PROGRAM OF THE
SECOND INTERNATIONAL CONFERENCE ON HERITAGE/COMMUNITY LANGUAGES

MARCH 7-8 2014
Covel Commons
University of California, Los Angeles
It is a great pleasure for me to welcome you to the Second International Heritage Language Conference! The conference is once again organized by the National Heritage Language Resource Center (NHLRC), one of fifteen National Language Resource Centers funded by the U.S. Department of Education. The Center’s mission is to research all aspects of heritage language acquisition, and to apply the findings to curriculum development and teacher training. Our use of “heritage/community languages” in the title underscores the conference’s international and collaborative spirit.

Our plenary speakers represent the interdisciplinary nature of the field of heritage language studies: Marcelo Suárez-Orozco hails from the UCLA Graduate School of Education and Information Studies and has done research on the educational needs of immigrant youth. Maria Polinsky, Harvard University, is a linguist who studies common characteristics found in the language of HL speakers. Elana Shohami, Tel Aviv University, brings an international perspective in exploring the linguistic landscape of heritage languages. Our invited speakers Andrew Lynch, University of Miami, and Nelleke Van Deusen-Scholl, Yale University, will focus on language acquisition, offering an overview of the theory and practice.

We are delighted that Carmen Silva-Corvalán has accepted our invitation to talk about her most recent book, *Bilingual Language Acquisition: Spanish and English in the First Six Years* (Cambridge University Press, 2014). It is also a great honor for us to welcome the editors and authors of *The Handbook of Heritage, Community, and Native American Languages in the United States* (Routledge, Center for Applied Linguistics, 2014), a book that has just come out and, appropriately, is being launched at the conference.

Since 2003, the NHLRC has published the *Heritage Language Journal*. I want to express my gratitude to Susan Bauckus who has been the managing editor of the Journal since the beginning. Without Susan’s dedication and high standards the Journal would not be what it has become: a much-referred to source of research publications on HL education. I also want to thank Kim Potowski, who was the Journal’s co-editor for three years and helped introduce many improvements to the Journal’s operation, and to Scott McGinnis, who has been an indispensable Associate Editor. And I welcome Andrew Lynch who has taken over from Kim as of this year.

A conference such as this requires the hard work and input of many people. I especially want to acknowledge Kathryn Paul, the NHLRC Executive Director, who has handled multiple strategic and logistical challenges, Claire Chik, the Assistant Director, who has been indispensable in so many areas that it is hard to list them, and my particular gratitude goes to Gerda Lobo, who has once again done wonders with herding all the cats. Gerda has handled the conference announcements in multiple publications, corresponded with prospective participants, sent visa support letters, and much more. Finally, the conference would not be possible without Maria Carreira, one of the NHLRC co-directors, who has almost single-handedly shaped the conference program. Agazit Abate, Arturo Diaz, Armani Rosiles and Syd Heller have all worked on the many aspects that constitute preparation for a conference. I would also like to thank our work study students, Gladys Rivas and Braunny Ramirez, as well as Carmen Mel, for their invaluable help.

In 2010, Guadalupe Valdés was the first recipient of the Joshua Fishman Award for Contribution to the Field of Heritage Language Education. This year the award goes to Richard Brecht. We have also instituted the Russ Campbell Young Scholar Award. Three such awards will be given at this conference. 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. The Center is proud to present the Young Scholar Awards in his honor.

It is my hope that this conference will lead to many new collaborations between researchers and practitioners of many disciplines and from many countries, as did our first conference in 2010.

We are grateful to sponsors for providing additional funding for the conference. You will find the list of sponsors in this program. Finally, we thank our colleagues who have graciously accepted to serve as chairs of paper sessions as well as other duties.

Olga Kagan
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ABSTRACT REVIEWERS

Zahid Akter                                      Gerda Lobo
Anastasia Amabisca                              Han Lou
Cristian Aquino-Sterling                        Andrew Lynch
Jeff Bale                                       Elena Lyutykhe
Maria Carreira                                  Kara McAlister
Claire Chik                                     William O’Grady
Charles Chang                                   Maria Luisa Parra
Joshua Frank                                    Keith Plaster
Olga Kagan                                      Julio Torres
Olesya Kisselev                                 Wayne Wright
Catherine Ingold                                Beong-Keun Yun
Na Liu
Conference Floor Plan

COVEL COMMONS – THIRD FLOOR
Mass migration is the human face of globalization. Where immigrant workers are summoned, families and children will follow. Nearly all the high-income countries of the world are experiencing substantial growth in their immigrant-origin student populations. Concurrently, globalization is placing new demands on education systems the world over and schooling systems are facing something they never faced before: educating large and growing numbers of ever more diverse immigrant-origin youth to greater levels of competence and skill at a time of economic upheaval and cultural malaise. This lecture will examine the challenges of immigration and education in an age of global vertigo with a focus on language and identity and globalization.

### 10:30 - 12:00 pm  Friday Session 1

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<th>FRI 1.1</th>
<th>Mapping HL Vitality and Diversity in the US</th>
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<td>Chair¹:</td>
<td>Maria Carreira (California State University, Long Beach)</td>
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- **Demographic Realities of Historical and Contemporary 'Super-Diversity' among Heritage Language Speakers in the U.S.**
  
  Molly Fee (Center for Applied Linguistics)  
  Terry Wiley (Center for Applied Linguistics and Arizona State University)

  This paper provides a historical and contemporary perspective on heritage language growth and shift in the U.S. and considers the applicability of theoretical notions of “super-diversity.” It highlights the importance of drawing on community linguistic resources within the population and the need to connect them to language instruction more broadly.

- **Heritage Language Learning and Community Involvement in Learning Filipino in Hawaii**
  
  Rodney Jubilado (University of Hawai'i)  
  Francisco Perlas Dumanig (University of Malaya, Kuala Lumpur, Malaysia)

  This paper deals with the sandwich generation of Filipinos in Hawaii by highlighting the involvement of the heritage language community of Filipinos in the Big Island Cultural Laboratory that allows the students to engage directly with the Filipino community, thus providing authentic experiences in learning Filipino language and culture.

- **Spanish Language Vitality in 21st Century “City Beautiful” of Coral Gables, Florida**
  
  Ana Roca (Florida International University)

  This presentation examines the growth of the Hispanic communities and Spanish language vitality in the city of Coral Gables, in Miami-Dade, Florida.

¹ The term chair will be used for sessions that consist of individual papers, whereas the term moderator will be used for papers that were submitted as a panel.
## FRI 1.2 Strategies and Approaches for Teaching Spanish in Mixed Classes

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<tr>
<th>Room: 317 (South Bay Room)</th>
<th>Chair: Kim Potowski (University of Illinois at Chicago)</th>
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- **Helping Heritage Students Be Better Language Learners in Mixed Classrooms**  
  *Michael Tallon (University of the Incarnate Word)*

  The purpose of this presentation is to share a learner training project that helps heritage students improve their writing skills and reduce their anxiety in a mixed Spanish classroom. The ultimate goal of this project is that the heritage students will become better language learners.

- **The Challenges and Rewards of Teaching Composition to Heritage and Second Language Learners**  
  *Ariana Mrak (University of North Carolina- Wilmington)*

  This paper discusses the needs of Spanish heritage and second language learners in a composition course and suggests topics that resonate with both groups as well as activities that allow customizing for maximum benefit. A discussion of effective peer-reviewing is included along with a grading rubric that considers the writing challenges of all students.

- **Effective Pedagogy for Heritage Learners in a Mixed Spanish Conversation Course**  
  *Linwood J. Randolph, Jr. (University of North Carolina at Wilmington)*

  This paper examines the unique opportunities and challenges that university instructors face as they prepare instruction for mixed-level Spanish conversation classes. The paper highlights current research and offers a sampling of pedagogical practices and differentiated activities that can be incorporated into such classes to ensure the success of all learners.

## FRI 1.3 Community Schools: Stakeholders’ Voices

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<th>Room: 319 (North Ridge Room)</th>
<th>Chair: Claire Chik (University of California, Los Angeles)</th>
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- **Arabic Heritage Language Teachers’ Perceptions of the Role of their Weekend School in Heritage Language Maintenance**  
  *Morad Alsahafi (King Abdulaziz University)*

  This presentation explores the perceived role of an Arabic heritage language school in the process of heritage language and culture maintenance among New Zealand-raised Arab children. In particular, the presentation aims to share insights into Arabic heritage language teachers’ perceptions of their school and its function within the Arabic-speaking community.

- **Stakeholder Views of Community-based Language Programs: Chinese and Korean Cases**  
  *Na Liu (Center for Applied Linguistics)*  
  *Byeong-Keun You (University of Montana)*

  This paper discusses stakeholders’ perspectives on heritage language programs, including their current status, factors that have helped them run well, challenges, and suggestions for improving them. The paper calls for more research to be conducted on these schools to provide constructive feedback for the stakeholders and to improve the schools.

- **Where Do Challenges in Korean Heritage Language Maintenance Come from? – Voices from a Local Korean Language School**  
  *Mihye Han (University of New Mexico)*

  This study explores Korean-American children’s literacy/language engagement, constructing meaning making through Korean and/or English language use in a Korean heritage language school. The study examines the ways in which the children engage in and respond to the community-based heritage language/literacy practices.
FRI 1.4

The Role of Text in Heritage Language and Identity Development

Room: Salon F
Chair: Maria Luisa Parra (Harvard University)

- World Heritage Scholar Project: Development of Heritage Literacy Skills in Year-long Heritage Language Courses in Chinese, Japanese, and Spanish
  Tomonori Nagano (LaGuardia Community College, the City University of New York)

  In this talk, I will discuss the experiences, challenges, and findings in the Luce World Heritage Scholar project, an ongoing multiyear grant project to mentor heritage speakers of Chinese, Japanese, and Spanish at a high-enrollment community college in the East Coast.

- ‘stoy proud siendo hispana: A Study on Identity Formation
  Mónica Vidal (University of Hawai‘i at Mānoa)

  Taking a discourse analytic approach, this study focuses on how students in an asynchronous online/blended Spanish for heritage speakers (SHS) course construct their identity. My analyses reveal positive outcomes for those under the scrutiny of the constant (re)negotiations of their multiple identities and cultures.

FRI 1.5

Developing HL Learners’ Metalinguistic Knowledge to Enhance Learning

Room: 315A (West Coast Room A)
Chair: Julio Torres (University at Albany, SUNY)

- Metacognition in Spanish Heritage Language Learners
  Amàlia Llombart-Huesca (California State Polytechnic University, Pomona)
  Alejandra Pulido (California State Polytechnic University, Pomona)

  Our paper examines metacognition, understood as the knowledge and beliefs about our own learning process. We analyze (i) students’ perceptions of their oral/written skills and their ability to move along different registers, (ii) students’ perceived metalinguistic and cross-linguistic knowledge, and (iii) their perceptions of how to use that knowledge in a productive manner.

- Heritage Language Learners in Linguistics Courses: At a Major (but Fixable) Disadvantage
  Maite Correa (Colorado State University)

  This study examines the level of verbalizable metalinguistic knowledge (MK) that HLLs and FLLs present at the beginning/end of an introductory Hispanic linguistics course. It also investigates the relationship between MK in English and Spanish and whether previous MK is a strong predictor for students’ final grades in the course.

- Spanish Modality in a Heritage Language Classroom: A Vygotskyan Approach
  Elena García Frazier (Mount Holyoke College)

  This study investigates two heritage language learners’ developing understanding of the conceptual categories of Spanish modality. Data includes definitions, written discourse and verbalization. Through microanalysis, this work examines the process of awareness, crisis and control while learning and applying the concept of Spanish modality through Concept-based Instruction (Vygotsky, 1998).
From Fragmented to Multifaceted: An NHLRC Summer Teacher Workshop Project

Room: 315A (West Coast Room B)
Moderator: Sybil Alexandrov (Yale University)

- Authentic Materials and Real-Life Tasks as Essential Tools in the Acquisition of Specific Vocabulary
  
  Martha Corona (National University)

  Heritage language learners often demonstrate the need to acquire specific vocabulary in order to communicate effectively in situations with a specific code. This paper emphasizes the use of authentic materials and real-life tasks to help students acquire specific, non-generic and pragmatic vocabulary related to crossing the border.

- Expanding Horizons. Exploring the Use of Analogy and Hypothesis: Como, como si, si...
  
  Sybil Alexandrov (Yale University)

  Heritage speakers of Spanish use analogy and hypothesis regularly in speech and writing, but frequently with an incorrect verbal mode. This paper will present activities that invite students to explore ways of expressing abstract thoughts.

- Writing Tasks: From the Personal to the Academic
  
  Alejandro Lee (Central Washington University)

  In this section, I will present a series of writing assignments based on authentic models, which allow students to move from a personal viewpoint to a more academic tone.

- From Everyday to Presentational: Building on Oral Skills
  
  Cecilia Milán (Oxnard College)

  Due to their accurate pronunciation and fluency, heritage learners' oral skills often receive little attention. This paper will present activities dealing with specialized vocabulary, non-personal contexts, and connectors to expand students' existing oral skills and prepare them for academic and professional discourse.

Learning from Indigenous Heritage Language Learners and Scholar-activists

Room: Salon D
Moderator: Leisy T. Wyman (University of Arizona)

- Situating Indigenous Youth Linguistic Survivance in Time and Place: Yup’ik Examples
  
  Leisy T. Wyman (University of Arizona)

  Synthesizing recollections of former youth interpreters and findings from a decade-long ethnographic study of contemporary youth, families and educators in one Yup’ik village, I discuss how Yup’ik youth have reproduced Indigenous language ideologies while demonstrating linguistic survivance in different ways at different historical moments within one transforming sociolinguistic setting.

- Learning to Say Chikashsha Saya (I am Chickasaw): Reclaiming Identity and Voice through an Indigenous Heritage Language
  
  Kari A. B. Chew (University of Arizona)

  Utilizing autoethnography, this paper examines intersections of education, language, and identity within the heritage language learning process. The author draws on personal narratives as a Chickasaw language learner and university student to explore the experience of studying an Indigenous language in institutional settings, where minority voices are often marginalized.
Aymara Language beyond the Traditional Functions: Indigenous Youth Blogging and Sociopolitical Transformation  
Luz Jimenez Quispe (University of Arizona)

Ethnographic research illuminates how Jaqi Aru, a group of Aymara bloggers in El Alto, are generating a new political and linguistic situation for Indigenous peoples. Comparing how bloggers use Indigenous languages, Spanish and English, I discuss how youth heritage language and translanguaging practices in cyberspace reflect, and can inform societal transformations in Bolivia and elsewhere.

Empowering Endangered Language Communities with Linguistics through a Graduate Course  
Stacey Oberly (University of Arizona)

When Indigenous communities fight language death most rely on linguistic documentation. But oftentimes linguistic resources such as reference grammars written by linguists or anthropologists are incomprehensible to community members. This presentation describes a graduate-level course that connected existing linguistics materials to grassroots revitalization efforts through linguistic knowledge.

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<th>FRI 1.8</th>
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<td>Carol W. Pfaff (Freie Universität Berlin)</td>
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This paper gives an overview of the sociopolitical development, demography and ethnography of Turkish in North Western Europe. Further, we discuss hypotheses on how factors of attrition, language contact and innovative developments are reflected in emerging diaspora Turkish varieties. Illustrations are drawn from our work with Turkish/German bilingual adolescents at a secondary school in Berlin.

Outcomes of Turkish-Dutch Contact Syntactic Convergence in Subordination Structures  
Pelin Onar Valk (Tilburg University)  
Ad Backus (Tilburg University)

This study compares Turkish/Dutch bilinguals with monolinguals on two types of “production” data (conversations and sentence repetition) and “judgment tasks” to provide a wider picture of the bilingual linguistic competence of bilingual speakers than can be given on the basis of speech recordings alone. Bilinguals were tested in bilingual or monolingual speech modes.

Receptive and Productive Use of Turkish Subordinating Morphology by Turkish-German Bilingual Children: Types of Bilingual Family Interaction and Linguistic Biographies  
Annette Herkenrath (Justus Liebig Universität Gießen)

This paper studies receptive and productive competences in narratives elicited in family interactions in Turkish-speaking families in Germany versus in Turkey. Despite some apparent loss of productive abilities in subordination, interesting phenomena emerge longitudinally at the borderline between receptivity and productivity. These phenomena are discussed in light of language-biographical information and ethnographic field notes.

Circulating Discourses and their Reception in the Classroom: the Case of Turkish in Berlin  
İşil Erduyan (University of Wisconsin-Madison)

Reporting on a linguistic ethnographic study spanning three semesters, this paper focuses on circulating discourses in Turkish as taught at a high school in Berlin. Using microethnographic tools, the paper analyzes the construction of standard Turkish discourse and the old Turkish discourse in class; and their reception by the students.
In this study, data was collected through 40 hours of observations, 70 surveys, and 16 semi-structured interviews with parents, students, and community members without children in the Filipino community in LA. The themes explored were: 1) cultural and ethnic identity, 2) language status, and 3) community context.

This study explores attitudes of college-educated, Los Angeles-based Latinas towards heritage language maintenance. While participants express support for intergenerational transfer, they generally limit HL use to speak with the older generation. The study also found that participants wish to challenge the deficit model typically applied to "English language learners."

The paper represents an analysis of the demographic, sociolinguistic, and educational aspects of German as a heritage language in the US, with the goal of reorienting the current focus of heritage-language research and practices to include German in the list of heritage languages.

This paper details how a socio-historical perspective on heritage languages can inform our understanding of variation across Wisconsin German varieties. Variation in complementizer agreement and finite verb placement will be compared to differences in input over several generations and the frequency of activation for production purposes over an individual’s lifetime.

Growing up as a German-English Bilingual: The Effects of Increasing Input in the Weaker Language upon Bilingual Language Development
This study compares aspects of morphosyntax and phonology in the language development of Luisa, a simultaneous bilingual child, before the ages of 3, 5 and 7 respectively. Results from free speech data suggest that Luisa is developing native linguistic competence in German and English despite varied input quantity throughout her childhood.

### FRI 2.2

#### Linguistic Strategies and Patterns of Russian Heritage Language Learners

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- **Transfer Effects in Fluent Heritage Speakers’ Processing of Russian Aspect**  
  Anna Mikhaylova (University of Oregon)

  Two comprehension experiments show that although fluent HL speakers may have acquired the morphology and semantics of Russian aspect, they do not converge with monolinguals in their judgment and processing patterns. Despite high accuracy in the transfer condition, HL speakers showed activation of the dominant language and slower reaction times.

- **Can Heritage Speakers Tell a Story? Word Order Patterns in Heritage Russian**  
  Irina Dubinina (Brandeis University)  
  Oksana Laleko (State University of New York, New Paltz)

  This paper examines word order patterns in oral narratives by English-dominant Russian HSs. The analysis shows that HSs differ from monolingual speakers in their use of word order patterns to encode discourse relations and that discourse-level phenomena are more challenging for HSs than phenomena mediated by purely syntactic constrains.

- **Non-calquing Strategies in Heritage Russian**  
  Anastasia Marushkina (Higher School of Economics, Moscow, Russia)  
  Ekaterina Rakhilina (Higher School of Economics, Moscow, Russia)

  The paper investigates linguistic strategies other than calquing used by heritage speakers of Russian in the USA.

### FRI 2.3

#### Invited Presentation: Current Perspectives on Theory and Research in Heritage Language Acquisition

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<td>Alegría Ribadeneira (Colorado State University, Pueblo)</td>
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- **The Current State of Theory in Research on Heritage Language Acquisition**  
  Andrew Lynch (University of Miami)

  This paper examines how the nascent field of HLA has relied upon premises of SLA, language contact, and bilingualism to develop an autonomous yet interdisciplinary profile. I highlight awareness, identity, and proficiency as key theoretical themes and note the concern regarding “difference” in research on HLA.

- **Heritage Learners of the Least Commonly Taught Languages: What Can They Tell Us about Heritage Language Acquisition?**  
  Nelleke Van Deusen-Scholl (Yale University)

  This paper will focus on a project among three private research universities to jointly offer less commonly taught languages through videoconferencing and other distance learning technology. The project is currently in its second pilot year and offers nine languages rarely taught at U.S. institutions (including Bengali, Dutch, Romanian, Khmer, Yoruba, and isiZulu).
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<th>Room:</th>
<th>Developing and Assessing HL Teachers’ Knowledge Base</th>
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<td>Nancy Zimmerman, (Kutztown University of Pennsylvania)</td>
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- **Assessing the Language Proficiencies of Prospective Bilingual/Dual-Language K-12 Teachers: Towards a Professionally Relevant Framework**
  Cristian Aquino-Sterling (San Diego State University)
  Breann Mudrick (San Diego State University)
  Perla Cárdenas (San Diego State University)
  Julio Estrada (San Diego State University)

  In this paper we present a working professionally relevant framework for assessing and evaluating the Spanish language proficiencies of prospective K-12 bilingual/dual-language teachers.

- **A Heritage Speakers Methods Course**
  Mayra Bonet (University of Nevada, Las Vegas)

  Recent changes in the K-12 population have underscored the importance of a framework for teacher preparation that addresses the needs of heritage language learners. This presentation will focus on curriculum design for pre-service teachers, including alternative assessments, instructional materials, cooperative learning, lesson planning, classroom dynamic, writing and error correction.

- **Heritage Speakers Have their “Culture” Down. How about the Teachers?: Culturally Responsive Teaching for Heritage Learners**
  Soohee Kim (University of Washington)
  Emily Curtis (University of Washington)

  The problems of disparate proficiencies in heritage language (HL) classrooms are compounded by efforts to baptize students with “Culture.” Since most HL teachers were raised in the language “homeland,” significant cultural differences from HL students call for Culturally Responsive Teaching, as originally designed for minority students in K-12. A pilot study in college Korean HL suggests how cultural responsiveness applies in HL classes to great benefit.

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<th>Room:</th>
<th>Understanding HL Grammatical Systems: Chinese</th>
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- **The Grammar of Displacement in Cantonese Heritage Speakers**
  Jacky C.-Y. Kwan (Chinese University of Hong Kong)
  Ziyin Mai (Chinese University of Hong Kong)
  Stephen Matthews (University of Hong Kong)
  Virginia Yip (Chinese University of Hong Kong)

  This study investigates the grammar of displacement in Cantonese heritage speakers. We show that while Cantonese native speakers tend to use ZOENG-constructions, Cantonese heritage speakers tend not to use ZOENG-constructions but prefer topicalized sentences and multiple short utterances with canonical SVO word order.

- **Interface Conditions in Heritage Language Acquisition of Mandarin Chinese**
  Ziyin Mai (Chinese University of Hong Kong)
  Virginia Yip (Chinese University of Hong Kong)

  This paper reports on an empirical study investigating the representation of the semantic and discourse conditions associated with the shi...de cleft construction in the Chinese grammars of eighteen Chinese heritage speakers whose dominant language is English.
According to the principle of Processability Theory, Chinese learners will not be able to process the ba-construction unless they have acquired the OSV structure. The current study found violations of this principle in the performance of two Chinese heritage speakers. A timed grammaticality judgment task and three spontaneous speech productions were analyzed.

### FRI 2.6

**Documenting HL speakers’ Practices and Attitudes: Implications for Language Teaching and Maintenance**

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This paper investigates the opinions and experiences of 13 mature students on their intentions for learning Tamil at Homebush Tamil Study Centre. The students in this study are of Tamil background and were undergraduates at universities in New South Wales, Australia at the time of data collection.

### FRI 2.7

**How Much Do We Know about Persian as a Heritage Language?**

*Anousha Sedighi (Portland State University)*

This work unifies the existing research on Persian as a heritage language and focuses on the linguistic abilities of heritage learners of Persian. Findings of this work will provide important theoretical and pedagogical implications for the field of teaching Persian as a heritage language.

**Advanced Level Language Use and Practices In Heritage Language Classrooms**

*Leticia Pagkalinawan (University of Hawai‘i at Mānoa)*

This paper presents a descriptive analysis of the use of Filipino/Tagalog as a language of discourse on the advanced level. Specifically, it examines how sentences and expressions are constructed, how meaning is determined, and the functions of the Filipino/Tagalog language in classroom discussions.

### Room: 315A (West Coast Room B)

**Instructed Heritage Language Speakers**

*Sandra Liliana Pucci (University of Wisconsin at Milwaukee)*

This paper examines the heritage language maintenance of young adults (age 18-25), graduates of a small urban high school with a curriculum aimed at promoting biliteracy and bilingualism. Triangulating data obtained through a mixed methodological approach, the study aims to provide a multilayered portrait of this population of instructed learners.

**Mándame un texto: Media Consumption and Social Media Use among College-age Heritage Speakers of Spanish in Three Communities in the U.S. Midwest**

*Isabel Velázquez (University of Nebraska, Lincoln)*

This paper presents an analysis of reported Spanish language media consumption and social media among 75 college-age heritage speakers in the Midwest. This research explores the relevance of Spanish at a stage in life where respondents are engaged in the construction of their own social networks beyond the immediate influence of their families.
Heritage Languages in High Schools and Community Schools

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- **Multilingual Los Angeles: The Impact of Immigrant Languages on the Educational System**  
  *Olga Kagan (University of California, Los Angeles)*

  This paper will report on the linguistic landscape of Los Angeles and the impact that the presence of heritage language speakers has on its public educational system. I will propose that education in heritage languages can play an important role in the wellbeing of communities and families in the city.

- **“Fighting a Losing Battle”: Parental Perspectives on Maintaining Chinese as a Heritage Language at a Community Saturday School.**  
  *Claire Chik (University of California, Los Angeles)*

  This presentation examines the role that a Chinese Saturday school plays in the maintenance of Chinese heritage language. Parents and children are immersed in a vibrant community of speakers extending beyond the family, where written and spoken Chinese is used in situations that range from casual interactions to formal ceremonies.

- **K-12 and Community School Connections: Exploring Ways of Working Together to Support Language and Literacy Development of Bilingual Children**  
  *Elena Lyutykh (Concordia University Chicago)*

  In public schools, HL learners often struggle academically while their proficiency in a HL is not recognized as a desired competency, and many K-12 educators have difficulty connecting with immigrant parents/communities. This presentation reviews misunderstandings that K-12 educators and immigrant communities have of each other and suggest partnerships between educators and community schools.

- **Impact of a Textbook on Chinese Heritage Language Learners’ Identity Formation**  
  *Xiaohui Wu (University of Southern Carolina)*

  Through detailed analysis of passages from the textbook *Zhongwen* (Mandarin Chinese Language) widely used by K-12 HL learners in the U.S., the findings of this study show that the content of this textbook plays a significant role in Chinese HL learning, heritage cultural maintenance, and identity formation among Chinese HL learners.

Will the Real Heritage Bilingual Please Stand Up? Authentication Processes across Diverse Heritage Language Contexts

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- **Klara Abdi (University of British Columbia)**  
- **Bong-gi Sohn (University of British Columbia)**  
- **Ava Becker (University of British Columbia)**

Heritage has often been unproblematically linked to homogenizing conceptions of ethnicity, nationality, and language without regard for variations across communities and individuals. This panel will address the complex relationship between ideologies of authenticity, processes of authentication identity and linguistic competences, thus destabilizing the essentialistic notions of authenticity language and culture.
This panel presents the results of a national survey of post-secondary language programs that teach heritage language learners (HL learners). The combined presentations aim to give a general overview of HL teaching across languages and institutions, as well as a detailed view of the state of teaching in particular languages.

- **An Overview of HL Teaching**  
  Maria Carreira (California State University, Long Beach)

- **The State of Arabic HL Teaching**  
  Afaf Nash (University of California, Los Angeles)

- **The State of Spanish HL Teaching**  
  Alejandro Lee (Central Washington University)

- **The State of HL Teaching in Vietnamese and Other Less-commonly Taught Languages**  
  Tri Tran (University of California, Irvine)

### 4:15 – 6:00 Friday, Session 3

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<th>Time</th>
<th>Session</th>
<th>Room</th>
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<tr>
<td>FRI 3.1</td>
<td>Mapping Indigenous Languages and its Speakers</td>
<td>Salon A</td>
<td>Juliana Wijaya (University of California, Los Angeles)</td>
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- **Safe Passage? : Non-indigenous Researchers and Community and Heritage Languages**  
  Elisa Duder (AUT University)

  New Zealand has a long tradition of non-Māori researching aspects of Māori language from perspectives that include anthropology, linguistics and applied linguistics. This paper investigates how successful non-indigenous researchers navigate a safe passage when researching community and heritage languages where the research outcomes have mutually beneficial outcomes for both researcher and community.

- **Multilingualism and Mother Tongues in Dili, East Timor**  
  Melody Ann Ross (University of Hawai‘i at Mānoa)

  Timor-Leste is divided on the issue of which language(s) should be embraced; Portuguese and Tetun, the local lingua franca, both hold official status while English and Indonesian are officially recognized as “working” languages. This study uses data from a 2013 survey administered in Dili in which multilingual participants were asked to identify their mother tongues.

- **On Speaking Purepecha. Who Counts as a Purepecha Speaker? Degrees of Purepecha Fluency among Purepecha Heritage Speakers**  
  Valeria Valencia (University of California, Los Angeles)

  The present paper examines the Purepecha language fluency self-assessments made by Purepecha heritage speakers during recorded interviews in which they were asked to describe the amount of Purepecha they were able to comprehend aurally, the tasks they were able to perform orally, and whether they could read or write in the language.
• Contextualizing Melayu, Sri Lanka: Ethnographic Mapping Languages and Cultures with Community Participation for Sustainable Education and Academic Research
  
  David Blundell (National Chengchi University)

  This proposal features the Electronic Cultural Atlas Initiative (ECAI) utilizing GIS methods for mapping and evaluating the state of the languages in their local setting. Focus is on Melayu of Sri Lanka where community participation creates data files for the language with time-aware map space for its analysis and sustainability.

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<tr>
<th>FRI 3.2</th>
<th>Heritage Languages in the Professions: Focus on Spanish and Portuguese</th>
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<td>Room:</td>
<td>Salon F</td>
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<td>Chair:</td>
<td>Janet Eckerson (University of Nebraska, Lincoln)</td>
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• Language and Culture in Psychiatric Interviews: Doctor Interactions with Rural Spanish Speakers in the Central Valley
  
  Dalia Magaña (University of California, Merced)

  This study examines the transcultural strategies in psychiatric interviews conducted in Spanish with rural Mexican patients. I inspect how “respeto” and “confianza” are explicitly revealed in the interaction and find that small-talk, code-switching, colloquialisms, and humor (among other performances) are used strategically by the doctor to display “respeto” and establish “confianza.”

• Language Exploitation and Economic Vulnerability among Heritage Speakers in the Healthcare Workforce
  
  Glenn Martinez (Ohio State University)

  I seek to expand our understanding of language exploitation as a particular type of language commodification that appropriates local language practices through economic intimidation of vulnerable populations.

• Chouriço, please! Portuguese in New England Service Encounters
  
  Alexander Lee (University of Massachusetts Dartmouth)

  This study will explore language use and attitudes in customer-employee encounters in the workplace among heritage speakers of Portuguese in the state of Massachusetts. Factors such as acquisition of social capital, immigrant enterprise, and racialization will enter the discussion, as well as variation within Massachusetts and among Lusitanic groups.

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<tr>
<th>FRI 3.3</th>
<th>Understanding HL Grammatical Systems: Spanish and Portuguese</th>
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<td>Room:</td>
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<td>Chair:</td>
<td>Damián Vergara Wilson (University of New Mexico)</td>
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• Syntax-discourse Interface Effects on Gender Agreement Errors of Spanish Heritage Speakers in the Netherlands.

  Brechje van Osch (University of Amsterdam)
  Petra Sleeman (University of Amsterdam)
  Aafke Hulk (University of Amsterdam)
  Pablo Irizarri van Suchtelen (Radboud University Nijmegen)
For this study, the oral production of Spanish heritage speakers in the Netherlands was analyzed for gender agreement outside the DP. Differences in performance between predicate adjectives and object pronouns suggest a syntax-discourse interface effect. Furthermore, both quantitative and qualitative input effects were demonstrated to affect gender agreement performance.

- **Differences are not Deficiencies: Argument Structure Reanalysis in Heritage Speaker Spanish**  
  Diego Pascual y Cabo (Texas Tech University)

  The data to be presented in this talk examine (Spanish) verbal argument structure over-generalizations and reveal heritage speaker linguistic outcomes that differ from their monolingual counterparts.

- **Dative Constructions by Monolinguals, Early Bilinguals, and L2 Students**  
  Gabriela Zapata (University of Southern California)  
  Patrick A. Bolger (National Coalition of Independent Scholars)

  This project examines the processing of Spanish prepositional and double object constructions among three groups: (1) monolingual speakers, (2) early bilinguals (heritage speakers), and (3) intermediate and advanced L2 learners. Sixty university students and instructors participated in the study, and their processing was measured using a maze task and eyetracking.

- **Anaphoric Direct Objects in European Portuguese as a Heritage Language: a Case of Incomplete Acquisition?**  
  Gláucia Silva (University of Massachusetts Dartmouth)  
  Maria Teresa Valdez (University of Massachusetts Dartmouth)

  This paper looks at the production of ADOs by heritage speakers of EP, analyzing both naturally-occurring data, collected by oral interviews, and classroom data gathered during task completion. Results suggest that heritage learners of EP may display incomplete acquisition of the semantic/pragmatic constraints related to null vs. realized ADOs.

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<th>Room: 317 (South Bay Room)</th>
<th>Chair: Isabel Velázquez (University of Nebraska, Lincoln)</th>
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- **Teaching U.S. Latino Literatures from a Heritage Perspective**  
  Elena Avilés (University of New Mexico)

  Comedian Al Madrigal and cartoonist Lalo Alcaraz stated that being Latino seems to be in fashion these days. But is this the case in today’s university classrooms? This paper will discuss the complex negotiations of teaching U.S. Latino literature courses from a heritage perspective and present a course designed and offered at the intermediate level.

- **A Holistic Approach to Spanish Heritage Language Education: Incorporating Service-Learning, Differentiated Instruction, and a Student-centered Curriculum**  
  Jason A. Kemp (University of Wisconsin-Madison)  
  Elizabeth Goulette (University at Buffalo, The State University of New York)

  A model for heritage language instruction, based on a holistic approach, is proposed as one possible way for educators to improve heritage language instruction. We strongly suggest that service learning, differentiated instruction and student-centered curriculum design be the central components of a holistic approach to heritage language education.

- **The Spanish for Fluent Speakers Curriculum: Towards a Pedagogy of Transcaring**  
  Aracelis Nieves (Loudoun County Public Schools, VA)

  Participants will distinguish the framework of a heritage language arts program and its impact on the attitudes, language skills, self-esteem and academic future of Hispanic students. A 10-minute video about the Spanish Language Gala (spelling bee, grammar, essay, poetry, short story and oratory competitions) will be presented.
• **Una extensión de la familia: Team-based Learning in Spanish for Heritage Learner Courses**  
  *Mayra Valtierrez (New Mexico State University)*  
  *Gabriela Moreno (New Mexico State University)*

Team-based learning (TBL) in heritage learner courses is “una extensión de la familia,” a notion that is already an essential part of the SHL experience. TBL can serve as a tool to foster the development of Spanish skills and help students delve into complicated feelings and attitudes about Spanish use in the U.S.

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<tr>
<th>FRI 3.5</th>
<th>Service Learning for HL speakers: A How to Guide</th>
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<td>Chair:</td>
<td><em>Frank Smith (University of California, Berkeley)</em></td>
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• **Connecting SHL Students with the Community through Service Learning**  
  *Patricia MacGregor-Mendoza (New Mexico State University)*  
  *Gabriela Moreno (New Mexico State University)*

The present paper will discuss the preliminary results of efforts to build a Service Learning component in our program, with particular regard to SHL learners. We will examine the impact on confidence in Spanish and attitudes toward the opportunities and experiences outside of the classroom to employ their Spanish abilities.

• **Comunidad e identidad: Service-learning for the Spanish Heritage Language Learner**  
  *Kelly Lowther-Pereira (The University of North Carolina at Greensboro)*

Bridging sociolinguistics and language pedagogy, this study investigates service-learning as a pedagogical method in the Spanish heritage language (SHL) classroom. It looks at how service-learning simultaneously fosters community ties while strengthening SHL learners’ language skills, developing students’ sense of identity and awareness of sociolinguistic and sociopolitical issues affecting Latino communities.

• **Developing Community Partnerships: Service-Learning and the Heritage Language Student**  
  *Gregory Thompson (Brigham Young University)*

This presentation addresses the role that service-learning plays with heritage students in developing positive relationships with community organizations, career and professional goals, and in acquiring the target language. With data gathered from student responses, interviews, and questionnaires, the presenter will show how service-learning contributes to the cultural development and community awareness of heritage students.

• **How a Community Service-Learning Approach Benefits Chinese Heritage Language Learners**  
  *Jack Liu (California State University, Fullerton)*

This study describes a community service-learning (CSL) project in which the heritage language learners in an upper-division Chinese culture course interviewed Chinese senior immigrants in a senior center. Using a combination of discourse analysis of interview transcripts and self-reported questionnaires, this study provided insights of senior Chinese immigrants’ needs and students’ services.

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<th>FRI 3.6</th>
<th>Community Language Learners’ Attitudes, Motivations, and Strategies: Implications for Recruitment and Retention</th>
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<td>Chair:</td>
<td><em>Cristhiane Vieira-Rozenblit (Brazil Ahead Language School, Inc.)</em></td>
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• **(Mis)alignment between Students’ Perception of Heritage Language Learning and Actual Practice**  
  *Mong Thi Nguyen (University of California, Davis)*

In this paper, I examine how Vietnamese-American youth approach Vietnamese language learning at a community-based weekend school. I focus specifically on strategies that students perceive support their language development and the (mis)alignment in their actual practice.
Motivation and Retention of Teenage Russian Heritage Learners in a Sunday School  
Ellina Chernobilsky (Caldwell College)  
Olga Fookson (School Plus Enrichment School)

In this presentation, factors that contribute to retention of teenage students in a Sunday school are discussed. Data from student and parent interviews will be presented to illustrate what students find motivating. In addition, methods and strategies that seem to be successful in working with such students will be shared.

From Motive to Motivation: Motivating Chinese Elective Students  
Pingping Zhu (Nagoya University of Commerce and Business)

The important mechanism of transition from motive to motivation is to connect course work to the aims of Chinese learning; motivate students with various motives through course work, summer program, testing, etc.; and build and maintain students’ motivation for learning Chinese.

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<th>FRI 3.7</th>
<th>Identity Construction and Negotiation by HL Learners</th>
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<td>Ivy Dulay Daulo (California State University, Long Beach)</td>
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Layers of Identity Among Arab-American Heritage Learners  
Afaf Nash (University of California, Los Angeles)

This presentation provides an inside view of key issues in understanding the formation of Arab learners’ identity. Through semi-structured interviews, I study the different layers that contribute to the construction of young Arab American identity and the ways its manifestation may vary by sociodemographic, political and religious perspectives, and cultural factors.

Access Denied: A Linguistic Identity Crisis among Armenian Heritage Learners  
Shushan Karapetian (University of California, Los Angeles)

Armenian identity has more often been defined by religion and language than by traditional markers such as birthplace or ancestry. This presentation will elaborate on the connection between identity and language based on a series of interviews with college-age Armenian heritage learners.

The Motivational Implications of Heritage Identity for Heritage Language Learning in Foreign Language Courses: The Role of Sociocultural Factors Outside the Classroom  
Arianna Berardi-Wiltshire (Massey University, New Zealand)

This paper reports on a qualitative, longitudinal study of the motivational implications of heritage identity for learners of Italian as a heritage language in foreign language courses of Italian in Wellington, New Zealand.

Talking through Pictures: Looking Closer at Young Heritage Language Speakers’ Agency, Self-positioning, and Multilingual Identity Development  
Corinne Seals (Georgetown University)

This presentation focuses on language socialization and identity development for heritage language speaking children. Psycholinguistic identity portraits are introduced as a supplemental methodological tool, showing how it is possible for children to express a deeper sense of individual multilingual identity development than words alone may allow at a young age.
**FRI 3.8**  
**Bilingual Language Socialization in the Family**  
Room: Salon B  
Chair: Haomin Zhang (Carnegie Mellon University)

- **Bidirectional Language Learning in Migrant Families?**  
  *Shiva Motaghi-Tabari (Macquarie University, NSW, Australia)*

  This study investigates bidirectionality in second language learning and community language use in migrant families in Australia, utilizing an ethnographic methodology. The findings of this study have implications for the development of efficient language educational policies and services for migrant families.

- **Family Language Policy and Practice: A Case of Korean Families in America**  
  *Hyun-Sook Kang (Illinois State University)*

  This presentation reports on a survey study investigating self-identified Korean-American parents’ beliefs and ideologies with respect to their child’s acquisition of the Korean language and achievement of additive bilingualism. The study further examines the language-related experience of Korean children in America as a result of Korean parents’ language policies and practices.

- **The Sole Legitimate Space for Koreans: Parents’ and Students’ Perceptions of Korean Ethnic Schools, Chōsen Gakkô in Japan and Korean Identity**  
  *Jeonghye Son (University of British Columbia)*

  Based on data collected through ethnography in Osaka, Japan, this paper examines how Korean parents and their children educated in Chōsen Gakkô (Korean ethnic schools affiliated with the pro-North Korean organization, Chongryun) imagine their school communities and how such views relate to their Korean identity and investment in the schools.

**FRI 3.9**  
**International Practices and Perspectives on Heritage Language Education**  
Room: Salon G  
Chair: Zahra Karimi, University of Arizona

- **Heritage Languages, Local Education Reforms, and Migrant Students in Urban Public Schools in Suzhou, China**  
  *Lan Xu (University of Pennsylvania Graduate School of Education)*

  Drawing from ethnographic data in a longitudinal study of three public middle schools in Suzhou with predominantly migrant populations, this paper analyzes the complicated discourse in a heritage educational setting that is simultaneously local, national, and cosmopolitan.

- **Heritage Language Instruction within the Regular School System: An Insight into a Public Funded Practice of First Language Instruction for Pupils and Students with Immigrant Backgrounds**  
  *Mats Wennerholm (Swedish National Agency for Education)  
  Sunil Loona (National Centre for Multicultural Education)*

  The national curriculum in Norway and Sweden states that children speaking a heritage language at home should be given the opportunity to develop their mastery of that language. A collaborative national website run by active heritage language teachers provide free educational resources in 45 languages.
- **Survey of Teachers about Newly Arrived Students**  
  *Gaca Radetinac (Karlskrona Kommun)*

  This study is based on qualitative interviews that were conducted at a multicultural school in southern Sweden. The interviewees were six teachers with experience in teaching newly arrived pupils over a year or longer. The study shows a desire for collaboration between native teachers/native language supporters for communicating the students’ performance.

- **Heritage Languages in Switzerland - A Legal Approach to a Linguistic Matter**  
  *Andrea Wehrli (Bern University of Applied Sciences, Switzerland)*

  This presentation gives an overview of the heritage language situation in Switzerland and some examples of how the state deals with this societal and social reality mirrored by the rule of law and language policy.

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<th>FRI 3.10</th>
<th>Building Effective Community Language Schools</th>
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<td>Chair:</td>
<td>Claire Chik <em>(University of California, Los Angeles)</em></td>
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- **Aims for a Heritage Language Curriculum**  
  *Ivian Destro (Florida International University)*

  This presentation focuses on helping communities, schools, teachers and policy makers to discuss aims to design a Heritage Language curriculum.

- **What Makes for Effective Heritage Language Schools**  
  *Ken Cruickshank (University of Sydney)*  
  *Liam Morgan (University of Technology Sydney)*

  This study focuses on a range of heritage language and day school programs in Australia, exploring factors that make for effective programs and student outcomes. Through classroom observations, interviews, recordings and student blogs, it analyses key factors relating to students, classrooms, school organizations, the community, and language in broader social contexts.

- **How Do They Do It? - A Longitude Study of a Chinese Community-Based School**  
  *Hseuh-Ming Tommy Lu (Delaware Technical Community College)*

  The presenter will share twenty years of experience with the Chinese School of Delaware, showing the school’s profile, identifying strengths/weaknesses, successes, challenges and difficulties, and presenting some solutions in each phase. Also covered will be the results of a parent survey on learning outcomes, parent/student satisfaction, and potential future directions.

- **Available Model Language (AML) in Heritage Language Acquisition and Teaching**  
  *Anna Martowicz (The Frederic Chopin Polish Centre for Culture and Education in Edinburgh)*

  AML, the model language available to a heritage language speaker, is a restricted version of the native speaker’s model language. The restriction occurs due to the limited number of contexts, contacts and participants that the speaker encounters. AML analysis is considered as a useful tool for bilingualism/heritage language campaigners, parents and educators alike.
FRI 3.11

| Room: | 319 (North Ridge Room) |
| Chair: | Gerda Lobo (National Heritage Language Resource Center) |

- **An Analysis of Korean Heritage Language Learners’ Spelling Errors and Its Pedagogical Implications**  
  *Angela Lee-Smith (Yale University)*
  
  This study analyzes heritage learners’ spelling errors in order to identify their underlying linguistic deficits, and suggests Dictation Instruction as a pedagogical tool for teaching Korean heritage learners.

- **Why “that” is not “that”?**  
  *Hee Ju (University of Southern California)*
  
  This study critically reviews ways in which demonstratives are introduced in Korean textbooks. Common errors by Korean heritage language learners indicate the inadequacy of the traditional description of Korean demonstratives. By examining the use of demonstratives in ordinary interaction, the study will suggest more authentic ways of description and teaching.

- **Reference Choices in Korean Discourse by Heritage Speakers**  
  *EunHee Lee (University at Buffalo, SUNY)*
  
  By comparing Korean L1 spoken narrative data with heritage speaker data elicited through a film-retelling task, this paper tests the Interface Hypothesis, which states that language structures involving an interface between syntax and other cognitive domains are difficult to acquire completely.

- **The Linguistic Features for Advanced Korean Heritage Learners: The Grammar of Viewpoint**  
  *Seungja Choi (Yale University)*
  
  This presentation will investigate and identify linguistic features that advanced Korean heritage learners lack but need to acquire in order to perform functions such as evaluation (expressing opinions), explanation (sequencing causal relations) and argument (persuading readers to accept a point of view) which are characteristics of advanced language proficiency.

6:10 – 6:40 pm  
**Richard Brecht, Joshua Fishman Award Recipient**  
(presented by Olga Kagan)

6:40 – 8:00 pm  
**Reception**
A five-day workshop  
June 23-27, 2014  

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

Additional spaces are available for other less commonly taught languages.  

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.  

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

The web page and an online application for the workshop will be posted on the NHLRC website (nhlrc.ucla.edu) by early April.
Heritage Language Journal (HLJ) is an online, blind-refereed journal focusing on heritage language studies. HLJ is published by the National Heritage Language Resource Center at UCLA.

HLJ is accessible through a free subscription.

We welcome submissions from researchers and practitioners in relevant 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  Saturday, Session 4

**SAT 4.1**

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<td>Chair:</td>
<td>Irina Dubinina (Brandeis University)</td>
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- **Teaching Writing: A New Russian Textbook for Heritage Learners, We Write in Russian: A Writing Textbook for Bilingual Adults**  
  *Anna Kudyma (University of California, Los Angeles)*

  This paper presents a new Russian textbook for heritage learners, *We write in Russian™*.

- **Reading Comprehension of Low-Proficiency College-Level Heritage Learners: Can or Can They Not Read?**  
  *Alla Smyslova (Columbia University)*

  The paper takes a closer look at the lowest-proficiency Russian heritage speakers—those who were born in the U.S. or arrived at a pre-school age—in a U.S. college program, at the measured pre-program rates of their reading comprehension, and assesses how their strengths could be utilized for more effective instructed programs.

- **Using Presentations as a Springboard from Intermediate to Advanced Level Language Competence**  
  *Susan Kresin (University of California, Los Angeles)*

  In this paper, I will discuss specific ways to scaffold students' development of presentations, easing the transition from intermediate to advanced discourse. I will provide examples from a third-year Russian class at UCLA with mixed groups of heritage and non-heritage students, a typical situation at this level. While the examples will be in Russian, the general ideas are applicable to intermediate/low advanced classes in any language.

**SAT 4.2**

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<td>Chair:</td>
<td>Alejandro Lee (Central Washington University)</td>
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- **Spanish as a Heritage Language in the New Latino Diaspora: Practitioner Perspectives on Secondary Spanish Instruction and Teacher Professional Development in the Midwest**  
  *Janet Eckerson (University of Nebraska, Lincoln)*

  A survey of more than 90 secondary Spanish teachers in Nebraska provides a snapshot of heritage language programs and practices in the New Latino Diaspora. Survey items included teacher beliefs about HLLs, classroom practices in mixed courses, SHL course objectives and professional development experiences. Implications for professional development and practice will be discussed.

- **Who is the Self that Teaches? Perspectives of Faculty as they Learn to Teach Spanish as a Heritage Language**  
  *Nancy Zimmerman, (Kutztown University of Pennsylvania)*

  Narratives of faculty in the process of learning how to teach Spanish as a heritage language have informed our university’s program. Our new course fills a need in our department as a community of learners emerges and reacts with pride and a newfound motivation to reconnect with Spanish.
Meeting the Needs of Adolescent Heritage Language Learners and the Charge for a Pluralistic, Multilingual Society: Spanish Teachers’ Perceptions of their Role
Linwood J. Randolph Jr. (University of North Carolina at Wilmington)

This paper presents findings of a qualitative research project that examined high-school Spanish-language faculty members’ perceptions of their own roles in language maintenance and meeting the needs of heritage language learners. The paper examines the intersection of multiple ideologies and concludes by offering suggestions for teacher training programs.

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<th>SAT 4.3</th>
<th>Studies of Phonological Competence</th>
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<td>Chair:</td>
<td>Nicoleta Bateman, California State University, San Marcos</td>
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- **Differentiation of Taps and Trills by Native and Heritage Speakers of Spanish: Comparing Consonantal and Vocalic Cues**
  C. Elizabeth Goodin-Mayeda (University of Houston)
  Alejandro Tovar (University of Texas, Pan America)
  Yesenia Chavez (University of Houston)

  This study compares production of apical taps and flaps by native and heritage speakers of Spanish and production of vowels that precede these sounds to examine (1) if preceding vowels can be reliable cues to tap/trill distinctions and (2) differences and similarities in native and heritage speaker productions.

- **Accuracy and Speed: Differences in Heritage and Late L2 Learner Profiles**
  Kira Gor (University of Maryland)

  The study compares heritage and late second language performance on Russian computer-delivered auditory and visual tests gauging explicit knowledge and implicit control of phonology, morphology, morphosyntax, and the lexicon. Participants include Russian heritage speakers with English as a dominant language, late American learners, and native speakers of Russian.

- **The Influence of the Public Image of English on the Japanese as a Heritage Language (JHL) Learners’ use of English Words and Sounds in Japanese Speech**
  Asako Hayashi-Takakura (University of California, Los Angeles)

  This study examined how the public image of English influences JHL learners’ language use. JHL learners’ phonological characteristics were examined and analyzed. The results show that a majority of the participants are capable of producing the appropriate sounds of loan words from English depending on the expectation of listeners.

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<th>SAT 4.4</th>
<th>Beyond Language Teaching: Educating Heritage Language Learners</th>
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<td>Gerda Lobo (National Heritage Language Resource Center)</td>
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- **A Semiotic Approach to Heritage Language Research and Education**
  Saeid Atoofi (University of Chile)

  In a field dominated with the perspectives of theoretical linguistics, heritage speakers are assumed to share similar linguistic processes. I will argue that heritage languages should be viewed as unique systems with fundamentally varied accumulated histories that build on and afford their speakers with a different ecology of language and meaning-making systems.

- **Critical Humanisms and Cosmopolitan Localisms: Toward a Deeper History of Heritage Language Education**
  Robert Train (Sonoma State University)
Extending our understanding of “heritage” with respect to language and education, this paper offers a critical interdisciplinary perspective on the deep history of human language and the universalizing narratives that value language heritage as fundamental to our humanity. This paper re-positions heritage language education as irreducibly global and local practice that opens up empowering cosmopolitan avenues.

- **Educating English Language Learners: Envisioning Alternatives to High-Stakes Accountability**  
  Stacy Saathoff (University of Arizona)

  Educational policies fail to meet the needs of English language learners (ELLs). High-stakes accountability measures due to No Child Left Behind have placed ELLs in a vulnerable position. This paper examines how testing impedes their education and recommends a more inclusive approach to their learning.

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<th>Language, Heritage, and Belonging in the Diaspora</th>
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<td>Chair: Shushan Karapetian (University of California, Los Angeles)</td>
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- **The Relationship Between Cultural Identity and Heritage Language Proficiency Among Western Armenian Youths in Turkey**  
  Ceyda Tinmaz (University of California, Los Angeles)

  The paper examines the role of cultural identity and heritage language maintenance among the lives of 30 Western Armenian-Turkish high school students in Istanbul. This paper reflects students’ worries about the endangered Western Armenian language and seeks for a new definition of the heritage language within the nation state of Turkey.

- **Speaking of Diaspora: Language, Heritage, and Diasporic Belonging**  
  Ji-Yeon Jo (University of North Carolina at Chapel Hill)

  Through personal narratives of sixty-five ethnic Korean return migrants from China, the Commonwealth of Independent States, and the United States, this paper explores the relationship among language, identity, and power and shows how the meaning of heritage language can be interpreted differently among the returnees and South Korean society.

- **Psychological Determinants of Heritage Language Retention and Loss: Cultural Identity, Acculturation, and Language Attitudes**  
  Helena Olfert (University of Duisburg-Essen)

  In this paper the results of a quantitative study on heritage language retention in an urban area in Germany are presented. The goal of the study is to determine to which extent the psychological factors, cultural identity, acculturation, and language attitudes affect language maintenance in adolescent heritage language speakers.

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<tr>
<th>SAT 4.6</th>
<th>Pragmatic Strategies for Straddling Two Worlds</th>
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<td>Chair: Anousha Sedighi (Portland State University)</td>
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- **The Pragmatics of Spanish Heritage Speakers: Complaining**  
  Vanessa Elías (Indiana University)

  This study analyzes the complaint strategies used by Second Generation Mexican-American bilinguals in both Spanish and English. The results show that the participants use different strategies in both languages.

- **Linguistic Compartmentalization in Heritage Language Speakers**  
  Hagop Kouloujian (University of California, Los Angeles)
This paper reports on findings of language compartmentalization by HL speakers in the Armenian diaspora from countries in three continents. Study subjects used the heritage language for some time frames and the dominant language for others.

### Languages in Contact: Shared and Contested Spaces

**Room:** Salon G  
**Chair:** Donna Christian (Center for Applied Linguistics)

- **Conflicted Stance Practices Toward Linguistic Alternatives in the Yiddish Metalinguistic Community**  
  *Netta Avineri (Monterey Institute of International Studies)*

  This ethnographic participant-observation research examines heritage language socialization practices and language ideologies in the secular Yiddish “metalinguistic community”. This presentation examines how instructors and students in three U.S. regions display conflicted stance (DuBois, 2007; Goodwin, 2007; Jaffe 2009) toward linguistic alternatives, including Yiddish source languages, standard varieties, and non-standard varieties.

- **Language and Citizenship: The Case for and against Filipino**  
  *Lilia Quindoza-Santiago (University of Hawai'i at Mānoa)*

  This paper asserts that all languages in the Philippines are Filipino languages and questions the current policy of naming only one language, Tagalog, as Filipino. This policy is detrimental to the enrichment, propagation, and development of all other Philippine languages.

- **English Language Performance Studies in the Borderland**  
  *Javier Urbina (University of California, Los Angeles)*

  This paper analyzes the English language performance of students in English schools in the El Paso, TX/Juarez, Mexico region.

### Teaching and Learning Korean as a Heritage Language

**Room:** Salon F  
**Chair:** Teresa Lee, University of Virginia

- **Korean Heritage Language Learners’ Receptive and Productive Vocabulary Sizes in Comparison with L2 Learners’**  
  *Yeon Heo (Michigan State University)*

  This paper compares the vocabulary of Korean HL learners versus L2 learners. HL learners outperformed the L2 learners in all word categories; at the same time, L2 learners group demonstrated higher ratios of productive knowledge over receptive knowledge in sensitive scoring in more frequent and formal words.

- **Designing an Advanced-level Korean Heritage Language Class with Service-learning Opportunities at Korean Community Centers**  
  *Soyeon Kim (University of California, Los Angeles)*

  Despite the potential of service learning as a valid means to enhance second/heritage language learning, it is still a relatively novel concept in language classes. This paper suggests a variety of service activities and reflective assignments specifically designed to be integrated into an advanced-level Korean heritage language class at UCLA.

- **A Balanced Course for Heritage Learners: Korean à la carte**  
  *Soohee Kim (University of Washington)*

  Based on a case study of a university-level heritage Korean class, this paper presents a course design that will motivate continued independent learning by maximizing students’ classroom experience. The essence
of the design is balanced course content that empowers students with linguistic knowledge while validating their hyphenated American experience.

<table>
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<tr>
<th>SAT 4.9</th>
<th>Heritage Language Learners – Sociocultural Issues in Maintaining and Developing Multilingualism and Multiculturalism</th>
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<td>Room:</td>
<td>319 (North Ridge Room)</td>
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<td>Moderator:</td>
<td>Theresa Austin (University of Massachusetts, Amherst)</td>
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- **Conflicts in Heritage Language Education at a Japanese Community School**
  
  Yuko Takahashi (University of Massachusetts, Amherst)

  This study reports on results from interviews with parents from a Saturday Japanese language school. It reveals that parents’ beliefs are shaped by “nativist” ideology supporting Kokugo, the national language curriculum in Japan. How do heritage schools work with varying discourses concerning language instruction? The discussion offers guidance that can help answer this question.

- **Researching the Effects of Ludic Collaborative Learning in a Lusophone Heritage Language Community**
  
  Simone Gugliotta (University of Massachusetts, Amherst)

  This project analyzes ethnographic data from a heritage Lusophone language community. Drawing on Vygotsky’s scaffolded participation that leads to cross-age learner development, the project shows how children, parents, a college student, and an organizer/researcher co-construct language learning in Ludic activities that contribute to developing a further sense of community.

- **Raising a Daughter with French Heritage Language: Struggling with Deficit Discourses**
  
  Marie Christine Polizzi (University of Massachusetts, Amherst)

  In a self-study as a bilingual French/English parent, I relate experiences with schools that value multiculturalism but struggle with multilingual learners. Specific contradictory practices are identified where instruction is expected to meet a child’s literacy and cognitive development needs, yet provokes unintended consequences. Suggestions are made to support multi-literacy practices.

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<tr>
<th>SAT 4.10</th>
<th>De cabo a rabo: Teaching Spanish as a Heritage Language in a Large Lower-division Program</th>
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<td>Room:</td>
<td>317 (South Bay Room)</td>
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<td>Moderator:</td>
<td>Damián Vergara Wilson (University of New Mexico)</td>
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- Elena Avilés (University of New Mexico)
- Sarah Schulman (University of New Mexico)
- Alejandro Cisneros (University of New Mexico)
- Jessica Arreola (University of New Mexico)
- Monica Tórrez (University of New Mexico)
- Luz Montoya (University of New Mexico)

This panel examines best current practices in and lessons learned through teaching SHL courses in a large program. The presentations highlight the experiences of graduate student Teaching Assistants and provide practical suggestions for enhancing instruction and fostering student engagement. The panel hopes to foster engagement with the audience.
10:15 – 11:15 am  Elana Shohamy, Plenary Speaker (introduced by Terry Wiley)
Grand Horizon Ballroom

Linguistic Landscape (LL), referring to multilingual written texts and other multimodal devices such as images, sounds, and movements displayed in public spaces, is a fast growing field which provides a unique lens to interpret power relations, ethnic and immigrant identities, language vitality, participation, and marginalization. This presentation will theorize the field of LL within the context of spaces, places, ownership, contestation, and activism, and will report on a number of LL research studies that point to the role that LL can play in policy making and as an educational tool where students and lay people engage in the documentation, analysis, and interpretation of languages in public spaces.

11:15 – 11:30 am  Russ Campbell Young Scholar Awards
Grand Horizon Ballroom

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

12:30 - 2:00 pm  Saturday Session 5

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<tr>
<th>SAT 5.1</th>
<th>Teaching and Learning to Write: Differences and Similarities between HL and L2 Learners</th>
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<td>Chair:</td>
<td>Susan Kresin (University of California, Los Angeles)</td>
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- **Language Transfer from English to Russian in Written Production of Intermediate-Low to Intermediate Level Heritage Language Learners and Learners of Russian as a Second Language**
  Larisa Karkafi (University of California, Los Angeles)

  The paper investigates the effects of transfer from English to Russian in the written production of intermediate-low to intermediate level Heritage Language learners and American learners of Russian as a second language. It examines areas of linguistic knowledge where language transfer occurs, through categorization and comparison of the types of transfer.

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<th>SAT 5.2</th>
<th>HL Maintenance, Development, and Loss: The Role of Home and Community</th>
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<td>Chair:</td>
<td>Jason A. Kemp (University of Wisconsin-Madison)</td>
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- **Impact of Home Factors on Early Heritage Language Literacy Development: From Social and Cognitive Perspectives**
  Haomin Zhang (Carnegie Mellon University)

  This synthesis study aims to investigate home influences on early HL literacy development. The findings show that home literacy resources/activities, home literacy practices and parental attitudes are critical in HL early literacy development.
Heritage Language Maintenance and Loss in Mixed Marriage Versus Traditional Immigrant Families: The case of Czechs and Slovaks in Southeastern United States
Marta McCabe (University of North Carolina at Chapel Hill)

Heritage language practices are explored among an understudied population of Czech and Slovak immigrants, who often lack ethnic community resources and formal language instruction. Moreover, many of these immigrants marry an English-speaking spouse, thus further reducing the chances that their children will retain the HL and become fully bilingual.

Evolving Samoan Language Community-based Program in Hawaii
Elisapeta Tu’upo Alaimaleata (Le Fetuao Samoan Language Center)
John Mayer (Le Fetuao Samoan Language Center)

With the exception of the Japanese and Hawaiian languages, very few of the rich ethnic languages of Hawaii are regularly offered in Hawaii’s public or private schools. This paper looks at the Language Preservation and Maintenance Program, a program that specifically addresses the linguistic needs of the Samoan heritage community in Hawaii.

Hablamos español or Spanglish: Spanish for Marketing in the United States
Maria-Cecilia Colombi (University of California, Davis)

This paper shows how Spanish/English or Spanglish is used in advertising to attract and align with different communities that speak Spanish or English in the United States.

No importa que hablamos español, dicemos cheese - An Analysis of Attitudes towards English Influence in New Mexican Spanish
Len Nils Beké (University of New Mexico)

This paper examines language attitudes held in the New Mexican Spanish linguistic community. It relates them to dominant ideologies in education and proposes strategies to help students overcome those attitudes that are self-deprecating.

No se dice: An Analysis of Previous Spanish Heritage Ideology, and its Impact on Heritage Learners
Felipe Ruibal (University of New Mexico)

This work examines the widespread eradicationalist ideology enacted in texts for Spanish/English bilinguals in the Southwest. Emphasis is given to the imposed effects toward the minoritized language in a bilingual setting and how they affect language maintenance for the heritage learner.

Designing a Course for a Heritage Learner
Svetlana Korshunova (University of Pennsylvania)

The presentation examines how effective course design can support student learning.
  
  *Frank Smith (University of California, Berkeley)*

  This presentation provides an overview of specific curriculum design and teaching and evaluation strategies developed in the course of teaching Intermediate Heritage Khmer Language since the year 2000, in several major US universities, both on-site and via distance learning.

- Second Language Acquisition among Young Heritage Language Learners: Challenges of Teaching Hindi to K-8 Students in a Short-term Program
  
  *Ashok Ojha (Yuva Hindi Sansthan)*
  
  *Rashmi Sudhir (Yuva Hindi Sansthan)*

  The authors of this paper adopted a variety of strategies to deal with the challenges at the YHS STARTALK Summer Hindi Camp, August 5-16, 2013 attended by 55 HLLs. A majority of students initially demonstrated a slow adaptation to learning activities, but their performance improved dramatically with each new activity and lesson plan. The demographic and pedagogical reasons for these challenges are highlighted in the paper.

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<th>SAT 5.5</th>
<th>The Role and Impact of Explicit Instruction in Heritage Language Learning</th>
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<td>Chair:</td>
<td>Diego Pascual y Cabo (Texas Tech University)</td>
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- El mitotero, la jura, y la movida: Spanish as a Heritage Language Learner Typology through Placement Exam Data
  
  *Damian Vergara Wilson (University of New Mexico)*

  This study uses data compiled in the construction of a placement exam in order to examine Spanish as a heritage language learner (SHLL) typology as compared to their second language learner peers. SHLLs responded more robustly to items testing regional vocabulary and more content areas were adequate for distinguishing between learner levels.

- The Effects of Explicit Grammar Instruction on Spanish Heritage Learners’
  
  *Ariel Zach (Georgetown University)*
  
  *Luciane Maimone (Georgetown University)*
  
  *Pablo Camus (Georgetown University)*

  This study analyzes the grammatical development of learners enrolled in a newly-developed, grammar-based Spanish class designed specifically for heritage speakers to improve written proficiency. Implicit and explicit learning were compared by analysis of grammar structures targeted to those that were not included in the curriculum.

  
  *Miriam Hernandez-Rodriguez (University of California, Berkeley)*

  This paper explores explicit instruction of lexico-grammatical features of written language to develop academic registers. Results confirm that explicit teaching of grammar, from a functional perspective, raises linguistic awareness and consequently promotes the expansion of written registers.
SAT 5.6

Maintenance and Revitalization of Indigenous Languages

Room: Salon B
Chair: Valeria Valencia (University of California, Los Angeles)

- **Communities of Like-minded People: Urban Efforts to Maintain/Revitalize Heritage Languages**
  George Ann Gregory (University of Maryland University College/CNM Community College)
  
  This paper explores how three groups of indigenous people create communities in urban settings to maintain their identities through language.

- **The Endangerment and Revitalization of the Tibeto-Burman Languages in Bangladesh**
  Zahid Akter (University of Oregon)
  
  This paper is a politico-linguistic analysis of the condition of Tibeto-Burman languages in Bangladesh to determine their endangerment; it also locates them in the global, national, and local contexts and analyzes their conditions against the backdrop of English’s continuous hegemony and Bangladesh’s persistent linguistic nationalism involving Bangla and other locally dominant languages.

- **Wayfinding with the Kupuna/Tupuna: Scaffolding Tokelau Heritage Language Maintenance on Successes of Hawaiian Language Revitalization**
  Akiemi Glenn (Te Taki Tokelau Community Center and Language School)
  
  This paper examines the linguistic practices of Tokelau people resettled on Hawai’i’s island of O’ahu as they engage in the work of maintaining their heritage language.

SAT 5.7

The Handbook of Heritage, Community, and Native American Languages in the United States: Celebrating Six Decades of Progress

Room: 317 (South Bay Room)
Moderator: Terry G. Wiley (Center for Applied Linguistics)

Editors:
- Terry G. Wiley (Center for Applied Linguistics)
- Joy Peyton (Center for Applied Linguistics)
- Donna Christian (Center for Applied Linguistics)
- Sarah C. K. Moore (Center for Applied Linguistics)
- Na Liu (Center for Applied Linguistics)

Contributors:
- Kim Potowski
- Netta Avineri
- María Carreira
- Nelleke Van Deusen-Scholl
- Molly Fee
- Olga Kagan
- Surendra Gambhir
- Vijay Gambhir
- Jinsook Lee
- Renate Ludanyi
- Meg Malone
- Teresa McCarty
- Jeston Morris
- Jane Ross
- Ana Maria Schwartz
- Byeong-Keun You

This panel celebrates six decades of progress in the field with the release of a major new handbook focused on the promotion and retention of heritage, community, and Native American languages in the USA. The volume draws on current knowledge and research from a variety of perspectives: the speakers; use of the languages in the home, community, and wider society; patterns of acquisition, retention, loss, and revitalization of the languages; and educational efforts. The handbook includes contributions from key experts in the field who provide commentaries on the field (history, policy, educational practice), language-specific languages, and actual cases.
On-line and Off-line Binding Properties of Korean Reflexives by Heritage Korean Speakers
James Yoon (University of Illinois at Urbana-Champaign)
Myeong Hyeun Kim (University of Illinois at Urbana-Champaign)
Eunah Kim (University of Illinois at Urbana-Champaign)
Silvina Montrul (University of Illinois at Urbana-Champaign)

Previous research found that reflexives in Korean differ in terms of binding distance—caki prefers long distance binding and caki-casin prefers local binding, while casin allows both (Kang, 1998). In this study, we examined whether this distinction is maintained by 20 Korean heritage speakers in offline and online eye-tracking tasks.

Heritage Speakers’ On-line Processing of the Spanish Subjunctive during Sentence Reading
Giuli Dussias (The Pennsylvania State University)
Alvaro Villegas (The Pennsylvania State University)

We present eye-tracking data showing that Spanish heritage speakers are like L1 Spanish-dominant speakers when processing the Spanish subjunctive, despite production differences between the two groups. These findings suggest that the source of differences reported in past studies with heritage speakers may come about in the mapping of linguistic knowledge onto the production mechanism.

The Comprehension of wh-questions with Case Marking in Heritage Spanish: A Visual World Eye-tracking Study
Jill Jegersky (University of Illinois at Urbana-Champaign)
Irina Sekerina (The City University of New York, Graduate Center)

Case markers and wh-movement can present special challenges during language processing. In this paper, we report the results of an experiment examining the aural comprehension of Spanish who/whom questions by heritage bilinguals, with particular attention to the integration of the case marker a on the sentence-initial wh-phrase (i.e., a quién vs. quién).

The Comprehension of wh-questions with Case Marking in Heritage Russian: A Visual World Eye-tracking Study
Irina Sekerina (The City University of New York, Graduate Center)
Luca Campanelli (The City University of New York, Graduate Center)

We present the results of an eye-tracking experiment on processing of subject and object wh-questions in Russian with control and heritage participants in which case marking and flexible verb position speed up association of the wh-word with its trace.

Bicultural Communities in Arabic, Chinese and Spanish Classrooms
Iman Hashem (Occidental College)
Brandon Zaslow (Occidental College)
Maggie Chen (Occidental College)

This session presents materials that respond to the linguistic, academic and personal needs of heritage speakers of Arabic, Chinese and Spanish living in the United States. Panelists lead participants through interpretive interpersonal and presentational activities that enhance learner proficiency and deepen understanding of students living in bilingual and bicultural communities.
**Chinese as a Heritage Language: A Missing Piece**

**Room:** 315A (West Coast Room B)

**Moderator:** Genevieve Leung (University of San Francisco)

- **Re-envisioning Mandarin Heritage Language Education: Insights from Cantonese Heritage Middle Schoolers Learning Mandarin Chinese as their “Heritage Language”**
  
  Ming-Hsuan Wu (Touro College)

  This paper describes how Mandarin hegemony in a Mandarin class for “heritage learners” renders many (Cantonese) HLLs’ experiences invisible in the classroom setting. The experiences of these Cantonese students help shed light on the importance of acknowledging and celebrating multiple varieties of Chinese.

- **Cantonese Canadian Narratives of Chinese Language Schools: Diasporic Negotiations of “Chineseness”**
  
  Winnie Tang (University of British Columbia)

  Taking on Ang’s (2001) work on Chineseness and Chinese diasporic identity, this paper will look at narrative data drawn from a study of Chinese Canadian Cantonese speakers’ experience in Chinese HL schools, specifically analyzing the unproblematized process of language socialization that Cantonese learners encounter.

- **Cantonese HL Development: An Examination of Narratives from Cantonese-speaking Children and Adults**
  
  Sik-Lee Dennig (Stanford University)
  Genevieve Leung (University of San Francisco)

  This paper presents findings of longitudinal and cross-sectional studies of narratives produced by 50+ child and adult Cantonese HL speakers, with the focus on the extent to which Cantonese HL mirrors L1 language development and the questions of language transfer, linguistic re-analyses, and linguistically hybrid semantics-syntax interface.

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**Language Variation in the Classroom: Teachers’ Perspectives and Practices**

**Room:** 315A (West Coast Room A)

**Chair:** Tomonori Nagano (LaGuardia Community College, the City University of New York)

- **Standard and Non-standard Dialect in Vietnamese Classrooms**
  
  Leon Potter (University of Hawai‘i at Mānoa)

  This paper presentation explores methods to integrate standard and non-standard dialects for Vietnamese language teaching using language instructor interviews, student interviews, and student surveys.

- **Approaches to Language and Language Variation: A Content Analysis of the SHL Course**
  
  Sara Beaudrie (University of Arizona)

  This presentation reports the results of a content analysis study conducted to determine the approach to language variation that SHL courses are adopting. The researcher obtained 62 syllabi from U.S. universities in fifteen different states. The findings show that language variation and sociolinguistics are not central goals in SHL courses.
Teachers’ Language Perceptions, Preferences, and Practices in a Multilingual Context, and the Implications for Language Policy and Planning
Aziz Khan (The University of Auckland, New Zealand)

This paper presents an ethnographic research in three rural primary schools, all located in the same area but each following a different language as MoI. It looks into the languages teachers use for teaching, why they make these choices, and what implications their decisions hold for language-in-education policy.

SAT 6.2
Community Language Programs: International Perspectives and Models
Room: Salon C
Chair: Saeid Atoofi (University of Chile)

- The Changing Nature of Chinese Complementary Schools in the UK
  Xian Li (University of Nottingham)
  Jane Medwell (University of Nottingham)

  This presentation reports on research about Mandarin learning in Chinese complementary schools in the UK.

- Brazilian Culture Maintenance and Portuguese as a Heritage Language: The Case of a Brazilian Saturday School in Barcelona
  Julianna Gomes (Universitat de Barcelona)

  This presentation reports on a case study of a Brazilian Saturday School in Barcelona, Spain, with the goal of determining teaching strategies that can be applied to the children of Brazilians living in this region, considering the multicultural context in which they live and the similarities between the Romance languages Portuguese, Spanish, and Catalan.

- Persian Primary School Heritage Language Learners’ Identity, Motivation, and Language Learning
  Mojgan Mokhatebi Ardakani (Macquarie University)

  This paper reports a case study of identity and motivation among primary school Persian community language learners attending four Persian community schools in Sydney, Australia. Data collected by interviewing 35 students, 10 parents and seven teachers show Persian language learners’ diverse ethnic identity perceptions and goals for studying the language.

SAT 6.3
Community Language Programs: International Perspectives and Models
Room: Salon B
Chair: Afaf Nash (University of California, Los Angeles)

- Social and Syntactic Factors in Code-switching in a Bilingual Community
  Evelyn Duran Urrea (Lehman College, CUNY)

  This study focuses on the social and syntactic considerations involved in code-switching by members of a bilingual community.

- “Di ondere yidn even don't know the language”: Code-switching in Heritage Bessarabian Yiddish
  Tatiana Panova (National Research University Higher School of Economics, Moscow)
  Denis Kirianov (National Research University Higher School of Economics, Moscow)
  Elena Luchina (Moscow State University)

  Our data is based on the Yiddish language documentation expedition to historical South-eastern Bessarabia that elicited poor language proficiency after a language shift. The paper is dedicated to heritage Yiddish and the contexts of code switching/mixing between Russian and Yiddish that are typical for different groups of speakers.
Bilingualism and Code-switching among Syrian-Armenian Refugees in Armenia
Hasmik Tovmasyan (Yale University)

The paper investigates the code-switching strategies among a group of 23 teenager Armenian refugees from Syria residing in Armenia. Based on quantitative data, the paper will look at when they switch between Arabic and Armenian (in Armenia and in Syria respectively), and how the linguistic environment affects their choice of language.

SAT 6.4
Advancing Heritage Language Teaching and Learning through Collaborations

Room: Salon F
Chair: Tri Tran (University of California, Irvine)

Hispanidades: Developing Collaborations and Communities in Heritage Spanish Instruction
Andrew Ross (Arizona State University)
Stéphane Charitos (Columbia University)
Vanessa Fonseca (University of Wyoming)

The Hispanidades Project combines collaborative exchanges, student research on Hispanic culture and identity in the U.S., and digital storytelling. Heritage students participating in the project engage with their communities and develop their language skills and understanding of barrio culture to represent their communities to audiences across the country.

Building Interdisciplinary and International Partnerships to Develop Heritage Language Pedagogy: A Journey of Professional Collaboration and Learning.
Maria Luisa Parra (Harvard University)

This paper presents the results of interdisciplinary collaboration by a group of international scholars who developed the methodology for an intermediate to advanced Spanish language course for Latino students at the college level. Its goal is to provide a model for interdisciplinary projects to support the teaching and learning of heritage languages.

Maximising Language Resources: Exploring and Developing Languages across Sectors, Schools, and Communities
Liam Morgan (University of Technology, Sydney)

This paper presents a unique perspective on language provision and use drawing on the findings from a large-scale collaborative research project involving three universities and all educational sectors in NSW, Australia.

SAT 6.5
Communities, Government, Technology, and Politics: Impact Elements of a Successful Heritage Language Program - Beyond Classroom Limits and Maintaining Cultural Relevance

Room: Salon D
Moderator: Valeria D. Sasser (San Francisco State University)

The Use of Technology in Teaching Teenagers Portuguese as a Heritage Language
Betânia Bezerra (IBEC – Instituto Brasil de Educação e Cultura)

This project aims to discover how the use of technology in the classroom encourages teenagers to study Portuguese as a heritage language. Does the integration of the Internet, cameras and software with language and culture create higher interest and participation in classroom projects and promote integration among the students?
The Role of Family and Community: Engaging Heritage Language Learners
Ana Lucia Lico (Brazilian Association for Culture and Education)

When parents decide to maintain a family’s heritage language, their children develop a strong connection to their identity as Brazilian citizens. The involvement of families in the learning process of heritage languages is critical in enabling a context for the beliefs, values, and customs associated with the language to become truly meaningful.

The Communicative Approach for Teaching Heritage Language Students: Reflections and Possible Solutions for building Stronger American Brazilian Communities
Tatiana Dutra e Mello (IBEC – Instituto Brasil de Educação e Cultura)

In this presentation, two Portuguese heritage language schools in the United States are analyzed. The goal of the program described is to help young bicultural citizens embrace their roots and build stronger and awareness-rich communities.

New Paradigms Regarding the Portuguese Language and the Lusophone Diasporas in the United States
Valeria D. Sasser (San Francisco State University)

The need for professionals with knowledge of Portuguese language and associated culture has promoted an interest in Portuguese as a second and heritage language. This study examines factors that have led to this change of attitude regarding the Portuguese language and the consequences that this new interest has had on the Lusophone Diaspora.

Language is Power: An Analysis of Brazil’s Use of Language and Culture as Tools for Global Success
Flávia Lloyd (Portal Languages)

Since 1985 Brazil has pursued policies to gain global relevance. One such policy is the Ministry of External Relations’ efforts to promote the Portuguese language and Brazilian culture. This study focuses on the relationship between language, culture, power, and how Brazil is using the concept of soft power to its advantage.

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<th><strong>Vitality of Heritage Languages in the United States: The Role of Capacity, Opportunity, and Desire</strong></th>
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<td>Joy Peyton (Center for Applied Linguistics)</td>
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Applying the COD Framework to Languages Spoken in the United States
Joy Peyton (Center for Applied Linguistics)
Joseph LoBianco (Center for Applied Linguistics)

Components of the COD framework, and their application to understand vitality of languages spoken in the United States, are described. Since languages other than English are minority languages, opportunities to use them are limited, because many language use domains are dominated by English. The profiles of these languages are complex.

Vitality of Spanish in the United States
Maria Carreira (California State University Long Beach)

Spanish is the most widely spoken language in the United States after English and has a long history of speakers and programs. Spanish-speaking communities are fed by immigrant groups and dynamic uses of the language in many sectors. Still, Spanish struggles for respect, and its vitality in this country is questionable.
French heritage language speakers face multiple challenges maintaining and transmitting their distinctive varieties of French to future generations, resulting in language loss over time. We will discuss the role of Capacity Development, Opportunity Creation, and Desire in maintaining and revitalizing French in French-speaking communities of Maine, Louisiana, and New York.

Vitality of Hindi in the United States
Surendra Ghambhir (University of Pennsylvania)
Vijay Ghambhir (University of Pennsylvania)

Within the framework of COD, this paper discusses the current status and future of Hindi in the United States. While strong trade connections with India and federal support for Hindi in the United States are fueling its vitality, multiple challenges exist, including the passive stance of the Indian community.

Closing Comments: Similarities and Differences Across Languages
Joy Peyton (Center for Applied Linguistics)

The languages described in this session demonstrate dramatic differences in COD, which include uses of and attitudes toward the language at home; formal educational opportunities to learn the language; use of the language in the community, media, and connections with countries where the language is spoken; national policies; and funding.

The Changing Dynamics of KHLLs in Second Language Classrooms of U.S. Colleges
Ok Sook Park (Michigan State University)

This presentation discusses the dynamic changes in KHLLs from a recent survey of Korean programs in U.S. colleges. The discussion will include KHLL’s expectations from learning Korean, linguistic experiences, instructional needs, learning experiences, and learning goals. The presenter compares these survey results with KHLL’s responses from “The Heritage Language Learner Survey 2”.

Examining Current KHLL Teaching Practices
Mijeong Mimi Kim (Washington State University in St. Louis)

This presentation examines the current status of Korean language teaching in U.S. colleges. The most common challenges include the placement of students with unbalanced skill areas, curriculum design to meet the needs of heritage learners, and teacher training issues. Assessment and student retention issues will also be discussed.

Ways to Meet the Diverse Needs of Korean Heritage Learners
Hee Ju (University of Southern California)

This presentation examines a variety of ways to effectively meet the diverse needs of KHLLs, as well as class structure and curriculum design to address the unbalanced skills of HLLs. Included is a discussion of various effective outreach programs such as book clubs and service learning to encourage KHLLs’s motivation and to enhance their learning experiences.
SAT 6.8

### Forms of Bilingualism: Considering the Contexts of Language Use and Learning for Heritage Language Experience

**Room:** 317 (South Bay Room)

**Moderator:** Judith Kroll (Pennsylvania State University)

- **On the Consequences of Being a Heritage Speaker for Language Processing and Cognition**
  
  *Judith F. Kroll (Pennsylvania State University)*
  
  *Paola E. Dussias (Pennsylvania State University)*

  We compare the performance of heritage speakers of Spanish with Spanish-English and English-Spanish bilinguals on lexical and sentence processing tasks and on measures of cognitive control that have been shown to be affected by language experience and ask whether heritage speakers differ from late bilinguals who have switched language dominance.

- **Morphological Agreement in Heritage Palenquero (Afro-Colombian Creole)**
  
  *John M. Lipski (Pennsylvania State University)*

  The Spanish-lexified creole Palenquero is morphologically a proper subset of Spanish, lacking adjective-noun and verb-subject agreement. Heritage Palenquero speakers (Palenquero-Spanish bilinguals) sometimes introduce Spanish-like gender and verb agreement. This study provides experimental data suggestive of incomplete inhibition of the stronger language (Spanish) rather than incomplete acquisition or attrition.

- **Sentential Codeswitching in Heritage and Non-heritage Speakers: Neural and Cognitive Mechanisms**
  
  *Janet G. van Hell (Pennsylvania State University)*

  Using psycholinguistic and neurocognitive techniques, sentential codeswitching was studied in Spanish-English heritage and non-heritage speakers. One study examined whether switching costs are modulated by switching direction (from the weaker to the dominant language, and vice versa). A second series of experiments examined whether sociocontextual cues ('triggers') can facilitate codeswitching.

- **Code-switching among Heritage Speakers Reveals that Language Production Shapes Language Comprehension**
  
  *Paola E. Dussias (Pennsylvania State University)*

  Growing evidence suggests that frequency of exposure to certain word combinations modulates comprehension difficulty (MacDonald, 2013). We investigate this by examining the comprehension of code-switches in Spanish-English heritage speakers. Our findings suggest that frequently produced code-switches are easier to comprehend (measured by gaze duration and regression path) than infrequent switches.

SAT 6.9

### Comparing HL and L2 learners’ Motivations and Attitudes: Implications for Mixed Language Classes

**Room:** 315A (West Coast Room B)

**Moderator:** Yan Shen (University of California, Los Angeles)

- **Similarities and Differences in Attitudes, Goals and Motivations of HL, L1, and L2 Students: Pedagogical Implications for the Mixed Classroom**
  
  *Alegría Ribadeneira (Colorado State University, Pueblo)*

  This paper shares the results of a survey of HL, L1 and L2 students enrolled in mixed Spanish classrooms. The objective was to find out similarities and differences in each group’s attitudes, goals and motivations in studying Spanish. The data collected is meant to inform pedagogical approaches for mixed classrooms.
What Motivates Learners to Learn Persian? A Case of Heritage and Non-Heritage Learners of Persian

Shahla Adel (University of North Carolina at Chapel Hill)
Latifeh Haghighi (University of California, Los Angeles)

Although Persian Studies Programs have experienced a consistent and notable increase in enrollment in recent years, research on teaching Persian to Heritage Learners in general and investigating motivation of learning Persian as a heritage or non-heritage language in particular is rare. To fill this gap, this study investigated the initial motivation of heritage and non-heritage learners of Persian.

Mixed Heritage/Non-Heritage Language Classes: Student Voices from a High School Korean Class

Claire Chik (University of California, Los Angeles)
Joan Chevalier (United States Naval Academy)

This presentation will report on a preliminary study that investigates the attitudes of high school students towards a mixed format learning situation: 51 students in three high school Korean classes in a Los Angeles County school were surveyed and 11 were interviewed. Attitudes in four areas were analyzed: students’ affective reactions to the mixed HL/non-HL format as a learning environment, pedagogical appropriateness, peer tutoring, and social interaction both inside and outside the classroom.

### SAT 6.10

**Arabic as a Heritage Language: Psycholinguistic, Sociolinguistic, and Pedagogical Perspectives**

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**The Role of Varied Input in the Divergent Outcomes of Heritage Language Acquisition**

Abdulkafi Albirini (Utah State University)

This paper discusses the preliminary results of a cross-sectional study assessing the level of performance in Arabic for 37 heritage children. Three linguistic areas were examined: subject-verb and adjective-noun agreement, relative clauses, and nominal number. The results reveal a disparity, which indicates that the role of input is not similar across different linguistic areas.

**Areas of Attrition/Loss and Resilience in Heritage Arabic Morphosyntax and their Theoretical Underpinnings**

Elabbas Benmamoun (University of Illinois at Urbana-Champaign)

This paper examines aspects of loss and resilience in the area of morphosyntax for heritage speakers and explores their theoretical explanations. The study focuses on two areas: derivational morphology and the morphosyntax of negation, and will explain why some areas seem to be more vulnerable to attrition than other areas.

**Questioning the “Heritage Speaker”: Arabic Multiglossia, Language Ideology and Language Pedagogy**

Sonia Shiri (University of Arizona)

This paper questions the concept of “heritage speaker” in relation to Arabic teaching in U.S. higher education and discusses an alternative terminology along with a corresponding alternative pedagogy to recognize and address the needs of “heritage” students.

**Analysis of the Social and Personal Experiences of Heritage Speakers**

Brahim Chakrani (Michigan State University)

Based on data from personal narrative stories of Arabic heritage speakers, this paper investigates the discursive strategies that respondents use in the performance of oral narratives, as they move between narrative and narrating speech events. The paper will discuss speakers’ representation of different social personas in reconstructive lived experiences in the heritage language.
### SAT 7.1  
**Issues in Teaching and Learning Chinese as a Heritage Language**

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- **Placement Test Responses of Mandarin-Speaking and Cantonese-Speaking Chinese HL Learners, in the Case of Classifiers**  
  Wei-Li Hsu (University of Hawai’i at Mānoa)
  
  The presenter will discuss placement test responses of two groups of Chinese HL learners. In general, Mandarin-speaking HL (MCHL) learners did significantly better than Cantonese-speaking HL (CCHL) learners and foreign language learners. However, when looking at classifier acquisition, MCHL and CCHL learners demonstrate similar developmental routes, although with minor differences.

- **Predictors of Word and Text Decoding Fluency among School Age Chinese Heritage Language (CHL) Learners**  
  Chan Lü (Loyola Marymount University)
  
  This study examined the contribution of phonological and orthographic processing skills to word and text reading fluency among Grade 2 Chinese heritage language learners. Results identified the differential contribution of the predictors of reading fluency in the two disparate orthographies. Implications for research and classroom fluency assessment are discussed.

- **Patterns of English Importations in High School Heritage Language Learners’ Chinese Writing**  
  Ting Shen (University of Mount Union)
  
  This study focuses on the ways English influences the learning of Chinese as a heritage language among high school students. Two questions are addressed: (a) Is there evidence of English influence in the Chinese writing of these students? and (b) if so, what are the patterns of English importations into their writing?

### SAT 7.2  
**Teaching and Learning Vietnamese as a Heritage Language**

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- **Teaching Vietnamese Scripts for Vietnamese Heritage Learners**  
  Thu Ba Nguyen (University of California, Los Angeles)
  
  There is a particular lack of curriculum and materials for teaching spelling and writing the Vietnamese script to heritage students who already have proficiency in speaking and understanding, but lack reading and writing skills. Using a “linguistic approach” and a “cultural approach”, this paper suggests an innovative system of curriculum and strategy for teaching and learning the Vietnamese script.

- **Invisible Sounds in Vietnamese Spelling**  
  Tri Tran (University of California, Irvine)
  
  This paper deals with sound changes that are not shown in the Vietnamese spelling system. The paper aims to discuss an important topic of Vietnamese phonology and to suggest a few teaching methods related to this phenomenon.
From Print to Speech: Reading and Pitch Problems Among Heritage Learners of Vietnamese Language – A Visit  
Quang Van (Yale University)  
Thuy-Kim Le (Arizona State University)

This talk first identifies some of the reasons why a number of beginners and relatively fluent heritage learners of Vietnamese language still exhibit an inability to read Vietnamese words with diacritical marks and to produce the correct tones — that is — the failure to correctly produce shifts in pitch (falling, rising, level, dipping, inflection, and so forth). It then attempts to offer some solutions or therapeutic means to correct or facilitate tone competence.

Sat 7.3  
Tools and Strategies for Teaching Spanish as a Heritage Language  
Room:  
Salon F  
Chair:  
Maria Carreira (California State University, Long Beach)

- Integrating Form to Focus on the Message: Using Stories to Teach the Verbal Forms of Spanish to Heritage Speakers and Learners  
Phyllis VanBuren (St. Cloud State University)

The presenter will discuss an approach to language instruction predicated on storytelling and the personalization of the message as a means to engage all students as active participants in the study of Spanish. This approach serves heritage learners and Spanish-language learners in isolated or in mixed classrooms.

Mike Graham De La Rosa (University of New Mexico)

This presentation evaluates the usefulness of bringing identity/culturally/community focused art to help in language acquisition and identity formation within the language.

- Making Effective use of Spanish Heritage Learners  
Delia Montesinos (The University of Texas at Austin)

Spanish heritage learners have considerable previous knowledge that is often bypassed in a classroom that focuses on standardizing language use. However, inductive activities closely connected to previous knowledge can make learning more meaningful and increase self-esteem by validating the language use.

Sat 7.4  
Assessment: Issues and Approaches  
Room:  
Salon G  
Chair:  
Hee Ju (University of Southern California)

- Issues in Assessing Heritage Speakers’ Cultural Knowledge: The Case of the OPI  
Salem Aweiss (Stanford University)

This paper addresses issues in teaching and assessing cultural knowledge. It looks into some psychometric issues entailed in assessing the culture component, especially those relating to the OPI. Recommendations will be presented to address critical issues.

- Heritage Language Placement in a Post-Secondary Program – Usefulness and Accuracy  
Agnieszka Rakowicz (City University of New York)

Three sets of diagnostic assessment results of Polish post-secondary heritage learners and results of the students’ self-assessment questionnaire were compared. Results shed light on the usefulness of assessment instruments in distinguishing among different ability levels and consequently achieving more accurate course placement. The findings also contribute to a better understanding of Polish language heritage students’ learning needs.
Assessment of Heritage Language Learners: A Pilot Study of Self-assessment and Learner Beliefs
Margaret Malone (Center for Applied Linguistics)

This paper describes a pilot research study examining the assessment of heritage language learners (HLLs). While the number of programs focusing on HLLs in the United States has increased recently (Brecht & Ingold, 2002), there is little research on the specific assessment needs of these learners (Malone, Peyton, & Kim, 2011).

Task-based Language Learning and Heritage Language Development: A Mixed Methods Analysis
Julio Torres (University at Albany, SUNY)

This paper reports on the effects of manipulating task demands on heritage vis-à-vis second language learners’ development of Spanish morphosyntax. Results showed that simpler demands in carrying out tasks led to greater gains for heritage learners, possibly due to how they allocated attentional resources during task completion based on prior language experience.

Interactions between and among Heritage Language Learners and Second Language Learners: The Impact of Dyad Type on the Language-learning Environment
Laura Walls (University of Nebraska at Omaha)

This study explores how heritage language learners and second language learners of Spanish attend to language. Findings indicate that the make-up of the dyad type can negatively or positively influence the dynamics of the interaction. Not all dyads types appear to be conducive to an optimal language-learning environment.

Negotiating Grammar-related Form-focused Episodes in Mixed HLL-SLL Spanish Language Classrooms
Jesse Abing (The University of Texas at Austin)

Focusing on the learner-learner initiations and negotiations of form-focused episodes related to the placement of adverbs in Spanish, this study seeks to determine if and how the Interaction Approach may be extended to heritage-heritage and heritage-second language learner interactions, specifically in the context of mixed Spanish language classrooms.

Mediating Tradition and Modernity: Hopi Cultural and Linguistic Identity Construction in Contemporary Linguistic Ecologies
Sheilah E. Nicholas (University of Arizona)

Drawing on ethnographic data from three Hopi families in northern Arizona, this paper examines contemporary Hopi youth and adult language practices and ideologies, showing how youth assert their cultural and linguistic identities even though their heritage-language abilities are considered by adults (and the youth themselves) as weak or “incomplete.”

Relationships and Indigenous Language Revitalization: The Significance of Teacher-Student Interactions
Tiffany S. Lee (University of New Mexico)
This paper examines statewide data from New Mexico on teachers’ and students’ perspectives on heritage-language courses, showing that a key dynamic in heritage-language reacquisition centers on the relationship between students and teachers, as defined by cultural indicators and practices. Caring relationships promoted community cohesion, opening new spaces for language revitalization.

- **Intergenerational Language Ideologies, Practices, and Management in Coatepec de Costales, Mexico**  
  Rosalva Lagunas (Mary Lou Fulton Teachers College, Arizona State University)

  Using the ethnography of language policy, this paper examines multigenerational language practices, ideologies, and management strategies for a Nahuatl community in Coatepec de Costales, Mexico. The study explores how schools provide a “bridge” between generations, enabling heritage-language learners to achieve school-defined success alongside reclamation of their heritage culture and language.

- **Efforts of the Ree-volution: Revitalizing Arikara Language in an Endangered Language Context**  
  B. Kuunux Teerit Kroupa (Arikara Cultural Center)

  This paper examines efforts by young adults in the critically-endangered Arikara community in North Dakota to rearrange their lives individually and collectively, establishing themselves as social and cultural “Ree-volutionaries” (derived from the colonial term, “Arikarees”) who mobilize action in support of multigenerational language reclamation.

### SAT 7.7: Bilingual Community Education and Multilingualism: Institutional Innovations, Challenges, and Alliances in a Global City

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<td><strong>Moderator:</strong></td>
<td>Jane Ross (Mercy College, NY)</td>
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- **New York’s French Bilingual Revolution**  
  Jane Ross (French Heritage Language Program)  
  Benoît Le Dévédec (French Heritage Language Program)

  This presentation focuses on the growth of French-English bilingual programs in New York since 2002. It gives an overview of French language communities in the United States and the world, describes broader context of French bilingual programs, and presents a case study of New York City’s French bilingual revolution.

- **Maintaining Ethnic Identity in a Multicultural Context: A Bengali Community School’s Efforts to Raise Bilingual and Bicultural Children in NYC**  
  Ruhma Choudhury (LaGuardia Community College)

  This paper presents a qualitative case study of one Bangladeshi-community run program in New York to investigate the impact of such programs on children’s bilingual and bicultural development. Accordingly, community-based schools serve as rich linguistic and cultural resources where American children of Bangladeshi descent can form positive ethnic identities.
Japanese Community Schools: New Pedagogy for a Changing Population  
Naomi Kano (Ochanomizu University, Japan)

This presentation draws on observations and interviews at the Princeton Community Japanese Language School (PCJLS) that has successfully captured the changing reality of and created a safe space for Japanese bilingual students. It demonstrates the exemplary pedagogical practices at PCJLS that characterize the school's dynamic new learning model.

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- Exploring Perspectives Concerning Children’s Heritage Language Acquisition – Views of Parents and Heritage Language Speakers  
  Patricia Alba (San Francisco State University)

  This research aims to find out how parents and family members view the value of their children’s heritage language acquisition; what the difficulties, fears, and challenges are that they face in using their children’s heritage language at home; and finally, what roles they take in supporting this process.

- Helping the Bilingual Child to Become Connected with the Brazilian Culture and Language – Transition from the Classroom to their Homes  
  Cristhiane Vieira-Rozenblit (Brazil Ahead Language School, Inc.)

  Motivating a student to practice their heritage language when everybody else speaks English is not easy. This presentation will focus on partnerships between the teachers and parents to support and reinforce the language teacher’s work, when even a few hours of class per week will result in enhancing the student’s progress.

- The Importance of the ABC in Developing Literacy  
  Ilze Macedo (IBEC-Instituto Brasil de Educação e Cultura)

  This presentation reports on the adaptation of the song “ABC Rock” from English to Portuguese. Students were taught the song while the teacher pointed to the letters. In less than a month, the students knew the song, could connect the Portuguese sounds and letters, and create words by adding them together.

- Let’s Agree: Gender and Portuguese as a Heritage Language  
  Gláucia V. Silva (University of Massachussetts, Dartmouth)

  Gender agreement in heritage languages may differ from the target forms found in L1. This study contributes to the discussion on gender agreement in HLs (and, by extension, on incomplete acquisition of HLs), presenting a snapshot of the production of heritage speakers of Portuguese. Suggestions for pedagogical approaches to gender agreement are discussed.

- A Very Brazilian Curriculum  
  Felicia Jennings-Winterle (Brasil em Mente)

  This paper describes the strategies and goals of a preschool curriculum that emphasizes total immersion in Portuguese while incorporating Brazilian practices. It also discusses how school and family can work together to promote bilingualism and positive transference between learning English and Portuguese.
Ensuring the Quality of Heritage Language Programs

Joy Peyton (Center for Applied Linguistics)

Determining Program Quality Using Standards and Rubrics

Although heritage language programs are abundant in the United States, several established (and emerging) programs face challenges in creating and meeting program and student learning standards. Using standards and rubrics to develop and evaluate language programs will help heritage language program staff to define their focus and achieve optimal results.

French Heritage Language Programs in Public Schools and Community Centers

Jane Ross (French Heritage Language Program)
Benoît Le Dévédec (French Heritage Language Program)

The French Heritage Language Program facilitates the integration of new immigrant students from Francophone countries by providing French language classes and cultural activities. By maintaining and improving language and literacy skills in their home language, students grow more confident and successful at school and in their new environment.

Chinese Heritage Language Programs in Community-based Weekend Schools

Na Liu (Center for Applied Linguistics)

Community-based Chinese heritage language programs have over 150 years’ history in the United States, with two national organizations and established curriculum and program structure. Chinese schools include weekend schools, after-school programs, and summer camps. Challenges include lack of articulation with public schools and limited funding and support from mainstream society.

Spanish After-school Programs for Spanish Speakers

Celia Zamora (Georgetown University)

The Prospera Hispanic Leadership Program provides tutoring in Spanish language and literacy for elementary school Spanish speakers and mentoring and leadership opportunities for middle and high school Spanish speakers in an after-school program. Program outcomes have been strong, with high levels of student participation, high school graduation, and college entrance.

Examinining Curricular Options for Heritage Language Instruction
Web Materials, Teacher Education, Policy

Theresa Austin (University of Massachusetts, Amherst)

YouTube as a Space for Endangered Heritage Languages: Online Representations of Language and Culture

Margaret Felis (University of Massachusetts, Amherst)

This study focuses on endangered heritage language and culture representations in a virtual space such as YouTube. Specifically exploring Aromanian/Vlach culture and language, and utilizing the concept of active audiences and “the user as producer” (Burnett and Marshall, 2003), this paper asserts that virtual spaces may serve as a valuable community development and educational tool for endangered heritage languages.
Professional Education for Maintaining Heritages in Schools – An Elementary Teacher’s Shifting Perspectives
Yvonne Fariño (South Hadley School District and University of Massachusetts, Amherst)

In this era of standardization that questions expertise and knowledge of linguistically diverse populations, how can we create professional development programs that addresses HL identity and internalized knowledge about multilingualism? This study investigates how language and cognition develop via interactions of language use and metalanguage in the HL’s social world.

Supporting Heritage Languages in Teacher Education and Curriculum – A Policy Question
Theresa Austin (University of Massachusetts, Amherst)

What broader social issues are involved in creating support for heritage languages in academic contexts? This paper presents an ecological perspective for creating conditions that support intercultural multilingual development in schools that not only draw on but contribute to community resources. A translanguaging and hybrid language policy is proposed.

5:40 – 6:40 pm  Plenary: Maria Polinsky
Grand Horizon Ballroom

This paper analyzes the case of heritage speakers who choose to re-learn their home language in adulthood. Such re-learners seem to have selective advantages over other L2/L3 learners in phonetics/phonology, but lack a global advantage at re-learning the prestige variety of their L1. There are at least two reasons for this apparent asymmetry: the measures of success are typically geared to L2 learners and do not always produce adequate results for heritage re-learners, and heritage re-learners show selective transfer effects from their dominant language rather than the heritage language. This presentation will suggest solutions and causes underlying these issues and the implications of our findings for models of L3/Ln learning.
Teaching Arabic with Technology  
*Layla Bahar Al-Aloom*, Minaret Academy

**Estrategias de enseñanza de lectura y de escritura en la clase de Español como lengua heredada, en High School - Reading and Writing Strategies in a High School Spanish as a Heritage Language Class**  
*Josefa Baez-Ramos*, Bishop Blanchet High School

Negotiating Community Membership: A Bilingual Child's Story  
*Nicoleta Bateman*, California State University, San Marcos

Spanish as a Heritage Language in the New Latino Diaspora: Practitioner Perspectives on Secondary Spanish Instruction and Teacher Professional Development in the Midwest  
*Janet Eckerson*, University of Nebraska-Lincoln

Teaching Writing to Polish Heritage Speakers in Chicago  
*Anna Gąsienica-Byrcyn*, University of Illinois-Chicago

Program Evaluation of Rose Park Bilingual Family Programs and the Cultural Effect on Community  
*Jordan Hulet*, University of Utah  
*Hediyeh Hosseini*, University of Utah

The Russian Learner Corpus as a New Research Instrument  
*Alina Ladygina*, Lomonosov Moscow State University  
*Elena Klyachko*, National Research University Higher School of Economics  
*Timofey Arkhangelskiy*, National Research University Higher School of Economics

Learners’ Socio-cultural Background and Oral Proficiency in Mandarin as a Heritage Language  
*Christopher Magriney*, University of Southern California  
*Yi-Hsien Liu*, University of Southern California

El hablante de español como lengua de herencia en EEUU: Implicaciones para el entrenamiento de instructores al nivel universitario  
*Lina Reznicek-Parrado*, University of California, Davis

Celebrating a Vietnamese Writing Class: Learning Activities  
*Tammie Tran*, Golden West College
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Connecting Culture to Curriculum
Hala Hamka, Dearborn High School

How Iranian Immigrant Families Shape Personal and Social Identity of their Children
Zahra Karimi, University of Arizona

Learning English as a Second Language
A Survey on Korean Courses at High-school and Two-year Colleges
Teresa Lee, University of Virginia
Sang Yee Cheon, University of Hawaii at Manoa

The Effects of Lexical Chunks on CFL Learners’ Oral Competence
Yan Shen, University of California, Los Angeles

Using your iPhone to Teach a Language - Reaching the Younger Generation by Teaching the Hebrew Language through Multimedia
Yaron Spiwak, University of California, Los Angeles

New Strategies: Integrating Social and Cultural Issues in Contextualized Grammar Lessons
Tammie Tran, Golden West College

Designing a Hybrid Course for Spanish Heritage Language Students
Gloria Vélez-Rendón, Purdue University Calumet

Teaching, Learning and Maintenance of Chinese as a Heritage Language in American Colleges: A Classroom Ethnographic Study
Pei-Shan Yu, Indiana University, Bloomington
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<td>Stakeholder Views of Community-based Language Programs: Chinese and Korean Cases.</td>
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<td>Joy Peyton, Joseph LoBianco, Maria Carreira, Jane Ross, Benoit LeDevedec, Surendra &amp; Vijay Gambhir</td>
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**Handbook of Heritage, Community, and Native American Languages in the United States: Research, Policy, and Educational Practice**

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