PROGRAM OF THE
THIRD INTERNATIONAL CONFERENCE ON HERITAGE/COMMUNITY LANGUAGES
FEBRUARY 16-17 2018
COVEL COMMONS
UNIVERSITY OF CALIFORNIA, LOS ANGELES
Welcome to the Third International Conference on Heritage/Community Languages.

This year’s conference coincides with an important landmark in the field of heritage languages: The 20th anniversary of the launching of the Heritage Language Initiative by the National Foreign Language Center and the Center for Applied Linguistics to build “an education system that is responsive to heritage communities and national language needs and capable of producing a broad cadre of citizens able to function professionally in both English and another language.” Much has been accomplished since then in pursuit of these goals. As the presentations in this conference and an ever-growing body of work attest, heritage language studies is now a thriving field making its mark in all aspects of language education, from basic research, to pedagogy, to teacher education.

It is fitting to be celebrating this important landmark at the National Heritage Language Resource Center, the only Language Resource Center in the nation dedicated to advancing the study, teaching, and learning of heritage languages. Showcasing important advances in linguistic research, our plenary speaker Silvina Montrul from the University of Illinois at Urbana-Champaign will focus on how to support language acquisition by HL speakers. Our plenary panelists will discuss their contributions to a recently published festschrift honoring Olga Kagan’s work. Closing the conference, Maria Carreira’s plenary presentation will consider future directions for the field’s next twenty years.

As has been the practice since the First International Conference on Heritage/Community Languages in 2010, on this occasion we take the opportunity to recognize exemplary work in our field. This year’s Joshua Fishman Award for Contributions to the Field of Heritage Language Education goes to Terrence Wiley. The Russ Campbell Young Scholar Award for outstanding dissertation work goes to two up and coming young researchers. Professor Russell Campbell, the founding director of the Center for World Languages, taught at UCLA for over 30 years. Russ anticipated the importance of HL education before the field developed as an area of research and even before the term “heritage” took root, and he envisioned that the field would develop. This year we are also instituting a new award that recognizes the importance of advancing heritage language education in institutions of learning. This award is being established in honor of Olga Kagan’s contributions to pedagogy, research, and institution building in heritage language studies. The first recipient of the Olga Kagan Award for leadership in heritage language education is Alegría Ribadeneira from Colorado State University, Pueblo.

As we celebrate fifteen years of the Heritage Language Journal, we also want to recognize the work of Andrew Lynch, who serves as the journal’s Editor in Chief, with Associate Editors Netta Avineri and Anna Mikhaylova, and Managing Editor, Susan Bauckus. Without Andrew’s dedication and high standards, the Journal would not be what it has become: the go-to source for research publications on HL education.

A conference such as this requires the hard work and input of many people. We especially want to acknowledge Kathryn Paul, the NHLRC Executive Director, who has handled multiple logistical tasks, Claire Chik, the Associate Director, who has been indispensable in so many areas that it is hard to list them, to Arturo Diaz, our Program Coordinator extraordinaire, who can do it all and to Heleana Melendez, our dedicated and talented Program Representative. Finally, we are grateful to our sponsors for providing additional funding for the conference, as listed in this program.

As always, it is our hope that this conference will lead to many new collaborations between researchers and practitioners of many disciplines and from many countries.

Here’s to the next twenty years of heritage language studies!

Olga Kagan and Maria Carreira
(NHLRC Director and Co-Director)
Conference Floor Plan

COVEL COMMONS – THIRD FLOOR
8:00 – 9:00 am  Conference Check-in and Coffee

9:00 – 9:15 am  Welcome:  María Carreira
Grand Horizon Ballroom

9:15 – 10:15 am  Plenary Speaker
Silvina Montrul (Professor, University of Illinois at Urbana-Champaign)

10:30 – 12:00 pm  Session 1

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- Narratives of Becoming Korean Heritage Learners: Investment, Imagined Communities, and Identities
  Haewon Cho (University of Pennsylvania)
  Siwon Lee (University of Pennsylvania)

  The current study seeks to understand the investment and imagined communities of Korean heritage language learners. Six heritage students enrolled in university-level Korean language courses were asked to narrate experiences that focused on using and learning Korean. The denotational content and structure were analyzed following the methods of narrative analysis.

- Heritage Language Learners’ Cultural Perspectives, Cultural Identities, and Their Acquisition of a Global Competence
  Yue Zheng (University of Oklahoma)

  This paper explores heritage language learners’ cultural perspectives and how they identify themselves in the mainstream and heritage cultures, or a combination of these, through the language learning process. In addition, the ways in which this process and experience contributes to their development and acquisition of global competence is explored

¹ The term moderator will be used for sessions that consist of individual papers, whereas the term chair will be used for papers that were submitted as a panel and for discussions.
**FRI 1.2**  
**Grammatical Studies of Chinese as a Heritage Language**

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- **“He Can Make Himself Look More Young”: The Use of Comparative Constructions of Cantonese Heritage Speakers in the Greater Toronto Area**  
  Ariel Chan (University of California, Los Angeles)

  This paper examines the usage patterns of English and Cantonese comparative constructions by first, second, and third generation Cantonese heritage speakers in the Greater Toronto Area, where English is the dominant influence and Cantonese input is reduced. In particular, questions are raised regarding possible cross-linguistic transfer that these speakers may experience.

- **Complex Verbal Predicates in School-Age Mandarin Heritage Bilingual Children**  
  Ziyin Mai (Chinese University of Hong Kong)

  This study investigates, through narrative storytelling, the roles of cross-linguistic influence and heritage language input in the development and maintenance of three complex verbal structures in Mandarin Chinese by 27 heritage Mandarin-English bilingual children (aged 4-14) and their Mandarin-speaking parents in England.

- **Strategies in Chinese Character Learning by Adolescent Broad and Narrow Heritage Language Students of Mandarin in Korea**  
  Wing-Yu Hugo Tam (Hong Kong Polytechnic University)

  A total of 450 adolescent learners from two heritage language (HL) schools in Korea completed the Characters Learning Strategy Inventory. Four factors were yielded. The results found that learner attributes (e.g. gender) on the combined variables caused statistically differences in the four factors. HL teacher training of Chinese-character learning will be discussed.

**FRI 1.3**  
**Language Revitalization and Reclamation**

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- **50 Shades of Whakamā**  
  Jamie Cowell (Auckland University of Technology)

  Learners and speakers of the Māori language bring with them diverse motivations and inhibitions towards learning or speaking the language. This study investigates whakamā — a psychosocial and behavioral construct that hinders the development of Māori language, and whakamana — a proposed dichotomy as a means of empowering language teachers and learners.

- **Sight and Sound: Ideology and Technologies of Transmission in Revived Kernewek/Cornish**  
  Jesse Harasta (Cazenovia College)

  This paper explores divisions among Kernewek revivalists. This movement has long been characterized by intense factionalism rooted in differing nationalist language ideologies. This paper explores how language transmission through night classes reinforces these divides. Pedagogical preferences are de-facto sorting mechanisms that shape speech communities’ ideologies in unrecognized and unintentional ways.

- **Beyond the Walls of Schools: Illuminating Learner Agency in Indigenous Heritage Language Education**  
  Kari A. B. Chew (University of Arizona)  
  Sheilah E. Nicholas (University of Arizona)

  This paper is a comparative analysis of two intergenerational research case studies—Chickasaw and Hopi—examining how heritage language learning occurs within and beyond the walls of schools in culturally distinct contexts. The analysis illuminates the agency of language learners in locating other pathways for language revitalization and reclamation.
Lexical Development in Heritage Language Speakers

Room: Salon D
Moderator: Barbara Blankenship (University of California, Los Angeles)

- Lexical Variation in Spanish Speakers
  Michelle G. Michimani Leyva (St. Mary's University)
  Meghann M. Peace (St. Mary's University)
  This study examines lexical preferences of United States Spanish speakers. The results indicate that they prefer their dialectal lexicon over what is presented in their Spanish language textbooks. By recognizing these preferences, Spanish educators can avoid mistaking their students’ dialect for an educational deficiency, and help them counter language ideologies.

- Grammar Simplification in Heritage Russian
  Natalia Ringblom (Stockholm University, Sweden)
  Taking processability theory as a starting point (Pienemann, 1998; 2005), we give an overview of the strategies applied by 40 young learners of Russian when naming a word in a vocabulary test (CLT). The results are compared with a control group and are discussed for their theoretical and educational implications.

- How Domain-Specific is the Heritage Speaker Lexicon?: Trilingual Spanish Heritage Speakers in Sweden
  Maryann Parada (California State University Bakersfield)
  This study examines the cross-domain lexical knowledge of trilingual Spanish heritage speakers in Sweden, taking into account the influence of socio-experiential variables like exile background, L3 English proficiency, and HL education. Results show a generally robust lexicon, including less “homebound” semantic fields. Loanwords, while few, derived more from Swedish than English.

Innovative Tools and Approaches in Heritage Language Teaching and Learning

Room: Salon E
Moderator: Larisa Karkafi (University of California, Irvine)

- Wooden Spoons and Blue Jeans: Spinning Language Threads Beyond the Classroom
  Rifka Cook (Northwestern University)
  Students often learn about Latin-American cultures from texts or the internet. However, first-hand experience, or learning from native people, can provide richer learning experiences. In one class, I invited chefs from Venezuela, Mexico, and Guatemala to virtually interact with my students. Speaking and interacting with native speakers was the goal.

- “Your Next Hebrew Class Will Be in the Grocery Store” -Linguistic Landscape as a Tool in the Heritage Language Classroom
  Roman Shnaider (De Toledo High School)
  This presentation shows the effective and positive role of using Linguistic Landscape in a Hebrew language course in Community High school in California. The presentation provides a background in learning Hebrew as HL in the U.S., and also discusses dilemmas regarding Modern Hebrew classes in non-religious schools.

- The Effects of Pedagogic Translation: A Pilot Study with Intermediate Spanish Heritage Language Learners
  Laura Gasca Jimenez (University of Houston)
  This study examines the effects of translation as a teaching tool in Spanish HL teaching. Twenty-six learners enrolled in two parallel intermediate classes participated in the study. One class was taught grammar through contrastive analysis and translation, while the other followed a top-down approach and focused on the target language.
**Approaches to Dealing with Language Anxiety**

**FRI 1.6**

**Room:** Salon F  
**Moderator:** Amàlia Llombart-Huesca (California State Polytechnic University Pomona)

- **Monitoring and Dealing with Language Learners’ Anxiety to Maximize Language Learning**  
  Bahiyiyh Hardacre (California State University, Los Angeles)

  Learners acquiring a heritage language have a psychophysiological mechanism that has the potential to trigger but also control anxiety. Monitoring anxiety in language learning environments and offering biofeedback training along with targeted psychological counseling can have a tremendous effect on lowering language learners’ anxiety and maximizing learning.

- **A Study Into Heritage Language Anxiety in Two Learning Environments: The Lower-Level Heritage Language Classroom and Lower-Level Second Language Classroom**  
  Paola Guerrero (Texas Tech University)  
  Josh Prada (Texas Tech University)  
  Diego Pascual y Cabo (Texas Tech University)

  This study investigates the emergence of heritage language anxiety in two different educational contexts: the lower-level Spanish for heritage speakers classroom, and the lower-level Spanish as a second language classroom.

- **Heritage Learner Instruction: Incorporating Code-Switching**  
  Charles Wagner (San Jose State University)

  This action research project attempted to resolve the difficulty of teaching heritage learners within the constraints imposed by the College Board AP recommendations for teaching AP Spanish Language and Culture by incorporating various aspects of code-switching in order to help students understand their own linguistic abilities.

**Studies of Persian as a Heritage Language**

**FRI 1.7**

**Room:** Salon G  
**Moderator:** Shushan Karapetian (University of California, Los Angeles)

- **Heritage Language Teacher Training: A Case Study of Primary School Persian Heritage Language Learners in Australia**  
  Mojgan Mokhatebi Ardakani (Macquarie University, Sydney, Australia)

  This qualitative case study of primary school Persian heritage language learners, parents, and teachers at four Persian community language schools in Sydney investigates: Access to the language, Identity formation, and Motivation. The resulting AIM model contributes to Norton and Toohey’s (2011) theory of second language learning and identity.

- **An Exploration of Teaching Methodologies of Persian Language as a Second/Foreign Language at Beginning and Intermediate Levels**  
  Zahra Karimi (University of Arizona)

  My research examines the teaching methodologies of four Persian language teachers in mixed classes. Available Persian language materials, which play a significant role in increasing language learners’ interest in and motivation for learning Persian, are also examined. Finally, the needs, expectations, and problems of Persian language learners are included.

- **High-frequency Words in Persian-Farsi: A Corpus-Based Lexical Analysis**  
  Farid Saydee (San Diego State University)

  It is important to know what words heritage speakers need to learn in order to progress to Intermediate and Advanced proficiency levels. This study will explore vocabulary usage in Persian-Farsi and the frequency distribution of individual words from learner’s oral speech samples at the Intermediate and Advanced proficiency levels.
## FRI 1.8  Capitalizing on Teacher Resources

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- **The Spanish that I Speak: Pre-service Bilingual Teachers’ Voices on their Heritage Language.**  
  *Carmen R. Cáceda (Western Oregon University)*  
  
  This presentation is based on findings that sought to examine pre-service bilingual teachers’ voices regarding their Spanish proficiency development in an education program in the Pacific Northwest. Participants were found to hold low perceptions of the quality of their Spanish, which derive from their childhood experiences and translanguaging practices.

- **(Re)Valuing Teacher Candidates’ Linguistic Capital**  
  *Carmen R. Cáceda (Western Oregon University)*  
  
  This paper presents a case study of teacher candidates who are heritage speakers of Spanish. They are participants in a new “grow your own” bilingual teacher preparation program. Their narratives of hardships, accomplishments, and aspirations reveal an identity-shifting process through which they begin to (re)value their linguistic capital.

- **Heritage Language Teachers: The Skills in Question?**  
  *Ken Cruickshank (University of Sydney)*  
  
  Heritage language teachers tend to be overseas trained, more experienced and more highly educated than the teaching profession in general - and yet they remain marginalized. This paper reports findings from a survey and over 100 interviews with heritage language teachers in the Australian context.

## FRI 1.9  Approaches to Vietnamese Heritage Language Instruction and Materials Development

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*Mariam Beevi Lam (University of California, Riverside)*  
*Tri Lam (California State University, Fullerton)*  
*Thu-Ba Nguyen (University of California, Los Angeles)*  
*Quyen Di Chuc Bui (University of California, Los Angeles)*  
*Quang Phu Van (Yale University)*  

The panel envisions a VHL curriculum that focuses on learner’s unique linguistic and historical situations and explores ways of teaching Vietnamese language and culture to Generation-Z learners in terms of semiotic method, a socio-education model, and media culture. Suggestions are presented for making use of authentic materials (including poetry) in HL instruction.

## FRI 1.10  Implementing a Heritage Language Program: Lessons from the Trenches

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*Sybil Alexandrov (Yale University)*  
*Maria Gillman (University of Washington Seattle)*  
*Alegria Ribadeneira (Colorado State University, Pueblo)*  
*Alejandro Lee (Santa Monica College)*  

The panel addresses the history, challenges, issues of resistance and facilitative conditions that led to the transformation of Spanish language programs’ in two regional comprehensive universities and two doctorate-granting institutions. The presenters will share innovations that can help with such transformations, and strategies that help the changes take root.
FRI 1.11  Heritage Language Learners’ Translation Experiences: From Formal and Informal to Training and the Classroom

Room: 319 North Ridge Room
Chair: Belem G. López (The University of Texas at Austin)

Belem G. López (The University of Texas at Austin)
Glenn Martinez (Ohio State University)
David Quinto-Pozos (University of Texas at Austin)
Gabriela Zapata (Texas A&M University)

Translation ability is not a necessary skill for all heritage language learners; however, translation ability can affect literacy and linguistic awareness. The purpose of this panel is to provide an overview of translation practices of heritage language learners and examine how translation may affect language processing, translator training, and classroom pedagogy.

12:00 -1:30 pm  Lunch and Poster Sessions

1:30 – 3:00 pm  Session 2

FRI 2.1  Tracking and Assessing Literacy

Room: Salon A
Moderator: Julio Torres (University of California, Irvine)

- **Writing Proficiency Profiles of Chinese, Korean, and Spanish Heritage Learners**
  Alberta Gatti (City University of New York)
  This paper presents recommendations for the teaching of writing to heritage language learners (HLLs), grounded in a study of the writing proficiency of HLLs of Chinese, Korean, and Spanish. The study identified trends in the writing skills of learners from three language groups and two major proficiency levels.

- **Measuring the Effectiveness of Writing-as-a-process Instruction on Spanish Heritage Learners’ Writing.**
  Adrian Bello Uriarte (University of Illinois at Urbana-Champaign)
  Melissa Bowles (University of Illinois at Urbana-Champaign)
  This study investigates whether instructed heritage learners (HLs) make larger improvements in their writing at the word, sentence, and discursive levels compared to a group of uninstructed HLs over a semester. Results showed that the writing-as-a-process approach is effective for HLs, moving them along the spoken-written continuum of language use.

- **Benchmark Measures of Eye Movements in Heritage Speakers Reading in Cyrillic**
  Olga Parshina (City University of New York)
  In this study we describe the Bilingual Russian Sentence Corpus (BiRSC) that establishes benchmarks of eye movements in reading by heritage Russian speakers. Subsequently, the BiRSC data is used to compare eye-movement characteristics of heritage speakers, Russian-speaking monolingual adult readers, and monolingual children.
High Confidence Errors: Hypercorrection of Urdu Words in Heritage Hindi Learners’ Speech
Brajesh Samarth (Emory University)

Hindi heritage language learners have an interesting pattern when learning the Urdu language. They often hypercorrect their ‘z’ and ‘f’ sounds, resulting in an incorrect pronunciation.

New Initiatives in Expanding Hindi Teaching and Learning Field
Ashok Ojha (Hindi Sangam Foundation)
Gabriela Nik Ilieva (New York University)

Based on two conferences focused on “Challenges of Hindi Teaching,” we conclude that there is a need to engage Hindi professionals and government agencies in India to implement and support new initiatives that develop the Hindi teaching and learning field. Our presentation will outline efforts aimed at implementation of such initiatives.

Every Weekend is a War: Inter-Generational Conflicts and Negotiations Over Language and Identity among Chinese Immigrants in Berlin
Jingyang Yu (Max Planck Institute for the Study of Religious and Ethnic Diversity, Germany)

Based on extensive fieldwork, this paper demonstrates the struggle of first-generation Chinese immigrants who enroll their children at private Chinese language schools and religious institutions in Berlin, Germany. The dynamics of communication between parents and children is analyzed, and inter-generational conflicts and negotiations over language and identity are deconstructed.

Shinji Shimoura (University of South Florida)

Focusing on Japanese American children and their parents in Florida, this paper aims to provide insights into a heritage language community with low ethnolinguistic vitality and provide possible solutions that answer the needs of the community and help their heritage language learners maintain their language and culture.

Heritage Language Learning and Identity Construction of University-Aged 1.5 Generation Korean Canadians
Hyekyung Song (University of Manitoba)

This study explores the interplay between HL learning, situated contexts, and identity construction of 1.5 generation university-aged Korean Canadians by examining their lived experiences and perspectives. Also included is a discussion about multiple linguistic and social identities, HL and ethnic identity, and HL learning at a university institution.
Innovations in Japanese Heritage Language Instruction

Room: Salon D
Moderator: Alejandro Lee (Santa Monica College)

- An Introduction to Support Resources for Heritage Language Speakers in Japan
  Roxana Shintani (Waseda University)
  Most of the Spanish heritage language speakers (SHLSs) in Japan face several problems in maintaining their Spanish. This paper introduces some resources available for parents and tutors that provide language support, and also describes ways in which technology can be used to help SHLSs improve their language skills.

- Japanese Heritage Language Learners in the Foreign Language Classroom: The Interrelatedness of Affect and Cognition on Collaborative Writing Task Engagement
  Yoriko Ito (University of Hawaii at Manoa)
  This study investigated how Japanese HLL/FLL and Japanese HLL/HLL dyads interacted in pair-collaborative writing tasks, and the relationship between affect/identities and their task engagement/interaction in the JFL context. Qualitative findings demonstrated the interrelatedness of affect and cognition, and the potential for promoting Japanese HLLs’ and Japanese FLLs’ language development.

- Effects of Kanji Cognate on Young Japanese Heritage Language Speakers in China
  Chiemi Yanase (Kyushu University, Japan)
  This study clarifies the ways in which cognates between Japanese and Chinese influence young Japanese heritage language (JHL) speakers’ understanding and reading of Japanese words, based on Cummins’ Interdependence Hypothesis. The results indicate that JHL speakers could understand and read unlearned Kanji words in texts, thereby proving the hypothesis.

Heteroglossic vs Monolingual Practices in the Heritage Language Classroom

Room: Salon E
Moderator: Sarah Bunin Benor (Hebrew Union College)

- “It is not my Chinese”: Translanguaging in a “Chinese” Heritage Language Classroom
  Ming-Hsuan Wu (Adelphi University)
  This paper describes how translanguaging benefits ethnic Chinese students from diverse Chinese language backgrounds struggling with Mandarin as an imposed identity in a heritage language classroom. Activities that enabled students to use multiple Chinese languages gave them an opportunity to disrupting “Chinese” ideology within the U.S. context.

- Heritage Language Artists: Creating Expression in Hip Hop and Deconstructing Identity for Spanish Speakers in Diaspora
  Elena Costello Tzintzún (Ohio State University)
  Heritage language artists, especially those in hip-hop, have a robust artistic understanding and possess dynamic capabilities in the manipulation of language. Additionally, the incorporation of hip-hop productions by various heritage language artists may manifest into a vibrant and relatable pedagogy.

- Creating Space for Translanguaging Pedagogy in a Korean Heritage Language School
  Siwon Lee (University of Pennsylvania)
  This paper questions the validity of separate bilingualism and explores the possibilities of translanguaging pedagogy in a Korean school. The discourse analysis of two classrooms revealed that one teacher’s Korean-only language policy restricted students’ chances of expanding their repertoires, while the other teacher’s alignment with students created space for mutual learning.
**FRI 2.6**  
**Studies of Arabic as a Heritage Language**

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- **Exploring Heritage Skills Development through Investigating Arabic Learners’ Errors**  
  *Yehia A Mohamed (Georgetown University at Qatar)*

  This study attempts to define and analyze the phonological and morphophonological errors made by heritage students of Arabic, e.g., in pronunciation and spelling. It also focuses on the development of students’ phonological and morphophonological errors in writing and speaking, and the implications of that analysis for the teaching of writing/speaking.

- **Arabic Heritage Learners’ Phonology: Perception and Production Errors**  
  *Soubeika Bahri (City University of New York)*

  The goal of this study is to describe the phonological errors of Arabic heritage learners. The participant sampling comprised two groups: Arab HLLs and Muslim HLLs. All filled out a background questionnaire and did a dictation and reading tasks. Results showed prominent perception and production errors with interdentals.

**FRI 2.7**  
**Innovations in Chinese Heritage Language Pedagogy**

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- **Chinese Heritage Language Pedagogy: Innovations and Reflections**  
  *Hsiu-hsien Chan (Yale University)*

  This paper will discuss reflections on differences between Chinese foreign language and Chinese heritage language in terms of pedagogy and classroom practice, instructional needs, and heritage-track specific materials development.

- **Effective Teaching: Intermediate Chinese Heritage Learners**  
  *Peisong Xu (Yale University)*

  This paper will discuss the difficulties intermediate heritage learners encounter in developing their Chinese language skills, and what strategies and pedagogical methods can be employed to promote their language learning. It will illustrate the ineffectiveness of current teaching methods and argue that the implementation of communicative teaching methods can improve student learning.

- **Cultural Elements and Language Learning for Mandarin Heritage Learners**  
  *Min-min Liang (Massachusetts Institute of Technology)*

  This presentation explores pedagogical innovations for Mandarin heritage learners at the beginning level and propose many effective ways to instill cultural interests in the rudimentary reading materials. Proposed strategies will enhance learner’s basic literacy while substituting an intellectually stimulating learning experience for plowing through dull and uninspiring reading materials.

**FRI 2.8**  
**Spanish in Early Childhood: Perspectives and Practices in the Home, School, and Community**

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- **Spanish Immersion for Heritage Speakers in Early Childhood Education**  
  *Sunny Park-Johnson (DePaul University)*

  This paper investigates the effect of heritage language curricula in early childhood on children’s language choice and proficiency. Findings indicate heritage speakers and L2 learners differ significantly in their syntactic control and range of vocabulary at the younger ages, but this proficiency gap narrows significantly by age 5.
• **Parents’ Understanding of a Heritage Language Program for Children**  
  *Erika Abarca Millán (University of Pittsburgh)*  
  This study focuses on a unique out-of-school community-oriented heritage language program (HLP) for children. Through semi-structured interviews, it examines parents’ perceptions and understanding of the work this HLP does, and reports on the specific needs of the growing Hispanic population and on how this program tries to meet those needs.

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• **The Influence of SACS Accreditation on a Community-Based Heritage Language School**  
  *Chang Pu (Berry College)*  
  This presentation will discuss the reasons underpinning a community-based heritage language school’s decision to obtain accreditation through formal evaluations, and the ways in which the accreditation led to changes in the school that affected learners’ attitude towards, use of, and motivation for learning CHL.

• **How to Establish a Heritage Language School**  
  *Marta McCabe (Durham Technical Community College)*  
  This presentation will describe basic steps and procedures needed to establish a new HL program. It will provide a practical guide for those interested in starting a new Saturday school in their own city.

• **The Influence of Chinese Parents’ Ethnic Identity on Their Children’s Chinese Heritage Language Maintenance**  
  *Ya-Chen Hsu (Texas A&M University Kingsville)*  
  *Norma A. Guzmán (Texas A&M University Kingsville)*  
  The purpose of this research is to investigate how Chinese parents’ ethnic identity can affect their children’s heritage language maintenance. Phinney’s MEIM is used in measuring parents’ ethnic identity, and self-reports present children’s Chinese proficiency. Multivariate analysis of covariance (MANCOVA) is used in analyzing correlations within the collected data.

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• **The Role of Institutions in the Maintenance of Vietnamese as a Heritage Language: Communities in Context**  
  *Heather L Mello (National Coalition of Independent Scholars)*  
  This paper explores social institutions that support Vietnamese in communities in the U.S. and Russia. Featuring varying degrees of diglossia and bilingualism, the home, religious organizations, and community centers comprise main sites for maintenance with additional roles for media, friendships, and education in this picture of Vietnamese diasporic language maintenance.

• **Community-based Research on Greek Heritage Language Education in Canada: Key Findings, Challenges and Emerging Perspectives**  
  *Themistoklis Aravossitas (University of Toronto/York University)*  
  This paper presents an ongoing community-based research project, which investigates the strengths and weaknesses of Greek heritage language education in Canada as part of an overall plan to support the ethnolinguistic vitality of the community and to inform actions that promote the retention of the language and its intergenerational transmission.
Li YAN (Southwest University, China)

This paper argues that a combinative perspective of language ecology and language economy can be practical and effective in heritage language maintenance for China’s cross-border ethnic minorities. A newly-built inclusive framework is proposed, consisting of “ecologicalization of languages” and “economization of languages” as heritage language planning goals for cross-border ethnic minorities.

FRI 2.11  Issues in Writing Instruction

Room: 319 North Ridge Room

Moderator: Sybil Alexandrov (Yale University)

Teaching Spanish Heritage Language Learners to Write Academic Texts
Diana Gomez-Pereira (University of Pittsburgh)

This study examines the potential uses of systemic functional linguistics in an academic writing workshop for heritage students. Given that these students have developed their linguistic registers at home and in informal contexts, this study aims to explore the use of written Spanish to construct knowledge in an academic setting.

Incorporating Digital Storytelling in Writing Courses: Perceptions and Construction by Spanish Heritage Learners
Ana Padial (Texas Tech University)

The perceptions and construction of a digital story and other more traditional writing genres by nine Spanish heritage learners in a composition course are examined through a questionnaire, journal reflections, and two focus group interviews. Participants reported having positive attitudes towards digital storytelling and developing different approaches to the various other genres.

Lost and Found: Looking for a Bilingual Writer’s Identity
Troy Crawford (University of Guanajuato)
Irasema Mora Pablo (University of Guanajuato)
Edgar Emmanuell Garcia Ponce (University of Guanajuato)

This story of emotions, mixed with rhetorical choice and the need to be accepted in a particular field of writing, shows how heritage language authors returning from the U.S. to Mexico consider their previous experiences and adapt them in a hybrid identity in order to fulfill the task of writing.

3:15 – 5:00 pm  Session 3

FRI 3.1  Studies of Heritage Language Phonology and Implications for Teaching and Learning

Room: Salon B

Moderator: Gyanam Mahajan (University of California, Los Angeles)

Spanish Heritage Phonology: The Perception and Production of Lexical Stress
Scott James Perry (University of Western Ontario)
Itziri Moreno-Villamar (University of Western Ontario)

This study investigates the phonological intuitions of heritage speakers of Spanish with regards to the placement of lexical stress. The participants completed one oral production task and two perception judgement tasks, all of which used nonce words, to determine how Spanish-English heritage speakers’ pattern with respect to monolinguals.
• **Maintaining and Developing Heritage Language Competence During Adolescence**  
  *Eun Sun Tark (University of California, Riverside)*

  Continued exposure to the heritage language during adolescence has a positive effect on maintaining and developing heritage language competence, ultimately giving heritage learners more chances to be fluent bilinguals in English and their heritage language.

• **Phonological Advantages of Heritage Learners of Japanese**  
  *Tomonori Nagano (LaGuardia Community College, CUNY)*

  This project examines the phonological and syntactic advantages of heritage language speakers of Japanese over learners of Japanese as a second language. Findings from this experimental study substantiate the proposal for differentiated instruction and assessment for heritage language speakers in the classroom.

• **Spanish Heritage Language Learners and Spelling**  
  *Amàlia Llombart-Huesca (California State Polytechnic University Pomona)*

  This paper has two goals. First, I present a framework for spelling in SHL research and education. Second, I present the results of a study based on one of the most common spelling errors: s/c substitution to represent /s/ in connection with cross-linguistic transfer; default spellings, and salient word position.

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<th>FRI 3.2</th>
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<td>Moderator:</td>
<td>Quang Phu Van (Yale University)</td>
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• **How to Use and Facilitate Comprehension of Non-Modified Literary Texts in a Mixed Class**  
  *Michelle Smith (University of California, Los Angeles)*

  This study discusses ways to provide comprehensible input through contact with non-modified literary texts to a mixed class of students learning Chinese in their third year. The presenter will share strategies regarding how to use such texts and how to ensure understanding by all students with varied vocabulary knowledge.

• **Collaborative Writing in Mixed Classrooms: A Comparative Analysis of HL-HL and HL-L2 Interaction**  
  *Ana Fernandez-Dobao (University of Washington)*

  This study analyzes collaborative writing activities completed by HL-HL and HL-L2 learner dyads. It compares the frequency, type, and outcome of LREs, and traces language learning using tailor-made posttests. It shows how different learning opportunities are created for HL and L2 learners in each condition. Pedagogical implications are discussed.

• **Spanish Heritage Language Student and Instructor Experiences in Advanced Mixed Classes: A Comparative Analysis**  
  *Rosti Vana (Arizona State University)*  
  *Melissa Negron (Arizona State University)*

  This presentation sheds light on issues and dynamics experienced by HL students and instructors in mixed advanced Spanish language courses using a qualitative study. The results highlight the need for continued exploitation of students and instructors as resources in the mixed classroom, necessary components for productive and intentional teaching and learning.

• **Implementing a Socially Engaged Project-Based Korean Language Curriculum in a Mixed Class with Heritage and Non-Heritage Students**  
  *Mijeong Kim (Washington University in St. Louis)*

  The presentation examines the socially engaged Project-Based Language Learning curriculum in a university-level mixed class with heritage and non-heritage students. The PBLL curriculum nurtures student engagement with regard to relevant social issues. The rationale behind the PBLL curriculum as well as effective implementation steps will be discussed.
FRI 3.3  Pedagogical Innovations: Best Practices in Teaching and Materials Design

Room:  Salon D
Moderator:  Angela Lee-Smith (Yale University)

- **Heritage Language Learning in a Multimodal World: Learning by Design in Spanish as a Heritage Language Classrooms**  
  Gabriela C. Zapata (Texas A&M University)  
  Alessandra Ribota (Texas A&M University)
  
  This presentation examines the instructional benefits of pedagogical material grounded in Learning by Design for the teaching of Spanish as a heritage language. We will offer a task development template, and we will present the results of a classroom-based study involving the participation of 30 students in a Hispanic-serving institution.

- **Teachers’ Differentiated Instruction Practices for K-16 World Language Classes with HLLs**  
  Elizabeth Goulette (Georgia State University)  
  Angela George (University of Calgary)
  
  Differentiated instruction, one of the three pedagogical principles of Heritage Language Instruction, offers a solution to the challenge of teaching L2 and HL learners in the same classroom. This presentation highlights the self-reported instructional strategies used by Spanish and French teachers of HLLs in K-16 world language classroom in Georgia.

- **Creating Heritage Learner-Focused Textbooks: Language Pedagogy and Empowerment**  
  Frank Smith (University of California, Berkeley/University of California, Los Angeles)
  
  The presenter will describe the rationale for a focus on heritage learners in the creation of materials for university-level language instruction, and show examples of textbook chapters and multimedia materials used in mixed classes of heritage and non-heritage learners.

- **Heritage Language Learners Meet Technology: AR-Infused Material**  
  Babak Khoshnevisan (University of South Florida)
  
  The popularity of mobile devices leads to the widespread use of augmented reality (AR). AR/QR codes not only facilitate learning but also bridge virtual and real worlds. In this presentation, affordances and limitations of AR in relation to heritage learners are investigated to craft ideas for further research and practice.

FRI 3.4  Issues in Program Design: Focus on Spanish

Room:  Salon E
Moderator:  Ji Young Kim (University of California, Los Angeles)

- **Spanish Heritage Speakers in a Private University: Motivations for Language Learning**  
  Víctor Valdivia Ruiz (George Washington University)
  
  Data from a recent survey shows that most heritage students taking Spanish at the George Washington University do so because they consider their heritage language an important component of their cultural identity and want to improve their fluency and to increase their formal knowledge of grammar.

- **Bridging the Gap between Spanish Heritage Learner Needs and Spanish Instructor Expectations to Inform Curricular Development**  
  Ariel Zach (DePauw University)
  
  The present paper examines the needs and perceptions of heritage Spanish students as well as the expectations of Spanish instructors at a small liberal arts college with the goal of informing curriculum development for a new reading- and writing-based Spanish for Heritage Speakers course.
The University of Southern California’s Rocky Road to Establishing a Spanish for Spanish Speakers Course
Andrea Parra (University of Southern California)
Vianey Cabrera (University of Southern California)

HL students at USC are often placed into the third semester of the Spanish language program, a course that targets non-native speakers. This presentation will address the challenges of creating a Spanish for heritage speakers course at USC and of attracting first-generation and 1.5-generation students to such a course.

A Model Short-Term Study Abroad Program for Heritage Learners of Spanish
Antonio Francisco Jiménez (California State University Channel Islands)

This presentation reports on the findings of a three-year research project whose objective is to enhance the impact of short-term study abroad for heritage learners of Spanish. This project identified best practices to enhance heritage speakers’ language skills, addressing directly their specific linguistic needs.

FRI 3.5
Service Learning in Heritage Spanish

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<td>Moderator:</td>
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A Service-Learning Mentoring Project for Heritage Students of Spanish: Addressing the Latino Achievement Gap
Chin-Sook Pak (Ball State University)

This study reports on the ways in which a service-learning mentoring project can be strategically utilized to deliver culturally responsive teaching that validates students’ ethnolinguistic identities and enhances their access to higher education. The paper also describes students’ sociolinguistic profiles, educational experiences, and their perceived mentoring needs.

Preparing Heritage Speakers of Spanish in the Professions Via Service-Learning
Christine E. Poteau (Rowan University)

With a focus on heritage speakers of Spanish, this presentation encompasses three areas: 1) role of intercultural competence and inquiry-based learning (IBL), 2) design of service-learning (SL) courses within an IBL-intercultural competence framework, and 3) innovative examples of two SL language courses for the professions.

Developing Identities through Service-Learning for Spanish Heritage Learners: Key Quantitative Findings
Kelly Lowther Pereira (University of North Carolina Greensboro)

Analysis of survey and journal data collected over five years shows that Spanish heritage learners’ interactions with diverse community speakers contributed to positive linguistic identities. Multivariate statistical analysis revealed that students’ strengthened connections to the community were intertwined with their satisfaction with service-learning and the development of their identities.

Joining Forces: From Written Composition to Service Learning in Enhancing Production of Spanish Heritage Speakers
Carla Suhr (University of California, Los Angeles)
Javier Moreno-Rivero (University of California, Los Angeles)

This project focuses on work produced by 104 students enrolled in two classes: Advanced Composition for Heritage Speakers and a service-learning course. Linguistic differences between students with a similar background but enrolled in these different courses will be presented and guidelines for curriculum design at a tertiary level offered.
**FRI 3.6**

**Identity and Social Capital in Heritage Language Teaching and Learning**

**Room:** Salon G

**Moderator:** Alegría Ribadeneira (Colorado State University, Pueblo)

- **Validating Transcultural Identity in the Spanish for Fluent Speakers Classroom**  
  Aracelis Nieves (Ana G. Méndez University System)
  
  The participants will distinguish the ways in which students who migrated from multiple countries to the U.S. enroll in a Spanish for Fluent Speakers Language Program, and develop and validate a new transcultural identity by means of a transdisciplinary, integrated, culturally responsive curriculum, including translanguaging.

- **Identity and Social Capital in the Classroom: Implications for Instruction**  
  Kara Mac Donald (Defense Language Institute)
  
  Teachers in diverse classrooms need to be aware that students’ perceptions of self, their heritage communities, and the larger White-dominant society can be influenced by what happens in the classroom. This session describes research with Asian-, Arab-, and Hispanic-American heritage language youth and recommends instructional practices for inclusive teaching.

- **A Grounded Theoretical Model of Heritage Speaker Educational Identity in Late Adolescents: Implications for Research and Practice**  
  Josh Prada (Texas Tech University)
  
  This study presents a grounded theoretical model of heritage speaker educational identity and discusses it in terms of chaos theory and complex systems. It serves as a framework to understand the organic interplay of factors at work in becoming and being a Spanish heritage language learner in the U.S.

- **Language and Identity in Bilingual Networked Communities**  
  Julianne L Bryant (Biola University)
  Melissa Moreno (Biola University)
  
  This presentation explores the inter-related phenomena of language and identity in the networked lives of bilingual college students and will present the findings of a social media ethnography that was conducted with ten bilingual Spanish-English Hispanic heritage students from a small Christian liberal arts university in southern California.

**FRI 3.7**

**E Ola Ka ‘Ōlelo Hawai‘i**

**Room:** 315 West Coast Room A

**Chair:** Ivy Meahilahila Kelling (Ke Kula ‘O Samuel M. Kamakau Laboratory Public Charter School)

Ivy Meahilahila Kelling (Ke Kula ‘O Samuel M. Kamakau Laboratory Public Charter School)
Nancy Peterson-Holt (Ke Kula ‘O Samuel M. Kamakau Laboratory Public Charter School)
Kameha‘ililani Waiau (Ke Kula ‘O Samuel M. Kamakau Laboratory Public Charter School)
Samantha Ai (Ke Kula ‘O Samuel M. Kamakau Laboratory Public Charter School)

The “E Ola Ka ‘Ōlelo Hawai‘i” panel will present three strands of Hawaiian language revitalization efforts at Ke Kula ‘O Samuel M. Kamakau: an overview of the historical context of the 35-year Hawaiian language movement incorporating Kumu Honua Mauli Ola, Project HOOPAEPAE, and Peterson-Holt ‘s language learning motivation research.
**FRI 3.8**  
*Use of Latest Technology in Writing*

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<td>Larisa Karkafi (University of California, Irvine)</td>
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Larisa Karkafi (University of California, Irvine)  
Benjamin Duncan (University of California, Irvine)  
Sarah Sok (University of California, Irvine)

This panel discusses innovative pedagogical practices involving use of online educational platforms to help language teachers build skills that enable multilingual heritage language learners to become independent writers.

**FRI 3.9**  
*Metalinguistic Communities, Ethnolinguistic Infusion, and Languages as Semiotic Resources: Potential Applications for Community and Heritage Languages*

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<td>Chair:</td>
<td>Netta Avineri (Middlebury Institute of International Studies at Monterey)</td>
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Netta Avineri (Middlebury Institute of International Studies at Monterey)  
Sarah Bunin Benor (Hebrew Union College)  
Jocelyn Ahlers (California State University San Marcos)  
Wesley Y. Leonard (University of California, Riverside)

Presenters discuss symbolic use of a group language in immigrant, indigenous, and religious communities (conceptualized as “ethnolinguistic infusion”), based on ethnographies in Jewish summer camps, Native American communities, Yiddish classrooms, and other HL contexts. Which practices can lead to “metalinguistic communities”? How can this symbolic language use contribute to language revitalization?

**FRI 3.10**  

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Teresa McCarty (University of California, Los Angeles)  
Tiffany S. Lee (University of New Mexico)  
Sheilah E. Nicholas (University of Arizona)

What can we learn from research on Indigenous-language immersion to improve education for Indigenous/heritage/community language learners? This panel brings together researchers and practitioners involved in a U.S.-wide study to explore Indigenous immersion-revitalization education. Understanding how diverse Indigenous peoples achieve the holistic goals of immersion-revitalization provides insight into sustaining endangered heritage languages and promoting education equity.
5:15 – 5:45 pm  **Joshua Fishman Award Recipient**  
Grand Horizon Ballroom  
Terrence Wiley (*Professor Emeritus, Arizona State University and Immediate Past President, Center for Applied Linguistics*)  
Presented by:  
Reynaldo F. Macías (*Professor, UCLA César E. Chávez Department of Chicana and Chicano Studies*)

5:45 – 6:00 pm  **Russ Campbell Young Scholar Award**

6:00 – 7:30 pm  **Reception**
STARTALK/NHLRC Heritage Language Teacher Workshop

A five-day workshop
June 25-29, 2018

Instructors from K-16 programs and community schools are invited to apply.

The workshop is sponsored by STARTALK and the National Heritage Language Resource Center.

STARTALK-sponsored languages are:
Arabic, Chinese, Hindi, Persian, Portuguese, Russian, Swahili, Turkish and Urdu.

Additional spaces are available for other less commonly taught languages.

This workshop is designed to help language teachers face the challenge of teaching heritage language (HL) students. It will prepare them to understand the differences between teaching L2 and HL learners, the issues involved in HL teaching, and how to address them.

There is no charge for this workshop. A limited number of stipends will be available to cover travel and accommodations for participants.

The web page and an online application for the workshop will be posted on the NHLRC website (nhlrc.ucla.edu) in February.
The Heritage Language Journal (HLJ) is an online, blind-refereed journal that provides a forum for scholars to disseminate research and knowledge about heritage and community languages. HLJ is published by the National Heritage Language Resource Center.

HLJ is accessible through a free subscription.

We welcome submissions from researchers and practitioners in fields including, but not limited to linguistics and applied linguistics, psychology, sociology, language education, and language policy.
7:30 – 8:30 am  Conference Check-in and Coffee

8:30 – 10:00 am  Session 4

**SAT 4.1  Studies of Language Dominance**

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<td>Victor Valdivia Ruiz (George Washington University)</td>
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- **What Role Does Confidence Play in Making Acceptability Judgments?**
  
  Eve Zyzik (University of California, Santa Cruz)
  
  This study examines the performance of two groups of Spanish heritage speakers on a bimodal acceptability judgment task and the corresponding confidence ratings. The results reveal differences between groups only on the ungrammatical items. Participants demonstrated high levels of confidence overall, and a positive relationship between confidence and accuracy.

- **How Language Experience and Attitudes Affect Knowledge Sharing and Collaboration among Heritage Language Learners**
  
  Laura Walls (University of Nebraska at Omaha)
  
  This study examines epistemic stance and status of two Spanish heritage language learners of differing proficiencies during a collaborative writing activity. Analyses indicate each student demonstrates epistemic authority over different elements of the task. From these findings, several pedagogical implications were pinpointed as possible tools for improving collaborative activities.

- **Spanish and English Cross-Language Relations: Linguistic and Socioeconomic Factors**
  
  Aline Ferreira (University of California, Santa Barbara)
  
  This study investigates relations among L1 and L2 variables for language learners. It focuses on relations among the following variables: oral language (vocabulary), reading (word reading and reading comprehension), and sociocultural issues (language dominance, acculturation, socio-economic status), in Spanish-English bilinguals in the Greater Toronto Area (Canada) and Santa Barbara County (U.S.).

**SAT 4.2  Identity and Heritage Language Learning in a Multilingual World**

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- **From “Supra” Diversity to “Super-Diversity”: Lessons from Fishman’s Language Loyalty in Evaluating Contemporary Heritage Language Research in the U.S.**
  
  Terrence Wiley (Arizona State University)
  
  This paper revisits Fishman’s study and contextualizes it within the historical environment of its time by focusing on how immigration policies of the previous half-century had shaped American linguistic diversity of the 1960s. It demonstrates why it is instructive to reflect on how the “supra” linguistic diversity of past was constructed by Fishman and to contrast it with recent claims about “super-diversity.”
The Negotiation of Multilingual Heritage Identity: Heritage Language Acquisition and the Plurilingual Turn

Nelleke Van Deusen-Scholl (Yale University)

This paper seeks to apply insights from the plurilingual turn in applied linguistics to heritage language acquisition. Using a number of case studies, it highlights the complex negotiation of identity of heritage learners who come from multilingual backgrounds and argues for a more nuanced perspective on heritage identity.

Searching for Professional Identity: Heritage Speakers or Return Migrants?

Irasema Mora-Pablo (University of Guanajuato)
M. Martha Lengeling (University of Guanajuato)
Troy Crawford (University of Guanajuato)

This paper focuses on transnationals who have returned to Mexico from the U.S. to study a BA in English Language Teaching. Discussed are the identity struggles between their American and Mexican selves, and the negotiation of socio-cultural and professional identities. Participants wrote an autobiography and were subsequently interviewed on key themes.

Defective Armenian: The Destructive Impact of Shaming Heritage Language Speakers

Shushan Karapetian (University of California, Los Angeles)

This presentation will explore the debilitating effects of shaming heritage language speakers by demonstrating how heritage language anxiety potentially hinders heritage language development in different ways, both at the individual and communal levels.

I Speak English, Spanish and Spanglish: Language Ideologies in a Border Dialect

Gabriela Moreno (New Mexico State University)

In many instances, as educators we have been guilty of ignoring student’s voices and needs when presenting our course curricula. This presentation briefly addresses some varieties of border dialects and examples of linguistic ideologies that affect the development of Spanish in a Spanish for Heritage Language Learners program.

Testing Heritage Russian Proficiency in Preschool and Elementary School Children

Natalia Kolodina (Leibniz Center for General Linguistics)

The Russian Language Proficiency Test for Multilingual Children is a test for pre-school and elementary school students. The test examines heritage Russian proficiency in production and comprehension of verbs and nouns, production of morphological marking on verbs and nouns, and comprehension of grammatical constructions at the sentence level.

Language Education Policy and Language Choice of Heritage Language Learners: A Case Study of a Russian Community School

Anna Ice (University of California, Los Angeles)

This paper investigates correlations between the language policy of the second largest Russian Saturday school in the U.S. and the school's success. My data suggests that teacher’s concentration on achievements rather than deficiencies and their support of a bilingual environment triggers students’ willingness to learn and use the Russian language.
Reading Comprehension of Russian Texts by Bilingual 7-15 year-old Children
Natalia Kolodina (Winston Churchill High School)

While bilingualism in and of itself is not seen as a cause of reading difficulties, the relationship between speaking two or more languages and reading development in different languages is not understood. To further understand this process, data was collected from Russian-English heritage learners while they read prose texts and poetry.

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<th>Identity Development and Changing Attitudes in the Study Abroad Context</th>
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<td>Moderator:</td>
<td>Yu Li (University of California, Davis)</td>
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Social Media During Study Abroad
Covadonga Lamar Prieto (University of California, Riverside)

This paper examines dialectal leveling of speakers of a U.S. Spanish dialect when in contact with what they socially conceive as a “high” dialect, in the context of study abroad. We follow 12 native speakers of Spanish from Southern California during a study abroad trip to Spain.

Using the Heritage Language as a Majority Language: The Case of U.S. Spanish Abroad
Laura Marqués-Pascual (University of California, Santa Barbara)

This presentation discusses findings from an investigation of the effects of an immersion experience on the linguistic competence of U.S. Spanish speakers. Types of language instruction, housing, program duration, students’ expectations, and the extent of cultural interaction and integration were compared in order to explain different outcomes.

Problematizing Spanish Heritage Language Identities: Heritage Language Speakers of Mexican Descent Studying Abroad in Argentina
Rebecca Pozzi (California State University, Monterey Bay)
Lina Reznicek-Parrado (University of California, Davis)

Studies of heritage language identity in the study abroad context have focused primarily on HL speakers of Mexican descent studying in Mexico. This study problematizes the construct of “identity” as the process of reclaiming one’s heritage by analyzing the changing language attitudes of three Mexican HL students studying abroad in Argentina.

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<th>Studies of Mixed Contexts for Heritage Language and Second Language Learners</th>
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Investigating Differences in the Willingness to Communicate between Heritage and Second Language Learners
Afaf Nash (University of Southern California)
Bahiyih Hardacre (California State University, Los Angeles)

The Willingness to Communicate construct is a combination of several psychological layers culminating with oral engagement and production in the target language. This study takes a sociopsychological perspective to investigate differences in the willingness to communicate between SLLs and HLLs groups.
Comparing Advanced HL-HL and HL-L2 Learners' Writing Task Performance across FTF and SCMC modes

Bianca Cung (University of California, Irvine)
Julio Torres (University of California, Irvine)

This study investigated peer interactions of advanced heritage language and second language dyads across face-to-face and synchronous computer-mediated communication modes during collaborative writing tasks. Discussion will focus on the role of pair type (HL-HL, HL-L2) and mode of interaction on interactional moves and HL learners' perceptions of the writing process.

Mixed Thoughts with the Same Goals in One Program: Exploring Parents of Heritage and Foreign Language Learners in Korean Dual Language Programs in Los Angeles

Jongyeon Ee (University of California, Los Angeles)

This study seeks to better understand parents of heritage and foreign language learners in Korean-English dual language immersion (DLI) programs in the Los Angeles area by surveying more than 400 parents in seven such programs at the elementary level. Results highlight the importance of program policy and language development in DLI programs.

Innovations in the Teaching of Portuguese as a Heritage Language: The Case of Brazilian Complementary Schools in London and Barcelona

Ana Souza (Oxford Brookes University)

Europe has emerged as an important destination for Brazilian emigrants in the last 20 years, making an investigation of the teaching of Portuguese as a heritage language on this continent a salient issue. This paper explores the processes community schools go through in the implementation of innovations in their initial years.

Preserving the Heritage Language Within the Brazilian Diaspora in Brisbane (Australia): The Case of Projeto Raízes Brasileiras

Lilian Fleuri (University of Queensland)

This paper asks how the growing Brazilian community in Brisbane has worked towards the preservation of their heritage language and culture. Based on Projeto Raízes Brasileiras (PRB), this paper analyses the community role in developing and implementing PRB, highlighting challenges and factors that contributed to the success of the school.

Diglossia in Portuguese as a Heritage Language: An Analysis of Speech Acts from the Celpe-Bras Examination

Eugenia Fernandes (University of California, Davis)

The socio-linguistic phenomenon of diglossia is a feature characteristic of Portuguese as a heritage language. Using data collected from oral interviews of the Celpe-Bras Examination (Certificate of Proficiency in Portuguese for Foreigners), this paper will expose the linguistic identity conflict of Portuguese heritage speakers through an analysis of speech acts.
SAT 4.8  
**Classroom-based Research on Russian as a Heritage Language**

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<td>Moderator:</td>
<td>Susan Bauckus (Santa Monica College)</td>
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- **Socialization of Affective Stance in a Russian Heritage Language Classroom**  
  Ekaterina Moore (University of Southern California)

  The paper examines socialization of affective stance in a religious Russian heritage language classroom. Conducted in a language socialization research paradigm, the research demonstrates the ways in which teachers socialize children into positive affective stances towards church practices through the use of assessments in hypothetical stories.

- **In Defense of the Culture List(s): Assessing the Cultural Competence of Russian Heritage Speakers**  
  Nila Friedberg (Portland State University)  
  Anna Kudyma (University of California, Los Angeles)

  We propose a factually based cultural awareness questionnaire for Russian, which measures respondents’ familiarity with specific cultural figures, titles, or texts. We contribute to an aspect of genre-based heritage language pedagogy: Extending Jensen and Llosa’s (2007) research, we suggest that patterns of cultural familiarity can be conceptualized as a hierarchy.

SAT 4.9  
**Advances in Teaching Tagalog/Filipino as a Heritage Language**

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- **Lessons from Our Colonial Past: Enhancing Cultural Pride and Investigating Common Errors of Introductory Filipino/Tagalog Heritage Language Learners**  
  Nenita P. Domingo (University of California, Los Angeles)

  Based on extensive experience in teaching Filipino/Tagalog to HLs, this paper describes key grammatical issues and interferences from English and other Philippine languages, and proposes interventions. The lack of institutional support in the U.S. context, and the need to develop curricula, textbooks, and teaching materials is also discussed.

- **More than Tourists: Using Critical Pedagogy to Teach Filipino Heritage Learners**  
  Karen Llagas (UC Berkeley)  
  Joi Barrios Le-Blanc (UC Berkeley)  
  Cynthia Aban (UC Berkeley)

  This paper explores the teaching of Filipino language and culture within the broader context of social justice movements and the development of political consciousness in the Philippines and the diaspora. The intersection of identity, politics, history, and language is an engaging and empowered place from which to teach heritage learners.

SAT 4.10  
**Heritage Speakers’ Language Processing and Language Learning**

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<td>Chair:</td>
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- Eve Higby (University of California, Riverside)  
  Jessica Montag (University of California, Riverside)  
  Kinsey Bice (Pennsylvania State University)  
  Natsuki Atagi (University of California, Riverside)  
  Judith Kroll (University of California, Riverside)

  The richness of heritage speakers’ language experience has consequences for language processing and learning in adulthood. This paper explores how early dual language learning affects sentence production and comprehension of certain grammatical structures and how literacy in one or both languages impacts grammaticality judgments and novel word learning.
SAT 4.11  Using Content-Based Instructional Approaches in Teaching Heritage Languages

Room: 319 North Ridge Room
Chair: Imelda F. Gasmen (University of Hawaii at Manoa)

Imelda F. Gasmen (University of Hawaii at Manoa)
Erlin Barnard (University of Wisconsin-Madison)
Zenaida Fulgencio (University of Michigan Ann Arbor)
Kenneth Wong (University of California, Berkeley)

Content-based instruction is a curriculum approach that emphasizes, "using the language rather than on talking about it." This presentation will showcase a collaborative project on developing materials using a CBI framework that heritage language instructors could engage in and benefit from, as they build their language programs to meet current pedagogical needs.

10:15 – 11:15 am  Plenary
Connecting across Languages and Cultures: A Heritage Language Festschrift in Honor of Olga E. Kagan

11:15 – 11:30 am  Olga E. Kagan Award Recipient
Alegría Ribadeneira (Professor, Colorado State University, Pueblo)

11:30 – 12:30 pm  Lunch and Poster Sessions

12:30 – 2:00 pm  Session 5

SAT 5.1  New Directions in Assessment

Room: Salon A
Moderator: Sybil Alexandrov (Yale University)

- **A Passport for Languages: Assessing Young Learners’ Heritage Language Proficiency**
  Ken Cruickshank (University of Sydney)
  Liam Morgan (The University of Technology Sydney)

  Despite the numbers of heritage languages learners, there are few ways to accredit their learning. Learners have little evidence of systematic progression when they shift learning contexts. This paper reports on a study designing progressions in heritage languages, the trialing of these by teachers, and validity/reliability studies.

- **Spanish as a Heritage Language Placement: A Case Study in Design Efficiency**
  Patricia MacGregor-Mendoza (New Mexico State University)
  Gabriela Moreno (New Mexico State University)

  Test design principles and SHL and L2 research guided the development of a new placement measure three years ago. We present the test development and the placement outcomes over the last three years as a case study to demonstrate the efficiency and effectiveness of a simplified placement measure.

- **Child Heritage Language Development: Typical vs. Atypical**
  Natalia Meir (University of Haifa)

  This study explored the HL development of sequential bilingual preschool children who acquire Russian as their HL and Hebrew as the societal language. Lexical and morpho-syntactic abilities in the heritage Russian of bilingual children with and without specific language impairment (SLI) were compared to those of monolingual children with and without SLI.
Connecting the Dots: Language Use, Proficiency, and Identity

Room: Salon B
Moderator: Carla Suhr (University of California, Los Angeles)

- Correlating Students’ Bilingual Profile with Heritage Language Proficiency: An Empirical Study
  Marta Fairclough (University of Houston)
  Allison Yakel (University of Houston)

  The objective of the present study is to determine the extent to which a language dominance score, based upon a self-reported background questionnaire, correlates with the proficiency level of heritage language students in their heritage language, and to isolate the variables that exhibit the strongest impact on such proficiency levels.

- Documenting the Bilingual Development of Mandarin and English in US Children: The Avia Corpus
  Jieyu Zhou (Chinese University of Hong Kong)
  Ziyin Mai (Chinese University of Hong Kong)

  This paper addresses grammatical development in the Avia corpus – a heritage Mandarin database containing recordings and transcripts documenting the language development of a Mandarin-English bilingual child in the U.S. between 2;00 and 3;11, which will serve as an important resource for studies on child heritage Mandarin in the U.S.

  Ying Luo (Indiana University Bloomington)

  In formal HL educational settings such as the Chinese language flagship program at Indiana University, cognitive academic language proficiency can be developed. Based on theories of identity and language learning, this project aims to explore the reshaping of identity through language learning and how this in return affects language choice.

Cognitive Styles of Heritage Language Learners

Room: Salon C
Moderator: Irina Dubinina (Brandeis University)

- “Without the Rules I Wouldn’t Have Known What to Do”: Effects of Explicit and Implicit Instruction on University Spanish Heritage Learners
  Melissa Bowles (University of Illinois at Urbana-Champaign)

  This study compares the effects of explicit and implicit instruction on Spanish HL learners' knowledge of a particular instance of the subjunctive. Results showed that explicit instruction led to gains in all participants, whereas implicit instruction had more variable outcomes.

- A Look into Basic and Higher Language Cognition in Heritage Language Speakers of Spanish
  Pablo Camus (Soka University of America)
  Gabriela de Robles (Georgetown University)

  This study explores how language proficiency in heritage speakers of Spanish is sometimes confounded with other elements such as educational background and, further, the ways in which this affects their perception of their own language skills. Two proficiency tasks (oral and written) are used and compared to a questionnaire based on self-assessment.

- Heritage Learners’ Ability to Pay Attention to Form and Content in Comprehension
  Anna Mikhailova (University of Queensland)

  Both heritage and foreign language learners in 300-level college classes can pay attention to form during listening comprehension. In both groups, students who had to track a target morpheme (sol, la or verbal -n) while listening comprehended the text equally well as those who only listened for content.
Fostering Critical Language Awareness among Spanish Heritage Language Learners: Examples from the Classroom.

Andrea Herrera Dulcet (University of Arizona)

The present study examines quantitatively and qualitatively the impact of including sociolinguistic topics in the HL curriculum together with a critical pedagogical approach, reporting on: (1) ways in which sociolinguistic topics can be integrated into existing curricula; and (2) measuring the impact of such changes in fostering students’ critical language awareness.

Critical Language Awareness for the Heritage Context: Development and Validation of a Measurement Questionnaire

Sara Beaudrie (Arizona State University)
Angelica Amezcu (Arizona State University)
Sergio Loza (Arizona State University)

The presentation describes the development and results of a statistical analysis employed to validate an instrument measuring critical HL awareness in college students. The questionnaire was divided into four sections: (1) language variation/diversity; (2) language ideologies/linguistic prejudice; (3) Spanish in the U.S. and bilingualism; (4) HL maintenance. Final results show a valid and reliable tool to measure critical HL awareness.

Promoting ‘Creative Literacy’

Hagop Kouloujian (University of California, Los Angeles)

This paper outlines a strategy of creative literacy, designed to circumvent competition from dominant languages. In a diasporic context, transference of the HL as a living language needs to include and prioritize the higher domains of language in order to create a user/producer base for the language, a condition necessary for linguistic vitality.

A Functional Theory of Language for the Teaching of Spanish as a Heritage Language in the United States

Cecilia Colombi (University of California, Davis)

This study describes pedagogical practices in a university curriculum for Spanish heritage speakers that stress the relationship between the bilingual continuum and its connection with the social and situational context. We argue for explicit instruction of dialect and register theory as a way of promoting students’ language awareness and academic literacy.

Critical Thinking and Curriculum Design for K-8 Heritage Language Learners

Ivian Destro Boruchowski (Florida International University)

This presentation will discuss the premise of a curriculum designed for k-8 heritage language learners living in Miami, Florida, in an afterschool program context. This program was based on a critical pedagogy (Freire, 1985) approach, and had determined language development and critical thinking as core learning expectations.
Hearing is Not Seeing: Is There an Auditory Advantage and a Visual Disadvantage in Heritage Speakers Compared to Late L2 Learners?
Kira Gor (University of Maryland)

The study compared the performance of two proficiency-matched groups of heritage speakers and late L2 learners of Russian on an auditory and visual version of a grammaticality judgment task (GJT). Heritage speakers outperformed L2 learners on the auditory GJT, but no group showed an advantage on the visual GJT.

Age and Input Effects in the Acquisition of Clitic Climbing Constructions in Heritage and Second Language Spanish
Antonio Martín Gómez (Purdue University)

This presentation revisits complex clitic placement in Spanish among early and late English-Spanish bilinguals. New data is elicited (oral production, oral interpretation) of “clitic climbing” constructions, to see whether bilinguals use the same syntactic and lexical cues as native Spanish speakers. Results show that the enclitic option is preferred.

Error Correction in SCMC: The Perceptions and Performance of Heritage and Second Language Learners of Spanish
Chrissy Bistline-Bonilla (Georgetown University)
Gabriela DeRobles (Georgetown University)

The purpose of this pilot study was to compare the effects of written corrective feedback during Synchronous Computer-Mediated Communication on the linguistic development of the present subjunctive in heritage language learners and L2 learners. The results revealed that L2 learners improved a great deal more in their recognition of target structure.

Pronouns or no Pronouns, That is the Question
Yun Kim (Emory University)

What would Korean-learning English speakers do when it is natural for the subjects to be dropped within a sentence? This study reports on the error types and rates in natural pro-drop sentences by both second and heritage language students.

Differential Object Marking in Romanian as a Heritage Language in the United States
Silvina Montrul (University of Illinois at Urbana-Champaign)
Nicoleta Bateman (California State University San Marcos)

Differential object marking (DOM) is the overt morphological marking of direct objects that are prominent and salient on semantic and pragmatic scales (Aissen 2003). This study shows how DOM is omitted in oral production by Romanian heritage speakers and adult Romanian immigrants to the United States.

The Acquisition of the Korean Subject Honorific -(u)si by Advanced Korean Heritage Learners
Sorin Huh (Pennsylvania State University)
Hyo-un A Joo (Pennsylvania State University)

The current study aims to examine L2 acquisition of the Korean subject honorific -(u)si by advanced heritage learners of Korean, employing an experimental method that allows systematic manipulation of the relative status of the speaker, the hearer, and the referent of the subject during online processing of the Korean honorifics.
SAT 5.8  Heritage and Minority Languages in California and Europe: Can Research Help Community Efforts?

Room: 315 West Coast Room A

Moderator: Aline Ferreira (University of California, Santa Barbara)

Viola Miglio (University of California, Santa Barbara)
Laura Marqués (University of California, Santa Barbara)
Bruce Morén-Duolljiá (Nord Universitet)

Language attrition and loss experienced by heritage speakers in the U.S. is not limited to communities of immigrants, but it is also shared by many ethnically or culturally separate communities speaking minority languages within their own country. In this panel, we show how specialized linguistic research helps restore prestige to heritage and minority languages with examples from California, Canada, and Norway.

SAT 5.9  Multiculturalism and Multilingualism: Creative Teaching Techniques in the Heritage Language Classroom

Room: 315 West Coast Room B

Chair: Jane Ross (New York University)

Jane Ross (New York University)
Maya Smith (University of Washington)
Fabrice Jaumont (FACE Foundation)

Since 2005, the French Heritage Language Program has sought to address the needs of underserved French-speaking communities throughout the U.S. With the goal of "making French an asset for new Americans," the FHLP creates a space where these students can construct their identities as multilingual speakers and learn the value of their various cultural backgrounds.

SAT 5.10  Making Connections: Coalition of Community-Based Heritage Language Schools

Room: 317 South Bay Room

Chair: Ana Lucia Lico (Brazilian Association for Culture and Education)

Ana Lucia Lico (Brazilian Association for Culture and Education)
Tommy Lu (Chinese School of Delaware)
Marta McCabe (Czech and Slovak School of North Carolina)
Sigrid Belluz (German Language School Conference and Wingate University, Charlotte)
Renate Ludanyi (German Language School Conference, German School of Connecticut, Western Connecticut State University)

Community-based heritage language schools are a significant part of U.S. language education but are habitually overlooked in discussions of education opportunities and accomplishments and in data collection about language learning. The Coalition brings together program leaders and practitioners in heritage language education to share goals, knowledge, and resources.
SAT 5.11 Heritage Language in the Midwest: Identity, Placement, and Instruction

Room: 319 North Ridge Room
Chair: Elena Foulis (Ohio State University)

Elena Foulis (Ohio State University)
Stacey Alex (Ohio State University)
Meghan Dabkowski (Ohio State University)
Glenn Martinez (Ohio State University)

With steadily increasing numbers of Latino/a students across colleges and universities in the Midwest, the need to develop population-specific language courses and materials to address the needs of heritage learners in our classrooms is vital for language maintenance. We analyze student demographics and the challenges and advantages of creating curricula that capitalizes on geographical location and language contact.

2:15 – 3:45 pm Session 6

SAT 6.1 Linguistic Studies of Spanish Heritage Language Grammars

Room: Salon B
Moderator: Ariel Chan (University of California, Los Angeles)

- Exploring Bilingual Morphological Development in Child Heritage Speakers of Spanish
  Silvia Perez-Cortes (Rutgers University Camden)
  Madison Rogers (Rutgers University Camden)

  The present study analyzes the morphological development of 23 bilingual children (Kindergarteners: N=13; First graders: N=10) in both the majority (English) and the heritage language (Spanish). Results from two experimental tasks describe their receptive and productive morphological knowledge involving the nominal and verbal domains.

- Comprehension of Passive Clauses by Heritage Speakers of Spanish
  Noelia Sánchez Walker (University of Illinois at Urbana-Champaign)

  We investigate whether early exposure to the language affects comprehension of Spanish passive clauses in heritage speakers of Spanish, and, by using aural and written tasks, whether task modality affects accuracy in the comprehension of these clauses. We discuss how age of acquisition and input modality relate to these results.

- Future of Probability in Spanish as a Heritage Language
  Laura Rieder (Texas Tech University)
  Vicente Iranzo (Texas Tech University)
  Diego Pascual y Cabo (Texas Tech University)

  This study contributes to the existing literature on bilingual development by examining the so-called future of probability in Spanish as a heritage language. Our results are discussed with regards to current debates on the selective nature of vulnerability effects in HL bilingual development.
### SAT 6.2

**Competing Ideologies: Impact on Language Maintenance and Shift**

**Room:** Salon C

**Moderator:** Kara Mac Donald (Defense Language Institute)

- **Reading Rue Droite: Competing Ideologies on an Urban Corsican Street**
  
  *Alexander Mendes (University of California, Davis)*

  This presentation offers a reading of the linguistic landscape of one street in Northern Corsica to illustrate the influences of globalization and contestations of assumed notions of identity, belonging, and space.

- **Language Shift in a Japanese English Bilingual Church in the Southwest U.S.**
  
  *Jingjing Xu (University of Arizona)*

  This paper investigates the reasons behind language shift in a Japanese-English bilingual church in the southwest U.S. In the past twenty years, this church experienced language shift from a monolingual Japanese church into an English dominant church. I argue that minority churches in North American countries do not necessarily have the function of language and culture maintenance.

- **“We Just Listen for a While”: Significance of Community Involvement in Language Revitalization**
  
  *Ricki-Lynn Achilles (University of British Columbia - Okanagan)*

  Drawing from my Master’s research, this paper discusses the significance of community involvement in language revitalization. Results from my online survey and ethnographic fieldwork in Atka, suggest: 1) community participation creates positive learning environments; 2) learning environments impact learner identity; 3) building learner-community relationships is vital in language revitalization.

### SAT 6.3

**Heritage Language Communities: Profiles, Practices, Challenges, and Opportunities**

**Room:** Salon D

**Moderator:** Yun Kim (Emory University)

- **Chinese as a Community Language in Australia: Challenges, Motivations, and Solutions**
  
  *Xiaoping Gao (University of Wollongong)*

  This presentation will inform community language educators and policymakers of the state of Chinese as taught in community language schools in Australia. It will also benefit Chinese language instructors and students by sharing practical and evidence-based strategies to help solve issues and improve teaching and learning outcomes.

- **Germans of the Waterloo Region**
  
  *Mathias Schulze (San Diego State University)*

  Heritage language education within the German minority of the Waterloo Region in Ontario, Canada, will be discussed both from a historical and contemporary perspective. The discussion is based on the analysis of 110 hour-long interviews with German immigrants.

### SAT 6.4

**Expanding Spanish Heritage Language Proficiency through Service Learning**

**Room:** Salon E

**Moderator:** Rebecca Pozzi (California State University, Monterey Bay)

- **Secondary Dialect Accommodation: Case Studies of /s/-Weakening among HLLs**
  
  *Chelsea Escalante (University of California, Davis)*

  This study investigates the factors involved in secondary dialect accommodation among three HLLs speaking different Spanish dialects. Specifically, it tracks longitudinally how these speakers perceive and produce syllable-final /s/-weakening, a feature not present in their home dialects, while they serve as international volunteers in an /s/-weakening region.
● **Service Learning in an Advanced Spanish Course for the Health Professions: From Linguistic to Transcultural Competence.**  
  *Maria E. Perez (University of Houston)*  
  This presentation will report on the impact of a service learning activity on heritage learners’ transcultural competence using an automatic codification instrument, ATLAS.TI.

● **Affordances for Learning and Maintenance of Bilingual Children’s Home-Language through Service-Learning**  
  *Cecilia Tocaimaza-Hatch (The University of Nebraska at Omaha)*  
  This study investigated how a service-learning initiative promoted the Spanish language development of bilingual children. The experience consisted of a story-time program where university students interacted in Spanish with ten children ages 4–8. Findings revealed the emergence of affordances, including vocabulary learning opportunities and a validation of the home-language.

**Top-down Heritage Language Teaching: Innovations that Build on Traditions**

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● **(Re)claiming Identity: Traditional Folktales of the Hare - Language Materials for Heritage Learners**  
  *Chhany Sak-Humphry (University of Hawaii)*  
  The presentation will focus on the constraints and challenges in developing comprehensive instructional language materials for HL learners in the digital era using traditional Khmer folktales centering on the Hare. The goal is to meet the criteria in the World-Readiness Standard for Learning Languages, and to (re)claim Khmer heritage and identity.

● **An After-Class Children’s Book Translation Project Integrated with 21st Century Skills for Heritage Language Learners of Chinese**  
  *Yifan Xu (Binghamton University; Chatham Hall)*  
  This empirical study investigates a children’s book translation project for elementary-level heritage language learners of Chinese. The study suggests that CLT-inspired translation activities can equip heritage language learners with essential 21st century skills, boost their learning motivation, and achieve the maximized outcome of heritage language learning.

● **Oral History in Heritage Learners Writing Courses.**  
  *Elena Foulis (Ohio State University)*  
  This presentation looks at the benefit of using family oral history projects in heritage language intermediate to advance writing courses. Through the task of preparing interview questions, conducting the interview, transcribing, and producing a writing piece, students’ oral, listening and writing skills are reinforced.

**Code-mixing in the Spanish Heritage Language Classroom: Perceptions and Practices**

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● **Spanglish in Intermediate-Advanced Heritage Language Students: Analysis of Attitudes and Production**  
  *Carlos Enrique Ibarra (University of New Mexico)*  
  With the goal of understanding how vernacular varieties can increase Spanish production, this work presents the results of a semester-long longitudinal qualitative and quantitative analysis of Spanglish use and attitudes in fourth-semester Spanish as a heritage language students, who expressed wide acceptance and strong identification with bilingual mode practices.
- **Do Heritage Language Classes Influence Students’ Attitude Towards Spanglish?**  
  *Lillie Essah (Arizona State University)*

  The aim of this study is to argue that taking Spanish heritage language classes does make a difference regarding students’ attitudes towards Spanglish. The results depict trends towards accepting Spanglish as a legitimate variety in the U.S.

- **Perceptions of Literary Language Crossing among Spanish Heritage Language Learners**  
  *Francisca Aguilo Mora (Columbia University)*

  HL Spanish speakers in the U.S. tend to project a largely monolingual/monolithic vision of language in relation to national/ethnolinguistic identity. U.S. Latina artistic production enables students of Spanish as a HL to reflect upon conventional uses of Spanish and English and develop awareness of the cultural and pragmatic value of code-mixed discourse.

### SAT 6.7
**"What I Wished I Had Known About Teaching and Research Then, That I Know Now" — Aha Moments in Heritage Language and Literacy Development for Emerging Knowledge Construction**

**Room:** 315 West Coast Room A  
**Chair:** Theresa Austin (University of Massachusetts, Amherst)

- Margaret Felis (University of Massachusetts Amherst)  
- Andreas Tzineris (University of Massachusetts Amherst)  
- Simone Cugliotta (Smith College)  
- Elena Frazier Garcia (Mount Holyoke)  
- Yvonne Farinó (Hampden-Wilbraham Regional School District)  
- Theresa Austin (University of Massachusetts, Amherst)

Four perspectives on heritage language learning are presented using life histories, ethnographic case studies, and reflection. We offer possible pathways to remove obstacles that impede heritage language learners’ social mobility while also identifying and affirming productive pathways to their building strong identities and transformative contributions to their communities.

### SAT 6.8
**Variability and Change in Bilingual Language Acquisition: Longitudinal Perspectives**

**Room:** 315 West Coast Room B  
**Chair:** Tanya Ivanova-Sullivan (University of New Mexico)

- Tanya Ivanova-Sullivan (University of New Mexico)  
- Ekaterina Kistanova (City University of New York)  
- Irina Dubinina (Brandeis University)

The papers on this panel present the findings of three longitudinal studies of children acquiring Russian and Bulgarian as heritage languages in the U.S. and beyond. The studies investigate changes in children’s lexical and grammatical development and analyze their possible triggers in the linguistic input.

### SAT 6.9
**Heritage Meets Heritage: Building a Community of Heritage Language Learners**

**Room:** 317 South Bay Room  
**Chair:** Sybil Alexandrov (Yale University)

- Sybil Alexandrov (Yale University)  
- Maria Kaliambou (Yale University)  
- Angela Lee-Smith (Yale University)  
- Julia Titus (Yale University)

This panel will present the results of “Heritage Meets Heritage”, a collaborative action research project in which heritage language learners of Arabic, Chinese, Greek, Hebrew, Korean, Russian, and Spanish at Yale University meet to reflect on issues of identity, motivation, and the language learning process.
This presentation discusses the correspondences and mismatches between oral and written proficiencies of heritage language learners in correlation with the ACTFL guidelines. The languages included are Type I and II that use Roman script with or without special encoding, and Type III and IV that use non-Roman script with or without special encodings.

4:00 – 5:30 pm     Session 7

**SAT 7.1 Heritage Languages in Society: Policy and Public Discourse**

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- **From No Child Left Behind to the Every Student Succeeds Act: Prospects and Challenges for In-School Heritage Language Programs**  
  *Wayne E. Wright (Purdue University)*

  Federal education policy under the NCLB act often made it difficult to provide quality HL programs in public schools. With the transition to ESSA, this presentation will provide an overview of policy changes and the potential impact on HL programs.

- **Bilingual Education for Whom? A Cross-Linguistic Discourse Analysis of News Reports Surrounding California’s Proposition 58**  
  *Nicolas Doyle (Pennsylvania State University)*

  This presentation reports findings from a discourse analytic examination of Spanish and English news reports on Proposition 58, introduced in 2016 to overturn the “English Only” initiative. Initial findings suggest English reports discuss bilingual education in terms of freedom and choice, while Spanish reports appeal to the economic value of bilingualism in the global market.

- **Language Revitalisation and Neoliberalism in Aotearoa New Zealand**  
  *Elisa Duder (Auckland University of Technology)*

  This paper discusses the impact of neoliberal policies on the language revitalisation movement of te reo Māori in Aotearoa New Zealand. It looks at the impact of neoliberalism in education policy, contestation around the concept of indigeneity, and how neoliberalism now influences decisions made within the Māori learning sector.
The Forms and Functions of Uptalk in Spanish Produced by Spanish Heritage Speakers in Los Angeles

Ji Young Kim (University of California, Los Angeles)
Gemma Repiso Puigdelliura (University of California, Los Angeles)

This study examines the realization of uptalk in Spanish by Spanish heritage speakers (SHSs) in Los Angeles. Spontaneous SHS speech data were collected and the intonation patterns and discourse functions of uptalk were analyzed using the MAE_ToBI framework (Beckman et al., 2005) and Ritchardt and Arvaniti’s (2014) classification of discourse functions.

Incomplete Acquisition of Morphosyntax in the Context of Societal Bilingualism: Language Change?

Adriana Soto-Corominas (Western University)

This paper explores the ways in which language dominance in a bilingual Catalan-Spanish community affects the patterns of acquisition and ultimate attainment with respect to morphosyntax, and illustrates how a case of incomplete acquisition might be a symptom of ongoing language change.

Spanish in the United States: Language Change and the Role of English

Agustina Carando (University of California, Davis)

A topic of great interest is the influence of English on the Spanish of the U.S. This presentation discusses an experimental paradigm that assesses whether Spanish innovations are in fact encouraged by English and a theoretical framework that informs our understanding of the way languages interact in situations of contact.

Latent, Not Lost: The Grammatical Abilities of Receptive Spanish-English Heritage Bilinguals

Bonnie Holmes (University of North Georgia)

This study examines the relationship between underlying grammatical knowledge and receptive language abilities in Spanish-English receptive heritage bilinguals (RHBs). RHBs understand Spanish but have limited productive skills. Results show that the core syntax of RHBs is intact, although difficulties in accessing the meaning of certain morphological structures may affect comprehension.

Formulaic Language and Receptive Bilinguals: What Constructions do Beginning Spanish as a Heritage Language Learners Know?

Damián Vergara Wilson (University of New Mexico)

This project focuses on beginning-level SHL students and reports on the context of usage of the heritage language through corpus analysis of localized sociolinguistic interviews. We investigate the participants’ constructional knowledge through an elicitation task and analyze their ability to generalize structural and contextual knowledge among synonymic constructions.

Redirecting Language Shift: The Maintenance Generation

Claire Julia Lozano (University of California, Davis)
Andrea Herrera Dulcet (University of Arizona)

Minority language shift to English has been extensively documented in the U.S. However, this study illustrates the ways in which increasing enrollments in a Spanish heritage language program at the University of Arizona are redirecting the language shift, from a unidirectional to a circular shift. Quantitative and qualitative methods are used.
Measuring the Effects of Instruction: The Case of Japanese

Room: Salon E
Moderator: Michelle Smith (University of California, Los Angeles)

- Japanese Language Proficiency of High School Students Who Attended a Japanese/English Immersion Program in California
  
  Asako Hayashi Takakura (University of California, Los Angeles)

  This paper reports on the language development of 24 high school students (11 Japanese heritage learners and 13 non-heritage learners) who attended a Japanese immersion program in a school in California. Interview results that were assessed using the ACTFL proficiency guidelines demonstrate the successful bilingual development of the participants.

- Lessons from Students: Sociocultural Approaches for Japanese Heritage Language Learners and Their Identity Development
  
  Akane Shirata (Washington Japanese Heritage Center)
  Mary Ann Triest (University of California, Los Angeles)

  We share heritage language teaching techniques focused on sociocultural aspects and discuss the perceived effects of heritage language learning on ethnic identity development. The focus is on Japanese heritage language learning, but these techniques and themes are applicable globally across heritage languages.

- Japanese Language Development of College-level Learners of Japanese as a Heritage Language in an Advanced-Level Japanese Content Based Language Instruction Course
  
  Masako Douglas (California State University Long Beach)

  This paper presents the results of research that investigated the effects of content-based instruction on the development of Japanese HL skills in college HL students enrolled in an advanced-level Japanese course. The research examined the development of content knowledge, linguistic ability, and quality of writing of expository essays.

Attitudes, Beliefs, and Motivation in Heritage Language Learning

Room: Salon F
Moderator: Peisong Xu (Yale University)

- Motivation and Language Learning among Beginning Chinese Heritage Learners
  
  Yu Li (University of California, Davis)

  This mixed methods study investigates the motivation and language learning among beginning heritage language learners of Chinese at the university level. The results shed light on the role of the ideal L2 self, integrative and instrumental orientations, and self-efficacy for students’ motivation. Based on the findings, pedagogical recommendations are provided.

- Validating and Measuring Language Attitudes Through an ‘Implicit Association Task’
  
  Julio Torres (University of California, Irvine)

  The “implicit association task” (IAT) measures individuals’ implicit/automatic attitudes. Given the interest in investigating HL speakers’ language attitudes, we conducted a study to examine the potential utility of an IAT to measure language attitudes. Discussion includes the validation of an IAT and the role of language attitudes in HL sustainability.

- Language Learning Beliefs in Spanish Heritage Students: A Preliminary Investigation
  
  Michael Tallon (University of the Incarnate Word)

  The purpose of this study was to investigate the beliefs of Spanish heritage students about learning a foreign language. Students completed the Beliefs about Language Learning Inventory (Horwitz, 1988) and their responses were analyzed. The presentation will conclude with implications for teaching and recommendations for future research.
### SAT 7.6  
#### Heritage Language Education: Addressing "Matters of Concern"

**Room:** Salon G  
**Moderator:** Nelleke Van Deusen-Scholl (Yale University)

- **Alternatives to Facts: Criticality and Matters of Concern in Heritage Language Education**  
  *Glenn Martinez (Ohio State University)*  
  *Robert Train (Sonoma State University)*

  We argue that the critical stance in heritage language education has been stifled by its subjection to facts. We present matters of concern as an alternative to facts that moves beyond the politics of normativity to a space of critical reflection over matters of concern to heritage learners.

- **Metaphors in Mental Healthcare Discourse in Spanish**  
  *Dalia Magana (University of California, Merced)*

  This work analyzes the use of conceptual metaphors by doctor and patients during psychiatric interviews conducted in Spanish. Metaphors are culturally embedded and reveal how speakers think about health issues. Describing the interactions of a heritage language in use can be valuable for developing strategies that may benefit underserved populations.

### SAT 7.7  
#### Socialization and Language Learning: Focus on Russian and Ukrainian

**Room:** 315 West Coast Room A  
**Moderator:** Susan Bauckus (Santa Monica College)

- **“It’s Not About What Language You Speak With Your Children, It’s About What You Want to Teach Them...”: Ukrainian Language Maintenance in English Canada**  
  *Nataliya Kharchenko (University of Manitoba)*

  The purpose of this presentation is to share some findings of a research project based on collected data from interviews with ten immigrant parents from Ukraine. Heritage language maintenance is not divorced from political, social, and cultural circumstances in the host country, immigrants’ home countries, and their imagined communities.

- **Transmitting Literacy in the Heritage Language: Evidence from Russian-Speaking Families in Israel, Sweden, Cyprus, and Ireland**  
  *Natalia Ringblom (Stockholm University)*  
  *Natalia Meir (University of Haifa, Israel)*

  Using family language policy as the theoretical framework, this study investigates 345 migrant speakers of Russian in four different countries (Israel, Sweden, Cyprus, and Ireland), and explores linguistic, extra-linguistic, and external and internal factors (Stavans, 2012) that determine parental success in heritage language transmission.

- **Heritage Language Transmission in Cyprus, Sweden, and Estonia**  
  *Anastassia Zabrodskaja (Tallinn University/University of Tartu)*  
  *Natalia Ringblom (Stockholm University)*

  We investigate Heritage language transmission in Russian-speaking families in multilingual settings in Cyprus, Estonia and Sweden using ethnolinguistic vitality theory a theoretical framework. Written questionnaires and oral sociolinguistic interviews were used for data collection. The research question is whether Russian as L1 is transmitted to the second generation.
**SAT 7.8**

**Subtractive Language Ideologies (II)**

Room: 315 West Coast Room B

Moderator: Theresa Austin (University of Massachusetts, Amherst)

- **Language Standardization and the Spanish as a Heritage Language Classroom: Mixed Messages and a Call for Inclusion**
  Katharine E. Burns (Carnegie Mellon University)

  Critical discourse analysis and instructor focus groups are used to examine how varieties of Spanish are presented in beginner and intermediate textbooks and curricula of a Spanish as a HL program. Findings indicate systematic reinforcement of “standard” language ideology, with marginalization of other varieties, including some spoken in the U.S.

- **“Nunca lo Usamos Correctamente”: Language Ideologies in a Spanish Heritage Language Course for Bilingual Teacher Candidates**
  Lina Martín-Corredor (University of Texas at San Antonio)

  This paper presents a case study of a heritage Spanish course for bilingual teacher candidates in Texas, examining three students’ and the instructor’s language ideologies. Findings indicate that the deficit-oriented and assimilationist language ideologies of the candidates were reinforced by the instructor’s pedagogy, negatively affecting their confidence and Spanish use.

**SAT 7.9**

**Spanish Heritage Language Education at Community Colleges in the Greater Los Angeles Area**

Room: 317 South Bay Room

Chair: Alejandro Lee (Santa Monica College)

Alejandro Lee (Santa Monica College)
Argelia Andrade (El Camino College)
Norma Vega (East Los Angeles College)
Lizbeth Sanchez (Mt. San Antonio College)
Lourdes Arevalo (Santa Monica College)

Faculty of four Los Angeles-area community colleges discuss their Spanish heritage language programs, the challenges they have encountered in creating and implementing the curricula, and the strategies used to build their programs.

**SAT 7.10**

**Vocabulary in Writing Instruction**

Room: 319 North Ridge Room

Chair: Sarah Sok (University of California, Irvine)

Sarah Sok (University of California, Irvine)
Robin Scarcella (University of California, Irvine)
Christie Sosa (University of California, Irvine)
Gina Ruggiero (University of California, Irvine)
Victorya Nam (University of California, Irvine)

This panel addresses this issue of second language vocabulary learning with special attention to the context of writing courses at college campuses serving heritage language learners. Specifically, we share, challenges and discuss efficient practices for helping heritage language learners gain vocabulary knowledge as they learn how to write.

5:40 – 6:40 pm **Plenary Speaker:**

María Carreira (Professor, California State University, Long Beach; Co-Director, National Heritage Language Research Center)

Eric Alvarez (Sorbonne Nouvelle University)

Rooted in the bilingual tercera hispanidad that English-Spanish language contact has engendered in Los Angeles, this exploratory study uses a sociolinguistic and usage-based perspective to examine the ways in which heritage Spanish is transmitted to children by bilingual adults through the prism of translation in a linguistically dynamic third space.

Transformative Intellectual Knowledge: Perspectives on Learning Chinese as a Heritage/Community Language Through Food Culture

Huey-Yi Chang (University of New Mexico)

My big idea for teaching Chinese as a heritage/community language centers on three factors: Chinese language, American high-school students, and food culture. The designing framework begins with a focus on sociocultural constructivism theories that are used to help scaffold student’s learning into meaningful experiences.

Backsliding in Turkish Democracy and The Diminished Returns of Turkish Americans: Parents’ Attitude toward Heritage Language Maintenance

Ozge Evcen (University of Illinois at Urbana-Champaign)

In this poster presentation, I will share the ways in which political changes in Turkey influence Turkish American parents’ and their children’s attitude towards the maintenance of their heritage language.

Feature Re-Assembly in Explanation of Heritage Language Divergence: Regarding the Construction of Case in Russian

Nataliya Griggs (University of Washington, Seattle)

Using the re-assembly approach of Lardiere (2009), this paper aims to predict from bilingual Russian data (Schwartz & Minkov 2014, Schwartz et al. 2015), what happens to acquisition of case, when features of [gender] and [case] are not linked to a morphological representation in the L2 language.

Comparing Language Proficiency in the Heritage Language in Four Different Environments: Typical Mistakes and Some Recommendations for Their Correction

Natalia Kolodina (Church Hill High School)
Natalia Ringblom, (Stockholm University)

This study presents a cross-linguistic comparison of oral and written skills in heritage Russian in four different environments, focusing on phonological development, spelling and morpho-syntax, as well as the children’s ability to create well-structured and coherent texts.

Demographics of Adult Heritage Language Speakers in the United States: Different Social Environments by Region and Language

Tomonori Nagano (LaGuardia Community College, CUNY)

Using the Integrated Public User Microdata Series (U.S. Census), this study makes geographical and chronological comparisons among groups of adult HL speakers from 1980 to 2010. The data show major differences in the demographics of adult HL speakers in different regions.
Poster Sessions  SATURDAY, FEBRUARY 17, 2018

• Alternatives to Literature Courses for Heritage Students  
  Habiba Boumlik (LaGuardia Community College)  
  This presentation calls for alternatives to literature courses for advanced heritage speakers of Arabic in a community college and proposes a variety of Language for Specific Purposes or Content Based Instruction courses that integrate content-based choices in line with students’ heterogeneous needs and interests.

• Language and Identity in Bilingual Networked Communities  
  Julianne L Bryant (Biola University)  
  Melissa Moreno (Biola University)  
  This presentation explores the inter-related phenomena of language and identity in the networked lives of bilingual college students and will present the findings of a social media ethnography that was conducted with ten bilingual Spanish-English Hispanic heritage students from a small Christian liberal arts university in southern California.

• Promoting Diversity in Heritage Language Course Offerings  
  Susan Kresin (University of California, Los Angeles)  
  Many heritage languages are classified as “less commonly taught,” and offered at a limited number of colleges and universities. This poster will present specific examples of adaptations to promote these languages in the face of dwindling resources and enrollments, based on a survey of instructors of Bosnian-Croatian-Serbian, Czech, Polish, and Ukrainian.

• Spanish Heritage Speakers’ Attitudes, Beliefs, and Classroom Experiences in Course Selection Decision and Motivation to Learn Spanish: Considerations for Language Curriculum Design  
  Luciane Maimone (Missouri State University)  
  The presenter shares results of a survey of Spanish university courses that focuses on the ways the students’ language background, attitudes, and beliefs relate to their motivation to further develop their Spanish language skills, connecting course selection criteria, students’ experiences in regular L2 courses, and the development of a Spanish heritage language curriculum.

• Analysis of a Dual-immersion Portuguese Textbook from the Standpoint of Sociodiscursive Interactionism  
  Eleticia Podolak (Universidade Estadual do Centro-Oeste do Paraná)  
  This research project aims to analyze a unit of a book of Portuguese as a foreign language from the standpoint of sociodiscursive interactionism, using a didactic model to survey the teachable dimensions of the genre "wonderful tales."

• A Collaborative Practice: University Students & Japanese-Korean Children  
  Tomoko Takahashi (Kindai University)  
  The purpose of this study is to observe communications in Tabunka-gakko (a multicultural program in Korea) for Japanese-Korean children. The children exchanged bilingual video letters with university students in Japan. After this program, their motivation to learn their heritage language has changed drastically through their fruitful experiences with university students.

• Documenting a Heritage Mandarin Child’s Language Development: The Luna Corpus  
  Yanxin Zhu (Chinese University of Hong Kong)  
  Ziyin Mai (The Chinese University of Hong Kong)  
  In this poster, we introduce an innovative data collection method in our on-going project that incorporates traditional home-based and web-based recording to document the language development of Luna, a Chinese girl born and raised in the United States.
Aban, Cynthia: SAT 4.9
Abarca Millán, Erika: FRI 2.8
Achilles, Ricki-Lynn: SAT 6.2
Aguilo Mora, Francisca: SAT 6.6
Ahlers, Jocelyn: FRI 3.9
Ai, Samantha: FRI 3.7
Alex, Stacey: SAT 5.11
Alexandrov, Sybil: FRI 1.10, SAT 6.9
Alvarez, Eric: Friday Poster
Amezcua, Angelica: SAT 5.4
Andrade, Argelia: SAT 7.8
Aravossitas, Themistoklis: FRI 2.10
Arevalo, Lourdes: SAT 7.8
Atagi, Natsuki: SAT 6.10
Austin, Theresa: SAT 6.7
Avineri, Netta: FRI 3.9
Bahri, Soubeika: FRI 2.6
Barnard, Erlin: SAT 4.11
Barrios Le-Blanc, Joi: SAT 4.9
Bateman, Nicoleta: SAT 5.7
Beaudrie, Sara: SAT 5.4
Beevi Lam, Mariam: FRI 1.9
Bello Uriarte, Adrian: FRI 2.1
Belluz, Sigrid: SAT 5.10
Bice, Kinsey: SAT 4.10
Bistline-Bonilla, Chrissy: SAT 5.6
Bonfatti, Maria Teresa: SAT 6.3
Boumlik, Habiba: Saturday Poster
Bowles, Melissa: FRI 2.1, SAT 5.3
Bryant, Julianne L.: FRI 3.6, Saturday Poster
Bunin Benor, Sarah: FRI 3.9
Burns, Katharine E.: SAT 7.8
Cabrera, Vianey: FRI 3.4
Cáceda, Carmen R.: FRI 1.8
Camus, Pablo: SAT 5.3
Carando, Agustina: SAT 7.2
Carreira, Maria: Plenary Saturday-pm
Chan, Ariel: FRI 1.2
Chan, Hsiu-hsien: FRI 2.7
Chang, Huey-Yi: Friday Poster
Chew, Kari A. B.: FRI 1.3
Cho, Haewon: FRI 1.1
Chuc Bui, Quyen Di: FRI 1.9
Colombi, Cecilia: SAT 5.5
Cook, Rifka: FRI 1.5
Costello Tzintzún, Elena: FRI 2.5
Cowell, Jamie: FRI 1.3
Crawford, Troy: FRI 2.11, SAT 4.2
Cruickshank, Ken: FRI 1.8, SAT 5.1
Cung, Bianca: SAT 4.6
Dabkowski, Meghan: SAT 5.11
De Robles, Gabriela: SAT 5.3, SAT 5.6
Destro Boruchowski, Ivian: SAT 5.5
Domingo, Nenita P.: SAT 4.9
Douglas, Masako: SAT 7.4
Doyle, Nicholas: SAT 7.1
Dubinina, Irina: SAT 6.8
Duder, Elisa: SAT 7.1
Duncan, Benjamin: FRI 3.8
Ee, Jongyeon: SAT 4.6
Escalante, Chelsea: SAT 6.4
Essah, Lillie: SAT 6.6
Evcen, Ozge: Friday Poster
Fairclough, Marta: SAT 5.2
Fariño, Yvonne: SAT 6.7
Felis, Margaret: SAT 6.7
Fernandes, Eugenia: SAT 4.7
Fernandez-Dobao, Ana: FRI 3.2
Ferreira, Aline: SAT 4.1
Fleuri, Lilian: SAT 4.7
Fouillès, Elena: SAT 5.1, SAT 6.5
Frazier Garcia, Elena: SAT 6.7
Friedberg, Nina: SAT 4.8
Fulgenzio, Zenaida: SAT 4.11

Gao, Xiaoping: SAT 6.3
Garcia Ponce, Edgar Emmanuell: FRI 2.11
Gasca Jimenez, Laura: FRI 1.5
Gasgitamrong, Jenjit: SAT 6.10
Gasmen, Imelda F.: SAT 4.11
Gatti, Alberta: FRI 2.1
George, Angela: FRI 3.3
Gillman, Maria: FRI 1.10
Gomez-Perela, Diana: FRI 2.11
Gor, Kira: SAT 5.6
Goulette, Elizabeth: FRI 3.3
Griggs, Nataliya: Friday Poster
Guerrero, Paola: FRI 1.6
Gugliotta, Simone: SAT 6.7
Guzmán, Norma A.: FRI 2.9

Harasta, Jesse: FRI 1.3
Hardacre, Bahiyyih: FRI 1.6, SAT 4.6
Hayashi Takakura, Asako: SAT 7.4
Herrera Dulcet, Andrea: SAT 5.4, SAT 7.3
Higby, Eve: SAT 4.10
Holguin, Claudia: SAT 5.3
Holmes, Bonnie: SAT 7.3
Hsu, Ya-Chen: FRI 2.9
Huh, Sorin: SAT 5.7

Ibarra, Carlos Enrique: SAT 6.6
Ice, Anna: SAT 4.4
Iranzo, Vicente: SAT 6.1
Ito, Yoriko: FRI 2.4
Ivanova-Sullivan, Tanya: SAT 6.8

Jaumont, Fabrice: SAT 5.9
Jiménez, Antonio Francisco: FRI 3.4
Joo, Hyoun-A: SAT 5.7

Kaliambou, Maria: SAT 6.9
Karapetian, Shushan: SAT 4.3
Karimi, Zahra: FRI 1.7
Karkafi, Larisa: FRI 3.8
Kharchenko, Nataliya: SAT 7.7
Khoshnevisan, Babak: FRI 3.3
Kim, Ji Young: SAT 7.2
Kim, Mijeong: FRI 3.2
Kim, Yun: SAT 5.7
Kistanova, Ekaterina: SAT 6.8
Kloumouian, Hagop: SAT 5.4
Kresin, Susan: Saturday Poster
Kroll, Judith: SAT 4.10
Kudyma, Anna: SAT 4.8

Lam, Tri: FRI 1.9
Lamar Prieto, Covadonga: SAT 4.5
Lee, Alejandro: FRI 1.10, SAT 7.8
Lee, Siwon: FRI 1.1, FRI 2.5
Lee, Tiffany S.: FRI 3.10
Lee-Smith, Angela: SAT 6.9
Lengeling, M. Martha: SAT 4.2
Leonard, Wesley Y.: FRI 3.9
Li, Yu: SAT 7.5
Liang, Min-min: FRI 2.7
Lico, Ana Lucia: SAT 5.10
Llagaas, Karen: SAT 4.9
Llombart-Huesca, Amalia: FRI 3.1
López, Belem G.: FRI 1.11
Lowther Pereira, Kelly: FRI 3.5
Loza, Sergio: SAT 5.4
Lozano, Claire Julia: SAT 7.3
Lu, Tommy: SAT 5.10
Ludanyi, Renate: SAT 5.10
Luo, Ying: SAT 5.2
Mac Donald, Kara: FRI 3.6
MacGregor-Mendoza, Patricia: SAT 5.1
Magana, Dalia: SAT 7.6
Mahajan, Gyanam: SAT 6.10
Mai, Ziyin: FRI 1.2, SAT 5.2, Saturday Poster
Maimone, Luciane: Saturday Poster
Marqués, Laura: SAT 5.8
Marqués-Pascual, Laura: SAT 4.5
Martín-Corredor, Lina: SAT 7.8
Martín Gómez, Antonio: SAT 5.6
Martínez, Glenn: FRI 1.11, SAT 5.11, SAT 7.6
McCabe, Marta: FRI 2.9, SAT 5.10
McCarty, Teresa: FRI 3.10
Meahilahila Kelling, Ivy: FRI 3.7
Meir, Natalia: SAT 5.1, SAT 7.7
Mello, Heather L.: FRI 2.10
Mendes, Alexander: SAT 6.2
Michimani Leyva, Michelle G.: FRI 1.4
Miglio, Viola: SAT 5.8
Mikhaylova, Anna: SAT 5.3
Mohamed, Yehia A.: FRI 2.6
Mokhatebi Ardakani, Mojgan: FRI 1.7
Montag, Jessica: SAT 4.10
Montrul, Silvina: Plenary Friday-am, SAT 5.7
Mora Pablo, Irasema: FRI 2.11, SAT 4.2
Morén-Duolljiá, Bruce: SAT 5.8
Moreno, Gabriela: SAT 4.3, SAT 5.1
Moreno, Melissa: FRI 3.6, Saturday Poster
Moreno-Rivero, Javier: FRI 3.5
Moreno-Villamar, Itziri: FRI 3.1
Morgan, Liam: FRI 1.8, SAT 5.1

Nagano, Tomonori: FRI 3.1, Friday Poster
Nam, Victorya: SAT 7.9
Nash, Afaf: SAT 4.6
Negron, Melissa: FRI 3.2
Nguyen, Thu-Ba: FRI 1.9, SAT 6.10
Nicholas, Sheilah E.: FRI 1.3, FRI 3.10
Nieves, Aracelis: FRI 3.6
Nik Ilieva, Gabriela: FRI 2.2

Ojha, Ashok: FRI 2.2

Padial, Ana: FRI 2.11
Pak, Chin-Sook: FRI 3.5
Parada, Maryann: FRI 1.4
Park-Johnson, Sunny: FRI 2.8
Parra, Andrea: FRI 3.4
Parshina, Olga: FRI 2.1
Pascual y Cabo, Diego: FRI 1.6, SAT 6.1
Peace, Meghann M.: FRI 1.4
Perez, Maria E.: SAT 6.4
Perez-Cortes, Silvia: SAT 6.1
Perry, Scott James: FRI 3.1
Peterson-Holt, Nancy: FRI 3.7
Podolak, Eleticia: Saturday Poster
Poteau, Christine E.: FRI 3.5
Pozzi, Rebecca: SAT 4.5
Prada, Josh: FRI 1.6, FRI 3.6
Pu, Chang: FRI 2.9

Quinto-Pozos, David: FRI 1.11

Repiso Puigdelliura, Gemma: SAT 7.2
Reznicek-Parrado, Lina: SAT 4.5
Ribadeneira, Alegría: FRI 1.10
Ribota, Alessandra: FRI 3.3
Rieder, Laura: SAT 6.1
Ringblom, Natalia: FRI 1.4, SAT 7.7, Friday Poster
Rogers, Madison: SAT 6.1
Ross, Jane: SAT 5.9
Ruggiero, Gina: SAT 7.9
Sak-Humphry, Chhany: SAT 6.5
Samarth, Brajesh: FRI 2.2
Sanchez, Lizbeth: SAT 7.8
Sánchez Walker, Noelia: SAT 6.1
Saydee, Farid: FRI 1.7
Scarcella, Robin: SAT 7.9
Schulze, Mathias: SAT 6.3
Shimoura, Shinji: FRI 2.3
Shintani, Roxana: FRI 2.4
Shnaider, Roman: FRI 1.5
Smith, Frank: FRI 3.3
Smith, Maya: SAT 5.9
Smith, Michelle: FRI 3.2
Sok, Sarah: FRI 3.8, SAT 7.9
Song, Hyekyung: FRI 2.3
Sosa, Christie: SAT 7.9
Soto-Corominas, Adriana: SAT 7.2
Souza, Ana: SAT 4.7
Suhr, Carla: FRI 3.5
Summers, Yuliya: SAT 3.3
Sur, Erhan: FRI 1.3
Sweeney, Sarah: FRI 3.10
Syaripudin, Usep: Saturday Poster

Takahashi, Tomoko: Saturday Poster
Tallon, Michael: SAT 7.5
Tam, Wing-Yu Hugo: FRI 1.2
Tark, Eun Sun: FRI 3.1
Titus, Julia: SAT 6.9
Tocaimaza-Hatch, Cecilia: SAT 6.4
Torres, Julio: SAT 4.6, SAT 7.5
Train, Robert: SAT 7.6
Triest, Mary Ann: SAT 7.4
Tzineris, Andreas: SAT 6.7

Valdivia Ruiz, Víctor: FRI 3.4
Van, Quang Phu: FRI 1.9

Van Deusen-Scholl, Nelleke: SAT 4.2
Vana, Rosti: FRI 3.2
Vega, Norma: SAT 7.8
Vergara Wilson, Damián: SAT 7.3

Wagner, Charles: FRI 1.6
Walau, Kameha-ililiani: FRI 3.7
Walls, Laura: SAT 4.1
Wijaya, Juliana: SAT 6.10
Wiley, Terrence: SAT 4.2
Wright, Wayne E.: SAT 7.1
Wong, Kenneth: SAT 4.11
Wu, Ming-Hsuan: FRI 2.5

Xu, Jingjing: SAT 6.2
Xu, Peisong: FRI 2.7
Xu, Yifan: SAT 6.5

Yakel, Allison: SAT 5.2
Yan, Li: FRI 2.10
Yanase, Chiemii: FRI 2.4
Yu, Jingyang: FRI 2.3

Zabrodskaja, Anastassia: SAT 7.7
Zach, Ariel: FRI 3.4
Zapata, Gabriela: FRI 1.11, FRI 3.3
Zheng, Yue: FRI 1.1
Zhou, Jiayu: SAT 5.2
Zhu, Yanxin: Saturday Poster
Zyzik, Eve: SAT 4.1
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