (15%) in categorical contexts (blue area in Figure 1) by age 3:0. Excluded from his analysis, however, were contexts where DOM is optional, such as most Non-human Animate objects, i.e., most animal DOs (see white area in Figure 1). Ticio (2015) reported that bilingual children’s early DOM use was characterized by 75% omission in required contexts. Crucially, several of the omission errors found in this study correspond to animal DOs (see examples 1-4), which means that Non-human Animate DOs (orange area in Figure 1) were included in the Animate category in her study. Since animal DOs are optionally marked for DOM in Spanish (Montrul & Sanchez-Walker, 2013), we argue that the inclusion or exclusion of such objects from the category of “Animate” DOs explains the divergence between monolingual and bilingual omission rates in the literature.

In a first study with two monolingual corpora from CHILDES, we show that the inclusion of Non-human Animate DOs in the Animate category raises the rate of omission from around 15% to 80%, which approximates the one reported for bilingual speakers in Ticio (2015). In a second study with two of the bilingual corpora from CHILDES used by Ticio (2015), we show that exclusion of all instances of animal DOs results from the Animate category lowers the rate of omission from around 75% to 20%, now approximating the rate reported for monolingual speakers in Rodriguez-Mondoñedo (2008).

These results indicate early convergence between monolingual and bilingual children on their early use of Spanish DOM and have implications for our understanding of heritage language development during the school years and beyond.

Examples of DOM “omission” in Ticio (2015):
(1) Escuché Ø el gallo
I heard the rooster
(2) Voy a mirar Ø el gallo
I’m going to see the rooster
(3) Yo estaba asustando Ø los gatos
I was scaring the cats
(4) Poner Ø el burrito
Put the donkey

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Música y Comida: Exploring HLL Identity Through Project-Based Learning

Project-based learning is one of the best teaching practices for helping HLLs develop their language skills while also exploring important themes such as identity. PBL allows for a macro approach that takes into account the language skills students already bring into the classroom. As Carreira (2018) has manifested, HLLs are heterogeneous in pedagogically significant ways (i.e. generational status, amount and type of exposure to Spanish, age of onset of bilingualism, motivation, emotional factors). Because of this heterogeneity, differentiated teaching is crucial in the HLL classroom. PBL allows for differentiation by its very nature. As Stoller (2006) has pointed out, a project has a process and product orientation and a natural integration of skills while also making a dual commitment to language and content learning. This is an important approach in the HLL classroom given the heterogeneity of students and their diversity of needs. As students engage in the process of creating a project, the instructor can address their individual needs through scaffolding, mini lessons, formative assessment and low stakes assessment. Because a project has a natural integration of skills students can have an opportunity to work on, and improve their weaker skills, while also feeling successful in performing their stronger skills. Finally, because PBL explores content, it brings the opportunity to address issues of identity that can be engaging and valuable to HLLs.
This presentation will briefly address the above information and proceed to deconstruct two projects that have been successfully implemented in an HL classroom: A musical identity project, and a food identity project. Besides being appealing to students, music and food are expressions of both personal and cultural identity that can bring to light the unique journey of HLLs navigating their linguistic and cultural selves. Attendees will discover best practices for setting up a project for HLLs.

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Creando un curso basado en instrucción por contenidos para hablantes de español por herencia

En esta charla, discutimos el proceso de creación de un nuevo curso basado en instrucción por contenidos para hablantes de español por herencia. Junto a los enfoques tradicionales que buscan unir los antecedentes familiares y culturales del estudiante con la enseñanza de la lengua y la exploración de de sus orígenes con sus identidades lingüísticas proponemos el uso de un canon actualizado de lecturas y materiales audiovisuales que buscan sintonizar con las nuevas generaciones de hablantes de español por herencia en los Estados Unidos. Para la recopilación de estos materiales organizamos un comité multidisciplinar formado por profesionales especializados en lingüística hispánica, sociología de la literatura, estudios de género y raza, literatura y cultural latinoamericana, teoría y metodología de la enseñanza del español como segunda lengua. El curso está construido alrededor de una estructura modular que avanza desde la historia colectiva de la llegada de los hispanohablantes a este país en época contemporánea hacia la presencia actual del substrato hispano parlante en la cultura estadounidense, terminando en el uso del español como herramienta creativa de expresión identitaria y como lengua de instrucción académica.

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Early acquisition of speech and between-language interaction. Evidence from gliding in bilingual preschoolers.

Often children who grow up in Spanish-English bilingual families in Arizona, US, start as Spanish-dominant speakers but become English-dominant as they advance in school (Genesee et al., 2004). The lack of understanding of bilingual speech acquisition, resulting sometimes in therapy over-diagnosis for Latinx children (Yavas and Goldstein, 1998), plays a key factor in this language shift.

This study aims to expand the research on the bilingual acquisition of speech shared sounds such as glides. For that, this investigation explores the substitution pattern of gliding (“rabbit” pronounced as [ˈwæbɪt]) in Spanish-English bilingual preschoolers attending Title I schools, born and raised in the southern region of the U.S. The error pattern of gliding is not a recurrent pattern in monolingual Spanish, where the rothics [ɾ r] are replaced by [l] (“rojo” pronounced as [ˈlo xo]) or [d] ([ˈdo xo]), (Bosch, 2004). Taking into account the phonological distributions of glides in English and Spanish, we posed the question, “Do bilingual children show a different pattern of rothic substitutions?”

We analyzed the single word productions of 11 typically-developing bilingual preschoolers and compared them to a group of 11 typically-developing monolingual English-speaking children from a large NIH-funded database (Fabiano-Smith, PI). A non-parametric Mann-Whitney U indicated gliding was found to occur significantly more often in monolinguals than bilinguals (p= .021). Between-language interaction was also present in the analysis, but only in the Spanish data. In addition, we explored the sociolinguistic features that affected the speech acquisition and development of two bilingual case studies. Through quantitative and qualitative analysis of instances of gliding in both Spanish or English, this presentation shows evidence of distributed phonological systems, as well as between-language interactions.
Selected bibliography

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The Linguistic Landscape of Latin America in Japan

Linguistic landscape being a relatively new method of researching ideologies, the aim of this current investigation is to apply previous methodologies of linguistic landscape analysis to better understand the linguistic positioning of Japanese heritage speakers of minority languages, specifically Spanish and Portuguese, in Mie Prefecture, Japan. Previous studies in linguistic landscaping (Bagna, and Barni, 2005; Backhaus, 2007; Ben-Rafael et al., 2006; Cenoz and Gurter, 2006; CLF, 2000; Masai, 1972; Wenzel, 1996) identify the way that language is used to represent language ideologies in their environment, and how geography plays a role in this representation. Based on a collection of these previous studies, Rodríguez (2009) establishes a methodology to empirically analyze the landscape and measure ethnolinguistic vitality in communities, which can also be used to identify linguistic ideologies.

Primarily focusing on these methodologies defined in Rodríguez (2009), this study analyzes data from 5 regional cities with high populations of Latin American residents, based on census data reported by the Mie Prefectural Government. Due to the sparse usage of non-Japanese language within the majority of Japan, areas with a large amount of foreign population (such as near non-Japanese religious centers and non-Japanese oriented foreign markets) were identified and data was collected within a 1-kilometer radius.

The initial findings of this analysis indicate that the community is relatively robust and ethnolinguistically active, but also that these languages are not seen with the same prestige as other foreign languages in Japan. This is also apparent in the geographic location of these communities, where data was collected, and how accessible they are via general modes of transportation. These findings demonstrate the importance of investigation in lesser known heritage speaker groups, and how Japan is not as culturally homogenous as it may initially seem.

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The changing face of Spanish majors: Accommodating heritage speakers in upper level university Spanish courses

Given the steady increase in heritage speakers (HS) of Spanish pursuing a major in Spanish across the U.S., the current paper investigated how these native speakers have been integrated into curriculum traditionally designed for second language (L2) learners at one small liberal arts college in the Midwest. All HS who choose to major in Spanish will eventually find their way into upper level courses mixed with L2 learners, therefore, curriculum and pedagogical practices for all courses need to be adapted, above simply adding a HS course or program. The current institution boasts one advanced course for HS, and upon completion, students enroll in upper-level literature, culture, and other content-based courses. Following Beaudrie, Ducar, and Potowski (2015), the Spanish for HS course follows a socio-linguistic, socio-cultural approach; however, it is unclear what attitudes towards heritage varieties of Spanish students encounter when moving on to more advanced courses, or how their performance is being treated when mixed with L2 learners. To examine these factors, we conducted a questionnaire with all majors and minors in Hispanic Studies at the institution, which included Likert scale and open-ended questions pertaining to how comfortable students feel in the classroom and how they feel treated, in terms of both the language skills and sociocultural awareness. Focus groups
were also conducted with HS only to obtain more nuanced information of their perceptions of the Hispanic Studies curriculum. Questionnaires were also elicited from Hispanic Studies faculty to gauge professors’ awareness of the needs of the new face of the major and what, if any, work is being done to prepare professors to adapt pedagogical practices. Preliminary results indicate HS perceive higher expectations held of them as compared to their L2 peers, and faculty indicated awareness of differential needs of HS, but lack of training or resources to properly address them.

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<td><strong>Exploring Transformational Pedagogy: The Critical Import of Understanding the Lived Experiences of Heritage Language Learners</strong></td>
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Critical pedagogy (CP) is widely regarded in the field of heritage language (HL) education as a means to guide linguistically marginalized learners through Paulo Freire’s process of *conscientization*. That is, by engaging heritage language learners (HLLs) in conscious-raising activities, they will be able to 1) recognize systems of oppression in language classrooms and beyond, and 2) decide how to respond to this oppression through developing their own agency. An underlying assumption in this process is that HLLs are generally unaware of how these oppressive systems manifest in the language classroom. This article presents interview data from a qualitative case study that contradicts this notion. Four Spanish HL speakers enrolled at a U.S. Southwest university described how they recognized and responded to linguistic oppression on part of their high school Spanish teachers. Notably, all participants were unaware of CP prior to their university coursework. The findings from this study thus highlight the pedagogical and psycho-emotional value of understanding HLLs’ lived experiences (i.e. their *perezhivanie*) prior to selecting a particular methodological approach. The article concludes with insight regarding the professional development and best practices of foreign/second language educators who work or intend to work in mixed abilities language classrooms.

**Key words:** heritage language education, foreign/second language teacher preparation, critical pedagogy, Vygotsky’s concept of *perezhivanie*

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<td><strong>¿DE HABLANTES NATIVAS A HABLANTES DE HERENCIA?</strong></td>
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En los Estados Unidos, muchos niños han crecido y están creciendo, siendo expuestos a lenguas distintas al inglés. A la vez, estas lenguas son minoritarias y según documenta Anderson (1999) se produce un cambio de uso desde la lengua minoritaria a la lengua dominante. Estos niños que han crecido con más de una lengua, y hablan una lengua minoritaria, se transforman en hablantes de herencia (Montrul, 2016). Según documenta Schmid (2013), los hablantes que viven en un contexto de lengua dominante por un periodo extendido de tiempo a menudo experimentan el cambio en la forma en que usan su primera lengua; proceso llamado erosión de la primera lengua. Escobar y Potowski (2013) definen erosión de la lengua como el “proceso en el que el niño sí adquirió la estructura y/o las reglas gramaticales subyacentes de la lengua, pero más tarde en su vida—y, otra vez, se cree debido a la falta de input y de uso de la lengua—perdió o se desactivó dicha estructura y reglas” (p.89). El propósito de la siguiente investigación, de carácter exploratorio, fue obtener datos preliminares del efecto de erosión en el uso del español de niños bilingües inglés-español como inicio de una investigación longitudinal. Por cuatro meses se realizó un estudio de caso intrínseco de dos niñas, de 6 y 8 años, que crecieron en un contexto bilingüe, con la madre hablante nativa del inglés, y el padre hablante nativo del español, en un país hispano. El estudio de caso se realizó transcurridos 10 meses desde que las niñas se mudaron a Estados Unidos en donde la lengua mayoritaria es el inglés. Los datos preliminares sugieren que ambas niñas han tenido erosión de aspectos morfosintácticos en español, presentándose un efecto mayor de erosión en la niña menor.

**Palabras clave:** erosión – español – inglés – bilingüe – hablante de herencia

**Referencias**


Lexical Frequency Effects on Representation and Production of Subjunctive Inflectional Morphology in Heritage Speakers of Spanish

Previous research suggests that heritage speakers of Spanish display sensitivity to the lexical frequency in their representations of subjunctive mood morphology, which depends on syntactic, semantic, as well as pragmatic competence (Montrul, 2009; Montrul & Perpiñán, 2011). In Giancaspro (In Press), high-proficiency heritage speakers produced the subjunctive and rated it as grammatical most similarly to the Spanish-dominant bilingual comparison participants with high-frequency subordinate verbs; the majority of variance occurred with low-frequency items. The present study proposes that the matrix verb, rather than the subordinate verb, has greater effects on heritage speakers’ subjunctive tendencies. Even though subordinate verb receives inflections, it is the matrix verb that selects these forms in clauses that represent an epistemological shift to unreal or implausible concepts (unreal worlds; [+uW]):

Cada padre espera que su niño coma bien.

The concept of children eating well is not fulfilled nor guaranteed.

The proposed study seeks to build upon the results of Giancaspro (In Press), hypothesizing that the lexical frequency of the matrix verb will have greater effects than that of the subordinate verb in Spanish heritage speakers’ production and grammaticality judgment of subjunctive mood. To do so, heritage speaker participants (experimental group; n = 40) and Spanish-dominant bilinguals (comparison group; n = 20) will complete a 20-item elicited production task and a grammaticality judgment task with combinations of [+frequent] matrix verbs and [-frequent] subordinate verbs according to Davies (2006) lexical frequency rankings.

Findings have implications for knowledge of Spanish heritage speakers’ mood systems. Furthermore, this particular work will measure frequency of activation as a continuous variable to determine whether performance on tasks most similar to comparison participants is due to high activation of the heritage language (see Putnam, Pérez-Cortés, and Sánchez, In Press).

References:
pedagogical benefits were found by introducing technology to HLA classrooms? What challenges and future research these studies point to? This study illustrates the potential benefits of introducing technology-enhanced language learning (TELL) into the regular HLA curricula to promote digital literacy among these students, to build community, and to let the students express their complex socio-cultural diversity with the best fitted technological tools available.

Keywords: Heritage Language Acquisition, Technology-Enhanced Language Learning.

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Impacto de la pedagogía crítica en cursos de español como lengua heredada para migrantes repatriados

Aunque los hablantes de español como lengua heredada (ELH) tienen un gran conocimiento de la cultura de origen, sus conocimientos de la lengua son variables y no-estandarizados (Valdés 2001; Wiley 2001; Kagan y Carreira 2011). La variedad lingüística de quienes tienen el español como LH es, frecuentemente, una variedad estigmatizada (Carreira y Kagan 2011). Y comúnmente, tanto los hablantes de español, como los hablantes de ELH, tienen ideologías lingüísticas negativas en torno a los usos no-estandarizados del español. Al repatriarse o ser repatriados al lugar de origen, los hablantes de ELH se enfrentan con las normas lingüísticas locales del español, las cuales incluyen prejuicios en torno a su habla. Este aspecto se suma a los estigmas existentes hacia los mexicanos que migran a EE.UU., que se intensifican hacia quienes son repatriados (Albicker y Velasco 2016).

Este trabajo, describe las experiencias de hablantes de ELH repatriados al estudiar español en un albergue para migrantes en la ciudad de Tijuana, México. El enfoque del curso tomado por estos hablantes, está basado en la pedagogía crítica, desde la cual, se propone cuestionar la estandarización lingüística y prejuicios lingüísticos locales en torno a la ELH como una herramienta de aprendizaje significativo del español.

La pedagogía crítica propone un rechazo hacia la enseñanza de la estandarización lingüística como principal objetivo de aprendizaje, y cuestiona la idea del estudiante como receptor pasivo del aprendizaje lingüístico (Leeman 2005, 2018; Correa 2016). En cambio, busca motivar a los estudiantes a ser agentes de su propio aprendizaje y participar en la “configuración y re-configuración de su entorno social” (Fairclough 2001). Esto permitirá que el estudiante de ELH utilice y acepte su variedad lingüística y cuestione la imposición de la variedad estándar (Correa 2016).

Referencias


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“It’s so chunti”- Attitudes toward heritage students’ Spanish in the advanced mixed classroom

This present study contributes to the emerging field of advanced mixed, second language and heritage language courses by addressing an issue that is relevant to sociolinguistics, second language and heritage language pedagogy. While the sub field of Spanish heritage language pedagogy has significantly advanced in the last three decades (Carreira & Kagan,
2018), there is a scarcity of empirical knowledge regarding the incorporation of sociolinguistic principles and pedagogical practices in mixed second/heritage courses (Campanaro, 2013; Carreira, 2016; 2017; Charity-Hudley & Mallinson, 2013; Oikonomakou, Aravossitas, & Skourtou, 2018). Considering that the majority of heritage language learners in the US are enrolled in mixed classrooms with their second language peers (Beaudrie, 2012; Carreira 2016), the study of language attitudes between monolingual contact varieties and second language learner varieties is crucial to informing pedagogical best practices that serve both types of learners. By analyzing the language attitudes of both types of students enrolled in an advanced mixed class toward non-standard Spanish language varieties, this study demonstrates the importance of incorporating linguistic variation into the classroom in order to address the linguistic hierarchies that exist in such a context. This study addresses this imperative by utilizing a matched-guise (Lambert et al., 1960; during the beginning and the end of the semester as well as end-term semi-structured interviews to uncover the unconscious biases of students enrolled in said courses. Results present contradicting findings as heritage Spanish language varieties were evaluated positively by all students during the pre and post matched-guise tasks. However, interviews reveal that all students, including other heritage Spanish speakers, find heritage Spanish the least formal and incorrect Spanish variety in comparison with the second language student variety. This study has the potential to make an invaluable contribution to understanding how language attitudes and instructional practices in the classroom context intersect with the goal to continue fighting educational social justice by aiming to improve mixed courses in a social, critical, and conscious way.


vocabulario. Los resultados también sugieren dificultades en cuanto al uso de estrategias de lectura, tales como la inferencia del significado de palabras desconocidas a partir del contexto, la barrida del texto y la búsqueda de información específica. Otro rasgo común que revelan los resúmenes de los estudiantes de ELH es la ansiedad causada por el uso inapropiado de las estrategias, el temor a no comprender, la falta de motivación, y la falta de confianza. Se sugiere que, además de aumentar su reportorio léxico, los estudiantes de ELH necesitan adquirir mayor seguridad en cuanto al uso de las estrategias de lectura y que, tanto la ansiedad provocada por la lectura en ELH como la forma de controlarla, necesitan investigarse a fondo para mitigar sus implicaciones negativas en el desempeño académico de estos estudiantes. Finalmente, La rúbrica que se utilizó para evaluar los resúmenes se propone como un instrumento que, no solo le permita al instructor diagnosticar los problemas y cuantificar el desempeño del estudiante durante la lectura de textos argumentativos, sino que, por medio de su apropiación y utilización, los mismos estudiantes puedan visualizar la estrecha relación entre lectura y escritura al igual que mejorar su desempeño en estas dos áreas.

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The impact of language ideologies on the researching and teaching of U.S. Spanish

As (socio)linguists we are trained to recognize variation in language and to respect that variation; our mantra might be expressed as “no language, or variety of a language, is inherently better than another. All languages, and their varieties, are equally valid for human communication”. However, in praxis, that ideal may be set aside, especially with regard to researching and the pedagogy of U.S. Spanish. This is not an issue of the Spanish speaking communities in this country, but rather lies within the group of scholars who research and develop methodologies for teaching Spanish to those who come to the classroom with some knowledge of the language. That is, as researchers and teachers we may recur more to language ideologies than to empirical studies to inform how we interact with student both in and out of the classroom. In other words, we base our praxis, both in the classroom and in the professional literature, on political and personal vectors.

A common phrase in the U.S. political landscape is that “all politics is local”. For the purposes of this presentation, we extend this to “all politics is personal”. By this we mean that as researchers we are never truly detached from that which we research, and how we integrate that research into our teaching. Who we are, the attitudes we have developed both within and outside of the academy, inevitably inform our research and our pedagogy. The question becomes, then, how to reconcile those ideologies with the extant research carried out on U.S. Spanish. A goal of this presentation is to suggest some strategies towards that end, to explore how we can come to a point at which our personal ideologies do not run counter to what we find as language researchers.

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Divergent, but not stuck: Child heritage speakers’ use of Spanish demonstratives

Demonstratives are among the first grammatical features to emerge in children’s language, but we know little about their acquisition by heritage speakers. Scholars have argued that restricted language input impedes acquisition and that heritage learners may get ‘stuck’ at an early stage of development (Montrul, 2016). The current study investigates Spanish demonstratives produced by 15 U.S. child heritage speakers, ages 3;11-8;7. Previous research shows that 12-36-month-old monolingual children rely heavily on este/esta ‘this’ and only later learn to restrict este/esta for proximal referents and use ese/esa ‘that’ for distal referents (Rodrigo et al., 2004). We hypothesized that child heritage speakers who experience restricted Spanish input would rely on este/esta for a prolonged period of time.

Demonstratives were elicited through a puzzle completion task. Children sat across from an experimenter with an empty puzzle board between them. Puzzle pieces were close to the children (proximal space) or further away (distal space). The experimenter asked questions (e.g., Which piece has the dinosaur’s nose?) that prompted children to use demonstratives (N=509), which were coded for referent location (proximal, distal).

Contrary to our hypothesis, less Spanish spoken at home negatively correlated with proportion of este/esta-usage (r =
Children from Spanish-dominant homes (N=7) patterned liked mature monolingual speakers, producing *este/esta* for proximal referents and *ese/esa* for distal referents (72%, 59%, respectively). By contrast, children from English-dominant homes (N=8) produced mostly *ese/esa*, regardless of spatial location (72% proximal, 87% distal). The results suggest that less use of Spanish and, concomitantly, more use of English, yields a divergent developmental trajectory with overgeneralization of the distal rather than the proximal demonstrative. We surmise that these children’s Spanish demonstrative use may be influenced by the ubiquity of the English collocation ‘that one’. Importantly, heritage learners do not appear to be stuck at an early stage of development.

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The realization of Spanish taps and trills by 2nd and 3rd generation Spanish/English bilinguals

Despite general agreement that heritage Spanish speakers overall maintain ‘good phonology’ (Montrul 2010), phonetic approaches to heritage Spanish speakers’ (HSS) pronunciation have demonstrated that this is not the case (Alvord and Rogers 2014, Amengual 2012, Au et al. 2002, Boomershine 2012, Kim 2011, Rao 2015, Ronquest 2012, Willis 2005). This study contributes to our knowledge of HSS phonology by analyzing the production of taps and trills by HSS of the 2nd and 3rd generation from the Dallas metro area. The production of rhotics among HSS has previously been studied by Henriksen (2015) and Amengual (2016), who found that phonemic trills are realized with a single or no apical occlusion, while the tap-trill phonemic contrast is indicated by means of segmental duration. The present study adds two important dimensions to Henriksen’s and Amengual’s work. First, acoustic measurements of taps and trills are taken word-initially and word-finally, where they appear in complementary distribution, in addition to word-medially, where they contrast phonemically. In addition, data were collected from Spanish/English bilinguals from the metropolitan area of Dallas, a city where 42% of the population identifies as Hispanic, and yet there is virtually no research on its variety of Spanish.

The findings show that 2nd and 3rd generation HSS from the Dallas area prefer approximants to true taps in both contrastive and con-contrastive environments, while their production of trills in both environments contains one or fewer apical occlusions on average. In addition, regardless of environment, the trills were almost two times longer than the taps, indicating that segmental duration is the most robust acoustic correlate of the tap/trill contrast. Results are indicative of a paradigm shift, and provide further support against corrective approaches to HSS pronunciation whose goal is to adjustment to the mold of standard or prestigious varieties of Spanish.

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Kim, Ji Y. (2011). Discrepancy between the Perception and Production of Stop Consonants by Spanish Heritage Speakers
Using book clubs to hone receptive and productive skills: How learners mediate each other's learning

Although many studies on heritage language learners (HLLs) have focused on assessing their linguistic repertoire and comparing what they know to a monolingual standard (e.g. Montrul & Bowles, 2010; Polinsky, 2008; Silva-Corvalán, 1994), there is a lack of research on how they interact during collaborative activities. The present study aims to fill this gap in the research by examining HLL interactions from a sociocultural perspective (Lantolf, Thorne, & Poehner, 2002; Lantolf & Beckett, 2009). Analysis stems from audio reordering of learners' interactions during book club sessions. In addition to reading an assigned number of pages from a book of their choice, they collaboratively wrote a summary of the reading, chose 10 vocabulary words to identify and define, and identified uses of the grammar being studied in class. As learners recorded the entire session, these ranged from 40 to 70 minutes. All participants were enrolled in a Spanish for heritage speakers course at a university in the Midwest. Qualitative analysis indicates that HLLs relied heavily on their internalized understanding of the Spanish language. When HLLs summarized the novel, they focused on meaning and seldom discussed language construction. Moreover, some groups reverted to English to recapitulate the reading and check for comprehension. This was true even for higher proficiency HLLs. When negotiating words for the vocabulary portion of the assignment, learners admitted to not knowing certain words. In these cases, they often consulted a dictionary for the English word. Only if they did know the English word, did they look up its definition. When negotiating grammar, HLLs used the metalanguage being used in class and often asked each other for confirmation of their reasoning. These were typically longer exchanges given they appeared to be consulting class and homework notes to mediate their learning, and deliberated the correct answers. Based on these findings, implications for enhancing HLL interactions are discussed.

References
heritage language is proved to be crucial for identity construction. For such investigation, Cuban community in Miami represents an ideal test-case due to the specific nature of the population, namely lack of behavioral transnationalism (Haller & Landolt, 2005), strong ethnic community (López Morales, 2003), and significant heritage language maintenance (Portes & Hao, 2002).

To address the aim of the study, 75 sociolinguistic interviews with young adults of Cuban origin were recorded, which resulted in 1750 minutes of data. Qualitative thematic analysis, consisting of three levels of coding: open, axial, and selective, was applied to identify the most salient external factors, as surfaced in the discourse, that influence participants’ symbolic transnational involvement.

According to the results, three principal factors were distinguished: family domain, Miami environment and ethnic community, and the Spanish language. While these factors have proven to be important on their own for defining the nature of transnationalism and heritage language maintenance/attrition, this study allowed to observe the importance of the interplay of these three factors for supporting and promoting symbolic transnational involvement, heritage culture and language among heritage speakers.

References


In the U.S., the bilingual practice of code-switching is commonly criticized and corrected in academia and in Spanish heritage language (henceforth: SHL) classrooms (Carvalho, 2012; Martinez, 2003; Villa, 2002). Likewise, this practice is criticized in Spanish speaking communities with derogatory terms, such as “pocho” or “hablar mocho” (Zentella, 2007). As bilingual speakers assimilate to the standard language ideologies that denigrate this practice, they can disparage themselves and their language, as they continue to engage in code-switching (Lippi-Green, 2012). Sociolinguistically informed critical pedagogies (henceforth: SICP) that include sociolinguistic topics relevant to U.S. Spanish and examine them critically, can play a crucial role in combating standard language ideologies in the SHL classroom. (Beaudrie, Amezcua & Loza, 2019; Carvalho, 2012; Herrera-Dulcet, 2019; Leeman, 2018, Leeman & Serafini, 2016).

The present study examines whether SICP can play a role in shifting bilinguals’ attitudes towards code-switching by comparing two sets of students taking the same SHL course at a university in Southern Arizona; one of the classrooms contained a SICP, while the control group did not. Data was elicited from four 1-hour long semi-structured focus group interviews with a total of 11 students, (5=control group and 6= SICP) and analyzed by means of an Appraisal framework (Martin & White, 2005). We focus on how semantic choices construct speakers’ attitudes about codes-witching by examining speech segments surrounding the term when mentioned during the interviews.

Preliminary results show participants in the control group expressing overwhelmingly negative attitudes toward codes-switching and its speakers, while students exposed to the SICP presented an overall positive attitude towards codes-switching and its speakers. This study agrees with the growing number of works that argue for the implementation of SICP in SHL classrooms, and provides robust evidence supporting the use of SICP to disrupt linguistic discrimination and subordination within the SHL classroom.

References


