

SPANISH OF CALIFORNIA CONFERENCE

November 16-17, 2023
INTS 1113
University of California Riverside

Programa y
libro de resúmenes

UCR

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WELCOME TO, BIENVENIDES A THE CALIFORNIA SPANISH CONFERENCE

HOW TO JOIN THE SESSIONS

The conference is free and open to the public. In order to attend any of the sessions (or all of them!) please click [here](#) to get access to the campus map. The sessions will take place in CHASS Interdisciplinary Building South (INTS) 1113.

UCR ORGANIZING COMMITTEE, IN ALPHABETICAL ORDER

- › [Covadonga Lamar Prieto](#)
- › [Miguel Muñoz Valtierra](#)
- › [Mariam Nadirashvili](#) - მარიამ ნადირაშვილი
- › [Natalie Saffi](#)
- › [Miriam Villazón Valbuena](#)
- › [Martina Visconti](#)

SCIENTIFIC COMMITTEE, IN ALPHABETICAL ORDER

- › [Cristina Bleortu](#), Universidad de Zúrich
- › [Covadonga Lamar Prieto](#), University of California Riverside
- › [Michelle Ramos Pellicia](#), California State University San Marcos

GETTING IN TOUCH

We are on Instagram, Threads or X @socalab. Please, follow us so that we can be in touch! We will be posting under #californiaspanishconference2023, and will be very happy to read your posts if you decide to use it as well



Or you can check our UCR website!

DISCLOSURE OF IMAGES

All images on the book of abstracts are intended to represent the person showcased in the image. The rights to the images in this book of abstracts do not belong to the conference. During the conference, and the days after it, we will be posting images of the different meetings on social media. These can include images of people, presentation slides and/or names or participants.

If you want your image and/or name not to be part of that, please let us know so that we can either blur the area or eliminate the particular image. Otherwise, we understand that by participating on the conference you agree to your image or a particular slide of your presentation to be showcased.

ON WHY WE WILL NOT VIDEO RECORD

We will not video record the presentations. We have taken this measure in order to foster candid conversation and to protect work in progress and work that, in general, might be in progress or might have not been published yet.

SPONSORS



PROGRAMA

16 NOVIEMBRE / NOVEMBER - 2023

8:00 Welcome

8:30 - 9:15 *Comunicación*. Modera: Miriam Villazón Valbuena

8:30 - 8:45 Álvaro González Alba (Regis University), “Does Social Media Shape who we are? A Mixed-Method Study on the Use of the Spanish Language on Social Media Platforms from Latinx Individuals in California”

8:45 - 9:00 Rebeca Acevedo (Loyola Marymount University) “El papel del lenguaje radial en la estandarización del español angelino”

9:00 - 9:15 Miguel Muñoz Valtierra (University of California Riverside), “Language, Activism, and Social Media: A case study of Bloomington California”

9:15 - 9:45 Conversación y café: el futuro del español *en* California

9:45 - 10:45 *Paisaje*. Modera: Miriam Villazón Valbuena

9:45 - 10:00 - Michelle Ramos Pellicia (California State University San Marcos), Landscaping the Linguistic of University Campuses as a Culturally Sustaining Practice. A Linguistic Social Justice Issue

10 - 10:15 - Jhonni R. C. Carr (University of California Berkeley) y Laura Álvarez López (Stockholm University), The role of Spanish at an emerging Hispanic Serving Institution: Language policies and the linguistic landscape

10:15 - 10:30 - José Díaz Garayúa (California State University Stanislaus), Linguistic Landscape: An Exploratory Approach

10:30 - 10:45 - Rosalva Alamillo Olivas (San Diego State University), “(In)visibilidad del español en el paisaje lingüístico del condado de San Diego”

10:45 - 11:15 Conversación y café: metodologías para el paisaje lingüístico

11:15 - 12:00 *Variaciones*. Modera: Martina Visconti

11:00 - 11:15 Miriam Villazón Valbuena (University of California Riverside), “Entre neofalantes y hablantes de herencia: cómo el modelo de California Spanish abre el camino a otras lenguas minorizadas”

11:15 - 11:30 Aline Ferreira (University of California Santa Barbara) y Alexandra Gottardo (Wilfried Laurier University), “Bilingualism in California: Spanish and English Cross-Language Relations”

11:30 - 11:45 Kenneth V Luna (California State University Northridge), “Caribbean Varieties of Spanish in California”

12:00 - 12:30 Conversación y café: ¿qué modelos y marcos teóricos necesitamos?

12:30 - 14:00 Almuerzo

14:00 - 14:45 Keynote, Viola Miglio (University of California Santa Barbara), 'Kittens & Statistics: Translation, Interpreting, and the Future of Spanish Degrees in the US'

14:45 - 15:15 Café de por la tarde

15:15 - 16:00 *Ideología*. Modera: Álvaro González Alba

15:15 - 15:30 Agustina Carando (University of California Davis), Nidos Translingüísticos: Nurturing Heritage Speakers into the Bilingual Teaching Profession

15:30 - 15:45 Claudia Holguín Mendoza (University of California Riverside), Eve Higby (CSU Eastbay), Melissa Venegas (California State University Fullerton), “California Spanish as “non-existent”: Spanish Language Ideologies within the Latinx Community”

15:45 - 16:00 Mariam Nadirashvili (University of California Riverside), “How Language Ideologies Affect the Learning of the Spanish Language”

16:00 - 16:30 Conversación y café: hablantes de herencia, hablantes nativos, neohablantes

16:30 - 17:30 Reunión del proyecto

17 NOVIEMBRE / NOVEMBER - 2023

8:00 Welcome

8:30 - 9:30 Open forum: what do we *need* to do to improve the teaching, learning and maintenance of Spanish in California?

9:30 - 10:15 *Avenidas*. Modera: Miguel Muñoz Valtierra

9:30 - 9:45 - Martina Visconti (University of California Riverside), “Medicina gráfica y comunidades latinx en el sur de California

9:45 - 10:00 - Natalie Saffi (University of California Riverside), “Althusarian Philosophy and the Creation of Linguistic Formations”

10:00 - 10:15 - Covadonga Lamar Prieto (University of California Riverside), “Translanguaging histórico en el español de California”

10:15 - 10:45 - Conversación y café: nuevos caminos para el español de California

10:45 - 12:00 - Reunión del proyecto

CONFERENCIA PLENARIA

KEYNOTE SPEAKER

VIOLA MIGLIO



Prof. Miglio is a linguist whose main interests are phonetics/phonology, language change, and translation. Recently she has been active in the field of Basque Studies, as a result she has been entrusted with the Barandiarán Endowed Chair of Basque Studies, through which she organizes [Basque Studies courses and events](#). She has published a number of articles on Romance languages and Icelandic, as well as two books: *Las Antiguas Literaturas Celtas y*

Germánicas (México, D.F.: U.N.A.M., as editor, 1995), and Markedness and Faithfulness in Vowel Systems (New York: Routledge, 2005). She is currently working on a book about Basque whaling in Iceland in the XVII century (with Xabier Irujo, University of Nevada), and is one of the authors of the *Íslensk-spænsk orðabók* (Icelandic-Spanish Dictionary, in press for Edda Publishing, Reykjavík). Her website is [here](#).

This lecture will consider the features typical of Spanish and Portuguese departments in the US, the degrees they offer, and analyze some of the reasons for the dwindling numbers of majors across the country. At the same time, a look at broader academic trends in the US and Europe, as well as the North American

labour market will show that focusing the degrees *away* from philology and *on* translation and interpreting offers a feasible solution to the current impasse. A case study will show that more general curricula are not the solution, but rather more specialization, as well as a real valorization of the skills of Spanish Heritage speakers. The implications are wide-reaching for the faculty in these departments, as well as for professions involving the use of bilingual skills. Changes to Spanish and Portuguese curricula, however, have the potential to guarantee the future of these departments, and improve the livelihoods of language professionals in the US.



California Spanish Conference

Viola Miglio
University of California, Santa Barbara

"Kittens & Statistics: Translation, Interpreting, and the Future of Spanish Degrees in the US"

16th Nov, 2023
2 pm
INTS 1113

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LATINOS

Center for Ideas and Society

**PARTICIPANTES, EN ORDEN
ALFABÉTICO**

- REBECA ACEVEDO -



Rebeca Acevedo is a Professor of Spanish at Loyola Marymount University. She received her PhD in Spanish from the University of Michigan. Her areas of expertise are Spanish and Romance Linguistics. She has several publications about the pedagogy of the Spanish language in California and history of the Spanish language. She is the author of “El español mexicano durante la Colonia : el paradigma verbal en el altiplano central”.

El papel del lenguaje radial en la estandarización del español angelino

MESA: Comunicación

ABSTRACT. Existe ya en Estados Unidos una estandarización informal y el consenso sobre el importante papel que han jugado los medios de comunicación masiva en la estandarización del idioma. Al analizar la historia de la radio en español en los Estados Unidos, y específicamente la situación de California, presentaré una mirada a través del tiempo por medio del análisis sobre la realidad política, económica y social en que se estableció la radio en español en el país; así como también el contenido cultural y lingüístico que transmite. Me interesa particularmente detenerme en las movilizaciones políticas y el papel que varios locutores han fungido al convertirse en líderes de opinión para la comunidad. Por medio de esta perspectiva histórica podremos explicar el éxito que ha logrado este medio en ciudades como Los Ángeles, en donde los programas radiales en español han llegado a alcanzar frecuentemente aún mayores niveles de audiencia que los del idioma inglés. Me interesa principalmente discutir el papel que este medio juega para el mantenimiento y revitalización del español, la transmisión de rasgos culturales y el reconocimiento social de nuestra comunidad

- ROSALVA ALAMILLO OLIVAS -



Rosalva Alamillo Olivas is a sociolinguist specializing in Spanish as a heritage language. She received her Ph.D. in Spanish with a concentration on Hispanic Linguistics from The University of Houston in 2017. Dr. Alamillo holds an

(In)visibilidad del español en el paisaje lingüístico del condado de San Diego
Mesa: Paisaje

M.A. in Spanish Linguistics from New Mexico State University and a B.A. in Philosophy from Universidad Autónoma de Chihuahua. Her research and teaching interests include the acquisition of Spanish as a as a heritage language; Spanish in the US; the dynamics among language use, social environment and linguistic rights; and heritage language pedagogies. She is currently researching the linguistic landscape of Southern California and ethnolinguistic discrimination against Spanish heritage speakers. Her publications have appeared in multiple journals in America and Europe.

ABSTRACT. Se presentarán los resultados de un estudio cuantitativo que analiza la (in)visibilidad del español en el paisaje lingüístico del condado de San Diego. Se analizaron seis áreas del condado. Tres de ellas se identificaron como áreas blancas por tener una población mayormente blanca y otras tres como áreas racializadas por tener una población mayormente latina. Los resultados muestran que el español – en letreros monolingües y bilingües– es visible en las áreas racializadas, aunque en un porcentaje mucho menor a la población latina de estas áreas; mientras que en las áreas blancas la presencia del español es escasa o nula. Finalmente, se interpretarán estos resultados desde una perspectiva sociolingüista.

- LAURA ÁLVAREZ LÓPEZ -



I am a sociolinguist and have been working as a full professor of Portuguese Linguistics at Stockholm University since 2016. I received my Ph.D. at Stockholm University in 2004 and was later employed as assistant

The role of Spanish at an emerging Hispanic Serving Institution: Language policies and the linguistic landscape
Mesa: Paisaje

professor of Spanish and Portuguese at Mälardalen University, Linköping University and Dalarna University. In 2009, I got a research position at Stockholm University. I am passionate about internationalization and have been postdoctoral researcher (2004-05) and invited visiting researcher (2012) at the University of Campinas in Brazil and visiting professor at UC Berkeley, California (2022).

En colaboración con Jhonni R. C. Carr (University of California Berkeley)

ABSTRACT. In the United States, a university is designated as a Hispanic Serving Institution (HSI) when at least 25% of the undergraduate student body is Latinx. Currently, this number is 19% at the University of California Berkeley, which aims to reach the HSI minimum of 25% by 2027. Beyond a Hispanic Serving Institution, UCB has set its goals on becoming a Hispanic Thriving Institution. Research has shown that a sense of belonging supports student retention and completion of degree (González et al., 2018), and use of one's language in a given environment contributes to sense of belonging (Valentine et al., 2008). However, there has been little mention regarding the role of language in discussions about increasing diversity. Can universities include Latinx students who often identify with the Spanish language and at the same time exclude a discussion about the significance of language? In this presentation, we analyze the visual use of languages, or the linguistic landscape (Landry & Bourhis, 1997), contrasting it with current language policies at UC Berkeley. We consider a corpus of over 5,000 images of signs in the second largest building on campus, Dwinelle Hall, home to multiple language departments. We conduct a visual analysis of code preference and bottom-up vs top-down authorship, relating the appearance of Spanish and other languages with existing or non-existing language policies as seen in documents at departmental, college, center, and campuswide levels. Preliminary results demonstrate a lack of policies and linguistic diversity; there is a low frequency of Spanish in the linguistic landscape, and instead English dominates. We conclude with a caution of how an exclusion of Spanish from the conversation of including more Latinx students could yield to a dystopic utopia, and we advocate for increased institutional multilingualism as a means of supporting student sense of belonging, retention, and graduation rates.

- AGUSTINA CARANDO -



Agustina Carando studies diverse Spanish speakers immersed in an English context, looking at the unique ways that bilinguals use their two languages and how one may influence the other, leading to long term changes in their mental grammar. Her research focuses on the structural innovations produced by heritage speakers of

Nidos Translingüísticos: Nurturing Heritage Speakers into the Bilingual Teaching Profession
Mesa: Ideología

Spanish and their implications for multilingual language education. Over many years, she has collected data from speakers in New York, New Jersey, Massachusetts, Florida, and California, seeking to explore cross-language interaction in the bilingual mind, how similarities and differences between the grammars are negotiated, what structures might be more or less vulnerable and under what circumstances, the role of frequency of exposure and, ultimately, the internal mechanisms underlying linguistic change.

En colaboración con Margarita Jiménez-Silva (University of California Davis)

ABSTRACT. Due to recent legislation expanding the educational opportunities available to emergent bilinguals in California, the need for both bilingual K-12 programs and qualified teachers to staff them has increased significantly. In fact, many studies have documented this critical teacher shortage both at the state and national level. As a direct response to this problem, we report on an undergraduate program launched in 2020 aimed at preparing students who are interested in becoming bilingual teachers. What is unique about this program is that it was specifically designed for Spanish heritage speakers, that is, those who grew up exposed to the minority language in the home. This four-course program focuses on opportunities for heritage Spanish students to further develop Spanish language skills, learn about education policy analysis and policies impacting bilingual communities, engage in internships in bilingual classrooms while learning about school systems, and develop knowledge about Latin American history. A major goal of the program is to create a language nest in which translanguaging is encouraged, and pedagogical practices across courses honor both Spanish and English by all four Latinx bilingual instructors. We will share qualitative data based on student interviews, as well as some of the challenges of implementing this curricular model at the institutional level.

- JHONNI ROCHELLE CHARISSE CARR -



Jhonni Carr holds a PhD in Hispanic Linguistics from UCLA. Specializing in Spanish Sociolinguistics, she investigates linguistic social justice and the power dynamics of displayed languages in the public space of California, Mexico, and Brazil. She uses interdisciplinary methods to

The role of Spanish at an emerging Hispanic Serving Institution: Language policies and the linguistic landscape
Mesa: Paisaje

explore these areas' signage (linguistic landscape) and residents' attitudes toward the presence and absence of different languages. Dr. Carr has also published work related to the concept of language solidarity, as well as language attitudes with respect to varying pronunciations of Spanish and English. She teaches Spanish Linguistics courses in the Department of Spanish & Portuguese at UC Berkeley.

En colaboración con Laura Álvarez López (Stockholm University)

ABSTRACT. In the United States, a university is designated as a Hispanic Serving Institution (HSI) when at least 25% of the undergraduate student body is Latinx. Currently, this number is 19% at the University of California Berkeley, which aims to reach the HSI minimum of 25% by 2027. Beyond a Hispanic Serving Institution, UCB has set its goals on becoming a Hispanic Thriving Institution. Research has shown that a sense of belonging supports student retention and completion of degree (González et al., 2018), and use of one's language in a given environment contributes to sense of belonging (Valentine et al., 2008). However, there has been little mention regarding the role of language in discussions about increasing diversity. Can universities include Latinx students who often identify with the Spanish language and at the same time exclude a discussion about the significance of language? In this presentation, we analyze the visual use of languages, or the linguistic landscape (Landry & Bourhis, 1997), contrasting it with current language policies at UC Berkeley. We consider a corpus of over 5,000 images of signs in the second largest building on campus, Dwinelle Hall, home to multiple language departments. We conduct a visual analysis of code preference and bottom-up vs top-down authorship, relating the appearance of Spanish and other languages with existing or non-existing language policies as seen in documents at departmental, college, center, and campuswide levels. Preliminary results demonstrate a lack of policies and linguistic diversity; there is a low frequency of Spanish in the linguistic landscape, and instead English dominates. We conclude with a caution of how an exclusion of Spanish from the conversation of including more Latinx students could yield to a dystopic utopia, and we advocate for increased institutional multilingualism as a means of supporting student sense of belonging, retention, and graduation rates.

- JOSÉ DÍAZ GARAYÚA -



En el 2016 me integré al Programa de Geografía & Recursos Ambientales en Stanislaus State. Mi formación académica en la geografía humana es amplia y mi trabajo así lo demuestran. Mi línea principal de investigación se centra en la geografía urbana con especial atención a la desigualdad relacionada a "raza", etnia y lugar.

Linguistic Landscape: An Exploratory Approach
Mesa: Paisaje

Mi disertación doctoral, *Majority's Perception of Minority Groups vis-à-vis Housing Values within the San Juan, MSA: A Local Variation Approach*, descubre patrones del valor mediano de la vivienda y cómo se relaciona a la "raza" y nacionalidad en el área metropolitana de San Juan. Mi investigación de campo facilita información a micro-escala que no es accesible en el censo y provee contexto para el análisis. En estos momentos, estoy trabajando en una variedad de investigaciones en el Centro de Análisis Espacial Aplicado (CASA, por sus siglas en inglés).

ABSTRACT. This is an exploratory study of Stanislaus State linguistic landscape (starting on Spring 2024). Our team will survey buildings in our campus and identify languages displayed in signs. We will adapt our survey to Survey 123, a smartphone application that send collected data to a dashboard. The data can be downloaded to be analyzed. In addition, the data can be presented on a map or interactive map. (Generally, I make available some of my work in www.csustan.edu/casa. This exploratory study will provide the background to apply for a grant to expand the study to several cities in Stanislaus and Merced County, in the Central Valley.

- TERESA FERNÁNDEZ-ULLOA -



Teresa Fernández-Ulloa has a PhD in Hispanic Philology (language and literature, with a thesis in Sociolinguistics) by the University of Deusto, Bilbao (1998). She has taught at the University of Deusto, at the University of Cantabria (at the School of Education), and at the East Carolina University. Since 2003 she has been a Full Professor at the California State University, Bakersfield. Her current research interests focus on the analysis of political discourse, Spanish language instruction as a first and second language and the study of women writers (especially from the 19th Century).

Trabajando los estereotipos de la mujer hispana a través de imágenes y textos con hablantes de español como lengua de herencia
Mesa: Mujeres

ABSTRACT . Los estereotipos de género tienen efectos nocivos en la capacidad de las mujeres para desarrollar sus habilidades personales, sus carreras profesionales y para tomar decisiones sobre sus vidas. También, se emplean para justificar la violencia contra ellas. Según las Naciones Unidas, un estereotipo «es una visión generalizada o una idea preconcebida sobre los atributos o las características, o los papeles que poseen o deberían poseer o desempeñar las mujeres y los hombres». De hecho, un tratado internacional de derechos humanos contiene obligaciones expresas en relación con estos estereotipos perjudiciales e ilícitos, la «Convención sobre la eliminación de todas las formas de discriminación contra la mujer» (3-9-1981). Por otro lado, la UNESCO, presenta los Objetivos de Desarrollo Sostenible u objetivos globales, adoptados en el 2015, diseñados para acabar con la pobreza, el hambre, el sida y la discriminación contra mujeres y niñas. En concreto, se tratarán aquí, por medio de las actividades presentadas, los que tienen que ver con el ODS4, que alude a garantizar una educación inclusiva y equitativa de calidad y promover oportunidades de aprendizaje permanente para todos, y también el ODS 5, enfocado en la igualdad de género. A través de varias actividades relacionadas con textos literarios, imágenes y canciones de creadoras españolas e hispanoamericanas, se hará reflexionar a los estudiantes sobre el tema de los estereotipos. Las actividades sirven para la educación secundaria y los niveles universitarios en clases de lengua y literatura castellana (en clases de primera o segunda lengua, nivel avanzado). Se emplearán las «rutinas de pensamiento», enmarcadas en la metodología de enseñanza llamada pensamiento visible, desarrollada por el Proyecto Zero de la Universidad de Harvard. Estas rutinas claras, concretas y específicas tienen como propósito que los y las estudiantes sean conscientes de cómo se está dando en ellos/ellas el proceso de aprendizaje o cómo adquieren sus conocimientos a la vez que reflexionan sobre los estereotipos, en este caso.

- ALINE FERREIRA -



Dr. Aline Ferreira is the director of the Bilingualism, Translation, and Cognition Laboratory (Phelps Hall 4325), where she collects and analyzes reading and translation process data and measures different aspects of cognition. Ferreira was a post-doctoral research fellow in psychology at Wilfrid Laurier University in Waterloo, Ontario, Canada. Ferreira is the coeditor of the books

Bilingualism in California: Spanish and English Cross-Language Relations
MESA: Variaciones

The Handbook of Translation and Cognition (Wiley-Blackwell), *The Development of Translation Competence:*

Theories and Methodologies from Psycholinguistics and Cognitive Science (Cambridge Scholars Publishing), and *Psycholinguistic and cognitive inquiries into translation and interpreting* (John Benjamins Publishing). She has also published multiple studies in journals and books from the top editorial houses in the field.

En colaboración con Viola Miglio (University of California Santa Barbara) y Alexandra Gottardo (Wilfrid Laurier University)

ABSTRACT. Based on Ferreira et. al (2016), this paper aims at investigating the role of the cross-language relations between Spanish and English in California. Cross-language relations in bilingualism involve the ways in which knowledge and usage of one language can influence or interact with the other. Relations among oral language (vocabulary), reading (word reading and reading comprehension), age of L2 acquisition, acculturation, and social status, will be investigated in Spanish-English bilinguals in Southern California, ages 10-13. Oral language measures include *Peabody Picture Vocabulary Test-III*, *Expressive One Word Picture Vocabulary Test*, *Syntactic Processing* (sentence assembly and syntactic judgement), *Morphological Processing* (derivational morphology and decompositional morphology, and *Nonverbal reasoning* (the Matrix Analogies Test). Reading measures included the *Neale Analysis of Reading Ability*, *Woodcock Word Identification*, *Woodcock Word Attack*, and *Word Level Reading Fluency* (words and pseudowords). Questionnaires were used to collect sociodemographic information, and levels of acculturation. Data from 46 Spanish-English speakers from Canada will be discussed, and data from 11 students from Santa Barbara County will be briefly discussed due current discrepancy in terms of sample size, as the data from the sample in Santa Barbara is still being collected.

- ÁLVARO GONZÁLEZ ALBA -



Dr. Álvaro González Alba is an Assistant Professor at the Modern and Classical Languages Dept. at Regis University in Denver. He was born in Córdoba, Spain. He has earned his BA and MA in Spain, where he studied education, the teaching of languages and second language acquisition. Moreover, he has earned his Ph.D. at the University of California, Riverside, where his dissertation focused on the sociolinguistics relationships within the use of Spanish and social media platforms interaction with an emphasis in the Spanish minoritized communities of California. Besides, his research

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Mesa: Comunicación

interests focus on Digital Humanities, linguistics attitudes and ideologies towards Spanish speakers and ethical concerns on social media research. Furthermore, and as part of some of his projects, Dr. González is also interested in bilingualism, and pedagogies for the teaching of Spanish with special attention to the use of the sociolinguistic history of the US Spanish speakers in the classrooms.

ABSTRACT. Traditionally, the study on the use of Spanish on Latinx individuals has focused on physical environments. However, that physical reality has now jumped into a virtual one, where the engagement process has been accelerated by the use of Social Networking Sites (SNSs). Nowadays, current use of the language extends beyond the realm of physical borders -the house, the neighborhood, the school, the city- and transforms itself on another way of self-expression and self-representation on SNSs. The question, then, is how this new reality is affecting and being affected by language and its users? With that in mind, this dissertation examines how the use of Spanish on SNSs impact and influences numerous aspects of social media engagement such as identity construction, the role of Spanish on SNSs and Latinx linguistic self-esteem (LSE) users and the potential relationship between virtual aggressions on social media platforms and the use of Spanish. In order to examine these themes, 48 participants have taken part in a questionnaire and 9 in a follow-up interview that have been later analyzed following a mixed-method approach. The findings from this study showcase how Latinx users choose to use Spanish on SNSs and what implications this has for the production of cultural identity/ies. From this work, we observe that the use of Spanish on SNSs is a form of identity/ies performance and cultural reaffirmation, where users display their Spanish to signal their cultural capital and belongingness to the Latinx community/ies. Moreover, while participants have expressed a sense of pride when using Spanish on SNSs, there is an influence on their LSE, as the potential criticism and comments towards their Spanish, might increase the influence that SNSs play on the use of Spanish and the other way around. Furthermore, the use of Spanish on SNSs might amplify the possibilities of being a target of virtual hate speech and virtual aggressions. Participants understand that the use of Spanish and their identity/ies might make them experience virtual negative situations that have on many occasions the form of subtle comments and criticisms.

- ALEXANDRA GOTTARDO -



Alexandra Gottardo received her PhD in educational psychology from the University of Toronto, her MHSc in speech-language pathology from the University of Toronto and her BASc in child studies from the University of Guelph. At present she is a full professor in the Psychology Department at Wilfrid Laurier University. Between her Masters and

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MESA: Variaciones

PhD, she worked as a speech-language pathologist in a school board.

The primary focus of her research career has dealt with the relationship between oral and written language development in a wide variety of individuals including individuals with learning disabilities. Currently, the majority of her research examines reading in individuals who speak English as a second or additional language. This research program includes a range of studies from the analysis of the correlates of word reading to the examination of factors related to reading comprehension. Her research embodies a developmental perspective, as she has conducted research with preschoolers, elementary school-aged children from kindergarten to sixth grade, high school students and university undergraduate students in a range of longitudinal and concurrent studies. Another focus of her research is the development of evidence-based interventions, which are implemented and tested in the community.

In collaboration with Aline Ferreira (University of California Santa Barbara) and Viola Miglio (University of California Santa Barbara)

ABSTRACT. Based on Ferreira et. al (2016), this paper aims at investigating the role of the cross-language relations between Spanish and English in California. Cross-language relations in bilingualism involve the ways in which knowledge and usage of one language can influence or interact with the other. Relations among oral language (vocabulary), reading (word reading and reading comprehension), age of L2 acquisition, acculturation, and social status, will be investigated in Spanish-English bilinguals in Southern California, ages 10-13. Oral language measures include *Peabody Picture Vocabulary Test-III*, *Expressive One Word Picture Vocabulary Test*, *Syntactic Processing* (sentence assembly and syntactic judgement), *Morphological Processing* (derivational morphology and decompositional morphology, and *Nonverbal reasoning* (the Matrix Analogies Test). Reading measures included the *Neale Analysis of Reading Ability*, *Woodcock Word Identification*, *Woodcock Word Attack*, and *Word Level Reading Fluency* (words and pseudowords). Questionnaires were used to collect sociodemographic information, and levels of acculturation. Data from 46 Spanish-English speakers from Canada will be discussed, and data from 11 students from Santa Barbara County will be briefly discussed due current discrepancy in terms of sample size, as the data from the sample in Santa Barbara is still being collected.

- EVE HIGBY -



Eve Higby es profesora asistente en Speech, Language and Hearing Sciences en California State University, East Bay. Su foco de investigación es de los procesos psicológicos y neurológicos en el bilingüismo y la pedagogía en temas multiculturales. Sus investigaciones incluyen personas a lo largo de la vida, desde niños hasta adultos mayores, y también personas con afasia, un trastorno del lenguaje causado típicamente por un derrame cerebral. Su sitio web se puede encontrar en evehigby.com. Un nuevo sitio web que está desarrollando y que proporciona recursos pedagógicos para la enseñanza sobre la diversidad cultural y lingüística se puede encontrar en becomingculturallyresponsive.wordpress.com.

California Spanish as “non-existent”: Spanish Language Ideologies within the Latinx Community
Mesa: Ideología

En colaboración con Claudia Holguín Mendoza (UC Riverside) y Melissa Venegas (CSU Fullerton)

ABSTRACT. Spanish in the U.S., particularly in Southern California (SoCal), continues to be perceived as a “deficient” and “impure variety.” Thus, not only are speakers of Spanish in SoCal marginalized because of the English elements they incorporate but also because they include many forms from Mexican Spanish that are considered “non-standard.” In this study, we corroborate how speakers in SoCal possess different degrees of awareness regarding the stigmatization of the Spanish they speak that correlate generationally and across different categories of stigmatized forms of Mexican Spanish such as redundancies (*bájate para abajo*), English borrowings (*shopping*), and Mexican patrimonial forms (*comistes*). Our results show that speakers who arrived in the U.S. after age 12 report stronger negative perceptions towards SoCal Spanish than participants born in the U.S. or who arrived by age 12. This study confirms the existence of a SoCal Spanish variety with its own sociopragmatic rules. Nevertheless, our results also show how people’s perceptions about this variety are still centered on ideologies of language purity, privileging standard monolingualism. Through participants’ comments on how they have been corrected when using certain linguistic forms, we see the continuous presence of marginalizing discourses signaling these forms as “grammatically unacceptable” and/or “incorrect.” These comments reflect converse racialization by unmarking California Spanish as a non-standard deterritorialized variety from “nowhere in the world” and ultimately erasing its existence in the bilingual community. In this way, these language ideologies continue to iconize and erase the existence of this variety. These findings suggest the need to address SoCal Spanish and its distinct categories of language stigmatization during language instruction and promote symbolic competence and critical literacy among Spanish educators and SoCal bilinguals regarding how language and power structures operate.

- CLAUDIA HOLGUÍN MENDOZA -



Claudia Holguín Mendoza (Ph.D. University of Illinois at Urbana Champaign) is an Associate 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

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has appeared in journals such as *International Multilingual Research Journal*, *Hispania*, *Studies in Hispanic & Lusophone Linguistics*, *Identities*, and *Frontera Norte*.

En colaboración con Eve Higby (CSU East Bay) y Melissa Venegas (CSU Fullerton)

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- MARGARITA JIMÉNEZ-SILVA -



Prof. Margarita Jimenez-Silva's research focuses on preparing and supporting teachers to work with culturally and linguistically diverse learners, especially in addressing emergent bilinguals' linguistic and academic content development. More specifically, her research strands include teacher education pedagogy and curriculum, educational policy, and family/community

Nidos Translingüísticos: Nurturing Heritage Speakers into the Bilingual Teaching Profession

Mesa: Ideología

engagement. Her research has been published by journals such as Harvard Educational Review, Childhood Education, and the Journal of Research on Childhood Education. Prof. Jimenez-Silva has traveled to and coordinated curriculum and programs addressing the needs of emergent bilinguals in the U.S., as well as in Mexico, Panama, and Hungary. Prior to entering higher education, Prof. Jimenez-Silva worked with newcomer students as a middle-school math and science teacher in Oakland, California. She began her work with pre-service teachers at Concordia University in Irvine, CA. She herself is a former English learner from the San Fernando Valley in Southern California.

En colaboración con Agustina Carando (University of California Davis)

ABSTRACT. Due to recent legislation expanding the educational opportunities available to emergent bilinguals in California, the need for both bilingual K-12 programs and qualified teachers to staff them has increased significantly. In fact, many studies have documented this critical teacher shortage both at the state and national level. As a direct response to this problem, we report on an undergraduate program launched in 2020 aimed at preparing students who are interested in becoming bilingual teachers. What is unique about this program is that it was specifically designed for Spanish heritage speakers, that is, those who grew up exposed to the minority language in the home. This four-course program focuses on opportunities for heritage Spanish students to further develop Spanish language skills, learn about education policy analysis and policies impacting bilingual communities, engage in internships in bilingual classrooms while learning about school systems, and develop knowledge about Latin American history. A major goal of the program is to create a language nest in which translanguaging is encouraged, and pedagogical practices across courses honor both Spanish and English by all four Latinx bilingual instructors. We will share qualitative data based on student interviews, as well as some of the challenges of implementing this curricular model at the institutional level.

- COVADONGA LAMAR PRIETO -



Covadonga Lamar Prieto trabaya d'Associate Professor na Universidá de California Riverside. Interésen-y les producciones culturales de la primer xeneración tres d'una crisis política o social, y cómo esa xente discurre pa imaginase, dafechu, nesi mundu nuevu. Tienlo estudiao nel Méxicu del sieglu XVI, na California de los siglos XVIII-XIX y n'Asturies del XIX.

Translanguaging histórico en el español de California

Mesa: Historia

ABSTRACT. La existencia del español histórico de Californio como variante del español del siglo XIX está empíricamente demostrada. La estabilización de un corpus del español histórico de California ha permitido sacar a la luz una serie de rasgos representativos de esa variante, al tiempo que ha facilitado la posibilidad de establecer comparaciones entre el español contemporáneo y el histórico en el área.

La presencia de múltiples códigos (codes) lingüísticos en los textos históricos, independientemente del tipo de variación que aporten, representa diferentes grados de interacción entre las lenguas, y por lo tanto refleja la existencia de elementos de diferentes códigos en la mente del escribiente. A partir del análisis de los textos históricos, se desarrolla una teoría del translanguaging histórico del español de California basada en el concepto de code-meshing.

- AMÀLIA LLOMBART -

Amàlia Llombart is a Professor of Spanish Linguistics in the Department of English and Modern Languages at the California State Polytechnic University, Pomona, where she also serves as the Single Subject Coordinator of LOTE



(Languages Other than English). She teaches Spanish for Spanish speakers and upper division Spanish linguistics courses. She also offers a Service-Learning course, and supervises Spanish internships. She obtained her B.A. in Catalan Philology at the University of Barcelona, and her Ph.D. in Spanish Linguistics at the University of California, Santa Barbara. She has taught Catalan language and civilization in France, and Catalan language and Spanish language and linguistics in the United States. She has served as Spanish language program coordinator in charge of professional

development and language curriculum design at various U.S. universities. Her research areas include syntax, applied linguistics, sociolinguistics, and heritage language teaching. Her current research focuses on the development of orthography and metalinguistic awareness in Spanish heritage language learners. She has been the President of the Southern California chapter of the AATSP (American Association of Teachers of Spanish and Portuguese) since 2016.

- KENNETH V. LUNA -

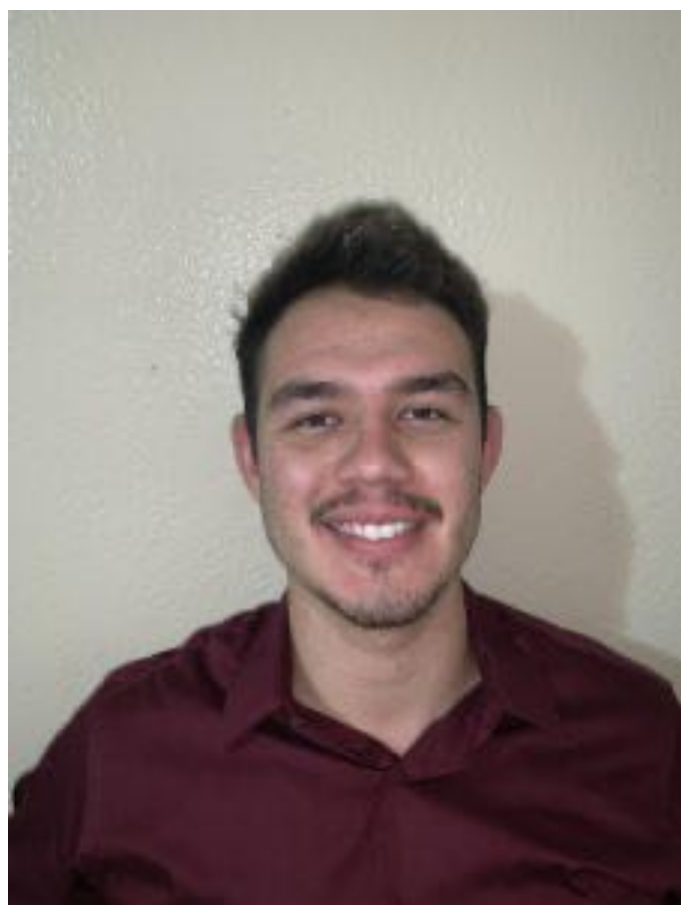


Dr. Kenneth V. Luna was born and raised in Ponce, Puerto Rico. Currently, he is the Chair of the Department of Linguistics/ TESL. In addition, he is an eLearning Fellow and the campus's Quality Assurance Faculty Lead for Online and Blended Courses. He was also the campus mentor for the Clinton Global Initiative University and the Director of the Barbara Ann Ward Language Center. His research focuses on the phonetics, phonology, and intonation of Spanish; and teaches Hispanic and formal linguistics at both the undergraduate and graduate levels.

Caribbean Varieties of Spanish in California
Mesa: Variaciones

ABSTRACT. My research is centered in the phonetics, phonology, and intonation of Spanish, especially Puerto Rican and other Caribbean varieties. In the context of the Spanish of California, my interest lies in the perception and production of English vowels in different Spanish varieties and communities.

- MIGUEL MUÑOZ VALTIERRA -



Miguel Muñoz Valtierra es estudiante de maestría en la University of California Riverside. Ha sido Mellon Mays Undergraduate Fellow (2019-2021) y NSF (trabajo de campo en Palenque, Colombia). Su interés se centra en el efecto de las redes sociales en el activismo y la formación de comunidades entre hablantes de lenguas minorizadas, especialmente palanquero, asturiano y español en California. Actualmente está examinando el activismo de la comunidad de Bloomington, California y cómo se ha transformado en las redes sociales.

Language, Activism, and Social Media: A case study of Bloomington, California
Mesa: Comunicación

ABSTRACT. The advent of digital communications created new spaces for activism practices to evolve (Tyne, Garcia, Giang and Coleman, 2011). Within these evolving practices, the use of written language becomes increasingly relevant to the success of connecting with larger audiences (Page, Barton, Lee, Unger & Zappavigna, 2022). Thus, language and social media are becoming intertwined to a degree in which linguistic variables are relevant for community activism, especially bilingual communities. Research has been conducted regarding bilingual communities online, such as the revitalization of the Maori community (Mato & Keegan, 2013) and large data corpus collection of Basque (Fernandez, Agerri & Alegria, 2019).

This project aims to apply qualitative research methods and a sociolinguistic lens to the community of Bloomington, California and their activism against warehouse development online. An unincorporated community (Purifoy, 2021) in a San Bernardino district, Bloomington is home to 21.8k residents, 83.4% of them of Hispanic descent (County of San Bernardino, 2011). The hypothesis argues that the importance of bilingual activism can be visualized through the participation and involvement of community members online and in person. This project aims at understanding the use of language by the residents of Bloomington and the relation that language usage has to activism both online and offline.



მარიამ ნადირაშვილი is a 4th year Spanish Linguistics and Global Studies. She is a Mellon Mays Undergraduate Fellow and Honors Student. She is currently working on a research project under the mentorship of Dr. Covadonga Lamar Prieto, that examines how language ideologies frame prejudices of the students learning Spanish as a foreign language.

How Language Ideologies Affect the Learning of the Spanish Language
Mesa: Ideología

ABSTRACT. Language ideologies continue to be a prominent subject in Spanish linguistics. They influence confidence in their skills in navigating the language. Individuals who are learning a new language experience different levels of success in their target language due to their preexisting language attitudes. Linguistic culture in the United States is centered around monolingualism, which is directly tied to the nationalist ideologies that are present in the country, despite it being a multilingual, multiethnic nation. American language ideologies showcase on a bigger scale, which language ideologies are prominent on the individual level. Departing from the frameworks of sociolinguists, we will focus on language ideologies' impact on the acquisition of the Spanish language. By evaluating a survey of students with no prior background in Spanish who are learning the language, we will examine the impact of language ideologies on language proficiency and success in L2.

- MICHELLE RAMOS PELLICIA -



From Bayamón, Puerto Rico, Ramos Pellicia earned her Ph.D. in Linguistics from The Ohio State University, and at California State University San Marcos she teaches courses on sociolinguistics, Spanish in the United States, Spanish in the

**Landscaping the Linguistic of University
Campuses as a Culturally Sustaining Practice.
A Linguistic Social Justice Issue
MESA: Paisaje**

US Southwest, Spanish Dialectology, teaching methodologies, Spanish for heritage speakers, among other courses.

Dr. Ramos Pellicia is interested on issues related to language use, linguistic attitudes & identity, linguistic social justice, and linguistic landscaping in Spanish-speaking communities. Ramos Pellicia is currently working on a book with Dr. Sharon Elise on race, culture, and identity in Puerto Rico pre and post Hurricanes Irma and María and the earthquakes of 2019 and 2020, as well as the current COVID-19 pandemic. She is also co-editing a book on linguistic social justice with Dr. Mercedes Niño-Murcia and Dr. Patricia MacGregor-Mendoza. Dr. Ramos Pellicia has written on language contact, heritage language learning, and variationist quantitative analysis that determine the ideological differences that materialize in the sociolinguistic behavior of speakers. She is the author of: *Language Contact and Dialect Contact: Crossgenerational Phonological Variation in a Puerto Rican Community in the Midwest of the United States*, and the co-author with Dr. Patricia Gubitosi of *The Linguistic Landscape in the Spanish-speaking World* in press with John Benjamins. Her scholarly articles appear in *Latino Studies*, *International Journal of the Linguistic Association of the Southwest*, *Confluencias*, and *Modern Language Journal*. She is the co-founder of *University without Borders*, a collective which she currently co- chairs. *University without Borders* is composed of faculty, staff, and undocumented students that formulates, evaluates, and recommends on university policies and procedures that would enhance the university programs so as to better serve undocumented, AB540, DACA students and students from mixed status families because their academic and non-academic experiences considerably differ from any other group of students and might impact negatively their college experience. Michelle Ramos Pellicia is also a board member of the Undocumented People Rise in Solidarity and Empowerment (UPRISE), she is the California Faculty Association CSUSM E-Board Chapter President, as well as the Co-Chair of the California Faculty Association Chicanx/Latinx Statewide Caucus.

ABSTRACT. My talk has several different aims: a) define linguistic landscaping and its applied uses within our discipline, b) establish the connection between linguistic landscaping & culturally sustaining practices, c) considering the implications of such practices in the linguistic social justice work. During this presentation, I will examine various cases of renaming of university campus buildings, the history behind them, processes, and community advocacy. Then, I will explore past and present impacts of naming practices. Following these considerations, I will open the floor for a discussion with audience members.

- NATALIE SAFFI -



Natalie Saffi earned her BA and MA in Spanish with a focus in Linguistics and is currently a PhD student at the University of California Riverside. Natalie has worked on the Marianopedia project in the SOCALab since her undergraduate career. Her interests include the Spanish of California, Linguistic Netnography, Latinx/Hispanic Sociolinguistics, linguistic identity and inclusivity, and the interplay as an “other” within a dominant culture.

*Althussarian Philosophy and Linguistic Formations
Mesa: Historia*

ABSTRACT. In sociolinguistics, the investigation of linguistic ideologies and their associated attitudes, including their influence on linguistic identities, especially within the educational spaces where the minoritized intersectional identities of Latino communities continue to be systemically left out, I found a need to find an alternate approach to understanding the deep-rooted ideological influences. This research introduces a new perspective by posing the question: How can Althussarian philosophy add to our comprehension of how dominant cultures subjectivize minority cultures through linguistic differences? Adding to the traditional sociolinguistic paradigms by providing another lens, this research introduces the ‘Interpolative Othering through Difference’ framework. This model integrates Althusser’s concepts of Ideology, Interpolation, and State Apparatuses with the understanding of linguistic Difference from Susan Gal and Judith Irvine. Doing so creates a bridge between philosophy and sociolinguistics, expanding the conversation with insights into the dynamics of sociocultural identity formations specific to linguistics. It is anticipated that applying the ‘Interpolative Othering through Difference’ framework will offer an understanding of not only the educational effects that are the cultural-linguistic formations within Latino communities, highlighting the varied intersections of ideology, linguistic behavior, and [historical] societal constructs. Thus, this can guide educators and policymakers in addressing the challenges marginalized communities face more effectively. Incorporating Althusser’s philosophical lens provides sociolinguistics with an analytical tool for understanding the subjectivities of linguistic identity, especially within prevalent dominant societal schemas. By emphasizing an Althussarian method, this research framework addresses the systemic ideological components of “othering” and the linguistically marginalized formations, suggesting a model for future interdisciplinary studies to explore and bring about strategic outcomes.



Melissa Venegas estudia la raciolingüística, la sociolingüística, y las pedagogías críticas en UC Riverside, donde es candidata a doctorado (ABD) en Hispanic Studies. Ella examina la lengua y la raza en la enseñanza de español. Desarrolla materiales críticos y materiales basados en las prácticas lingüísticas de las comunidades locales en el Sur de California.

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ABSTRACT. Spanish in the U.S., particularly in Southern California (SoCal), continues to be perceived as a “deficient” and “impure variety.” Thus, not only are speakers of Spanish in SoCal marginalized because of the English elements they incorporate but also because they include many forms from Mexican Spanish that are considered “non-standard.” In this study, we corroborate how speakers in SoCal possess different degrees of awareness regarding the stigmatization of the Spanish they speak that correlate generationally and across different categories of stigmatized forms of Mexican Spanish such as redundancies (*bájate para abajo*), English borrowings (*shopping*), and Mexican patrimonial forms (*comistes*). Our results show that speakers who arrived in the U.S. after age 12 report stronger negative perceptions towards SoCal Spanish than participants born in the U.S. or who arrived by age 12. This study confirms the existence of a SoCal Spanish variety with its own sociopragmatic rules. Nevertheless, our results also show how people’s perceptions about this variety are still centered on ideologies of language purity, privileging standard monolingualism. Through participants’ comments on how they have been corrected when using certain linguistic forms, we see the continuous presence of marginalizing discourses signaling these forms as “grammatically unacceptable” and/or “incorrect.” These comments reflect converse racialization by unmarking California Spanish as a non-standard deterritorialized variety from “nowhere in the world” and ultimately erasing its existence in the bilingual community. In this way, these language ideologies continue to iconize and erase the existence of this variety. These findings suggest the need to address SoCal Spanish and its distinct categories of language stigmatization during language instruction and promote symbolic competence and critical literacy among Spanish educators and SoCal bilinguals regarding how language and power structures operate.

- MIRIAM VILLAZÓN VALBUENA -



Miriam is a PhD candidate in Spanish Sociolinguistics in the University of California, Riverside. Her research interests include bilingual communities and the study of minoritized languages and what is their impact on the sociolinguistic aspect of the speakers and social media, alongside with the study of the history of the Spanish language in the territory of California throughout digital humanities. She is

*Entre neofalantes y hablantes de herencia:
cómo el modelo de California Spanish abre
el camino a otras lenguas minorizadas
Mesa: Variaciones*

currently organizing the series of workshops and roundtables "Iberian Minoritized Languages: Asturian 101" in which Asturian language is discussed from different cultural perspectives with scholars from both sides of the Atlantic.

ABSTRACT. El concepto de hablante de herencia se ha utilizado para definir a aquellos hablantes de una lengua que, como analiza Guadalupe Valdés (2014) con el caso de los hablantes de español de herencia de los Estados Unidos, son criados en una casa en la que la lengua hablada no es inglés, que hablan o al menos entienden esta lengua, y que además tienen un nivel avanzado de inglés, llegando a considerarse al hablante dentro de la categoría de bilingüe en ambas lenguas.

En España, hemos visto cómo en las comunidades donde se hablan dos lenguas, se han ido estableciendo nuevos hablantes bilingües de las lenguas habladas en esas regiones. Es el caso del *neofalante* gallego (Vázquez-Fernández) o el *euskaldunberri* vasco (O'Rourke, Pujolar and Ramallo). ¿Cómo afecta esta figura de hablante en el caso del asturiano, donde nos encontramos una amplia variedad de perfiles lingüísticos dentro de la diglosia de la región? A través de este trabajo voy a analizar cómo el uso del *amestáu* y la influencia del asturiano ha desarrollado un perfil de nuevo hablante en Asturias que se ha extendido en los últimos años a través de las redes sociales, y que aún busca su lugar dentro de la categoría de hablante de herencia.

- MARTINA VISCONTI -



Martina Visconti is a second-year M.A student at the Department of Hispanic Studies in UCR. Her research interests include medical translation, graphic medicine, and Spanish for healthcare. Her focus is the access of Hispanic communities to healthcare information and services.

Medicina gráfica y comunidades Latinx
en el sur de California
Mesa: Mujeres

En colaboración con Covadonga Lamar Prieto (University of California Riverside)

ABSTRACT. En Inland Empire (IE), California, viven más de 2,7 millones de latinos. Entre 2000-2010, la población general de la zona aumentó un 30%, y los latinos un 68%. En la década siguiente, el aumento fue del 9% frente al 19%. A pesar de las cifras crecientes y de que el 24% de los latinxs del IE declaran tener un dominio limitado del inglés, el sistema sanitario se desarrolla en torno a los pacientes anglófonos. Como consecuencia, estas comunidades tienen dificultades para acceder a servicios sanitarios de calidad.

Con la participación de la comunidad, creamos conjuntamente un folleto sobre la sala de emergencias en español. Con la colaboración de un artista de la comunidad local, creamos la Doña: una mujer latina mayor imaginada a partir de fotos de Doñas reales que estudiantes latinxs del IE aportaron al proyecto. La Doña es la protagonista de un folleto que explica lo que ocurre cuando se visita la sala de emergencias. Los componentes gráficos son clave, pero también elegimos representar a un miembro central de la comunidad a menudo ignorado en los entornos médicos.

Examinamos los distintos pasos que seguimos para cocrear el personaje, así como las motivaciones que hay detrás de esta iniciativa. También ofreceremos pautas sobre cómo reproducir este proyecto en diferentes espacios académicos y no académicos.

QUESTIONS? PLEASE EMAIL US!!