



University of Oregon

III Symposium on Spanish as a Heritage Language

Thursday, February 18th, 2016

4:30 Registration. Ford Alumni Ballroom.

5:00	OPENING REMARKS. Ford Alumni Ballroom. -Claudia Holguín Mendoza, Director of the SHL program at the University of Oregon. -Superintendent of School District 4j, Eugene, OR, Gustavo Balderas.
5:30-6:30	Plenary Speaker 1: Jennifer Leeman. George Mason University. Title: A critical view of SHL: Speaking back to the neoliberal university Place: Ford Alumni Ballroom

6:30 Welcome Reception. Ford Alumni Ballroom.



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Friday, February 19th, 2016

8:00-8:45 Light breakfast. GSH Great Hall.

<p>8:45-9:00 Superintendent of School District 4j, Springfield, OR, Susan Rieke-Smit. 9:00 Plenary Speaker 2: Susana Rivera-Mills Title: Beyond Mexican Food: Latinos in Oregon and Implications for Heritage Language Teaching Place: GSH Great hall</p>			
	<p>Bean East Classroom Research and Assessment Chair: Doralba Pérez Ibañez</p>	<p>Moore Dining Identities, Ideologies, and Language Choice Chair: Melinda Boettcher</p>	<p>Bean West Formal Studies and Cognition Chair: Elizabeth Valdez</p>
10:10-10:40	<p>Overcoming Placement Challenges: New Opportunities for Spanish Language Heritage Learners. Marta Fairclough, University of Houston. Randal Barrette, Avant assessment.</p>	<p>Social Network Sites & Translanguaging (or Not). Linda Lemus, University of Arizona.</p>	<p>La percepción de cognates a través del lenguaje y la cognición: Una exploración psicolingüística. David Beard, Miami University.</p>
10:45-11:15	<p>Spanish oral language proficiency assessments and TWI heritage language learners: Multimodal language. Amy Young and Christina Karahisarlidis, New York University.</p>	<p>Reframing New Mexican Spanish through Spanglish: Language Ideologies, Attitudes, and Lexical Choices in Mexican-Nuevomexicano Families. Lillian Gorman, University of Arizona.</p>	<p>Heritage language learners' knowledge of derivative word forms. Eve Zyzik, UC Santa Cruz.</p>
11:20-11:50	<p>Surveying proficiency of Spanish heritage learners in a small liberal-arts college. Elena Aldea Agudo, Jessica Cox, Jialing Liu, and KathrinTheumer, Franklin and Marshall College.</p>	<p>Family Letters: a Linguistic Analysis of the Personal Correspondence of a Mexican American Family. Isabel Velazquez and Kate Mendell, University of Nebraska, Lincoln.</p>	<p>Metaknowledge and Metalinguistic Strategies in the Spanish for Heritage Learners Classroom: a Curriculum Redesign. Flavia Belpoliti, and Elisa Gironzetti, Texas A&M University Commerce.</p>



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12:00 Lunch break: Bean West

	Bean East	Moore Dining	Bean West
	Workshop #1 Chair: Amy Costales	Identities, Ideologies, and Attitudes Chair: Rafael Arias Anrango	Formal Studies (1) Chair: Iñaki Gonzalo
1:00-1:30	The problem with placement: dual immersion students and college Spanish.	Actitudes y percepciones de los hablantes de herencia en el contexto de estudios en el extranjero. Munia Cabal Jiménez, Western Illinois University.	Variable placement in heritage language. Anita Kemp, University of Oregon.
1:35-2:05	Amanda Filloy Sharp, Gloria Kussalanant, Alicia Ward-Satey, Corvallis High School	Development of a self-report instrument to measure Spanish HS' attitudes toward their heritage language. Jocelly Meiners and Delia Montesinos, University of Texas at Austin.	Differentiated Teaching in the beginning-level SHL classroom: Examples using the Subjunctive. Stephanie Brock, and Andrea Herrera Dulcet, University of Arizona.
2:10-2:40		Problematizing Spanish Heritage Language Identities: HL Speakers of Mexican Descent Studying Abroad. Rebecca Pozzi, and Lina Reznicek-Parrado, UC Davis.	The Effects of Community and Complexity on HS' Production of Subjunctive Forms. David Giancaspro, Rutgers University.

Refreshment Break 2:40-3:10 Bean West



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	Bean East	Moore Dining	Bean West
	SHL and Portuguese Chair: Alex Zunterstein	Phonetics and Phonology Chair: Julio Torres	Classroom Research and Service Learning Chair: Nagore Sedano
3:10-3:40	Teaching Portuguese to speakers of Spanish as L2 and as a Heritage Language. Simone Da Silva, University of Oregon.	The production of rhotics in Spanish: a comparison of native speakers and heritage speakers of differing proficiency levels. C. Elizabeth Goodin-Mayeda, University of Houston.	Spanish heritage language learner attitudes: The benefits of community service-learning. Diego Pascual y Cabo, Josh De la Rosa Prada, Texas Tech University. Kelly Lowther Pereira, The University of North Carolina – Greensboro.
3:45-4:15	Professional Development for Educators of Portuguese as a Heritage Language. Luciana Lessa Rodrigues, Georgia State University. Felícia Jennings-Winterle, Brasil em Mente.	Spanish heritage speakers' phonological competence. Marisol Garrido, Eastern Michigan University.	Communities and connections: Service-learning for Spanish heritage speakers. Kelly Lowther Pereira, The University of North Carolina – Greensboro.
4:20-4:50	“My Spanish is a jumble”: Linguistic Insecurities in teachers with low prestige dialects. Trudie McEvoy, University of Arizona.	Metalinguistic intuitions regarding syllabification in heritage and native speakers of Spanish. Michael Shelton, Occidental College. David Counselman, Ohio Wesleyan University. Nicolás Gutiérrez, Universidad de Jaén.	Content & Consciousness Inside and Outside the Classroom: Advantages of Community-based Assignments. Kelley León-Howarth, University of Oregon.
<p>5:30-6:30 Evening Reception. Great Hall. 6:30 Spanglish Concurso Awards.</p> <p>7:00-8:00 Bill Santiago Place: GSH Great Hall</p>			



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Saturday, February 20th, 2016

8:00- 9:00 Light Breakfast. GSH Back Hall

	GSH 117	Room 130	Room 131
	Workshop #2 Chair: Munia Cabal Jiménez	Classroom Research and Writing Chair: Macarena Tejada-López	Formal Studies (2) Chair: Diego Pascual y Cabo
9:00-9:30	Our learning curve for building a service learning course with Spanish heritage speakers María Ciriza-Lope Marco Shappeck Steven Arxer	Orthography in the writing of Beginner Spanish Heritage Learners. Encarna Bermejo, Houston Baptist University. Flavia Belpoliti, Texas A&M University-Commerce.	Development and validation of a placement instrument for Heritage Language Learners of Spanish. Evelyn Duran Urrea and Beatriz Lado, Lehman College, CUNY.
9:35-10:05	University of North Texas at Dallas	Te lo pido por favor: El conocimiento de normas pragmáticas en las peticiones electrónicas entre hablantes de español como lengua heredada. Chelsea Escalante, UC Davis.	Usos y Omisiones del artículo definido en sintagmas nominales en el español de hablantes de herencia. Rosálva Alamillo. University of Houston.
10:10-10:40		Elliptical tener que: Evidence from Twitter corpora. Melissa Vega-Valdez, and Aaron Yamada, UC Davis.	Explaining Heritage Spanish Transfer attrition or universal principles? Zuzanna Fuchs, Harvard University. Gregory Scontras, Stanford University. María Polinsky, University of Maryland.

Coffee break 10:40-10:55



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	GSH 117	Room 130	Room 131
	Authentic Materials Chair: Luz Romero-Montaño	Contact and Linguistic Variation Chair: Josh Delarosa-Prada	Classroom research Chair: Sebastián Urioste
10:55-11:25	Las series televisivas como factor de motivación en hablantes hispanos de herencia en la Universidad en Nueva York. Lorena García Barroso, The Graduate Center, CUNY.	Chapines in Chicanolandia: Contact Amongst the Spanishes of Los Angeles. Ana Sánchez Muñoz, and Daisy González, California State University, Northridge.	Exploring interaction between heritage and second language learners in the Spanish classroom. Ana Fernández Dobao, University of Washington.
11:30-12:00	User- Generated Materials for Heritage Spanish Project: Locally produced, locally used. José Esteban Hernández, Mark Cisneros, Estela Hernández, Blanca Jaimes-Luna, Víctor Tijerina, University of Texas-Rio Grande Valley. Yanina Hernández, Texas State Technical College Harlinge.	El español andino como lengua de herencia y el bilingüismo quechua-español en el Perú. Eunice Cortez, Lehigh University.	The heritage language as a complex adaptive system: Practical applications of usage-based linguistic. Damián Vergara Wilson, University of New Mexico.

12:00 -1:00 Lunch Break. GSH Back Hall



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	GSH 117	Room 130	Room 131
	Workshop #3 Chair: Simone Da Silva	Multiliteracies and Critical Pedagogies Chair: Licia Aldana	SHL Program Challenges Chair: Jordan Clementi
1:00-1:30	Beyond 'cool': Integrating technology in the heritage language classroom.	Teaching Acting in Spanish for Heritage Speakers (non-Actors). Olga Sanchez Saltveit, University of Oregon Theatre Arts.	The History of the Longest-Running Program of Spanish as a Heritage Language in the United States. Carlos Enrique Ibarra and Karol Ibarra-Zetter, University of New Mexico.
1:35-2:05	Florencia Henshaw University of Illinois at Urbana Champaign	What's next?: Heritage language learners shape new paths in Spanish teaching. Julio Torres, UC Irvine. Diego Pascual y Cabo and John Beusterien, Texas Tech University.	Spanish for Heritage Learners at Portland State. Robert Sanders and Elena Avilés, Portland State University.
2:10-2:40		La clase de lingüística: un espacio para aprendizaje y autoempoderamiento como hablante de herencia. Luz María Hernández, University of Oregon.	The road to be Taken: Becoming a Teacher of Spanish. Carmen Cáceda, Western Oregon University.

2:45-3:15 Final remarks