

Sergio Loza

Curriculum Vitae

Department of Romance Languages
University of Oregon
Friendly Hall (FR 102B)
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EMPLOYMENT

Sept. 2019- Assistant Professor of Spanish,
Department of Romance Languages
School of Global Studies and Languages
College of Arts & Sciences
University of Oregon

EDUCATION

2019	Ph.D.	Spanish, Arizona State University, Tempe <i>Heritage Language Pedagogy Track</i> Dissertation: Investigating language ideologies in action: An analysis of SHL oral corrective feedback in the context of a mixed Spanish classroom
2013	B.A	Spanish Linguistics and English Literature, Tempe Arizona State University

ADMINISTRATIVE POSITIONS

Sept. 2019- Director, Spanish Heritage Language Program
Department of Romance Languages
University of Oregon

PUBLICATIONS

Peer-reviewed books

2023 *Heritage language program direction: Research into practice.*
Routledge. Second co-author with Sara Beaudrie.

Peer-reviewed edited volumes

- 2025 *Aquí se habla: Centering the local and personal in Spanish language education*. De Gruyter Mouton. Fourth co-editor with Adam Schwartz, Dalia Magaña and Devin Grammon.
- 2022 *Heritage language teaching: Critical language awareness perspectives for research and pedagogy*. Routledge. First author with Sara Beaudrie.

Peer-reviewed articles and book chapters

- 2025 Contributor conversation: Embodied/institutional knowledge. In A. Schwartz, D. Magaña, D. Grammon & S. Loza (Eds.), *Aquí se habla: Centering the local and personal in Spanish language education* (pp. 73-88). De Gruyter Mouton.
- 2025 A Chicana/o De-Colonial Praxis for the SHL classroom: Where colonial language meets decolonial pedagogy/epistemology. In A. Schwartz, D. Magaña, D. Grammon & S. Loza (Eds.), *Aquí se habla: Centering the local and personal in Spanish language education* (pp. 47-72). De Gruyter Mouton. Co-author with José R. Flores and José Juan Gómez-Becerra.
- 2025 “Did you have some kind of blow to the head?”: Spanish heritage language learners, language ideologies and oral corrective feedback, 85, *Linguistics and Education*. <https://doi.org/10.1016/j.linged.2024.101380>
- 2024 Missed opportunities: Oral corrective feedback, heritage learners of Spanish, and study abroad in Peru. *Heritage language journal*, 21(1), 1-29. Second coauthor with Devin Grammon. [doi:10.1163/15507076-bja10025](https://doi.org/10.1163/15507076-bja10025)
- 2024 Critical language awareness for all: Including receptive learners’ voice in the SHL classroom. In L. Padilla & R. Vana (Eds.), *Representation, inclusion and social justice in world language teaching: Research and pedagogy for inclusive classrooms* (pp. 166-191 pp.). Routledge.
- 2023 Spanish Heritage Language Learners’ Emotions in the Classroom: Exploring the Impact of Teacher-focused Factors. *Studies in second language acquisition*, 45(4), 979-1003. Fourth co-author with Janire

Zalbidea, Diego Pascual y Cabo, Alicia Luque.
<https://doi.org/10.1017/S0272263123000025>

- 2023 Cerrón-Palomino, A., Loza, S. & Vana, R. (2023). A historical-variationist analysis of subject pronoun expression in 19th and early 20th century Arizonan Spanish. *Languages*, 8(1), 1-15. Co-author with Álvaro Cerrón-Palomino and Rosti Vana.
<http://dx.doi.org/10.3390/languages8010025>
- 2022 A critical analysis of *Elite*: Linguistic capital, ideologies, and marginalization. In A. Sánchez-Muñoz & J. Retis (Eds.), *Communicative spaces in bilingual context: Discourses, synergies and counterflows in Spanish and English* (pp. 129-142). Routledge. First author with Lillie Padilla and Rosti Vana.
- 2022b Unmasking ideologically charged oral CF practices in a Spanish mixed classroom: Teacher and SHL student perspectives. *Languages*, 7(3), 1-20. <http://doi.org/10.3390/languages7030194>
- 2022a Oral corrective feedback in the Spanish heritage language context: A critical perspective. In Beaudrie, S. & Loza, S. (2021). *Heritage language teaching: Critical language awareness perspectives for research and pedagogy* (pp. 119-137). Routledge.
- 2022 The central role of critical language awareness in SHL education in the United States. In S. M. Beaudrie & S. Loza (Eds.). *Heritage language teaching: Critical language awareness perspectives for research and pedagogy* (pp. 3-18). Routledge. First author with Sara Beaudrie.
- 2021 Insights into SHL program direction: Student and program advocacy challenges in the face of ideological inequity. *Language Awareness*, 32(1), 39-57. Co-author with Sara Beaudrie.
<https://doi.org/10.1080/09658416.2021.1949333>
- 2021 Critical language awareness in the heritage language classroom: Design, implementation, and evaluation of a curricular intervention. *International Multilingual Research Journal*, 15(1), 61-81. Co-author with Sara Beaudrie and Angélica Amezcua.
<https://doi.org/10.1080/19313152.2020.1753931>

- 2020 Spanish heritage education in the Southwestern United States: Fighting restrictive policies toward language maintenance in Arizona. In F. Salgado-Robles & E. M. Lamboy (Eds.), *Spanish across domains in the United States* (pp. 25-46). Brill. Co-author with Sara Beaudrie.
- 2020 Hola, my name is Carmen, who is this?- Language ideologies and dialect stylization in prank calls.” *Critical Inquiry in Language Studies*, 18(2), 133-152. Co-author with Rosti Vana.
<https://doi.org/10.1080/15427587.2020.1796484>
- 2019 Critical heritage language awareness in the heritage context: Development and validation of a measurement questionnaire, *Language Testing*, 36(4), 573-594. Second author with Sara Beaudrie and Angélica Amezcua. <https://doi.org/10.1177/02655322198442>
- 2017 Transgressing Standard Language Ideologies in the Spanish heritage language (SHL) Classroom. *Chiricú Journal: Latina/o Literatures, Arts, and Cultures*, 1(2), 56-77. <https://doi.org/10.2979/chiricu.1.2.06>

Book reviews

- 2021 *Adult Minority Language Learning: Motivation, Identity and Target Variety*, by Colin J. Flynn, 2020 (Multilingual Matters). *International Journal of Bilingual Education and Bilingualism*. Co-authored with Valeria Ochoa.

Works-in-progress

- (under review) Centering critical language awareness (CLA) in Spanish language teacher education in the United States. Fourth co-author with Tracy Quan, Angélica Amezcua, Jennifer Leeman, Ellen Serafini. Submitted to *Hispania*.
- (accepted) Expanding the critical lens: Considerations on Indigeneity for Spanish teacher development. In J. Isordia, T. Méndez Kline, T. Quan, L. Reznicek-Parrado & J. Menard-Warwick (Eds.), *Raciolinguistics of Spanish in the United States: Ideologies, Identities, Pedagogies* (pp. 0). De Gruyter Mouton. Co-authored with Valeria Ochoa.

PRESENTATIONS

Plenary

- 2024 Moving CLA beyond the classroom walls: Development and outcomes of a Latinx ambassador program. *Hispanic Linguistic Symposium*. University of Nebraska, Omaha. <https://www.unomaha.edu/foreign-languages/hispanic-linguistics-symposium/index.php>

Keynotes

- 2024 Critical language awareness: Innovation in SHL programmatic and teaching practices. *Hispanic Literature and Linguistics Conference*. Arizona State University, Tempe.
- 2022 Extending the boundaries of critical language awareness: Oral corrective feedback practices in the SHL context. *9th National Spanish as a Heritage Language Symposium*, Florida State University, Tallahassee. <https://9nsshl2022.fsu.edu/keynote-speakers>
- 2022 The critical turn in the field of Spanish heritage language education. *Heritage Language Learning Symposium*. The University of North Carolina Charlotte. (Web) <https://heritagelanguagelearning.charlotte.edu/symposium>

Invited workshops and presentations

- 2022 “Expanding and localizing efforts to prioritize critical language awareness: Opportunities, challenges, and ways forward,” invited webinar series (Zoom), American Association of Applied Linguistics. With Angélica Amezcua, Ellen Serafini, Jennifer Leeman and Tracy Quan.
- 2022 “The critical turn in the field of Spanish heritage language education: Examining CLA for the Spanish language classroom,” invited lecture (Zoom), ACTFL SHL special interest group of Illinois.

- 2021 “Third wave SHL education: A critical approach,” Invited workshop (Zoom), the Department of Hispanic Studies at University of Puget Sound, Tacoma.
- 2021 “Whose Language? Inclusive Teaching of Academic Communication Across Disciplines,” invited workshop (Zoom), Writing Intensive Curriculum Program, Oregon State University. With Adam Shwartz and Devin Grammon.
- 2020 “Fostering alliances: Spanish for second language and heritage learners” (Zoom), World Languages Retreat, School of Language Culture & Society, Oregon State University. With Dr. Devin Grammon.

Refereed conferences presentations

- 2024 Critical Language Awareness for all: Including receptive learners’ voices in the SHL classroom. *American Association of Applied Linguistics*, Huston, TX.
- 2023 Voices from a SHL student ambassador program: Opportunities for critical language program direction. *American Association of Teachers of Spanish and Portuguese*, Salamanca, Spain.
- 2023 Critical language awareness for all: Including receptive learners’ voice in the SHL classroom. *10th National Spanish as a Heritage Language Symposium*, Boston, MA.
- 2023 Innovation in SHL language program administration: Development and outcomes of a Latinx ambassador program. *American Association of Applied Linguistics*, Portland, OR.
- 2022 Spanish heritage language direction: Finding solution to administration challenges. *American Association of Teachers of Spanish and Portuguese*, San Juan, PR. With Sara Beaudrie.
- 2022 Teacher and SHL student beliefs about oral corrective feedback: Unmasking its underlying values and beliefs. *Hispanic Linguistic Symposium*, Tempe, AZ.
- 2022 Teacher and SHL student beliefs about oral corrective feedback: Unmasking its underlying values and beliefs. *Mountain Interstate Foreign Language Conference*, Greensboro, NC.

- 2022 Centering the personal and local in post-secondary Spanish language education: Pedagogical and programmatic examples in a pandemic era (Special session). *4th International Conference on Heritage/Community Languages*. With Adam Schwartz, Dalia Magaña, and Devin Grammon.
- 2022 Insights into SHL program direction: Student and program advocacy challenges in the face of ideological inequity. *9th National Spanish as a Heritage Language Symposium*, Tallahassee, FL. With Dr. Sara Beaudrie.
- 2022 What's so elite?: A Critical Discourse Analysis of Mediatized Code-Switching in the Netflix Series *Elite*. *9th National Spanish as a Heritage Language Symposium*, Tallahassee, FL. With Lillie Padilla and Rosti Vana.
- 2022 Heritage Language Teaching: Critical Language Awareness perspective for research and pedagogy. Panel co-organizer with Sara Beaudrie. *9th National Spanish as a Heritage Language Symposium*, Tallahassee, FL.
- 2021 Heritage language education and social justice. *8th National Symposium on Spanish as a Heritage Language*. New York City, NY.
<https://8nsshl2021.commonsgc.cuny.edu/keynote-speakers/>
- 2021 A critical analysis of *Elite*: Linguistic capital, ideologies, and marginalization. *Linguistic Association of the Southwest*, Las Vegas, NV. With Lillie Padilla and Rosti Vana.
- 2021 Centering the personal and local in post-secondary Spanish language education: Pedagogical and programmatic examples in a pandemic era. Linguistic Association of the Southwest, Las Vegas, NV. With Adam Schwartz, Dalia Magaña, and Devin Grammon.
- 2021 The sociopolitics of Spanish heritage language mixed classes in higher education: Insights from language attitudinal and ideological data. *MUROS II Congreso Internacional*, Universidad de León, Spain. With Dr. Rosti Vana.
- 2020 A critical approach to organically constructing a departmental SHL language teaching policy. *Symposium on Language Pedagogy in Higher Education*, Urbana-Champaign, IL.
- 2020 Investigating Language Attitudes in Phoenix, AZ Spanish Speakers in a User-Unfriendly Environment. *7th National Symposium on Spanish as a Heritage Language*. Albuquerque, NM.

- 2019 Subject Expression in Tucson, Arizona at the Turn of the Century. *Hispanic Linguistic Symposium*. El Paso, TX. With Álvaro Cerrón-Palomino and Rosti Vana.
- 2019 “Hola, my name is Carmen, who is this?”- Mediatization and Stylization in Prank Calls. *Linguistic Association of the Southwest*. Baton Rouge, LA. With Rosti Vana.
- 2019 Investigating Language Ideologies in Action: An Analysis of Oral Corrective Feedback in the Context of a Mixed Spanish Classroom. *6th National Symposium on Spanish as a Heritage Language*. McAllen, TX. With Valeria Ochoa.
- 2018 Critical Language Awareness for the Heritage Context: Development and Validation of a Measurement Questionnaire. *The Third International Conference on Heritage/Community Languages*. Los Angeles, CA. With Sara Beaudrie and Angelica Amezcua.
- 2018 Conversatorio sobre ideologías del lenguaje y estrategias prácticas para incorporar acercamientos de pedagogía crítica en las clases de español para hablantes de herencia. *5th Symposium on Spanish as a Heritage Language*. Iowa City, IA. With Claudia Holguín Mendoza and Munia Cabal-Jiménez.
- 2017 SPE in Arizona’s Spanish newspapers: A diachronic analysis, Hispanic Linguistics Symposium. Lubbock, TX. With Rosti Vana.
- 2017 English Monolingual Heritage Learners in Mixed Classes: A Look at their Socio-affective Advantages. *American Association of Teachers of Spanish and Portuguese*, Chicago, IL.
- 2017 Developing Critical Language Awareness in the Spanish Heritage Language Classroom. *American Association of Teachers of Spanish and Portuguese*, Chicago, IL. With Sara Beaudrie and Angélica Amezcua.
- 2017 Spanish Heritage Language en la Lucha: Where Language Meets Identity. *National Association of Chicano and Chicana Studies*, Irvine, CA.
- 2017 Helping Learners Develop Critical Language Awareness in the Spanish Heritage Classroom: Lessons Learned. *Linguistic Association of the Southwest*, Las Cruces, NM. With Sara Beaudrie and Angélica Amezcua.

- 2017 Language Ideologies in Mexican American Monolingual and Bilingual Speakers. *Linguistic Association of the Southwest*. Las Cruces, NM.
- 2017 Transgressing Standard Language Ideologies in the Spanish Heritage Language Classroom. *5th National Symposium on Spanish as a Heritage Language*, Irvine, CA.

Roundtables and colloquia

- 2022 Integrating critical language awareness in language teacher education: Opportunities and challenges. Roundtable with Angélica Amezcua, Claudia Holguín Mendoza, Ellen Serafini and Tracey Quan. *American Association of Applied Linguistics*, Pittsburgh, PA.
- 2019 Investigating Language Ideologies in Action: An Analysis of Oral Corrective Feedback in the Context of a Mixed Spanish Classroom. Colloquium with Claudia Holguín, Jennifer Leeman and Josh Delarosa-Prada. *American Association of Applied Linguistics*, Atlanta, GA.

Guest lectures at other universities

- 2024 “Unmasking language ideologies: Oral corrective feedback” (Zoom), Spanish applied linguistics graduate class, University of Colorado Boulder.
- 2023 “Critical language awareness and oral corrective feedback” (Zoom), Spanish sociolinguistics graduate class, University of Indiana Bloomington.
- 2022 “Critical language awareness in the classroom” (Zoom), Spanish linguistics undergraduate class. University of Illinois Urbana-Champaign.
- 2021 “Oral corrective feedback in the Spanish heritage language context: A critical perspective” (Zoom), Spanish heritage language pedagogy graduate class. University of Arizona.
- 2021 “Insights into SHL program direction: Student advocacy challenges in the dace of ideological inequity” (Zoom), Spanish applied linguistics graduate class. Texas Tech University.

- 2021 “Oral corrective feedback in the Spanish heritage language context: A critical perspective” (Zoom), Spanish heritage language pedagogy graduate class. Arizona State University.
- 2021 “Loyalty to Spanish in a user-unfriendly environment: The case of Phoenix, Arizona” (Zoom), Spanish sociolinguistics graduate class. University of Central Florida.

Guest lectures at the University of Oregon

- 2024 “Innovation in SHL program direction: Development and outcomes of a Latinx ambassador program” (in person), works-in-progress talks, Oregon Humanities Center.
- 2021 “Latinx heritage in Oregon: Serving Latinx students through language education at the University of Oregon” (Zoom), BEOREGON Inclusion Education Series, UO Athletics Department. With Devin Grammon.
- 2021 “Insights into SHL program direction: Student advocacy challenges in the face of ideological inequity” (in person), Linguistics Department colloquium.

General interest talks

- 2023 UO Today Interview: Sergio Loza, director of the Spanish heritage language program, invited interview, *University of Oregon*
https://www.youtube.com/watch?v=BRjSRUzz_WE
- 2021 “Combatting raciolinguistic discrimination in the academy and workplace,” invited talk (Zoom), *George Mason University*, Fairfax.
<https://chss.gmu.edu/events/11995>

GRANTS & AWARDS

- 2023 Faculty Research Fellowship, Oregon Humanities Center, UO, AY 2023-2024
- 2023 Global School of Languages Summer Curriculum Innovation Award

TEACHING

Graduate courses taught (UO)

Term(s)

SPAN 520a: Heritage Language Education	S20, F23
SPAN 520b: Spanish Applied Linguistics	W21, W22, S23, S24, F24, W25

Undergraduate courses taught (UO)

SPAN 324: Spanish Pronunciation&Phonetics	F19, W20(x2), F21(x2), W23(x2) S23, F23, S24, F24, S25
SPAN 322: Introduction to Hispanic Linguistics	S20, F20 (x2), W21, S21, W22, S25
SPAN 420a: Heritage Language Education	S20, F23
SPAN 420b: Spanish Applied Linguistics	W21, W22, S23, S24, F24, W25

Ph.D. advising

2023-	Alejandro Acero Ayuda, UO
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Ph.D. exam committee member

2025	Angélica Hernandez Viera (UO, RL)
2023	Lara Boyero, (UO, RL)
2022	Cecelia Staggs, (UO, Linguistics Department)

Ph.D. external committees

Present	Sara Ramírez (Georgetown University)
2023-	Sofía Sánchez Moreno (University of Arizona)

Master's and honor theses

2024	Nereida Solórzano, Spanish M.A. thesis, "The impact of language ideologies on the education system of California and pedagogical approaches to combat them," UO. (Advisor)
2024	Alexander O'Ryan, Spanish M.A. thesis, "Liberating Praxis Models: Spanish Heritage Language Education, Intercultural Bilingual Education, and Latin American Indigenous Ethnicization," UO. (committee member)

2023	Olivia Mills, Honors College thesis, “The sociolinguistic complications and present implications of English-Spanish Legal Interpretation,” UO. (Advisor)
2021	Ken Ezaki, Language Teaching Studies Master’s Project, “A novice SHL curriculum for receptive bilinguals in a university context,” UO. (Advisor)
2021	Adriana Vaca-Navarro, Honors College thesis, “Border Imperialism and Agricultural Servitude in the Lives of Mexican Immigrants,” UO (second reader)

SERVICE

Department

2019-	Director, Spanish Heritage Language Program.
2019-	Chair, Spanish Heritage Language Committee.
2019-	Chair, Spanish Heritage Language Program Advisory Board.

University

2025-	Member of the Hispanic Serving Institute Advisory Implementation Working group
2025-	Member of the Latinx Studies Program advisory Board
2019-2020	Member Latinx Studies Program Advisory Board

Profession

Present	Book Review Editor, Heritage Language Journal
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Ad-hoc peer reviewer

2025	Edited volume: <i>Spanish-English Bilingual Voices in California: Exploring Language Presence, Ideologies, Attitudes, and Identities</i> (1 chapter)
2025	Linguistics and Education (1)
2024	Hispania (1)
2023	Bulletin of Hispanic Studies (1)
	Heritage Language Journal (1)
	Languages (1)
	The Language Learning Journal (1)
	<i>Routledge Handbook of Language Program Development and Administration</i> (1 chapter)
2022	EuroAmerican Journal of Applied Linguistics (1)

	Journal of Second Language Writing (1)
	Languages (1)
	Edited volume: <i>Manual para la Formación de Profesores de Español</i> . (1 chapter)
2021	Heritage Language Journal (1)
	Hispania (1)
	Languages
	Modern Language Journal (1)
2020	Heritage Language Journal (1)
	Spanish as a Heritage Language (2)

LANGUAGES OF RESEARCH & STUDY

Spanish	Full Professional Competency
English	Full Professional Competency

PROFESSIONAL AFFILIATIONS

American Association of Applied Linguistics, The American Association of Teachers of Spanish and Portuguese, American Association of University Supervisors, Coordinators, and Directors of Language Programs, The Linguistics Association of the Southwest.