9TH NATIONAL SYMPOSIUM ON SPANISH AS A HERITAGE LANGUAGE

Abstracts

"Hablamos español o espanglish": el paisaje multilingüe de California

María Cecilia Colombi

University of California, Davis

cmcolombi@ucdavis.edu

Esta presentación explora el uso del español, inglés y espanglish en el panorama lingüístico de California. Los latinxs son el grupo étnico de más rápido crecimiento en los Estados Unidos y son la minoría mayoritaria en California desde 2014 (39,4%, Oficina del Censo de EE. UU.). El español es el segundo idioma más utilizado en Estados Unidos, no sólo en casa, como lengua heredada, sino también en los espacios públicos. Esta ponencia consta de dos partes, en la primera se presenta un estudio sociolingüístico del uso del inglés, español o espanglish en anuncios, publicidades o instrucciones en lugares públicos como en la calle, negocios, escuelas, etc. En la segunda trata de una pedagogía activista (Shohamy & Gorter, 2009); en la cual se discute el paisaje lingüístico en el cual estamos inmersos en nuestros cursos con el fin ver cómo afecta nuestras emociones, actitudes, y finalmente nuestra identidad. El paisaje lingüístico es el punto de partida para el desarrollo de una conciencia crítica hacia el uso del lenguaje tanto en espacios públicos como privados.

En el estudio sociolingüístico, analizo un corpus de anuncios, carteles informativos folletos, etc. que fueron recopilados durante un período de más de 10 años con el propósito de investigar cómo los idiomas se alinean con las comunidades latinx y/o anglohablante en California. Por ejemplo: ¿se usa el inglés para la comunicación general y el español sólo dentro de la comunidad latina?; ¿se usa el espanglish sólo con otras personas bilingües y en espacios íntimos y privados o el uso del espanglish ha trascendido los círculos familiares? Utilizando la teoría de la multimodalidad (Kress, 2010; Kress y van Leeuwen, 1996, 2001) y la teoría de la valoración (Martin y White, 2005), el análisis revela que los patrones del lenguaje se dividen en tres categorías: 1) traducción literal, 2) re-interpretación y recreación de la lengua y cultura, y 3) uso de espanglish. El análisis muestra que el uso del español y del espanglish han aumentado considerablemente en el panorama público de California en los últimos años. Finalmente, presento algunas de las implicaciones y usos pedagógicos del estudio del paisaje lingüístico para la enseñanza del español en cursos universitarios.

Extending the boundaries of critical language awareness: Oral corrective feedback practices in the SHL context

Sergio Loza
University of Oregon
sloza@uoregon.edu

This presentation discusses the underexplored area of oral corrective feedback (CF) and its underpinning ideologies in the SHL context. Although scholars have interrogated the moral and philosophical issue of "correctness" as well as whether teachers should "correct" the Spanish spoken by SHL learners since the early days of the field (e.g., Rodríguez Pino, 1997; Sánchez, 1981; Valdés, 1981, 1997), prior research has provided mainly anecdotal evidence on the use of this instructional practice with SHL students (e.g., Bernal-Henríquez & Hernández-Chávez, 2003). Oral CF has primarily been studied as a teaching practice and theoretical issue within field of Second Language Acquisition (e.g. Ellis, 2009) and, thus, has been grounded in the cognitive perspective of the individual L2 learner and their subsequent language development (Razfar, 2010).

To date in the SHL field there is a dearth of empirical studies that systematically analyze the beliefs and values that mediate the everyday educational practice of oral CF (Loza, 2019). This presentation combines the theoretical lenses of critical language awareness (CLA) (Beaudrie, Amezcua, & Loza, 2019, 2021; Holguín Mendoza, 2018; Leeman, 2005) and language ideologies (Kroskrity, 2010; Leeman, 2012) to offer an alternative view of oral CF that reaches beyond the individual learner to analyze its embeddedness within the institutional context and as entrenched in teachers' culturally shared ideas of language, learning and the learners themselves. As such, this presentation problematizes the use of oral CF with SHL students by addressing the underlying asymmetrical power relationships and real-world educational consequences of repairing these learners' Spanish. To illustrate this dynamic, this presentation will review and discuss classroom and interview data from an ethnographic study on oral CF in an elementary-level, mixed Spanish course at a Hispanic-serving community college designed to impart L2 instruction (Loza, 2019, 2022). The data demonstrate the various ways that the oral CF strategies employed by the instructor become ideologically charged for SHL learners and serve as tools to eradicate learners' non-prestige varieties. This presentation highlights the strong need in the field to connect frameworks such as CLA to practical contexts and to continue examining how dominant language ideologies become embodied in practice and propagated within the language classroom. Finally, the discussion proposes four tenants based on a CLA framework on how pedagogues can enhance their oral CF practices by prioritizing respect for learners' varieties.

"Qué barbaridad, son latinos y deberían hablar el español primero": Raciomultilingual insights into heritage speaker positionality in communities and schools

Amelia Tseng
American University
tseng@american.edu

Heritage language research has engaged with questions of linguistic and educational equity since the inception of the field. Nevertheless, much remains to be done. I argue that a *raciomultilingual perspective* (Tseng, 2021) that comprehensively addresses the multilingual repertoire through a raciolinguistic lens is essential to understanding the language beliefs and behavior of minoritized groups such as U.S. Latinxs. This perspective, which 1) normalizes and centers multilingual repertoires, and 2) critically situates the co-naturalization of language and race in historical and contemporary sociopolitical contexts (Rosa and Flores, 2017), provides a principled framework for unpacking the social semiotics of linguistic diversity, with particular applications for heritage speakers.

Much research on heritage language attitudes focuses on discrimination in schools and society, rightfully so given hegemonic power dynamics, while ethnocultural communities are seen as bastions of minority language support. But what happens in the intimate spaces of families and communities, and within the *notion* of communities of belonging that (in)validate ethnocultural identities, is very important for affective aspects of heritage language socialization, with implications for long-term language use and social identification. In this talk I examine raciomultilingual discourses about Spanish heritage speakers among Latinx of different immigrant generations, and the ways in which native speakerism, monolingual assumptions, and the conflation of prescriptivism and proficiency can adversely affect heritage speakers' self-esteem and senses of self irrespective of good intentions on the part of community elders (Tseng, 2021). I contextualize this discussion in the broader picture of U.S. raciolinguistic attitudes, with implications for education and outreach (Flores, Tseng, and Subtirelu, 2020).

Panel: Heritage Language Teaching: Critical language awareness perspectives for research and pedagogy

Session organizers: Sara Beaudrie (Arizona State University) and Sergio Loza (University of Oregon)

Panelists: Josh Prada (IUPUI), Ellen Serafini (George Mason University), Mary Hudgens Henderson (Winona State University) and Amber Hackman (Arcadia High School)

Based on the forthcoming edited volume, *Heritage Language Teaching: Critical language awareness perspectives for research and pedagogy* (Routledge), this panel presents innovative discussions on the theory, research, and praxis necessary to imparting critical language awareness (CLA) instruction to heritage learners. As a growing number of HL scholars from different perspectives continue to add to the conversations around criticality and social change, this forthcoming volume frames such invaluable dialogues, ideas and discussion within, what we call, the "critical turn" in HL education. In the current *critical turn*, critical paradigms vested in educational equity are increasingly informing research and praxis in SHL. The first panelists will provide an overview of the volume's contributions to the field, while also providing a historical overview of the various "waves" of research leading up to contemporary SHL CLA scholarship. Specifically, the first presentation identifies the core arguments and research findings of the field's early days (first wave 1981-1999) and its later second wave (2000-2012), which were instrumental in paving a path toward current critical conversations about SHL pedagogy. The second presentation addresses pedagogical innovations relating to CLA framed within translanguaging in the HL classroom. The panelist will theorize the connections between CLA and translanguaging as well as their points of divergence. This presentation will include pedagogical strategies to illustrate how such frameworks can be implemented in the classroom. The third panelist will tackle current development in assessing CLA as a learning outcome. The panelist proposes that CLA must be established as a learning objective and outcome at the upper- and lower-divisions levels of instruction, and will argue for the need to design longitudinal, localized programmatic assessments that employ both quantitative and qualitative measures of CLA. Finally, the last panelists will discuss CLA's role within the K-12 bilingual classroom. The presenters will discuss specific tips for implementing CLA in immersion programs, dual language programs, and maintenance programs.

Panel: Media and bilingual audiences: Bridging the gap between linguists and journalists

Session organizers: Ana Sánchez-Munoz (California State University, Northridge) and Jessica Retis (University of Arizona)

Panelists: Rosti Vana, Sergio Loza, Rachel Showstack, Daniela Stransky, Lillie Padilla, Maria Luisa Parra, Carolina Melgarejo, and Damian Vergara Wilson

This work is a collaboration among linguists working on bilingualism and Spanish as Heritage U.S. Language and media scholars. The aim of the panel is to connect disciplines by promoting a dialog between critical language studies and Latinx critical communication and media scholarship. The panel will provide an overview of relevant intellectual debates and the state-of-the-art research on language, communication, and media studies. Our goal is to contribute to an understanding of bilingualism in a post digital society, the complex linguistic networks and currents that underpin it, as well as transnational cultural politics and practices.

Key questions to be addressed in the panel include:
- How has the research on bilingualism evolved in transnational postdigital contexts?
- How do media and communication models account for bilingual practices in the era of fragmented audiences?
- How do language policies at the national and local levels affect both public and private bilingual spaces?
- How does the language choice of the media influence the linguistic performance of its bilingual audiences?

We consider that there is a need for interdisciplinary work on Spanish-English bilingualism, especially between media, journalism, and information sciences and the work that linguists do. This is becoming particularly significant in the field of Spanish in the U.S. and Latinx media spaces given the growing U.S. bilingual population.

Panel: Interviewing Latino Families of Young Dual Language Learners About Their Experiences With Early Intervention Practices and Family-Centered Services

Session organizers and panelist:
    Mollie Romano - mollie.romano@cci.fsu.edu
    Florida State University

    Diana Abarca - da20dm@my.fsu.edu
    Florida State University

    Estrella Rogriguez - ecrodriguez@fsu.edu
    Florida State University

The majority of the caregiver-implemented naturalistic language interventions has centered on the mainstream White, middle-class, monolingual family. This base must be expanded to include evidence-based interventions adapted for culturally and linguistically diverse families, and it is critical to hear the perspectives of non-mainstream families as it relates to early intervention and their bilingual heritage traditions. At present, Hispanic families make up about thirty percent of those served in early intervention in the United States, and many of those families are Spanish speaking and use the language at home for their daily interactions. In this panel, we comment on an ongoing interview study which analyzes Spanish-speaking families' experiences and perceptions of Family Guided Routines Based Interventions (FGRBI) which is intended to be a individualizable, culturally responsive intervention for any family. We discuss the results and how to generalize the methods and findings of this study to families of other diverse backgrounds with young bilinguals. We also discuss the use of a Funds of Knowledge framework when working with minoritized families with young children.

Panel: Spanish Heritage Language Direction Network (SHLDNet)

Organizers:
Angelica Amezcua (University of Washington)
Anel Brandl (Florida State University)
Evelyn Durán Urrea (Lehman College, CUNY)
Paola Guerrero Rodriguez (Texas Tech University)
Sergio Loza (University of Oregon)

Presenters:
Sara Beaudrie (Arizona State University)
Maria Carreira (California State University, Long Beach)

This is an inaugural panel of the Spanish Heritage Language Direction Network (SHLDNet). The objective of this panel is to discuss the state of the Spanish Heritage Language program direction and to have a conversation on the different issues that impact SHL programs.

Sara Beaudrie: SHL program building
Maria Carreira: Institutionalization of SHL programs

Medical Interpretation and Language Ideology with Repatriated People in Mexico City

Elena Costello -ecostello@usciences.edu
University of the Sciences

Within Mexico City a community has formed affectionately known as Little L.A. Many workers in Little L.A. are relatively recent arrivals, a byproduct of the U.S.'s policy of forced repatriation due to their underdocumented status, others who were born into mixed status families and "chose" to move to Mexico to maintain familiar bonds. Within both groups were individuals who in the United States had been considered insufficiently American because they spoke Spanish. Even when they spoke English, their English was not considered good enough (Crump, 2014; Flores & Rosa, 2017). Unfortunately, upon "returning" to Mexico, they were seen as not sufficiently Mexican and their Spanish as inauthentic.

This study looks at how New Comienzos, a non-profit organization supported by Ohio State University and the Mexico City government, worked together with self-identified bilinguals in order to confront and examine language ideologies that impacted how participants viewed themselves and their community. Montrul (2002) and Polinsky (2006) argued of "incomplete acquisition" while this has been challenged the ideology of not having "complete" Spanish or English carries on in repatriated people who blur the lines of "heritage learners". Many of my participants felt that they had not completely learned Spanish or English.

Using testimonio methodology (Pérez-Huber, 2012), I will examine how language ideology expressed through articles published in news media, and online media impacted how participants came to view their languaging practices. Analysis of collected data (i.e. participant testimonios, media reports, etc) was conducted using Latina Critical Race Theory - LatCrit (Hernández-Truyol, 1997).

Implications from this study indicate that repatriated medical interpreters benefit from linguistic awareness around both their Spanish and English identities. This awareness allowed participants to fight against dominant deficient ideologies and thus permitted them to embrace the idea that US Spanish is a valid language variety, as is their US English.

"Tienes que tomar la troca": A sociolinguistic study on articles, borrowed words and gender agreement in Spanish heritage speakers of Texas

Rachel Garza- garzara@iu.edu
Indiana University

Bilingual speakers employ overlapping linguistic systems. Spanish heritage speakers exemplify this when borrowing words from one language to use in the other. Through processes like lexical simplification and functional adaption that reduce cognitive load, speakers systematically utilized shortened and more salient semantic equivalents. The present study considers the assignment of gendered articles in Spanish to a noun borrowed from English which lacks grammatical gender, such as troca (truck) or high school, which do not occur as a result of code-switching, but instead are systematically utilized in place of a Spanish equivalent (as in la (escuela) secundaria in the case of high school). This study fills a gap in previous literature by considering the social variables (sex, age, region of Texas, country of ancestral heritage and the generation of immigration) that govern variation of gender assignment and agreement to borrowed nouns. Results of a multiple regression suggest that speakers from regions closer to the Mexican-American border (The Valley and El Paso)

– as well as speakers with ancestral heritage from Colombia or Mexico – tend to demonstrate higher rates of gender agreement between the article assigned to a borrowed word and the grammatical gender of its semantic equivalent in Spanish.

Self-positioning towards the (Mis)pronunciations of a Hispanic Given Name: Discursive Strategies at Play

Paola Enriquez Duqe- enriquezduque.1@osu.edu
The Ohio State University

Hispanic given names are part of a cross-generational social practice of the Hispanic community in the US (Parada 2016; Sue & Telles 2007). Their phonetic and orthographic realizations are indexical forms of great personal, cultural, ethnic, and linguistic significance (Bucholtz 2016; Lipski 1976; Parada 2020; Sue & Telles 2007; Thompson 2006; Zelinsky 1970). Hispanic given names tend to have multiple phonetic realizations, some of which are evaluated by the name bearers as mispronunciations. These mispronunciations usually become defining experiences in the personal history of the individual. The current case study is based on an interview over Zoom between the researcher and Estephanye, a self-identified female college student of Mexican ascendance. Estephanye self-determines that her name has a correct pronunciation, being this the Spanish phonetic realization [es."te.fa.ni] used by her parents, in contrast to the anglicized form ["stE.f@.ni], which she also is used to receiving. From a discourse analysis perspective, this study explores the discursive strategies Estephanye uses to construct her narrative when retelling her personal experiences of (mis)pronunciations of her name, and how these strategies reflect her dynamic self-positioning towards the different realizations of her name. I show how the usage of reported speech is a productive tool for making explicit how she has navigated the experiences of accepting and rejecting the multiple pronunciations of her name. Within these instances, the discourse particle just plays a defining role in setting the tone of the quotation she chooses to reproduce. The restrictive semantic meaning of just is charged with a downtoning or uptoning pragmatic interpretation which is only understood as such when considered within the whole discourse. The present work contributes to an understudied field in Spanish heritage language studies, onomastics, and the scarce literature from qualitative approaches about hispanic given names. It demonstrates that the socialization of given names is paramount in the construction of ethnolinguistic positionings.

Processing Instruction in Mixed Language Classrooms: Preparing Learners for Interactive Tasks

Dr. Justin P. White- jwhite94@fau.edu
Florida Atlantic University
Dr. Paul B. Mandel - mandellp@uhd.edu
University of Houston-Downtown

Heritage Language (HL) learners and Second Language (L2) learners often coexist in upper-level undergraduate courses at university-level institutions across the US, however; the linguistic needs vary greatly among these learners, as a result of their first language and/or their prior language-learning experience. This creates an environment known as the mixed language classroom, defined as a classroom population comprising members of distinct language backgrounds and proficiency levels. As such, one of the common challenges for instructors of the mixed language classroom is to pedagogically attend to the range of linguistic needs represented by the aforementioned populations.

This presentation explains how these heterogeneous populations (even within what are often misconceived as homogeneous groups themselves) can best be served by a pedagogical approach that moves from an input-to-output sequence of activities in order to prepare them for interactive collaborative tasks.

We will review the Principles of Input Processing (VanPatten, 2020), empirical research in Processing Instruction (PI) and Structured Input (SI) with an eye towards the implications for language processing by L2 learners and HL learners often found in the same classroom. We then present the implications for practice, including transitions from PI/SI to Structured Output activities (Wong, 2013) and finally to interactive tasks. Concomitantly, we discuss the differences between activities and tasks (Leeser and White, 2015) and demonstrate how PI/SI activities benefit L2 and HL learner populations (although in different ways related to acquisition) through effective task-based collaboration. For the first time, this longstanding research agenda bridges the gap in mixed-classroom pedagogical practice.

Writing in Spanish and Writing in English: The bilingual proficiency range of heritage language learners

Alberta Gatti- agatti@gc.cuny.edu
The Graduate Center
Syelle Graves- sgraves@gc.cuny.edu
The Graduate Center

Literacy is typically a less-developed domain for Heritage Language learners (HLL), due to the fact that most of their education took place in the majority language. However, it may not be accurate to assume that (1) all HLLs write better in the majority language, or that (2) heritage status is responsible when writing proficiency in the home language is limited, because these assumptions ignore the fact that overall writing proficiency depends on the individual learners' literacy experiences, including those in the majority language. Research on the way writing proficiency in the majority language affects proficiency development in the HL is limited to a handful of studies (for instance, Mikulski & Elola, 2011), but these studies do not use standardized proficiency measures, or assess functional ability—an instructional goal of many HL programs.

In this presentation, we explore this relationship between the majority and minority languages by examining HLLs' English and Spanish functional writing proficiency—that is, what writers can do when using each language to achieve particular goals in particular contexts—of 60 HLLs enrolled in a Spanish-for-HLLs course at two public urban colleges in the Northeastern United States (one four-year and one two-year institution), with the larger goal of gaining knowledge to inform strategies for literacy development. Writing samples were elicited using a tool modeled after the ACTFL Writing Proficiency Test. The samples were double-rated and used to answer the following research questions: One, to what extent are Spanish HLLs more proficient when writing in one of their two languages? Two, what is the functional distance between HLLs' writing abilities in Spanish and in English, at least for this population? Three, is the difference in proficiency in the two languages affected by the writer's language acquisition profile and/or educational experiences? Finally, what are potential instructional applications of this information?

Heritage language learners' rapport building in online synchronous interactions:
A case study

Laura Walls - lwalls@unomaha.edu
University of Nebraska at Omaha

Despite the growing number of heritage language courses at the university level, interactions between heritage language learners (HLLs) have not been fully explored in the literature, thus it remains unclear how HLLs establish rapport in group interactions. This qualitative case study investigates how one group of 3 HLLs established rapport among themselves, and how that rapport effected knowledge sharing and collaboration. Analysis is based on data collected via videotaped Zoom sessions among 3 female HLLs enrolled in an intermediate Spanish for heritage speakers course at a university in the Midwest. Learners engaged in 9 semi-weekly sessions. As this was an online course, students were asked to meet on semiweekly basis and record their interactions while completing coursework. As learners recorded the entire session, these ranged from 40 to 70 minutes. Rapport building is analyzed using conversation analytic methods and the notions of face (Brown & Levinson, 1987) and participation framework (Goffman, 1981) to demonstrate how rapport is established and maintained during these student sessions. An examination of these interactions demonstrates that learners engage in various practices to maintain face. These include employing solidarity markers, avoid disagreements by aligning with the group, commiserating, and offering encouragement. In instances when a learner corrects another learner, she prefaces her corrections by explaining that she may be wrong, or that she does not fully understand the concept. One learner, in particular, engages in joke telling as a way to offer assistance to her group mates. This evaluation offers insights into the social processes in the language classroom, as well as suggests practical pedagogical implications

The role of the Spanish heritage course in supporting Latinx students in higher education: A look at students' types of capital through a Community Cultural Wealth framework

Angélica Amezcua aamezcua@uw.edu
University of Washington

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

increasing their navigational capital. This data reflects how the SHL classroom leads students to strengthen their linguistic capital and gives them the tools to reinforce their familial, navigational, resistant, and aspirational capital. These findings point out the different ways SHL courses support students along their academic journey and provide insights into how SHL educators could contribute to narrow the Latino Achievement Gap.

Exploring written fluency among heritage learners of Spanish
Leire Echevarria-Canal - echevarria.leire@ufl.edu
University of Florida

Researchers have generally agreed that speakers of Spanish as a heritage language (HL) tend to have stronger oral than written skills, potentially due to having learned the HL in an informal setting from childhood and with little or no formal instruction (Montrul, 2015). Because of this assumption, the majority of Spanish HL work has focused on examining HL learners' oral production. More recently, however, HL written production has begun to receive increasing attention in recent years (e.g., Beaudrie, 2017; Reznicek-Parrado et al., 2018; Llombart-Huesca, 2017). Crucially, however, the standards used to assess HL written production vary widely across the current literature. One popular approach to assessing overall oral and written abilities, particularly in second language (L2) research is through the interrelated constructs of written complexity, accuracy, and fluency (CAF; Housen et al., 2012). This approach, however, has not yet been fully applied to the HL population (Belpoliti & Bermejo, 2019), and thus it remains to be seen if this is an adequate framework to describe and evaluate HL production. The present study addresses this issue by examining the writing of 57 HL learners who are enrolled in 3 different levels of HL classes. In addition to describing and assessing the writing production of these learners, this study explores which CAF notions emerge first and whether these can successfully distinguish HLs with varying abilities. Preliminary results show that HL learners at higher levels of instruction write more, use more complex structures (measured as coordinate and subordinate clauses), demonstrate higher accuracy rates on subject-verb agreement, and use fewer code-switching practices than HL learners at lower levels. Moreover, CAF values seem to potentially distinguish different levels of HLs, at least as grouped according to class level. Taken together, these results suggest that formal instruction, along with increased exposure to the HL, can indeed help HL learners showcase more fluent, accurate and complex language in their writing. Furthermore, this study shows how adopting CAF measures can successfully describe and assess the language production of this population.

Lexical processes of typological similar languages among heritage and native speakers of Spanish.
Jamile Forcelini - forcelini@shsu.edu
Sam Houston State University
Rosti Vana - rfv001@shsu.edu
Sam Houston State University

The linguistic processes that trilingual speakers develop have gained more attention in recent years due to the natural linguistic shift from the global population. Studies demonstrate (Forcelini, 2020; Lemhöfer et al., 2004; Van Hell & De Groot, 1998; Van Hell & Dijkstra, 2002; Van Heste, 1999; Van Heuven et al., 1998) that higher levels of lexical similarity between different languages can help

bilingual and trilingual speakers process words more quickly and accurately. Previous analyses of lexical processes were developed with consecutive bilingual and trilingual speakers in the context of traditional language learning, but the present study sought to explore how heritage Spanish trilingual speakers process different words in comparison to native and L2 learners of Spanish. The objective was to explore whether factors such as language proficiency and linguistic typology can be elements that facilitate lexical processing in Spanish. Three groups of trilinguals were included in the study. A group of native English speakers (L1), whose second language is Spanish (L2), and third language is Portuguese (L3) (n=47); a group of trilingual native Spanish speakers (n = 13) (L1-Spanish, L2-English and L3-Portuguese) and a group of heritage trilingual Spanish speakers (L1-English, L2-Spansih and L3-Portuguese). All participants completed a lexical decision task in Spanish and were exposed to real and pseudowords that varied in similarity to words in either Spanish, Portuguese, or unrelated languages (German and Basque). Results showed heritage speakers processed Spanish words similarly than native speakers except for Portuguese pseudowords and Portuguese cognate words. Native speakers were faster to reject Portuguese pseudowords and more accurately to reject Portuguese cognate words. The present study is based on Green's inhibitory control (Green 1998).

Spanish Heritage Language Learners: Reading difficulties and spelling errors

Amalia Llombart - allombart@cpp.edu
California State Polytechnic University, Pomona
Luis Gaytán - Lgaytan@cpp.edu
California State Polytechnic University, Pomona

It is recognized that one of the linguistic aspects that give Spanish Heritage Language Learners (SHLL) more difficulty is orthography (see, for example, Carreira 2012 and Beaudrie 2012). A SHLL is defined as "a language student who is raised in a home where a non-English language is spoken, who speaks or at least understands the language, and who is to some degree bilingual in that language and in English" (Valdés, 2001, p. 38). Although there has been an abundance of research conducted on SHLLs' language development, it has focused on other aspects of their education, such as grammar development (for example, Montrul and Slabakova 2003), the development of a standard variety (Valdés 2005), and some sociolinguistic and affective elements of their education (Martínez 2003). However, basic literacy skills are under-researched. Spelling development has only started being researched in the last decade, and the studies in this area are scarce and still incipient, and reading fluency and accuracy have not entered the radar of SHLL's education. Studies on spelling have focused on knowing what the most frequent spelling errors are (Beaudrie 2012, Contreras-Wise 2020), and have focused on errors that are due to writing one letter instead of another, as a result of students not knowing the specific spelling rule. The purpose of this study is to investigate whether Spanish Heritage Language Learners (Spanish-English bilinguals raised in a Spanish-speaking home) have difficulties in decoding (i.e reading aloud) the sound sequences that they have difficulties spelling. The current study focuses on a specific type of spelling errors; those due to poor Phonological Awareness (PA). The hypothesis is that students will be challenged. If the students do not read the words correctly or are having trouble reading them, they will also have a laborious time remembering those words and subsequently writing them down.

The White, Non-Native Speaking Professor: Reflexiones de enseñar el español de herencia

Brianna Butera - bjbutera@memphis.edu
University of Memphis

Al entrar en el aula de español y ver a una profesora blanca y hablante no nativa, los hablantes de herencia se enfrentan a las ideologías lingüísticas y raciales en un espacio que sistemáticamente ha marginalizado y despreciado su competencia lingüística. Esta presentación ofrece estrategias pedagógicas para los instructores blancos y hablantes no nativos para hacer conexiones fuertes con sus alumnos y proporcionarles una experiencia de aprendizaje significativa que valora su idioma, identidad y cultura.

Aunque se ha hecho mucha investigación sobre la enseñanza de lenguas de herencia para apoyar a los alumnos a explorar cuestiones de idioma, identidad y comunidad, un tema poco tratado en este campo es la identidad etnoracial y lingüística del instructor (Gerald 2020; Rosa & Flores 2017). Los objetivos principales de esta presentación son proporcionar estrategias específicas para confrontar las realidades lingüísticas y raciales en el aula de lenguas de herencia y participar en una discusión sobre estos temas desde la perspectiva de profesores blancos y hablantes no nativos del español.

Varias investigaciones en la enseñanza de lenguas de herencia afirman la importancia de darles a los alumnos un espacio donde pueden hablar y compartir con otros que han vivido experiencias parecidas. Como profesora blanca y hablante no nativa en este espacio, es necesario abordar temas de la identidad etnoracial y lingüística y también reconocer el privilegio de personas blancas, hablantes nativos de inglés en el aula de lenguas de herencia. Aceptar que el español no es nuestro idioma y que la cultura Latinx tampoco es nuestra cultura abre la oportunidad de crear un espacio seguro e inclusivo de aprendizaje mutuo donde los alumnos comparten sus experiencias y las de sus familias sin tener miedo de ser juzgados y a la vez explorar las injusticias sociales y lingüísticas que pueden vivir a diario.

'Go, Going, 'Goed': The Relation between Verb Tense Errors and Reading Comprehension Skills in Spanish-English Speaking Fifth Grade Students

Kiana Hines - kdh13G@my.fsu.edu
Carla Wood - carla.wood@cci.fsu.edu
Keisey Fumero - kgf17@my.fsu.edu
Florida State University

School aged Spanish Heritage Language speakers who are English Learners (ELs) are faced with the challenging task of acquiring a foreign language while simultaneously reading academically demanding literature. Previous studies have shown that ELs develop language skills at a slower rate compared to same age English proficient or monolingual peers, which results in an achievement gap in reading skills. Factors that affect reading comprehension (RC) include the ELs level of proficiency in the native language and the age at English acquisition. Because RC is a complex construct, it is challenging to evaluate RC in totality, especially in the EL population. However, RC becomes more manageable when specific constructs are assessed. Therefore, this study is exploring within grammatical knowledge the relationship between grammatical tense marking and comprehension. Moreover, Blom and Paradis (2013) revealed that ELs had difficulties with both regular and irregular verb tenses. However, there is a gap in knowledge further investigating the relationship between verb tense and RC. Given the need for further study, the current research aimed to examine the relation between the rate of grammatical tense marking errors by ELs and their performance on

measures of RC. The sample for the current study included 5TH grade students who were categorized as English Learners who were receiving English support services (*n* = 88*).* Samples were collected using I-Ready and writing samples. The samples were used to examine ELs' RC in relation to tense marking errors in their written responses on the district writing assessment at the beginning of the school year. The results from the study revealed that there was a moderate negative correlation (r=-.398, p<.001) between verb tense errors and reading comprehension. Students with high rates of verb tense errors received lower RC scores. The future implications include: improving RC interventions and fostering biliteracy.

Teaching Heritage Speakers When You Don't Know How: Spanish Teachers' Use of Outside Resources and Personal Experiences to Fill Gaps in SHL Training

Denise Menjivar - rdmenjivar@shockers.wichita.edu
Wichita State University
Savannah Paschal- smpaschal@shockers.wichita.edu
Wichita State University
Rachel Showstack - rachel.showstack@wichita.edu
Wichita State University

In the Midwestern state of Kansas, most children who learn to speak Spanish at home do not have the opportunity to study the language formally until middle school or high school, when they are either placed in courses with students learning Spanish as a second language (L2) or specialized language courses designed for heritage speakers (HS). The state offers very limited professional development opportunities for language teachers on heritage language (HL) education; therefore, Spanish teachers may lean on their own personal experiences, resources available on-line, and their colleagues to understand processes of HL learning and approaches to HL teaching.

Research in HL education suggests that even teachers who aim to legitimize their students' Spanish may index conflicting ideologies and fail to recognize the value in HSs' diverse language practices and literacy skills, suggesting that, in the absence of professional development, teachers may draw on circulating ideologies and their own experiences in their teaching (Abdi, 2009; Showstack, 2017). A recent set of studies in the field of applied linguistics considers the relationship between language teachers' personal histories and their language teaching practices (e.g., Donato & Davin, 2017; Young, 2018); however, there is less research that addresses how Spanish instructors' personal histories influence the ways in which they approach teaching Spanish to HSs.

Focusing on six Spanish teachers from a range of different linguistic and cultural backgrounds who teach in Kansas middle schools and high schools, this study explores the relationship between the teachers' personal histories and their beliefs and practices related to HL teaching. We also examine the ways in which teachers make sense of their own positioning, including positions of privilege and marginalization, and their native speaker, HS, or L2 learner identities, when reflecting on their approaches to teaching HS. We conducted a thematic analysis of a set of 60-120 min. interviews with each participant, identifying salient themes and then examining each participant's engagement with those themes. We also draw on narrative analysis to understand how the participants position themselves and their students and orient toward circulating language ideologies in the stories they tell about their experiences, their process of self-education, and their teaching practices.

Each teacher approached teaching Spanish to HSs in different ways, drawing on their own experiences and identities as language learners and users and utilizing available resources. Teachers

who learned Spanish as an L2 expressed self-doubt about their ability to teach Spanish HS, referencing an ideology that links Latinx identity with Spanish language skills, and searched for available resources, whether online or locally. Teachers who learned Spanish from their families and in their communities based their teaching approaches on their experiences as Spanish speakers and as bilinguals. The participants expressed diverse perspectives on the notion of "correct Spanish," and the meaning of "formal" and "informal" language; those who had studied Spanish education at the university drew on their knowledge about language variation to evaluate different types of language use, and all of the participants said they judged the acceptability of their students' lexical choices based on their own linguistic repertoires. Findings contribute to an understanding of the professional development needs for future Spanish teachers.

Heritage Speakers of Spanish as Maestros in Spanish as a Heritage Language Classrooms: Learning from Their Testimonios to Inform More Equitable Teaching Practices in the SHL Classroom

Nancy Dominguez-Fret - ndomin2@uic.edu
The University of Illinois at Chicago

This study collected the *testimonios* of eleven Latina/o/x bilinguals who are practicing Spanish as a Heritage Language (SHL)educators, focusing on their language experiences across the educational pipeline. There is a line of research pushing back against deficit-based practices that create language insecurities in Latina/o/x bilingual students (Leeman, 2005; Martinez, 2003). This research positions heritage languages as a resource (Cummins, 1979; Ruiz, 1984) and students' funds of knowledge as an asset (González, Moll, & Amanti, 2005). Despite this research shift, Latina/o/x bilingual students continue to experience linguistic terrorism (Anzaldúa, 1987) via the embracement of language ideologies in US schools. This embracement of language ideologies functions as a silencing mechanism of students whose language practices are not deemed "standard" enough while elevating voices that are considered "correct" (Lippi-Green, 2004). The monolingual language ideology is reflected in the subtractive language services available for Latina/o/x learners, which disregard heritage language maintenance. In SHL classrooms, Latina/o/x bilingual students are socialized into the standard language ideology, which promotes the acquisition of a language variety that is "standard". This sends the message that there is only one acceptable way of speaking. Latina/o/x students' language beliefs are influenced by their experiences in SHL classrooms (Bustamante & Novella, 2019; Pereira, 2010). Latina/o/x learners are then at risk of internalizing these language ideologies (Leeman, 2012). The consequences of this can go beyond the individual when these learners become SHL educators. Latina/o/x SHL educators can resist the language ideologies they were socialized into or enforce them via their teaching practices. Findings revealed the inversion of participants' bilingualism in educational contexts. Participants also endured the presence of linguistic racism during their teacher preparation programs. Lastly, participants constantly push back against linguistic racism in their own SHL classrooms.

Photo essays during the pandemic: advancing multiliteracy competence in the SHL classroom

Flavia Belpoliti - flavia.belpoliti@tamuc.edu
Texas A&M Commerce

Multiliteracy approaches to language and cultural learning are now considered one of the central frameworks for Heritage Language Education as they provide multiple advantages to heritage learners: development of linguistic and rhetorical abilities (Kalantzis, Cope & Zapata, 2019; Parra 2021); advancement of critical and cultural awareness (Samaniego & Warner 2016) and increase of self-esteemed and agency (Parra 2021, Parra et al. 2018).

This study investigates 10 Spanish Heritage Language Learners' (SHLL) production of multimodal personal narratives (photo-essays, Heng 2020) to measure the development of their multiliteracy competence during the process of designing, constructing, and presenting multimodal ensembles.

SHLL enrolled in an intermediate-level college course for Heritage Spanish carried out the four stages of "Learning by Design" (Cope and Kalantzis, 2000, 2009) to create photo-essays describing their private experiences during the first year of the COVID-19 pandemic, allowing them to integrate diverse semiotic resources to explain and reflect on the impact of the pandemic on their lives and their communities (Miller et al., 2012)

The analysis of the photo-essays was conducted via a Systemic Functional Approach to Multimodal Discourse Analysis (SF-MDA), considering the use of semiotic resources, creation of intermodal relations, and formulation of ideational, interpersonal, and textual meanings. In addition, thematic analysis of the multimodal ensembles highlights the affordances of this project for students to present and reflect on their experiences and personal growth in a 'changed world'.

Initial findings show that these learners employed linguistic and visual modes sustaining mainly concurrence and complementarity relations; they relayed on visual resources to build ideational and interpersonal meanings while expanding information on the themes of transformed family life, new ways of work, and altered social and private spaces. These findings show the value of multimodal projects in the SHL classroom as it allows learners to explore multiple resources to "contar y compartir" their experiences and learned lessons during these challenging times.

Attitudes toward Spanish study away programs in the United States: What do the HLLs think?

Rosti Vana - rfv001@shsu.edu
Sam Houston State University
Leslie Del Carpio - ldelcarp@asu.edu
Arizona State University

Scholars have steadily called for a deforeignization of the Spanish language and its community of speakers in the US, particularly focusing on changing the way Spanish in the US is perceived (Pascual y Cabo & Prada, 2018; Tecedor & Pascual y Cabo, 2019). Curriculum changes and the implementation of a critical language awareness framework have started to undertake this task by denouncing Spanish as a foreign language and instead viewing it as a local language (Leeman, 2018; Pascual y Cabo & Prada, 2018). As the COVID-19 pandemic ceased the potential for study abroad, study away programs in Spanish speaking communities within the US have become more reasonable and plausible, especially for Spanish heritage language learners (HLLs), who potentially acquired their Spanish in such a community. The purpose of this article is to understand HLLs attitudes toward

the possibility of study away programs in the US as alternatives to study abroad. Data was collected through semi-structured interviews of 10 HLLs enrolled in an advanced mixed course at a large university in the US Southwest. Results show that all the HLLs would prefer not to participate in a study away program in the US due to their speculation that learning Spanish in the US would mean learning "Spanglish", which from their perspective would make it difficult to become "fluent". In addition, certain participants mentioned they had no intrinsic or extrinsic motivation for such a program and demonstrated standard language ideologies by commenting that US Spanish is "relaxed" and not "formal" and believed that studying Spanish in the US would not help them acquire formality nor would it be worthwhile. On the other hand, most of the participants also stated that they did not have a need to study away in the US as they speak and hear Spanish in their communities and are able to communicate effectively. As the results demonstrate, there is an understanding among participants that studying Spanish in the US does not afford complex and formal acquisition of the language, but rather equates to being stigmatized and learning 'Spanglish.' For this reason, we present pedagogical implications and demonstrate the need for continuous incorporation of Spanish in the US in all Spanish language learning contexts.

Spanish Heritage Language Learners vs. L2 learners' Learning Styles
Sergio Adrada-Rafael - sadradarafael@fairfield.edu
Fairfield University

In the field of Second language acquisition (SLA), learning Shave received attention from researchers in order to understand how different styles might affect students' success in learning the second language (L2) (e.g. Dornyei, 2005, 2006; Ehrman, Leaver, & Oxford, 2003; Tight, 2010). However, to date, studies researching this individual difference have focused mostly on L2 learners, leaving heritage language learners (HLL) in the dark. As research in the field of heritage language acquisition shows (e.g. Carreira, 2016, 2018), L2 and HLL' learning needs differ, and it could be argued that their learning styles when approaching the learning of Spanish as an L2 or heritage language might be different too.

The present study aims to fill this gap in the literature by conducting a survey with approximately 20 participants (10 HLL and 10 L2 learners) to better understand which styles are more commonly used when learning Spanish by these two groups. The survey employed (Cohen, Oxford, & Chi, 2002) consists of 104 items split into 11 different sections and participants rate their frequency on a Likert scale from 0 to 4 (0=never, 4= always). These sections address a variety of factors related to learning styles, such as how we use our physical senses, how we deal with ambiguity or deadlines, or how we deal with language rules, to name a few. Participants' responses on the Likert scale for each section will be added up, which will allow the researcher to account for their learning style preferences and tendencies. Responses will be submitted via google forms and will be anonymous. The survey findings will contribute to the literature on SLA by revealing HLL and L2 learners' preferred learning styles, and will also be informative for language instructors so that they can adapt their teaching methods to meet their students' styles.

Reimagining the goals of SHL pedagogy: Applying the critical turn in SHL to established goals

Sara Beaudrie - sara.beaudrie@asu.edu
Arizona State University
Damián Vergara Wilson - damianvw@unm.edu
Universidad de Nuevo México

Research on Spanish heritage language (SHL) instruction has shown that current SHL programs typically address a limited range of instructional goals (Beaudrie, 2011; Valdés et al., 2006). Most programs focus on improving students' literacy skills, primarily writing, ignoring other language skills and students' heritage cultures (Beaudrie, 2011). Likewise, Valdés et al. (2006) found that SHL courses focused almost exclusively on the teaching of standard Spanish, disregarding language variation or heritage language maintenance. In an effort to guide curricular decisions, Valdés (1995; 2006) proposed six goals for heritage language (HL) instruction. These goals are summarized in Beaudrie, Ducar, and Potowski (2014) with a seventh goal proposed by Aparicio (Aparicio, 1997): 1. heritage language maintenance; 2. acquisition or development of a prestige language variety; 3. expansion of bilingual range; 4. transfer of literacy skills; 5. development of academic skills; 6. positive attitudes towards both the HL and dialects of the language and its cultures; 7. acquisition or development of cultural awareness. Afterwards, Martínez (2016) reconceptualized these goals from the lens of capabilities, rather than competencies, and offered strategies for how to carry out each goal in the HL classroom.

After the critical turn in SHL education in the 2000s, these goals merit a reconceptualization from a critical perspective. This presentation draws on Beaudrie and Wilson (2022) and reconceptualizes these goals within a critical framework. The goal of heritage language maintenance, for example, should guide learners to further develop or recover their primary discourses. In another example, the transfer of literacy skills becomes the development of students' multiliteracies with a focus on genres "recontextualized in the life of the heritage language community" (Martínez, 2005, p. 83). Expanding students' bilingual range should conceive of this range primarily as domains of language use within the students' real-world contexts, legitimatizing students' language experiences and local uses, including translanguaging. We argue in this presentation that the reconceptualization of these goals and their consideration in curricular design is necessary in creating an inclusive environment where students may engage in adding elements of a prestige variety to their own linguistic repertoires in a way that legitimizes rather than denigrates their lived experiences and voices. We also give examples of activities and assignments that we have found to raise CLA among students of SHL.

***Mi lengua, mi identidad*:**
Educating study abroad instructors about U.S. heritage speakers of Spanish
Chelsea Escalante - cescalan@uwyo.edu
University of Wyoming
Tracy Quan - tracy.quan@colorado.edu
University of Colorado Boulder
Rebecca Pozzi - rpozzi@csumb.edu
California State University Monterey Bay

To date, the majority of study abroad (SA) research has focused primarily on second language (L2) learners, typically middle/upper-class, white, monolingual English speakers, and their socioaffective experiences and L2 development abroad (Kinginger, 2011; Marijuan & Sanz, 2018). Despite an increase in U.S.-based heritage speakers of Spanish studying abroad, programming and curricula have not always taken into consideration the lived experiences of racialized, multilingual, and multicultural students (e.g., Anya, 2017; Goldoni, 2017). Even though the field of heritage language education has expanded considerably within the United States, stakeholders of SA programs in host countries may not have awareness of who heritage speakers are or the unique bilingual and bicultural contexts that often characterize their sociolinguistic experiences. As a result, when interacting with heritage speakers of Spanish during SA, they may perpetuate harmful stereotypes about U.S. Latinx students and U.S.-based Spanish speakers or unconsciously promote discrimination based on their race, ethnicity, social class, or language choices.

Responding to the need to equip SA stakeholders with knowledge of heritage speakers, we created an asynchronous learning module, in which we discuss: a) the heterogeneity of heritage speakers of Spanish in the United States, b) their linguistic and affective considerations, c) standard vs. stigmatized varieties of Spanish, d) studies on heritage speakers in SA contexts, and e) recommendations for practice. We shared this presentation with international instructors who work with U.S. heritage speakers in host countries at the beginning of their SA program, and upon its completion, invited participants to reflect on their learning, focusing on changes in practices and perspectives following the module. In this presentation, we share the principal aspects of the learning module and discuss the comments that participants shared regarding the ways they made SA more inclusive for heritage students following the intervention.

Social networks, speaker investment and oral proficiency of young adult heritage speakers of Spanish
Megan Marshall - mmarsh26@uic.edu
University of Illinois, Chicago

Much of the research surrounding heritage language acquisition focuses on input or exposure to language in classroom settings and positions the classroom as the primary site for language learning. Previous research in sociolinguistics has established a role for social networks in the maintenance of non-majority language practices (Gonzalez, 2011; Sallabank, 2010; Zentella, 1997). By mapping speaker social networks it is possible to quantify with whom and how often people are interacting to determine what kind and how many opportunities speakers have to engage in the language interaction that is central to linguistic development.

The theory of speaker investment (Pierce, 1995; Norton, 2010) proposes a dynamic interplay of social structures and individual agency that inform a speaker's choices and actions with regards to language interactions. This would predict that speakers with higher levels of investment would be more likely to seek out and exploit the opportunities for language interaction available to them via their social networks. This relationship between speaker investment in seeking out opportunities for language interaction is evidenced in the literature (Nasrollahi, 2018).

Using social network and speaker investment surveys as well as Simulated Oral Proficiency interviews (SOPI), this study seeks to establish a quantitative link between speaker social networks and speaker investment and their demonstrated oral proficiency. A qualitative analysis of responses to open ended questions in the investment survey will be conducted to help contextualize the quantitative data and identify patterns at the individual, community and institutional level that may contribute to correlations between these social factors and speaker proficiency. Preliminary results will be presented and possible implications for pedagogy and language policy will be discussed.

El español para hablantes de herencia: No solo para el aula, sino para la comunidad
Mariana Mata - mmata14@mail.stmarytx.edu
St. Mary's University
Meghann M. Peace - mpeace@stmarytx.edu
St. Mary's University

Los hispanos consisten en casi 20% de la populación estadounidense (U.S. Census, 2019), cifras que se aumentan aún más cuando se considera el estado de Texas. Mas de 53% de los estudiantes en Texas son hispanos (Texas Education Agency, 2020). Estos estudiantes suelen tener cierta exposición al español en su casa y/o comunidad, pero las variedades a que están expuestas tienden a ser estigmatizadas y criticadas por los Anglos, los hablantes monolingües del español, los mismos hablantes bilingües del español y la academia (Leeman, 2012; Villa, 2004; Zentella, 2007). Las críticas son varias – estos estudiantes tienen una deficiencia en el habla, les falta el vocabulario, no saben escribir, no conocen los registros formales – pero resultan en afectar de manera negativa su confianza al usar el español (Sánchez-Muñoz, 2016).

Durante las últimas décadas, el uso de la pedagogía crítica en el aula del español como lengua de herencia ha demostrado efectos positivos en cuanto al compromiso a mantener el español, las actitudes hacia las variedades locales y el reconocimiento de su rol en la comunidad (Author, 2019; Leeman et al., 2011; Lowther Pereira, 2015; Martínez & Schwartz, 2012; Pascual y Cabo et al., 2017). Sin embargo, estudios recientes revelan que, aunque estos cursos les ofrecen beneficios a los estudiantes inscritos en ellos, no necesariamente cambian actitudes en la comunidad (Author, 2020, 2021).

Esta investigación presenta los efectos de tres clases de lingüística, ofrecidas en una universidad mayoritariamente hispana en el sur de Texas. En estas clases, los estudiantes hicieron contactos en la comunidad y la academia para redactar artículos públicamente disponibles sobre temas de lengua y sociedad. Un análisis de comentarios hechos por los estudiantes y miembros de la comunidad presenta los beneficios de tareas, investigaciones y ensayos más abiertos al público general en clases para hablantes de herencia.

Linguistic Identity in Southern California: Attitudes Towards Their Translingual Practices

Pablo Camus - pcamus@soka.edu
Soka University of America
Linda Lemus - llemus@ucr.edu
University of California Riverside

This study aims to explore the complex and multifaceted ways in which young adults of Mexican descent negotiate and construct their identities, and their attitudes towards the full range of linguistic repertoire. We explored the language practices and histories of 30 Spanish heritage speakers of Mexican descent who studied in a state university in Southern California. These students composed a narrative in which they talked about their background, the languages they speak, and how they make sense of life using their full linguistic repertoires. A qualitative analysis of the narratives was followed to allow them to make sense of themselves. In addition, quantitative surveys were administered in order to explore their motivations, attitudes and self-perceived proficiency about their languages and to enhance our understanding about their identity. Preliminary results suggest that participants take on multiple linguistic identities depending on the social circumstance and interactions at hand. The analysis also suggests mixed attitudes towards their translingual practices. On the one hand, Spanglish is considered an index of the social identity. On the other hand, some students hold negative attitudes which stems from linguistic insecurities and deficit language ideologies. In addition, students with a higher self-perceived proficiency tended to have more positive language attitudes. Results are explained in light of the role that community plays in their attitudes and identity construction (Parra, 2016) and the role that practitioners have in promoting translingual frameworks that valorize performative competences across language boundaries (Quan & Menard-Warwick, 2021).

Language mixture, community norms, and L1 dominance: A heritage speaker case study

Drew Colcher - dcolcher@utexas.edu
UT Austin

Many researchers argue that phenomena of language mixture vary widely between bilingual communities. On this view, either code-switching, established borrowings, or processes of "nonce" borrowing may predominate in certain communities (Poplack et al., 1988). Analyses from sociolinguistic and formalist perspectives tend to establish the validity of this variation while simultaneously showing that all phenomena co-occur, to some degree, in all communities (Blokzijl et al., 2017; Otheguy. 2011; Torres Cacoullos & Travis, 2018). This co-occurrence is partially explained by studies which have argued that language dominance determines the production of one speech behavior over another (Bentahila & Davies, 1995; Silva-Corvalán, 1983). For this project, I will analyze the speech of an English-dominant heritage Spanish speaker ("Veronica") who engages in all three linguistic practices. I will first use descriptive statistics to compare the degree to which each phenomenon occurs, in relation to arguments that claim certain behaviors reflect Spanish (L1) fluency more than others. I will then discuss the felicity of Veronica's code-switching in terms of Myers-Scotton's Matrix Language Frame (2002), and the felicity of gender assignment in mixed determiner and noun phrases within the framework of minimalist syntax (MacSwan, 2005). Preliminary results indicate that Veronica's speech adheres to the constraints proposed within these frameworks, and this—along with the co-presence of several types of language mixture—challenges

the ascription of different types of language mixture to degree of dominance. I suggest that Veronica's speech patterns may be reflective of community-wide norms rather than L1 attrition or incomplete acquisition (Silva-Corvalán, 2012). I also suggest that, by exploring language mixture through case studies, researchers can establish sociolinguistically and ethnographically valid baselines from which to analyze the community norms influencing bilingual speech production among heritage Spanish speakers in the U.S.

Where we are and where we ought to be: The need for research-based assessments for dual immersion learners

Patrick Thane - pthane@spanport.rutgers.edu
Rutgers University
Michele Goldin - anne.goldin@touro.edu
Touro College
Esther Hur - esther.hur@rutgers.edu
Rutgers University
Abril Jiménez - abjimenez@davidson.edu
Davidson University
Julio Cesar López Otero - jlopezot@Central.UH.EDU
University of Houston
Jennifer Austin - jbaustin@newark.rutgers.edu
Rutgers University

Research on English-Spanish two-way immersion (TWI) schooling has shown that Spanish heritage bilinguals (HB) experience positive academic and linguistic outcomes by receiving schooling in two languages (Lindholm-Leary, 2016). However, monolingually-educated Spanish HB experience differential outcomes in acquiring morphology and syntax (see Montrul, 2016); therefore, sustained exposure to Spanish is imperative for maximizing development. Considerably less is known about the linguistic outcomes of TWI for HB, which highlights the need for assessments designed to measure bilingual development in immersion.

Current bilingual assessments measure language disorders (e.g., the Bilingual English-Spanish Assessment, Peña, Gutiérrez-Clellen, Iglesias, Goldstein, & Bedore, 2018) or second language acquisition (i.e. the STAMP 4S, Santos, 2019). Therefore, they are not optimized to capture HBs' linguistic talents. Our article presents a discussion of how current theories, studies, and tasks could inform development of assessments for diverse linguistic profiles. More specifically, we offer recommendations for how to construct research-based instruments that can address the gap in knowledge of how HB acquire Spanish through TWI. Firstly, we advocate for targeting specific linguistic structures that have proven difficult for bilingual populations. Additionally, we propose that production and comprehension must be addressed separately (Perez-Cortes et al., 2016) and using multiple types of tasks. Finally, we believe that bilingual students should not be penalized for translanguaging when evaluating their written expression.

In our proposal, we discuss why these assessments are crucial for researchers, teachers, and policymakers. For researchers, they provide the opportunity for wide-scale analyses of TWI. For teachers, assessments are necessary to design appropriate instructional interventions and to advance

our knowledge of what and how to teach Spanish HB (Carreira & Kagan, 2017). Lastly, for policymakers, bilingual assessments are vital for creating national curricular standards for bilingual education. With this knowledge, it will also be possible to create TWI assessments for other languages.

Language Policies and Programs for Heritage Spanish Speakers in Iowa
David Cassels Johnson - david-c-johnson@uiowa.edu
University of Iowa
Christine Shea - christine-shea@uiowa.edu
University of Iowa
Melanie Carbine - melanie-carbine@uiowa.edu
University of Iowa
Diana Camberos - diana-camberos@uiowa.edu
University of Iowa

In Iowa, Latinos are the state's largest ethnic minority with an estimated population of 198,550 (State Data Center of Iowa & The Office of Latino Affairs, 2020). Over the past twenty-five years, there has been a 455% increase in the number of students classified as "English learners" enrolled in Iowa public schools, the vast majority of whom are Spanish speakers. This trend is even more pronounced in partner districts for this study, which on average have experienced a 780% increase. Thus, educators and policymakers struggle to accommodate Heritage Spanish speakers, with little guidance from the Iowa Department of Education.

Heritage Spanish speakers have specific language and cultural needs in K-12 contexts, yet many schools do not offer the necessary courses. Furthermore, Heritage Spanish speakers are perceived as speaking a less prestigious variety of Spanish and are often viewed from a racialized, deficiency-oriented perspective that dismisses their bilingualism as incomplete or incorrect (Fuller and Leeman, 2020).

This project focuses on the educational equity for students in public schools. We investigated the policies, programs, and decisions in place that support Heritage Spanish speakers in Iowa. We asked: What language policies and programs guide the education of Heritage Spanish speakers in Iowa K-12 classrooms? And, what rationales and ideologies engender the implementation of these policies and programs?

To answer these questions, we focus on eight Iowa school districts with large numbers of Heritage Spanish speakers. Data collection included document collection (state and school districts policies) and two surveys administered to teachers and administrators. Findings focus on language policy and educational practices for Heritage Spanish speakers in Iowa. In particular, findings reveal how language ideologies and institutional constraints impact language programming. This preliminary research project will inform the larger project of creating a network of resources for educators who work with Heritage Spanish speakers.

Critical language awareness, linguistic insecurity, and identity of Spanish heritage speakers: the case of an SHL course in Miami

Marisa Filgueras-Gámez - mfilguer@fiu.edu
Florida International University

Heritage language (HL) maintenance is affected by different factors. Some of these factors are: heritage speakers' (HSs) level of proficiency in the HL; the level of involvement with the HL according to their ascribed membership to sociolinguistics generations (Sevinc & Dewaele, 2016); the feeling of belonging to the HL culture or community; the level of education in the HL; and the ethnocultural identity in general (e.g., Lee, 2002; Tse, 2000) and in educational settings in particular (e.g., Bailey, 2000, 2005; Mendoza-Denton, 2008; Palmer, 2007). Attitudes towards the HL also affect the degree to which the HL is maintained. In turn attitudes are affected by the linguistic ideologies HSs have been exposed to and their level of linguistic confidence with HL. In response to the documented experiences of alienation and disempowerment lived by HSs of Spanish that also affect language maintenance, researchers have argued for the inclusion of critical approaches to Spanish HL (SHL) curricula (Leeman, 2005; Leeman et al., 2011; Leeman & Serafini, 2016; Martínez & Schwartz, 2012). To this end, the development of students' critical language awareness (CLA) is now the cornerstone of SHL programs.

The present study explores language ideologies, linguistic insecurity and identities of 50 HSs enrolled in a SHL course in Miami, an area where Spanish is widely spoken across different socioeconomic levels and enjoys acceptance and prestige (Carter & Lynch, 2015). Participants completed open-ended and close-ended questions at the beginning and the end of the semester of a SHL course that included modules on critical language pedagogy. The survey questions were crafted to include CLA themes (Beaudrie et al., 2019), linguistic insecurity themes (González, 2011), and identity themes.

Results are discussed considering possible relationships between identity, CLA, and linguistic insecurity with the geographical context and the pedagogical interventions, as well as the role of these issues in language maintenance.

Considerations for the curricular integration of translation and interpreting in heritage language university programs in the United States

Laura Gasca Jimenez - lgascajimenez1@fairfield.edu
Fairfield University

Despite the growing attention that translation and interpreting (TI) has received as a natural communication strategy in plurilingual contexts (e.g., Gasca Jiménez 2019; Muñoz Basols 2019; Piccardo, North & Goodier 2019), existing proposals to foster its integration into heritage language (HL) programs tend to focus exclusively on specific courses and ignore the wider curriculum. Colina & Lafford's (2017) work, which focuses on specific curricular strategies to integrate TI in the context of Spanish language programs, is a notable exception; however, it does not examine HL teaching contexts in detail. Therefore, the objective of this presentation is to explore the role of TI at the curricular level in HL university programs in the United States. Building on recent research on TI and plurilingualism, three main roles for TI are proposed: as a plurilingual strategy, a pedagogical activity, and a professional skill. Based on this classification, it is argued that HL programs should recognize, normalize, and encourage the use of TI as a plurilingual strategy to legitimize students'

diverse language practices outside the classroom. Similarly, the use of TI as a pedagogical activity is encouraged to foster multiliteracy and the advancement of language mediation skills. The role of TI as a professional skill is also emphasized and it is explained that it should be incorporated progressively and, preferably, after having introduced TI as a plurilingual strategy and a pedagogical activity. Finally, some considerations for the development of stand-alone TI courses and a sequenced introductory TI certificate for HL students are offered, including learning objectives, sequencing, and sample content. These considerations may serve as a starting point for researchers and practitioners to more systematically integrate TI into HL courses and programs.

Retos en la elaboración de un curso de redacción para hablantes de herencia

Lydia Garcia - lydiagam@unam.mx
CEPE UNAM Campus Taxco

En esta ponencia hablaremos sobre los retos enfrentados por un grupo de académicos de la Universidad Nacional Autónoma de México (UNAM) para elaborar un curso de redacción para hablantes de herencia (HH) en línea para el ámbito universitario.

Es una propuesta pedagógica de la enseñanza de lengua dirigida tanto a los HHs como a los docentes involucrados. Buscamos darle al estudiante las herramientas adecuadas para desarrollar su competencia lingüística escrita, habilidad poco desarrollada al no tener una instrucción formal del español en el país de residencia.

Los HH están cobrando cada vez más importancia dentro de la sociedad y la cultura de México. Este curso busca ayudar a este grupo a incorporarse al ámbito académico y laboral de México o de otro país hispanohablante.

De acuerdo con Montrul y Bowless (2011), los hablantes de herencia se inscriben a un curso de español con el objetivo de mejorar su escritura, su exactitud gramatical y vocabulario, lo que le permitirá tener una mejor confianza en un ámbito formal y académico.

Los retos enfrentados han sido definir el perfil del hablante de herencia, las herramientas lingüísticas que se requieren para cumplir el objetivo de elaborar un texto expositivo y la presentación de esas herramientas al igual que el tipo de ejercicios que le permitan al hablante de herencia desarrollar un texto académico.

Spanish heritage language programs: Closing the achievement gap and promoting social mobility

Melissa Patiño-Vega - mpatino2@pdx.edu
Portland State University

Historically, Spanish heritage language learners (SHLLs) in the U.S. have been pervasively targeted through the implementation of restrictive language policies (Gándara & Hopkins, 2010), subtractive schooling practices (Valenzuela, 1999), and inequitable educational opportunities (Valencia, 2011). Despite the perpetual systemic barriers against these often racialized (Flores & Rosa, 2015) and frequently first-generation college students (Salis Reyes & Nora, 2012), many SHLLs thrive during their university career. Research has documented the linguistic, personal, cultural, and social gains Spanish heritage language programs accord; yet, limited research exists on how these programs contribute to the success of SHLLs beyond the duration of the program, university, and goals of the

field. In an effort to explore the impacts that Spanish heritage language programs have beyond the classroom, I present ethnographic data regarding the experiences of three Latinx SHLLs at a predominately white institution after completing a Spanish for heritage learners series. Using case study methodology, I analyze the connections that participants make between their experience in the heritage language program and their success beyond it. Preliminary data suggests such programs may serve as triage in closing the achievement gap and promoting social mobility, as these first-generation college bilinguals successfully graduate from their institution, gain access to graduate education, obtain bilingual leadership roles in school districts, and extend the social capital acquired in the Spanish heritage language classroom and university to their communities.

Alternative Futures? Generational Change in the Spanish of Round Lake, Illinois

David Giancaspro - dgiancas@richmond.edu
University of Richmond
Marco Consuelo - marco.barcenasconsuelo@richmond.edu
University of Richmond

To understand the root causes of innovation in the Spanish of second-generation heritage speakers (HSs), we must first determine whether those innovations are also present in the input that they receive from first-generation speakers, whose own Spanish may have already begun to change (e.g., Montrul & Sánchez-Walker, 2013). Consequently, many recent studies (e.g., Pascual y Cabo & Vela, 2020) have compared HSs to first-generation immigrant control groups, a methodological set-up that is well justified on conceptual and theoretical grounds (e.g., Pascual y Cabo & Rothman, 2012). Though the use of such groups has become increasingly common, very few studies that have utilized such groups (e.g., Raymond, 2012) have drawn direct comparisons between second-generation HSs and their first-generation immigrant parents. The present study contributes, therefore, by investigating how second-generation HSs and their first-generation immigrant parents differ in their strategies for expressing futurity in Spanish. Twenty adult HSs and twenty first-generation immigrants participated in the study. Crucially, every HS in the study had at least one parent in the first-generation control group, a setup that provides us with unusually direct insight into generational linguistic change. Furthermore, all participants in both groups were long-time residents of Round Lake, IL, a highly stable (and almost entirely Mexican-origin) speech community located about fifty miles outside of Chicago. Participants completed an oral elicited production task that assessed their expression of the future in distal contexts (e.g., (1)), where morphological future (MF) forms are typically preferred. Results of this task revealed substantial differences in the future expression of the two groups (Figure 1). While first-generation speakers produced almost exclusively MF forms (86.3%), the HSs produced more periphrastic future (PF) (40.6%) and other verbal forms (e.g., present, conditional) (32.3%), thereby diverging sharply from their own parents. These findings have critical implications for our understanding of generational linguistic change.

Defining Alternative Constructs of Spanish Language Assessment under JEDI teaching

Eva Rodriguez-Gonzalez - evarg@unm.edu
University of New Mexico

This study is part of a larger project that provides practitioners within the field of heritage languages contexts in the Americas with examples of challenges faced by these academic communities in the design and implementation of effective assessment practices. Recent research in the field of applied linguistics has addressed the complex and contextual realities of multilingual language learners (Larsen-Freeman, 2018; Larsen-Freeman, 2017; Ortega, 2017). These perspectives include different language learner profiles and different learning contexts in Higher Education. The challenge of assessment in these communities requires that educators contest the/a more traditional and prescriptive notions of assessment to better serve their communities of learners. Some of these diverse contexts in higher education include different languages and learner profiles. We feel it is timely to place the local contexts in assessment at the forefront of research and practice in multilingualism and linguistics studies within the landscape of a diverse perspective. The authors will provide examples of alternative assessments of Spanish as second and heritage language. The first example examines how learner's judgments about their abilities to organize and perform given tasks influence their reported self-efficacies and ultimately inform curricular and assessment practices (Bandura, 1997). Specifically, the project investigates self-perceived capabilities of Spanish students enrolled in second language and Heritage programs in two domains, speaking and writing. A second example presents the design and implementation of student electronic portfolios as an opportunity for students to celebrate language learning achievements, document experience of learning and reflect about growth in a course that includes second language and heritage language learners. In both examples, the authors identify multiple JEDI (Justice, Equity, Diversity, and Inclusion) assessment practices that involve instructors and learners in reflection, dialogue and decision making with the ultimate goal of using assessment *FOR* learning (AfL: Assessment Reform Group, 2002; Leung and Rea-Dickins, 2007).

Discutiendo nuestra historia etnolingüística en el aula de lengua de herencia mediante el dialogo y la escritura

Rosalva Alamillo - ralamillo@sdsu.edu
San Diego State University

El aula de idiomas es un excelente espacio para empoderar a los estudiantes y animarlos a convertirse en agentes de cambio a través de distintas prácticas. El intercambio de historias sobre sus realidades cotidianas, como la identidad etnolingüística y las experiencias en torno al bilingüismo y biculturalismo, contribuye a satisfacer las necesidades lingüísticas y socio-afectivas que los hablantes de herencia pueden llegar a tener. La discusión de estos temas es valiosa debido a sus beneficios a corto y a largo plazo, como el acogimiento de su identidad etnolingüística y el mantenimiento generacional de la LH y la cultura de herencia.

Basado en la pedagogía crítica de Freire (1970, 2000) y la conciencia crítica del lenguaje de Fairclough (1989, 1992a), presentaré una serie de actividades pedagógicas para activar el pensamiento crítico y la conciencia crítica del lenguaje en el aula de LH a través del diálogo y la escritura. El propósito de estas actividades es que los hablantes de LH tengan un espacio compartido

para cultivar actitudes positivas hacia la LH y que avancen hacia la emancipación de ideologías negativas del español y prejuicios sobre los US Latinxs.

Las actividades son: a) una composición que explora la historia etnolingüística de los estudiantes; b) el proceso de edición de la composición por pares; y c) un diálogo virtual. Estas actividades promueven la activación del pensamiento crítico mediante el ejercicio de las cuatro habilidades lingüísticas (escuchar, hablar, leer, escribir). Proporcionaré instrucciones paso a paso sobre cómo implementar y orientar a los estudiantes para dichas actividades. También se presentarán ejemplos de composiciones (autobiografías, narraciones y poemas) escritas con este propósito por exalumnos de un curso avanzado de español como LH de nivel universitario.

Telecollaboration: A catalyst for linguistic confidence in Spanish as a heritage language?

Paola Guerrero-Rodriguez - paola.guerrero@ttu.edu
Texas Tech University

For heritage speakers (HSs), speaking their heritage language (HL) sometimes comes accompanied by HL anxiety (e.g., Sevinç, & Backus, 2017) and/or lack of confidence in their HL skills (e.g., Beaudrie & Ducar, 2005). Although, the lack of confidence in the HL usually intertwines with few opportunities to use the language in diverse contexts (e.g., Beaudrie, Ducar & Potowski, 2014), the present study focuses on telecollaboration as a possible catalyst for linguistic confidence in the HL. For six weeks, 15 dyads of HSs and Spanish Mexican speakers synchronously interacted via Zoom. To observe the effects of telecollaboration on HSs' linguistic confidence, data were collected via weekly written reflections and focus group interviews. Even when all HSs participants were enrolled in third-year courses for Spanish HSs at a large public U.S. university in West Texas, their proficiency levels were different. These differences ultimately derived in distinct outcomes for HSs. While high proficiency HSs gained confidence in their HL and expressed a desire to speak Spanish outside the classroom, low proficiency HSs reported a lack of confidence in their Spanish skills after their interactions with the Mexican students.

The implementation of critical pedagogies to the SHL classroom: challenges and lessons learned

Isabella Calafate de Barros - isabellacb@email.arizona.edu
University of Arizona

In an attempt to battle systemic oppression towards heritage language speakers, theoretical advances in the field of Spanish as a heritage language (SHL) have pointed to a critical turn (Martínez, 2003; Leeman and Serafini, 2016; among others). At the core of critical pedagogies is the need for legitimizing and empowering heritage language speakers. By developing their critical consciousness about the different market values of language based on power (Martínez, 2003), students would be able to question taken-for-granted and essentialist language assumptions and, therefore, better engage in the quest for social change. However, there is still a gap between theory and practice due to the lack of pedagogical materials that can indeed achieve this goal, especially regarding textbooks. As a response, Claudia Holguín-Mendoza and Munia Cabal created an opensource collection of activities based on critical pedagogies to empower Spanish speakers, but they are still the minority and more work on this is needed. In this presentation I share and reflect on the challenges and lessons learned from implementing three pedagogical units designed for the SHL classroom. The activities

were designed for developing students' critical awareness and focused on three different topics: the relationship between language and identity, language-contact phenomena, and the use of inclusive language in the Latinx community. Preliminary results based on a student survey show that students related to the activities, likely because they were designed specifically for SHL speakers. In the language-contact phenomena unit, many students explicitly mentioned reconsidering the conceptualization of Spanglish as "incorrect" or "wrong", while others still shared prescriptivist opinions that classify borrowings as non-appropriate words. My ultimate goal is to bridge theory and practice in SHL education and discuss its challenges as well as the lessons that could inform instructors in the design of pedagogical tools for the development of students' critical language awareness.

"I know how to speak Spanish my way": Spanish heritage speakers' language attitudes in the heritage language classroom
Sara Ramirez - sir9@georgetown.edu
Georgetown University

As Spanish heritage language (SHL) courses and programs continue to increase across the US, there is a growing awareness that SHL curricula should incorporate topics related to sociopolitical and cultural forces that subordinate certain varieties of Spanish (e.g., Beaudrie et al., 2019) and seek to empower heritage speakers to develop a critical language awareness (CLA) and agency in challenging dominant language ideologies (Leeman, 2005; Leeman & Serafini, 2016; Martinez, 2003). Building SHL speakers' agency not only has the potential to positively affect students' attitudes towards Spanish and their variety (Leeman, 2018; Leeman & Martinez, 2007) but also increase motivation to continue developing their cultural heritage (e.g., Beaudrie et al., 2009). Recent research has also found that including relevant sociopolitical and cultural issues in the classroom facilitates students' CLA development (e.g., Beaudrie et al., 2021). The present pilot study aims to expand this research by comparing the impact of critically-oriented course topics on SHL students' attitudes across proficiency levels. SHL students (n=12) in Intermediate, Advanced I, and II courses participated in virtual semistructured recorded interviews (30 minutes–1 hour) in English and/or Spanish regarding their language use, language variety, topics discussed in the SHL classroom, and their motivation to continue studying Spanish. The current study identifies recurring themes in transcribed interviews following a bottom-up, interactive coding analysis (Clarke & Braun, 2014). The results show that whereas Intermediate and Advanced II students expressed more positive attitudes and pride towards their variety of Spanish and Spanglish, Advanced I participants expressed preference towards 'standard' varieties of Spanish and avoidance of Spanglish. Findings indicate that differential engagement with course topics across proficiency levels led to variable attitudes that display both agency and internalized standard language ideologies, which underscore the need to incorporate critical approaches beginning at low levels of SHL curricula (Serafini, in press).

Expanding cognitive research on heritage speakers: Social contexts, inclusive language, and online data collection

Jessica Cox - jessica.cox@fandm.edu
Franklin and Marshall College

This methodological paper responds to recent calls for increased inclusivity and incorporation of social factors into cognitive research on bilingualism and heritage speakers (e.g., B.G. López et al., 2021; Ramírez-Esparza et al., 2020; Ortega, 2020). Many researchers have already adopted methodological innovations such as comparing (heritage) bilinguals to (heritage) bilinguals rather than to a monolingual group that likely differs in many ways; further adaptations are necessary for our science to accurately represent and affirm the broad range of heritage bilingual experiences that exists. These changes include incorporating bilinguals' social contexts into analyses, because "heritage speakers" are a heterogeneous group with different lived experiences in different parts of the US (as well as varying in other factors). They also include making participant recruitment and questionnaires more inclusive, to affirm and welcome a broad range of heritage bilinguals as participants in research studies. This talk will report on first steps taken in a recent online study on Spanish speakers in the US that put into practice the above recommendations, specifically: (1) collecting participants' geographical location to calculate the linguistic diversity of their social environment as part of analyzing the effects of heritage bilingualism on non-linguistic cognitive abilities (Tiv et al., 2021; Fan et al., 2015); (2) using the platform Prolific.co to reduce potential activation of stereotype threat in heritage speakers who might not selfidentify as "bilingual" due to perceived flaws in their language skills (B.G. López et al., 2021); and (3) revising questions in the demographic and language background questionnaire to be more inclusive of diverse families and backgrounds, based on recommendations from related fields (Hughes et al., 2016; A. López, 2020). After detailing the above moves, the talk will evaluate the effectiveness of these changes and conclude with a discussion of considerations for future studies, especially ones conducted online.

Open Pedagogy in the Heritage Spanish Classroom

Jocelly Meiners - jocelly@utexas.edu
University of Texas at Austin

Open pedagogy is the practice of engaging students in the creation of educational materials. It is a form of experiential learning that can be implemented in most language courses, particularly project-based learning courses. Heritage Spanish students come to our Spanish courses with a wealth of knowledge, especially regarding cultural practices and traditions from their family heritage. As they develop their linguistic skills, it is extremely valuable to use their knowledge and experiences to create materials that may benefit others. For students, it is a way of giving back to the learning community. During this presentation, I will describe how a university-level project-based course can engage students in the creation of materials that can be used by other Spanish instructors and students for learning or teaching a variety of topics. In the course that I will describe, students write a news article, a folk story, and an argumentative essay. These are all common assignments given in language classes. However, I will explain how simple projects like these can be used not only to improve students' linguistic proficiency, but also to increase their confidence and promote a feeling of ownership of their heritage language and culture. The three projects created by students, along with corresponding discussion questions and activities, will be published using a Creative Commons

license and shared widely as Open Educational Resources. In addition to sharing the steps involved in the process of open pedagogy and creating open materials with our students, I will share some of the students' thoughts about the process and how it has impacted their learning. Also, I will present ideas on how our student-created materials can be used by other teachers at different levels of instruction. Finally, the goal of this presentation is to inspire other instructors to engage in open pedagogy with their heritage Spanish students.

Talking with the "Spanish Kids": Language Ideologies and Experiences of Dual Language Graduates in Illinois
Ashley Lenz - alenz1@asu.edu
Arizona State University

The bias towards the English language in the educational context has been found to further marginalize minority groups of students, even in settings that strive to promote a balance between English and the other languages of the speech community (Cervantes-Soon et al, 2017; Dascomb, 2019), contributing to Roldán & Malavé's (2004) finding that young children from Hispanic or Latino families in the United States are developing negative ideas about Spanish, even when they participate in bilingual or language maintenance programs (p. 156), such as dual language (DL). In addition, many studies have looked at the academic outcomes of students while participating in DL programs, yet few have explored outcomes for long-term dual language program participants (Lindholm-Leary, 2013), specifically examining their ideological formations about language (Dworin, 2011; Granados, 2017). Thus, the current study examines and compares language ideologies and attitudes among DL program (Spanish-English) graduates regarding their use of Spanish and perceptions of their language proficiency and bilingual education experience after they have graduated. Participants included students that have graduated from a DL elementary school program in Illinois within the past five years. The data for this mixed-methods study were gathered from two main sources including a modified Likert-style questionnaire and individual, semi-structured interview. Preliminary findings demonstrate that while in general all the students that have participated in the dual language program consider themselves bilingual and have positive attitudes towards Spanish, there is evidence of monoglossic English ideologies and linguistic purism. Emergent patterns also indicate that heritage and L2 learners differ in their evaluation of language proficiency and ideological constructions, which contributes to the conversation about what groups of students DL programs are serving. The findings from this study will help inform pedagogical practices for the promotion and maintenance of Spanish in bilingual contexts, specifically DL programs.

Examining linguistic choices in the wild

Mariana Cuartero Marco - mcuarteromarco@ufl.edu
University of Florida
Daniela Nuñez Alvarez Stransky - d.nunezdealvarez@ufl.edu
University of Florida
Shelby Mikkelson - dpascual@ufl.edu
University of Florida
Diego Pascual y Cabo - dpascual@ufl.edu
University of Florida

In this ethnographic study, we seek to examine some of the linguistic choices that members of the Spanish speaking community in North Central Florida make when interacting with each other in what a priori are bilingual safe spaces (e.g., Hispanic-Latinx campus center). In addition to documenting their linguistic practices outside of the classroom environment, we aim to better understand what prompts (or prevents) Spanish heritage speakers to use Spanish and/or to switch to English, which in turn will help us not only determine the hierarchies behind language use but also comprehend the linguistic dynamics from our students and their community better. The classroom is a bubble and we, as professionals, need to recognize what happens out there in the wild. We base our research on previous work on Spanish/English switch in service encounters (Callahan, 2007) and Spanish use in white public spaces (Urcioli, 1996; Davis & Moore, 2014). Our data was collected from 9 hours of field observations and 10 semi-instructed interviews with heritage speakers of Spanish and members of the Spanish speaking community. To analyze our data, we employed Grounded Theory (e.g., Glaser & Strauss, 1999). With the themes that emerged (e.g., language ability, socioeconomic status, education) we created a model, which we then tested with Content Analysis (Katz, 2001). Our preliminary findings can be summarized in four overarching observations: i) college towns are socioeconomic and cultural bubbles that permit the occurrence of unforeseeable Spanish-speaking environments;); ii) English dominant heritage speakers may self-identify themselves as members of the Hispanic community by actively utilizing Spanish; and iii) language choices (e.g., switching to Spanish or English) depend mostly on linguistic cues (e.g., accented speech in English, listening to Spanish) and pragmatic variables than on physical appearance (i.e., white Hispanics). Combined, we take these findings to indicate that despite current educational efforts to promote the use of Spanish in public spaces, it highly depends on the interaction situation, that heritage speakers will choose Spanish over English with Spanish speakers. This suggests that our heritage speakers still perceive Spanish as a highly stigmatized and subordinated language; even in what are considered bilingual safe spaces.

Heritage Spanish speakers' reflections on their unique study abroad experiences

Abby Dings - dingsa@southwestern.edu
Southwestern University
Tammy Jandrey Hertel - hertel@lynchburg.edu
University of Lynchburg

An increasing number of study abroad participants are heritage speakers of Spanish, highlighting the need for more research focusing on the unique characteristics of their experiences. Prior studies in this area have examined topics such as linguistic development, motivations, linguistic discrimination

and identity (see Shively 2016 for a research review and Pozzi et al. 2021 for an edited volume). This mixed methods project contributes to previous research by exploring heritage speakers' reflections on their study abroad experiences. Participants were 42 heritage speakers from the U.S. who studied abroad in Spanish-speaking countries as undergraduates. They completed an online survey that included questions about their study abroad programs, the impact of aspects of the experience (e.g., homestay, home culture cohort, classes), the influence of their heritage speaker status on their experiences, and the impact of their studies abroad on their heritage speaker identity. A subset of the participants (18) later completed a semi-structured video interview to provide a deeper understanding of their experiences. Results indicated a variety of motivations for studying abroad, perceived growth in confidence in Spanish, and the importance of independent travel and other components of the study abroad experience. The participants' status as heritage speakers, often in cohorts of primarily non-heritage speakers, had varied impacts on their experiences. While some reported feelings of linguistic discrimination from locals in the host culture, some also reported that the study abroad setting was a less judgmental place to practice their Spanish than in their U.S. homes. The study abroad experience reportedly had a positive impact on the participants' relationships with their families, and also contributed insights into the complexity of their perceived identities. Participants provided suggestions for encouraging heritage speakers to study abroad and making programs accessible and supportive.

A Concept-Based Approach to develop Heritage Spanish Students' metalinguistic knowledge on Spanish Subjunctive mood and modality

Ana Sánchez - asanchez@wcupa.edu
West Chester University

This paper examines the benefits of using Concept-Based Instruction, (CBI), grounded on Vygotsky's Theory of Mind (Vygotsky, 1986), to teach the Spanish subjunctive mood and modality to Heritage Spanish (HS) students at the post-secondary level. Heritage Spanish (HS) students acquire the heritage language (HL) in informal, natural settings through interaction with family, friends, and community members. However, the heritage language input starts to diminish once students are enrolled in formal education, and English becomes the language of instruction (Montrul, 2020). It is then, that at an early age, HS students begin to develop literacy skills in English, and many of the Spanish linguistic features, like the Spanish subjunctive, that had started to be acquired are halted. The lack of opportunities to develop literacy skills in the heritage language has been one of the causes of incomplete heritage language acquisition, language attrition, or language loss (Rothman 2007; Pires & Rothman, 2009; Delgado, 2009). Unfortunately, when HS students attempt to re-learn their heritage language in higher education, the instructional approaches are meant to meet the needs of the non-native Spanish students (Eckerson, 2015), which are mixed with HS students in most higher education institutions in the United States. Eckerson (2015) concluded that most of the Spanish programs "are designed for students who are novice learners and first language speakers of English, not for students who speak or hear Spanish at home" (p. 8). HS students have implicit knowledge of the language, and they need to spend more time than non-native students to develop literacy skills and metalinguistic knowledge. Vygotsky's Theory of Mind (Vygotsky, 1986) has motivated concept-based instruction to learn conceptual categories of a language such as mood, aspect, and tense. The main tenet of CBI is to develop performance not just competence on language concepts, and HS students need to develop metalinguistic knowledge on the subjunctive to be able

to transfer the concept to other situations where the subjunctive mood is culturally appropriate. In this paper, I will discuss HS students academic and social needs as they attempt to relearn their heritage language in Spanish courses at the University level, and how CBI instruction can help them develop metalinguistic knowledge on subjunctive mood and modality.

The Use of Discourse Markers in Narrations Written by Spanish Heritage Language Learners: The Case for Explicit and Implicit Instruction

Mark Cisneros - macisneros@unm.edu
University of New Mexico

The acquisition and production of discourse markers (DMs) in the field of Spanish as a Heritage Language (SHL) has been given little attention. Few studies on the teaching of DMs to Spanish Second Language (SSL) learners have focused on oral discourse and show that both Explicit and Implicit Instruction promote the learning and use of DMs among SSL learners (Hernández & Rodríguez-González 2013; De la Fuente 2009). While pedagogies for the use of DMs in SSL writing are few (Saíz 2003), pedagogies that promote the use of DMs in SHL writing have not yet been identified. For this reason, this study attempts to answer the following research questions: 1) What is the frequency of use of DMs utilized by SHL learners in narrations? and 2) Does the following pedagogical intervention (i.e., Explicit Instruction + Input Flood + Textual Enhancement) increase the production of DMs in narrations written by SHL learners? Nineteen SHL students enrolled in an advanced Spanish writing course served as participants. They were asked to write two narrations of two different short, silent films. Before writing the second narration, students watched a video on the functions and uses of DMs (i.e., explicit instruction) while reviewing a sample narration that incorporated Input Flood and Textual Enhancement. A total of 326 discourse markers from the 19 pre- and 19 post-intervention narrations were extracted and coded for type of DM; results indicated that participants resorted to using the same set of DMs: pero (18.7%), cuando (14.7%), luego (8.6%), porque (6.7%), and entonces (5.8%), which accounted for 54% of the DMs produced. Results also showed that about onethird (i.e., 6) of the participants incorporated new, complex (i.e., two-word) DMs, that were explicitly mentioned and used in the intervention, in their post-intervention narrations. This increase in the use of DMs suggests that a combination of Explicit and Implicit Instruction promotes the acquisition and use of DMs in SHL writing.

Heritage Language Learner Confidence Development: Interlocutor Effect in Videoconferencing

Lauren Hetrovicz - lauren.hetrovicz@ucf.edu
University of Central Florida

Over the past few decades, extensive research has investigated the impact of technology in the second language classroom, however, studies are scarce on the role of digital tools for the teaching and learning of heritage languages (HL). The present study aims to fill this gap by examining the effect of two interlocutor types in videoconferencing, a trained native speaker on *Talk Abroad* and a HL peer on *Zoom*, on HL learner confidence development over time. Addressing this question is critical given that motivating HL learners and validating their linguistic and ethnic identities is considered cornerstone for heritage language maintenance (Sánchez-Muñoz, 2016).

Theoretically, the present research is guided by the functional model of second language confidence (L2C) proposed by Sampasivam and Clément (2014). In the model, the two determinants that build towards L2C are identified as *self-involvement* and *richness* of the contact experience.

The participants in this study were HL learners enrolled in a fifth-semester Spanish conversation course who, throughout the duration of a 16-week semester, completed eight 30-minute videoconferences, four with a peer on *Zoom* alternating with four with a trained native speaker on *Talk Abroad*. In addition to the conversations, data also comes from the participants' responses to an initial 29-item L2C questionnaire and eight post-conversation questionnaires.

Regarding the functional model of L2C that was used to measure the perceived characteristics of *richness* and *self-involvement* for each contact experience, the results showed that the trained native speakers afforded more *richness* than the HL peers, but that both interlocutor types prompted *self-involvement.* Considering these findings, the model would predict higher gains in L2C for the trained native speaker interactions, but the ratings for the peer videoconferences surpassed them. These results will be discussed with an emphasis on their pedagogical and theoretical implications.

"Language is how we connect to others!" - Heritage Spanish Speakers' Empowerment as the Outcome of Working as Tutors at a Spanish Writing Center

Clara Azevedo - cazevedo@sandiego.edu
University of San Diego
Neve Pacera - npacera@sandiego.edu
University of San Diego

Although heritage Spanish speakers may be perceived by peer language learners of different language backgrounds to have full command of the language, it is not uncommon for heritage Spanish speakers to lack confidence in their Spanish abilities and in their Spanish variety (Alarcón, 2010; Beaudrie & Ducar, 2005; Carreira, 2003). When heritage Spanish speakers work as writing consultants at a Spanish Writing Center, they must face their linguistic insecurities in order to help student writers improve their writing skills. Therefore, this study seeks to answer the following question: do heritage writing tutors experience empowerment when helping others improve their writing skills despite their linguistic insecurity? In this case study, empowerment is understood as a sense of authority and is discussed in the context of a Spanish writing center seen as a community of practice (Lave & Wenger, 1991; Wenger, 1998; Wenger et al., 2002). In this community of practice, the writing tutors as its members share a repertoire of tools and ways of addressing problems (Wenger, 2011). As these writing tutors engage with student writers, they invest time and energy to improve their language skills (Norton, 2000, 2012) and to belong to the community. Three undergraduate heritage Spanish speakers who worked as writing tutors at a Spanish writing center for several semesters were interviewed and asked to reflect on their work helping both L2 and heritage Spanish student writers. These interviews were transcribed and analyzed for ways in which the participants conveyed a sense of empowerment. The participants' stories reveal that, although they were nervous and insecure about their abilities during the early sessions, they experienced a sense of empowerment as they gained practice using their language abilities and writing skills to positively impact other language learners.

El examen de AP Español Lengua y Cultura: Implicaciones para los estudiantes de lengua heredada

Anna Marrero-Rivera - anna.marrero@asu.edu
Arizona State University

Hoy en día, la mayoría de los estudiantes que toman los exámenes Advanced Placement (AP) de Español son estudiantes de lengua heredada (LH) (College Board). Un estudio de caso realizado en Sonoma State University descubrió que los estudiantes que reciben créditos universitarios por los exámenes de AP Español, en su mayoría latinos, tienen más probabilidades de graduarse en cuatro o seis años en comparación con los estudiantes latinos sin créditos AP y el estudiantado en general, lo cual contribuye a la reducción de la brecha de rendimiento latina (Reeder, 2020). No obstante, muchos exámenes estandarizados, incluyendo los exámenes AP, priorizan las prácticas lingüísticas y culturales asociadas con hispanohablantes monolingües educados fuera de los Estados Unidos y las utilizan como objetivo de aprendizaje, interpretando muchas prácticas bilingües como inapropiadas (Leeman, 2012). Por lo tanto, es fundamental analizar a profundidad el contenido de estos exámenes para determinar cómo preparar mejor a los estudiantes de LH y, de esta manera, brindarles a los latinos los recursos adecuados y una oportunidad equitativa para aprobar los exámenes AP y obtener un puntaje que les otorgue créditos universitarios. El presente estudio examina el examen de AP Español Lengua y Cultura mediante análisis de contenido, haciendo énfasis en la sección de comparación cultural y la sección de audio del ensayo persuasivo, además de discutir las implicaciones que este contenido tiene para los estudiantes de español como LH. Los resultados preliminares indican que la sección de comparación cultural está diseñada solo con estudiantes de L2 en mente, lo cual obliga a los estudiantes de LH a realizar algún tipo de acomodación cultural al responder este tipo de preguntas. Además, la sección de audio del ensayo persuasivo incluye variedades del español con las cuales los estudiantes de LH no están familiarizados y las cuales son poco relevantes para ellos, como la variedad peninsular.

Inalienable possession in Spanish-English code-switching

Bryan Koronkiewicz - bjkoronkiewicz@ua.edu
The University of Alabama

This study investigates inalienable possession in the Spanish-English code-switching of US heritage speakers. The two languages express such possession distinctly, with English using a possessive determiner (e.g., he washed his face) (Pérez-Leroux, Schmitt & Lunn, 2004), and Spanish marking it with a definite determiner, often with a preverbal clitic (e.g., él se lavó la cara '(lit.) he to himself washed the face', él levantó la mano '(lit.) he lifted the hand') (Guéron, 2006). This asymmetry creates a conflict for bilinguals who mix their languages, as it is unclear how inalienable possession is manifested in switched contexts. Following Guéron (2006), the features of the determiner allow for a binding relationship between clitic and determiner. As such, it is expected that a switch with the Spanish clitic present would be unacceptable regardless of the English determiner (e.g., *él se lavó the face, *él se lavó his face). With no clitic present, the language of the determiner should require a possessive form in English (e.g., él lavó his face, *él lavó the face) and a definite form in Spanish (e.g., he washed la cara, *he washed su cara). To test these predictions, an acceptability judgment task and an elicited production ask were completed with 23 US heritage speakers of Spanish. Preliminary data analysis reveals that the predictions are borne out regarding acceptability,

supporting Guéron's analysis (2006). However, in production there is a significant preference to use the possessive determiner for both Spanish and English objects. These results are in line with Giancaspro and Sánchez (2021), who have found that heritage speakers show variability in the expression of Spanish inalienable possession, while also retaining systematic knowledge of it in a receptive task. More broadly, these results also suggest that English-to-Spanish influence at the level of bilingual alignments (Sánchez, 2019) also occurs in code-switching.

Does Lexical Frequency Have an Effect on Heritage Spanish? The Case of Clitic Climbing

Adam Cleveland - acleve5@uic.edu
University of Illinois at Chicago

Prior research on heritage Spanish speakers has shown that lexical frequency has an effect on certain structures in the heritage grammar, such as the subjunctive mood (Giancaspro 2020). On clitic placement, studies have found variation in clitic placement in child heritage Spanish speakers (Pérez-Leroux, Cuza, & Thomas 2011; Shin & Requena 2017). In an effort to further investigate the effects of language frequency on adult heritage Spanish speakers, the current study proposes an experiment that investigates the effects of lexical frequency on clitic placement in clitic climbing constructions. Participants will be asked to complete two tasks: (1) an acceptability judgment task with a 2x2 design, in which participants will be provided a context, read a sentence containing a clitic written two ways (one with enclisis and the other with clitic climbing), and decide which they find more acceptable; (2) an elicited oral production task based on CastillaEarls et al. (2019), where participants will be provided a context and then are tasked with answering a question about the context using a prompt. Participants would have to conjugate the verbs and provide a clitic (e.g. ¿Qué quería hacer el perro con el gato? El perro __ (querer morder)). It is expected that participants may produce overt DPs, strong pronouns, or omit the clitic. Both tasks will vary in lexical frequency (based on Davies 2017), with half of the experimental items containing high frequency verbs, and the other half containing low frequency verbs. Expected results are that heritage speakers' clitic placement will be affected by lexical frequency such that lower frequency items will favor enclisis, and lower proficiency heritage speakers will overall show a preference for enclisis. Results may provide evidence about the effects of lexical frequency on heritage Spanish and would show that, in addition to the subjunctive mood (Giancaspro 2020), clitic placement is also susceptible to frequency effects.

On the Methodological Validity of Self-Reported Lexical Ratings in Research of Spanish as a Heritage Language

Patrick Thane - pthane@spanport.rutgers.edu
Rutgers University

Recent studies have demonstrated that the frequency of lexical items affects Spanish heritage speakers' (HB) use of morphology and syntax (Giancaspro, 2017; Hur, 2020; Hur, López-Otero, & Sánchez, 2020; López-Otero, 2020). Some studies have relied on language corpora to report lexical frequency, while others have incorporated participants' self-reported lexical frequency (SRLF) ratings for individual lexical items. An important methodological question is whether corpora and SRLF provide a consistent metric of frequency across studies. Relatedly, previous studies have

reported that SRLF is a proxy to overall patterns of language use, although this has not been explored through statistical modeling.
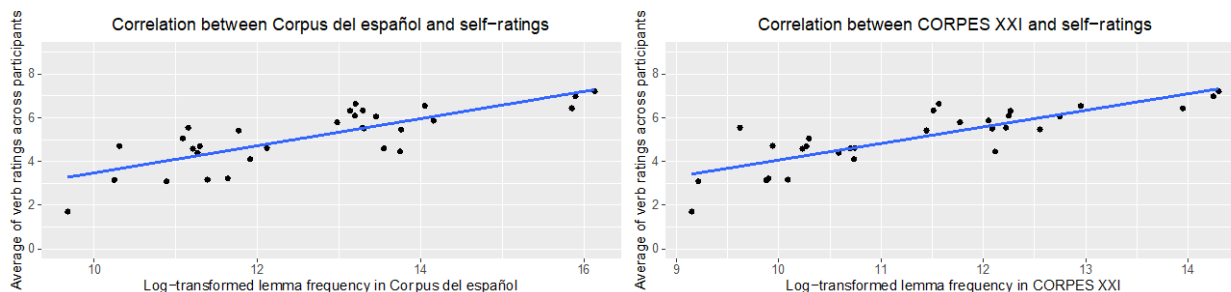
53 Spanish HB provided SRLF ratings for thirty verbs (see Figure 1) as well as their frequency of use of Spanish across ten contexts. I explored correlations between participants' SRLF with two Spanish language corpora (Davies, 2016; Real Academia Española, 2001), and between SRLF and overall frequency of use of Spanish. Results from linear models indicated that participants' SRLF correlated with lemma frequencies in both corpora, as reflected in Figures 2 and 3. A third linear model revealed a correlation between participants' SRLF and overall frequency of HL use, as reflected in Figure 4.

These findings indicate that frequency of use of Spanish accounts for variability in SRLF across participants, and that these ratings correlate with the distribution of lemmas in two Spanish language corpora. The correlation with overall patterns of language use supports the claim that SRLF is an accurate proxy to overall patterns of language use. This supports Putnam and Sánchez's (2013) model, in which variability in the use of the heritage language may cause dissociation of lexical and morphosyntactic features. Furthermore, the relationship between SRLF and lemma frequency in language corpora suggests that both methods of reporting lexical frequency provide a consistent approach to the study of lexical frequency.

Verb	Davies	RAE	SRLF	Verb	Davies	RAE	SRLF
amar	80,242	28,853	4.69	necesitar	593,469	999,02	6.33
atar	15,876	9,406	1.71	ordenar	65,158	29,636	5.05
bailar	29,935	20,774	4.71	pedir	432,187	129,532	5.79
conseguir	129,144	93,382	5.41	permitir	935,997	182,416	4.45
creer	537,246	208,637	6.09	prestar	73,724	27,811	4.58
dejar	696,519	343,581	6.05	quedar	947,469	282,860	5.46
desear	148,807	45,949	4.11	querer	1,263,949	421,748	6.54
doler	69,627	15,080	5.54	robar	28,182	195,22	3.15
enviar	766,523	44,367	4.60	sugerir	88,224	24,081	3.16
esperar	1,409,514	171,091	5.86	tener	8,031,798	1,541,756	6.98
estar	10,180,830	1,624,151	7.20	tomar	506,707	212,199	6.32
excluir	53,412	10,043	3.09	tratar	590,952	203,025	5.54

Figure 1. Lemma frequencies in Davies (2016) and Real Academia Española (RAE; 2001) corpora and participants' self-reported lexical frequency (SRLF) ratings of the thirty verbs analyzed.

Figures 2 and 3 (left to right). Correlations between average SRLF by verb across participants and lemma frequencies in the Davies (2006) and Real Academia Española (2001) corpora.
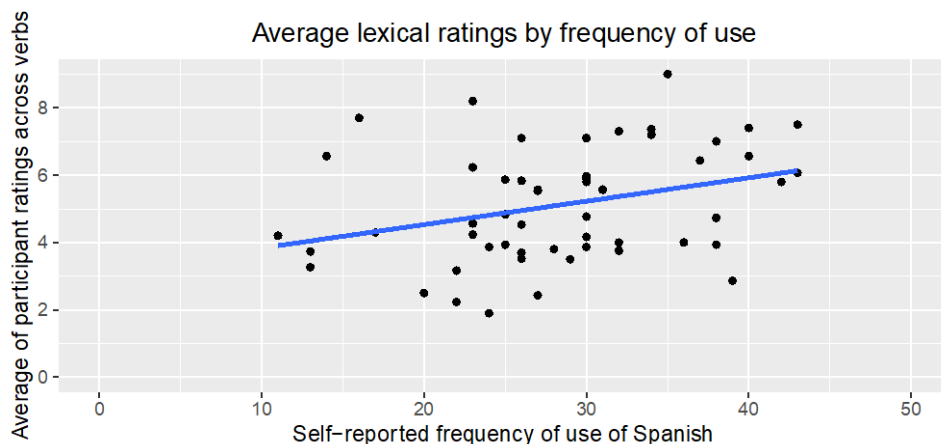
Figure 4. Self-reported lexical frequency as a function of frequency of use of Spanish across verbs by participant.

Critical service-learning for SHL learners:
Promoting student advocacy and agency
Kelly Lowther Pereira - klpereir@uncg.edu
University of North Carolina Greensboro

Service-learning is gaining traction as a useful pedagogical framework within the field of Spanish heritage language (SHL) education. In striving to provide quality, effective instruction that is responsive to both student voices and local community needs, and develop long-lasting, meaningful connections between learners and their language communities, SHL courses and programs nationwide have increasingly looked to educational practices like service-learning. Although one might assume that all service-learning programs are naturally concerned with social justice, not all service-learning programs share the same critical approach or commitment to social change. This presentation, based on a forthcoming chapter, outlines the goals of critical service-learning (CSL), addresses the factors that distinguish CSL from traditional servicelearning, and examines current CSL research and pedagogical trends in the heritage language context. This presentation also addresses how critical language awareness (CLA) fits in the broader framework of CSL to engage students in critical analysis of language and power relations, and take action to resist social inequities tied to language in their communities, providing multiple examples to apply to the classroom. Finally, suggestions are made for future directions of CSL research and practice in SHL education. Rooted in notions of critical pedagogy (e.g., Freire 1970, 2000; Giroux 1983), and experiential learning (Dewey, 1900, 1916, 1973), CSL is an approach to service-learning that aims to generate awareness of social inequalities, encourage learners to challenge dominant structural hierarchies, and, ultimately, lead to positive social transformation. Where it diverges from traditional service-learning is in its active agenda to dismantle structural inequities. CSL calls attention to the skills, knowledge, and experiences needed for students, to not only participate in communities, but to transform them through active and engaged citizenship (Boyle-Baise, 2007; Wade, 2000; Marullo, 1999). CSL orients students to view themselves as agents of social change and to determinedly address and resist forces of social injustice through service. Critical approaches in SHL have most often encompassed orientations of CLA (Fairclough, 1992), focusing on the social and political aspects of language (Leeman, 2018). Critical SHL scholarship during the last two decades,

especially, has centered on the role of language ideologies, including those pertaining to Spanish as a minority language, in general, as well as linguistic hierarchies of different Spanish language varieties, standard versus-nonstandard language usage, translanguaging, and other bilingual practices (Martínez, 2003; Leeman, 2005, 2012, 2014; Lowther Pereira, 2010; Prada, 2019). Advocates of critical approaches in SHL have argued for the incorporation of sociolinguistics in the classroom (Lowther Pereira, 2015; Leeman & Serafini, 2016) and have brought issues like student advocacy, linguistic agency, and the role of identity in language interactions to the pedagogical forefront. Pioneering scholars intent on these issues have also shifted critical SHL instructional approaches to beyond the classroom walls via CSL (Leeman, Rabin & Román-Mendoza, 2011; Martínez & Schwartz, 2012; Lowther Pereira, 2015, 2018). Emerging scholarship demonstrates that not only can CSL connect learners with their communities but it can equip them with the knowledge and skills to engage in critical analyses of language and power relations in order to resist power inequities tied to language. Furthermore, it is time for language educators to embrace civic and career connections to Spanish studies and integrate service-learning across the curriculum and into regular research, teaching, and service (Abbott, 2017; Abbott & Martínez, 2018). Overall, this paper makes the case for CSL as a promising pedagogy within this wider critical lens and offers suggestions for future directions of CSL research and practice in the SHL context.

"My Spanish is/es/está": Critical language awareness and dynamic heritage language ideologies in a Spanish in the US course

Sean McKinnon - sean.mckinnon@asu.edu
Arizona State University
Vanessa Elias - mavelias@indiana.edu
Indiana University

In recent years, proponents of critical language awareness (CLA) have advocated for its inclusion in Spanish as a heritage language programs (Beaudrie, Amezcua & Loza, 2021; Martínez, 2003), and Spanish linguistics courses (Quan, 2020; Velázquez, 2013). By teaching students how to question/challenge dominant language ideologies that privilege monolingual ways of speaking, CLA has the potential to change students' self-conceptualizations of themselves as Spanish speakers. The data from the present study come from seven Spanish heritage students enrolled in a Spanish in the US course at an institution that did not have a Spanish heritage language program. The course adopted CLA as its pedagogical framework through an introductory unit on language ideology and subordination of US Spanish speakers based on Lippi-Green (2012) and Fuller & Leeman (2020). To assess possible changes in their own language ideologies, students watched the spoken word poem "My Spanish" by Melissa Lozada-Oliva and wrote a reflection about their Spanish at the beginning and end of the semester. Following Leeman and Serafini (2020), the reflections were analyzed using a thematic analysis approach and were connected with topics discussed in the course, as well as within the larger language ideologies framework. The quantitative results show that six out of seven students wrote more in the second reflection than the first one, writing on average 70 words more in the second reflection. In addition, two students changed the language of their reflection to include more Spanish. The qualitative results show that students in the second reflection still produced discourse related to their linguistic insecurities (Sánchez-Muñoz, 2016; Showstack, 2012), but some students also challenged standard language ideology by positioning themselves as cultural experts, using Spanish in public domains as a tool of resistance, and embracing the

bi/multilingual identity. Overall, these results speak to the necessity of incorporating CLA at all levels of Spanish curriculum (Pascual y Cabo & Prada, 2018).

Analyzing items for a Spanish Placement Exam: The next steps

Patricia MacGregor-Mendoza - pmacgreg@nmsu.edu
New Mexico State University
Gabriela Moreno - gamoreno@nmsu.edu
New Mexico State University
Jeffrey Longwell - jelongwe@nmsu.edu
New Mexico State University

Spanish language programs serve an increasingly diverse group of learners and often need a means of adequately placing them in courses designed for heritage language (HL) or second language (L2) learners (e.g. Fairclough, 2012; Potowski, Parada, & Morgan-Short, 2012; Vergara Wilson, 2012). Taking research regarding the natural acquisition of SHL/SNS as a starting point (Hulstijn, 2011; Zyzik, 2016). We have designed a streamlined placement test that takes advantage of canonical uses of ser and estar, an innovative reading task, uses of the subjunctive and some items focusing on spelling to index the language abilities of learners of different backgrounds and skill levels. We recognize, however, that designing placement measures requires the continued piloting additional items for future use. Our preliminary research investigating the performance of the items has indicated that the responses of L2 learners differ significantly from those of SHL/SNS learners showing promise for their integration into a placement test. However, before doing so, additional confirmation must be undertaken in the way of item analyses to check the that each item performs reliably in its ability to provide meaningful information regarding learner abilities. In this presentation we demonstrate the results of these item analyses.

Spanglish codeswitching in intermediate-advanced Spanish as a Heritage Language students: A longitudinal analysis of production ratios

Carlos Enrique Ibarra - cibarra@lsu.edu
University of New Mexico, Louisiana State University

Does bilingual behavior change in a Spanish as a Heritage Language (SHL) class that promotes this linguistic discourse mode as a valid language of instruction? This work exploress the Spanish/English language production ratios in 16 pre and 12 post interviews conducted at the beginning and at the end of a semester-long intermediate-advanced (fourth semester) SHL course in a large public university in the Southwestern US. These interviews covered attitudes towards the use of bilingual mode (Spanglish, as defined by students themselves), the students' linguistic interests, strengths, weaknesses, their stories with Spanish, English and Spanglish, and perceptions about the course they were taking. In a previous similar work (Ibarra 2018, 2019), the increase in the longitudinal number of English-Spanish switches was proven to be statistical ignificant at the end of a semester-long course. The present work examines the quantitative effects in terms of Spanish and English production ratios after students have been exposed to Spanglish as the bilingual mode of instruction in the classroom over the course of 16 weeks. Results indicate that the ratio of Spanish-to-English production significantly increased at the end of the semester, This rise in the ratio of Spanish production in bilingual Spanglish mode is in line with recent developments in the use of translanguaging and Spanglish in the heritage and bilingual classroom (Barba Pacheco, 2016; Gomez Menjivar 2015; Martínez, 2010, 2013; Sayer, 2008). It is also evidence of the importance of

lowering the affective filter (Krashen, 1981, 1982) in the heritage classroom throigh the use of home varieties instead of promoting only hegemonic, "standard" varieties, fostering positive attitudes towards Spanglish as a home variety of SHL students as a tool to increase oral production in the target language.

First Things Third: Innovations in HSs' Knowledge of Person on Present Perfect Verb Forms

David Giancaspro - dgiancas@richmond.edu
University of Richmond
Josh Higdon - josh.higdon@richmond.edu
University of Richmond

Previous research has found that Spanish heritage speakers (e.g., Anderson, 2001; Lipski, 1993; Sánchez, 1994; Silva-Corvalán, 2014; Zentella, 1997) sometimes produce innovative, 3rd person singular (3PS) morphology with 1st person singular (1PS) subjects. Despite the prevalence of this finding, however, many questions remain about heritage speakers' knowledge of 3PS verbal forms. First, do heritage speakers (HSs) produce 3PS for 1PS forms more often in less frequent verbal paradigms (e.g., present perfect) vs. in more frequent paradigms (e.g., preterite), as would be predicted by usage-based linguistic theory (e.g., Shin, 2018), or do they produce innovative 3PS forms equally across different paradigms, as might be predicted by other theoretical frameworks? Secondly, is HSs' innovation in the production of 3PS morphology also evident in their comprehension of 3PS forms? In other words, do HSs sometimes interpret 3PS verbal inflections as either 1PS and/or ambiguous? The present study tests these questions by investigating the spoken production and listening comprehension of 30 second-generation heritage speakers (HSs) and 10 first-generation Spanishdominant controls (SDCs). All participants completed an oral translation task, which targeted their production of 1PS/3PS morphology with preterite (e.g., tomó) and present perfect (PP) verb forms (e.g., ha tomado), and a listening comprehension task, which explored their ability to interpret both morphologically unambiguous (e.g., he1PS/ha3PS tomado; tomé1PS/tomó3PS) and ambiguous forms (e.g., tomaba1PS/3PS). Results of the two tasks (Tables 1-2) indicate that HSs, unlike SDCs, produce 3PS inflections with 1PS subjects (e.g., (yo) ha tomado), though almost exclusively with PP verbs (21.4% use of 3PS with 1PS subjects). Similarly, in comprehension, HSs' innovation is limited to the PP paradigm, where they interpret 25% of 3PS forms (e.g., ha tomado) as either 1PS or ambiguous. We argue that these findings offer key insights into our understanding of default morphology in heritage Spanish.

Table 1: Production (%) of 3PS Morphology by Subject, Group, Paradigm

Group	Present Perfect (1PS Subject)	Present Perfect (3PS Subject)	Preterite (1PS Subject)	Preterite (3PS Subject)
HSs	e.g., *yo ha tomado* **21.4%**	e.g., *él ha tomado* 100%	e.g., *yo tomó* 1.3%	e.g., *él tomó* 100%
SDCs	e.g., *yo ha tomado* 0.0%	e.g., *él ha tomado* 100%	e.g., *yo tomó* 0.0%	e.g., *él tomó* 100%

Table 2: Interpretation (%) of 1PS Morphology by Person, Group, Paradigm

Group	Present Perfect (1PS: *he tomado*)	Present Perfect (3PS: *ha tomado*)	Preterite (1PS: *tomé*)	Preterite (3PS: *tomó*)
HSs	99.6%	**25.0%**	99.6%	1.6%
SDCs	100.0%	0.0%	100.0%	0.0%

Debunking second language and heritage language learners' perceptions of mixed beginning, intermediate, and advanced university Spanish courses

Angela George - angela.george@ucalgary.ca
University of Calgary

Spanish classes that were originally designed to support second language learners (L2Ls) and later adapted to include heritage language learners (HLLs) are referred to as mixed classes (Carreira, 2018), and, according to Burgo (2017), are here to stay. Previous studies that have examined perceptions of L2Ls and HLLs towards mixed classes focused primarily on advanced content courses and have found positive and negative perceptions towards such class compositions by students in the USA (Edstrom, 2007; Leeman & Serafini, 2020; Potowski, 2002) and Canada (Campanaro, 2013).

The current study adds to previous research by addressing 31 HLL and L2L students' feelings towards mixed classes. Students were enrolled in beginning, intermediate or advanced courses at a large public university in Western Canada. Participants completed an online questionnaire designed to gauge awareness towards the different types of students in mixed Spanish classes and also responded to open-ended questions about perceptions, attitudes and feelings towards both L2Ls and HLLs in mixed Spanish classes. Using the Linguistic Inquiry Word Count 2015, responses were analyzed and included the number of positive emotions, the number of negative emotions and the emotional tone of the response.

All of the HLLs and the majority (64%) of the L2Ls supported mixed classes. Feelings towards mixed classes differed depending on the level of the participant. Those who supported mixed classes exhibited more positive emotions than negative ones and also a very high emotional tone with the exception of participants in intermediate-level courses. Of the participants who supported separate classes for each type of learner, a similar trend was found, with the students enrolled in intermediate courses demonstrating equal amounts of positive and negative emotions and students in beginner and advanced courses exhibiting more negative emotions than positive ones. Ideas for mitigating negative emotions and experiences in mixed classes will be presented.

Creative Morphology and Cross-Linguistic Influence in L3 Brazilian Portuguese Learners: Spanish Native Speakers, Spanish Heritage Speakers, and L2 Spanish-background Classroom Learners

Sarah Syamken - sms815sms@gmail.com
The University of Texas at Austin
Dale Koike - d.koike@austin.utexas.edu
The University of Texas at Austin

Most recent third language (L3) acquisition research on lexical acquisition has examined that of L2 sequential bilinguals (Montrul et al., 2011); Pinto, 2013). L3 literature on this area presents scant discussion with reference to heritage speakers, of any L1 or L2. L3 acquisition researchers have yet to engage with Spanish heritage speakers (HS) and L2 sequential learners regarding morphological transfer in learning L3 Brazilian Portuguese (BP). Adding to rich transfer and processing debates (Flynn et al. (2004); Rothman (2010), this study investigates how simultaneous and sequential bilinguals of Spanish access morphologically creative and conventional forms of L3 BP in a 16-

question Acceptability Judgment Task (AJT), inspired by Zyzik's (2020) study involving various types of Spanish HS. Our principal research questions are:

1. How do two groups of L3 Portuguese classroom learners, comprising Spanish HS/ NS and L2 classroom learners, perceive conventional and creative derivational morphological forms in an AJT of L3 BP?

2. Is one group more likely to distinguish the Spanish-Portuguese creative forms from the standard ones? If so, do the responses correlate to cross-linguistic interference (CLI) and language background?

Twenty-five adult participants completed the study. Half of the stimuli included creative forms, while others tested derivational suffixes that followed standard Spanish morphological rules. Guided and free-response questions eliciting meta-linguistic awareness and perceived learner confidence followed the AJT. Data were analyzed through a mixed-effects logistic regression model; preliminary results suggest that type of question (Spanish vs. non-Spanish CLI), had a statistically significant impact on participants' performance and confidence levels. The preliminary results do not show that type of learner plays a role in student performance. We conclude with a discussion of current L3 transfer models, and an argument for a more inclusive approach to understanding L3 transfer and acquisition among different L3 BP learner and language backgrounds.

Developing Quantitative Reasoning and Media Literacy in Spanish Heritage Speakers: Pedagogical Perspectives and Approaches.

Eddy Enríquez Arana
eddy.enriquezarana@montgomerycollege.edu
Montgomery College

Quantitative reasoning (QR) is the application of basic mathematical skills for the analysis and interpretation of quantitative information. Cultivating this skillset in the Spanish for Heritage Speakers (SHS) classroom can serve to enable learners to draw conclusions from problems relevant to students' daily lives. Developing these learners' media literacy (ML) can support their abilities to filter through mis- and disinformation across various sources while applying traditional tenets of language learning. The combination of QR and ML challenges students to think critically, integrate, and apply high order cognitive skills. Drawing on Bloom's (1956) work on educational objectives, such demographic questions as the future of the Spanish language in the U.S. as well as interpreting projections of the number of so-called "Hispanics" in this nation can be addressed with the aid of QR and ML.

Critical pedagogy and privileging social justice issues within the SHS classroom is commonplace in current teaching approaches. Yet, U.S. heritage Spanish speakers are increasingly confronted and engaged with a vast Spanish language media landscape, thus negotiating their daily lives between English and Spanish. The undergraduate curriculum often reserves QR and ML for sociology, history, STEM, and political science, *in English*. By aggregating these approaches, the SHS classroom can benefit from analyzing, interpreting, and drawing conclusions based on graphs, data visualizations, pie charts, percentages, fractions, and statistics from the U.S. Census (1880-2020). QR can be applied for learners to convert fractions to percentages, for instance, when interpreting the recent results of the 2020 U.S. Census. ML can be infused to guide learners to extract and relay inconsistencies, biases, and dis-/misinformation in Spanish- as well as English-language sources,

empowering learners to integrate both aspects of their U.S. bilingual consciousness. Specific sample materials will be shared.

Defining Alternative Constructs of Spanish Language Assessment under JEDI teaching

Eva Rodríguez-Gonzalez – evarg@unm.edu
University of New Mexico
Rosita Rivera – rosita.rivera1@upr.edu
University of Puerto Rico-Mayagüez

This study is part of a larger project that provides practitioners within the field of heritage languages contexts in the Americas with examples of challenges faced by these academic communities in the design and implementation of effective assessment practices. Recent research in the field of applied linguistics has addressed the complex and contextual realities of multilingual language learners (Larsen-Freeman, 2018; Larsen-Freeman, 2017; Ortega, 2017). These perspectives include different language learner profiles and different learning contexts in Higher Education. The challenge of assessment in these communities requires that educators contest the/a more traditional and prescriptive notions of assessment to better serve their communities of learners. Some of these diverse contexts in higher education include different languages and learner profiles. We feel it is timely to place the local contexts in assessment at the forefront of research and practice in multilingualism and linguistics studies within the landscape of a diverse perspective. The authors will provide examples of alternative assessments of Spanish as second and heritage language. The first example examines how learner's judgments about their abilities to organize and perform given tasks influence their reported self-efficacies and ultimately inform curricular and assessment practices (Bandura, 1997). Specifically, the project investigates self-perceived capabilities of Spanish students enrolled in second language and Heritage programs in two domains, speaking and writing. A second example presents the design and implementation of student electronic portfolios as an opportunity for students to celebrate language learning achievements, document experience of learning and reflect about growth in a course that includes second language and heritage language learners. In both examples, the authors identify multiple JEDI (Justice, Equity, Diversity, and Inclusion) assessment practices that involve instructors and learners in reflection, dialogue and decision making with the ultimate goal of using assessment *FOR* learning (AfL: Assessment Reform Group, 2002; Leung and Rea-Dickins, 2007).