2022 Heritage Language Learning Symposium

Organizers:
Dr. Javier García León and Dr. Paloma Fernández Sánchez
Department of Languages and Culture Studies

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| 10:10 - 12:00 EST | Research Presentation: From Academic Language to Language Architecture  
*Featured Speaker: Dr. Nelson Flores, U of Pennsylvania.* |
| 1:00- 3:00 EST | ● Workshop: Critical Sociocultural Linguistic Literacy: An antiracist teaching approach centered on sociolinguistic justice and student agency  
*Facilitator: Dr. Claudia Holguín Mendoza, U of California at Riverside.* |

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*Featured Speaker: Dr. Sergio Loza, University of Oregon* |
| 1:00- 3:00 EST | ● Workshop: Incorporating Students’ Funds of Knowledge “Hidden Treasure”. Facilitator: Dr. Sibela Pinochet, West Forsyth High School |

Description:

The symposium offers the possibility to learn about current research on heritage language learning, as well as to get practical tools to teach Spanish to U.S. Spanish Heritage Speakers. We have invited four prominent scholars and educators who have been engaged in the field of Heritage Language Education. The Presenters will share their research and knowledge with UNC Charlotte faculty, graduate and undergraduate students, as well as with attendees from other institutions. For 2022, the Heritage Language Learning Symposium will focus on promoting a broad understanding of diversity, access, and inclusion in heritage language education by bringing together experts in the fields of bilingual education, linguistic ideologies, and sociopolitics of language. This year's event aims to increase understanding of and
knowledge about how racial and linguistic practices intersect and affect minoritized-language learners and speakers.

The Heritage Language Learning Symposium is a virtual event sponsored by the UNC Charlotte Chancellor's Diversity Grant and the CLAS Alumni Council Fall Faculty Grant. It is also supported by the Languages and Culture Studies Department and the Spanish program.

Goals:
This symposium has five primary goals:
1. to increase understanding of and knowledge about (Spanish) heritage speakers on the American context,
2. to reflect on how heritage students’ pedagogical needs are different from those of second-language learners,
3. to provide Spanish language instructors with pedagogical tools to better teach Spanish to U.S. Spanish Heritage Speakers, and
4. to strengthen bilingual/heritage language education practices by connecting scholars, language instructors, and students at UNC Charlotte.
5. to reflect on how racial and linguistic practices intersect and affect (Spanish) heritage language learners and speakers

Presenters:

Dr. Nelson Flores, U of Pennsylvania.
Nelson Flores is an associated professor in educational linguistics at the University of Pennsylvania Graduate School of Education. His research examines how language and race intersect in bilingual education policies and practices in ways that are harmful to racialized bilingual students. He is the recipient of many awards including the 2017 AERA Bilingual Education SIG Early Career Award, a 2017 Spencer Postdoctoral Fellowship and the 2019 James Alatis Prize for Research on Language Planning and Policy in Educational Contexts.

Dr. Claudia Holguín Mendoza - University of California at Riverside
Dr. Claudia Holguín Mendoza (Ph.D. University of Illinois at Urbana Champaign) is an Assistant Professor of Spanish linguistics at the University of California, Riverside. She specializes in the sociolinguistics of race in the Mexican borderlands and Greater Mexico as well as critical pedagogies for the teaching of Spanish as a heritage language. She publishes in both English and Spanish and her work has appeared in journals such as International Multilingual Research Journal, Hispania, Studies in Hispanic & Lusophone Linguistics, Identities, and Frontera Norte.

Dr. Sergio Loza, University of Oregon
Sergio Loza is an Assistant Professor of Spanish Linguistics in the Department of Romance Languages at the University of Oregon, where he directs the Spanish Heritage Language Program and teaches courses at the undergraduate and graduate level. He received his Ph.D. in Spanish Heritage Language Education with a secondary focus on Sociolinguistics. As a first-generation college graduate, a son to Mexican immigrants and a grandson to Bracero workers, his lived social and linguistic experiences guide his research and pedagogical projects.

**Dr. Sibela Pinochet, West Forsyth High School**

Dr. Sibela Pinochet teaches Spanish language and culture at West Forsyth High School. She is a teacher leader for the Teacher Academy for Winston-Salem/Forsyth County Schools and the PLT facilitator for the WFHS department of World Languages. Dr. Pinochet is a National Board-Certified Teacher. She received her Ph.D. in educational studies with a concentration in cultural studies from the University of North Carolina at Greensboro. Dr. Pinochet has presented at state and regional conferences on topics related to language instruction, Spanish for Heritage learners, and critical pedagogy teaching practices in secondary schools. The focus of her career to date has been in teaching the Spanish language and culture, coaching novice teachers, writing curriculum, leading professional trainings, and crafting events related to cultural topics.

**Abstracts:**

Research presentation (Wednesday, February 23th, 10:00-12:00 EST)

**From Academic Language to Language Architecture.** By: Dr. Nelson Flores, U of Pennsylvania.

In this talk, I argue that “academic language” is not a neutral construct but instead embodies a raciolinguistic ideology that frames racialized bilingual students as linguistically deficient and in need of remediation. I propose *language architecture* as an alternative framing of language and provide examples of how it can serve as a point of entry for resisting these raciolinguistic ideologies in our work with these students.

Research presentation (Thursday, February 24th, 10:00-12:00 am EST)

**Critical language awareness perspectives for research and pedagogy: Creating new educational opportunities for Latinx students and language departments.** By: Dr. Sergio Loza, University of Oregon

Based on the forthcoming edited volume *Heritage language teaching: Critical language awareness perspectives for research and pedagogy* (by Sergio Loza and Sara Beaudrie), this presentation provides an overview of the three waves of SHL research and pedagogy that have emerged since its inception in the late 1970s and the 1980s. Concerned with the discriminatory treatment of US Spanish, the field of SHL education has historically been grounded in resistance again subtractive curricular and pedagogical practices based on monolingual ideologies (Loza, forthcoming). As the field developed with each passing decade, new proposals and guiding principles established a transformative agenda that aim to contest the historical inequities the Latinx community faces in language education. The field’s early years focused on crafting a convincing case for carving out a separate space for Latinx students within
language programs/departments. This first wave advocacy rested on language experts questioning and contesting the long-held eradicationist curricular practices that discriminated US Latinx students because of the variety of Spanish they used (Valdés, 1978, 1981; Rodríguez Pino, 1997). The second wave is characterized by the development of sociolinguistically informed curricular practices to instill SHL learners’ linguistic self-esteem (Carreira, 2000) based on the conviction that all varieties are worthy and equal. The most recent third wave is defined by an increased awareness of the sociopolitics behind Spanish as a minoritized language and its community of speakers. Leeman (2012) underscored the imperative to examine the “taken-for-granted” values and belief systems embedded within language, language teaching, and educational institutions, which became a catalyst for critical language awareness (CLA) becoming a focal point of research and pedagogical innovation over the last decade in the SHL field.

Presently, CLA is regarded to be a more effective approach to SHL learners’ varieties for dismantling dominant language ideologies within language education and for promoting language maintenance (Beaudrie & Wilson, forthcoming). From a language program administration point of view, the final part of this presentation discusses how CLA—both as a learning objective and as a philosophy—can be extended to address broader systemic issues that serve as barriers to SHL institutionalization (Carreira, 2017) and overall program success (Beaudrie, 2020; Beaudrie & Loza, 2021). Programmatic initiatives from the University of Oregon’s SHL program will be highlighted to exemplify how language programs can adopt CLA to engage in Latinx student advocacy by designing student-centered initiatives that contest broader institutional monolingual ideologies.

Workshops:

Workshop #1 (Wednesday, February 23th, 1:00-3:00 pm EST)

Critical Sociocultural Linguistic Literacy: An antiracist teaching approach centered on sociolinguistic justice and student agency. By: Dr. Claudia Holguín Mendoza - University of California at Riverside

This workshop focuses on a pedagogical development in bilingual and specifically Spanish as a heritage language (HL) education. The emphasis is on increasing critical awareness and knowledge of language uses and their place in social dynamics that reproduce and reinforce social difference and power. This approach can also be applied to other HL and second language (L2) contexts. Within foreign language programs in the U.S., minoritized varieties of non-English languages, particularly those spoken throughout the Spanish-speaking world, have been regarded as racialized and intellectually inferior relics. Hence, most of these programs have been ill-equipped to foster the linguistic, cultural, and intellectual development of students who do not fit the profile of traditional upper-middle-class students. A curriculum based on Critical Sociocultural Linguistic Literacy (CSLL) for sociolinguistic justice creates and promotes learning environments in which students’ diverse linguistic styles and varieties are valorized and treated as legitimate. Privileging HL students’ sociolinguistic and cultural knowledge and incorporating that expertise into language teaching practices and specifically the course’s assessment rubrics is central to a CSLL-based curriculum. Sociolinguistic justice and antiracist transformation through literacy occur when we critically understand how literacy, language access, and language expertise are socially constructed. Through a CSLL pedagogical approach, educators and students are able to understand how to challenge these entrenched
“deficit” paradigms and embrace socially just approaches to language education. Through exercises and discussions, the main goal of this workshop is to create a network of support for educators interested in bringing the critical study of language ideologies to their classrooms in order to empower SHL and L2 learners and to promote student agency and sociolinguistic justice among all educators and students.

Workshop #2 (Thursday, February 24th, 1:00-3:00 pm EST) TBA
**Incorporating Students’ Funds of Knowledge “Hidden Treasure”. By: Dr. Sibela Pinochet, West Forsyth High School**
In this workshop, participants will discuss how teachers use heritage students’ skills and knowledge that they bring to the classroom to bridge the gaps among students’ social, cultural, and historical understandings and how the student’s experiences influence their views. Participants will explore effective activities that use students’ funds of knowledge as a teaching tool to develop all modes of communication and the role of dialogue to address issues dealing with equity and social justice.