

ENLACE ONLINE

The Official Newsletter of the American Association of Teachers of Spanish and Portuguese

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Editor: Mary-Anne Vetterling

Editor's Message

Dear colleagues:

I hope you had a good school year and are enjoying your summer. Be sure to go to (http://www.aatsp.org/scriptcontent/custom/members/annualmeeting/2007meeting/conference_schedule_2007.pdf) for the online version of the upcoming conference program in San Diego. There you can get a good idea of the many wonderful sessions that have been planned for this conference. I hope to see many of you in San Diego where we can share ideas, celebrate the teaching of Spanish and Portuguese and start to get ready for another school year. When you visit the main AATSP website (<http://www.aatsp.org>) look in the upper left-hand corner where you will find the address and phone number of the new AATSP office in Michigan. Thanks to modern technology, the email and website addresses will remain the same as before. Be sure to take advantage of the many services the AATSP can provide for you and your students. I sincerely hope that you will have a wonderful summer and will be able to spend some time in beautiful San Diego at the conference.

--Mary-Anne Vetterling, PhD
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Editor of ENLACE

AATSP 89th ANNUAL CONFERENCE
August 2-5, 2007 / SAN DIEGO, CALIFORNIA
Register at [Http://www.aatsp.org](http://www.aatsp.org)
After July 6th registration will be on-site.

Advice on Making the Most of the AATSP Conference

Reprinted with permission from the NCLRC Newsletter:

http://www.nclrc.org/about_teaching/topics/teacher_education_certification.html

From Alexandria to Salamanca: La Profesora va a su primera conferencia *Janet Beckmann, Bishop Ireton High School, Alexandria, Virginia*

Last night was the first snowfall of the year here in the Washington area; it's a good time to curl up with a cup of tea and think of warm nights in Salamanca, Spain.



That was the site last July of the American Association of Teachers of Spanish and Portuguese 88th Annual Conference. I teach high school Spanish here in Virginia, and this was my first AATSP conference. Spending a week in Salamanca is wonderful, any month of the year, but I wanted to finish these six conference days energized, eager to implement in the classroom what I had learned.

And that I did. So here are some strategies to make a conference work for you.

1. Most important are the people you meet. Talk to everyone; what you glean from speaking with fellow attendees over a cup of coffee in the morning or a glass of wine in the evening helps put personalities and interests to names in the official program. And this is key when you survey the list of workshops.
2. Workshops! There are hundreds! Imagine eleven offered simultaneously; how do you choose? Ask all those people you meet (point 1) what sessions they recommend. Often the program précis indicates which workshops are geared to particular teaching strategies and/or provide handouts. Some presentations are readings of published articles; is the subject one that intrigues you?
3. The plenary sessions are important because they give substance to the names and the issues you read in your official publications. Your organization is more than its individuals; the meetings helped me feel connected to AATSP. And also, when you meet your officers later (point 1), you'll have some topics of conversation.
4. Prowl the displays. Sign up for further information, collect promotional pieces. Posters are obvious magnets for teachers, but I was even more excited by novel real-language resources.
5. Often excursions are offered with the conference. Arrive in time to be a tourist. Partly you are fulfilling point 1 (your seatmate on the bus, the people across from you in the restaurant), and partly you are seeing a city or a museum that's new. We encourage our students to travel; this is teaching by example.
6. Look and listen to everything with the idea of what you can immediately bring to your teaching. Ask the clerks in the music stores what is hot, and buy these CDs for your classroom. Collect local magazines and menus. I used one camera exclusively for photos of me, and I created a display using vocabulary of prepositions and place words with these pictures. Here is "Teacher in the lavender garden" and there is "Teacher under the hand of the statue."
7. Find time to be outdoors, to walk, to be alone. You know your own rhythms.

8. Talk. Talk a lot. We language teachers can become trapped in the language levels of our students. Use these days as a chance to bring forth the language you love.
9. And, finally, include plenty of moments to share meals with other conferees. These serendipitous encounters can give unexpected pleasures (e.g., the source of the best *alpargatas* in Madrid), and I think you'll come home awed by the expertise of fellow teachers (point 1 yet again!) and energized by ideas.

Last Minute Possible Summer Opportunities

Contact:

Concordia Language Villages

Education and Research Office

901 South Eighth Street

Moorhead, MN 56562

800.222.4750

218.299.4179

educators@clv.edu

web site: <http://www.ConcordiaLanguageVillages.org>

NEWSLETTER of interest to AATSP Members.

Be sure to explore the NCLRC Language Resource newsletter <http://www.nclrc.org> for creative ideas and lots of useful information of interest to foreign language teachers.

Chapter News:

Here are some homepages of AATSP Chapters that you might look at if you are planning to put together a website for your own chapter (a good summer project). You will find lots of information and many creative ideas. Happy Surfing!

♦ Arizona Chapter:

<http://coh.arizona.edu/pal/aatsp/>

♦ Arkansas Chapter:

<http://www.aatspar.com/>

♦ Chicago Chapter:

<http://www.chicagoaatsp.org/>

♦ Georgia Chapter:

<http://aatsp-ga.org/index.html>

♦ Long Island Chapter:

<http://www.aatsp.longisland.20m.com/Main.htm>

♦ Metropolitan New York Chapter:

<http://www.aatspny.homestead.com/>

♦ New Jersey Chapter:

<http://www.njaatsp.org/>

♦ North Carolina Chapter:

<http://www.aatsp-nc.org/portal/>

♦ Virginia Chapter:

http://www.longwood.edu/aatsp_va/MembInfo.html

♦ Washington State Chapter:

<http://www.juandefucaaatsp.org/Board-A.html>

♦ Wisconsin Chapter:

<http://www.aatspwi.org/>

**Mass Bay Chapter's NSE Awards Dinner at Regis College, Weston, MA.
Top Winners in Massachusetts:**



Picture by Stephanie Cuddeback-Salim, President AATSP Mass Bay Chapter

JNCL Reports

WHAT IS JNCL-NCLIS?

**By
Emily Spinelli
MIWLA Public Affairs Liaison**

JNCL-NCLIS is the acronym for the Joint National Committee for Languages and the National Council for Languages and International Studies. While the two organizations are affiliated with each other each has a separate focus.

JNCL was founded in 1976 as an informal coalition of eight national language associations. Since that time JNCL has grown considerably and is now composed of some 63 member

organizations encompassing virtually all areas of the language profession: the major and less-commonly taught languages, (including classical languages, English, English as a Second Language, and American Sign Language) bilingual education, linguistics, translation and interpretation, research, and educational technology. JNCL functions as a point of reference for the planning of national language policies and the identification of national needs in this area. JNCL is a 501(c)3 non-profit organization affiliated with NCLIS.

NCLIS was also founded in the late 1970s with the release of the report on the President's Commission on Foreign Language and International Studies which pointed out that support for global education was inadequate. Twelve national language associations then established what later became NCLIS. The main goal was to engage in public advocacy on behalf of languages and international education in order to raise the awareness of policymakers concerning these issues. NCLIS is a 501(c)4 registered lobbying organization and is affiliated with JNCL.

The JNCL-NCLIS Office is located in Washington, DC near the policymakers and governmental agencies related to the teaching and learning of foreign languages. J. David Edwards has served as the Executive Director of JNCL-NCLIS for some 25 years; he has a small staff to help in his efforts. JNCL-NCLIS is governed by a Board of Directors composed of fifteen representatives from among the member organizations. A President, Vice-President, and Treasurer of JNCL-NCLIS are elected from within the Board of Directors and serves as the Executive Committee of the organization.

Representatives from the member organizations of JNCL-NCLIS meet each May in Washington, DC for a three-day conference. The first day of the annual meeting is called "Legislative Day" when attendees meet on Capitol Hill, learn about important pending legislation related to foreign language education and international studies and then visit the offices of senators and representatives to advocate on behalf of those bills. The remaining two days of the conference are entitled "Delegate Assembly" and time is devoted to further discussion of national policies, trends, and issues related to the profession.

The Michigan World Languages Association has been an active member of JNCL-NCLIS for many years and is one of 26 state language associations with member status. Normally, the MIWLA Public Affairs Liaison serves as the official representative of the MIWLA and attends the May meeting in Washington, DC.

JNCL-NCLIS CONFERENCE

Washington, D.C.

May 3-5, 2007

Delegate Report

Emily Spinelli

Executive Director, AATSP

As the Executive Director of the AATSP, I represent our organization at the JNCL-NCLIS Delegate Assembly held each May in Washington, DC. This year the AATSP was represented by two people: Scott Shearon, 2007 AATSP President, and your Executive Director. It is always a great pleasure to attend these meetings, to learn what is happening in Washington that relates to world language education, and advocate on behalf of our profession. A report on the meeting

follows. (See the article above “What is JNCL-NCLIS?” for a description of this national organization.)

The 2007 Annual Meeting of JNCL-NCLIS took place May 3-5 in Washington, DC. On **Legislative Day (Thursday, May 3, 2007)** the organizational representatives of JNCL-NCLIS met in the Russell Senate Office Building. Jayne Abrate, JNCL-NCLIS President, greeted the delegates and welcomed them to the annual meeting. J. David Edwards, Executive Director of JNCL-NCLIS, provided an overview of the current issues and bills introduced during this legislative season.

There are several major bills pending that have foreign language components. Among those bills are the following:

- **H.R. 678, the National Security Language Act**, is designed to strengthen the national security through the expansion and improvement of foreign language study. The bill would appropriate monies for early foreign language instruction through partnership programs between local educational agencies and institutions of higher education, pairing an understanding of science and technology with foreign language proficiency, and a marketing campaign to encourage high school and college students to study a foreign language.
- **H.R. 1469, Senator Paul Simon Study Abroad Foundation Act of 2007**, that would require the Foundation to award grants to U.S. students and nongovernmental institutions that provide and promote study abroad opportunities in consortium with institutions of higher education.
- **H.R. 1718, Foreign Language Education Expansion Act**, to provide teachers of foreign languages the same loan forgiveness opportunities as teachers of math and science.
- **H.R. 2111, Foreign Language Education Partnership Program**, to develop and maintain model programs that support articulated language learning in kindergarten through grade 12. This Partnership Program is also known as the “pipeline” bill since it would put students in a twelve-year pipeline designed to provide students with a proficiency level allowing them to function within the target language culture.
- **Higher Education Act (HEA)**. The reauthorization of the Higher Education Act (HEA) includes provisions for teacher training and Title VI programs such as the National Resource Centers.
- **Elementary and Secondary Education ACT (ESEA)**. The reauthorization of the Elementary and Secondary Education Act (ESEA) includes a request for an increase of the allocation to the Foreign Language Assistance Program (FLAP) from \$25 million to \$50 million.
FLAP Grants for 2007. While the Foreign Language Assistance Program (FLAP) for 2007 was funded during the previous Congressional session, it should be noted that there will be no new applications for 2007. The FLAP program will fund those grants that were left over from the 2006 grant cycle.
- There are numerous other legislative initiatives designed to support languages deemed critical for national security.

Each year, during the afternoon of Legislative Day, the Delegates visit the offices of the Senators and Representatives of the state and district in which they live. For most delegates, this is the highlight of the JNCL-NCLIS Delegate Assembly. I visited the offices of Michigan Senators Carl Levin and Debbie Stabenow as well as the office of my Congressional Representative Joe Knollenberg. Since the Senate was in session and the two Michigan Senators were testifying in a

hearing on Commerce and Energy, I met with legislative aides who listened to my presentations and promised to take our message back to the Senators. I advocated for co-sponsorship of the major bills outlined above and support for all legislation that would positively impact the teaching and learning of foreign languages within the United States.

On **Friday, May 4** the Delegate Assembly of JNCL-NCLIS met to learn more about the major initiatives within the Departments of Defense, Education, and State.

- Robyn Mofsowitz reported on the Peace Corps program and the possibilities for positions for language majors. She reported that the Peace Corps is also promoting Peace Corps service for retired language teachers. There are positions in some 138 countries around the world.
- Mike Nugent, Deputy Director of the National Security Education Program (NSEP), provided an up-date on NSEP and the National Flagship Language Programs in Arabic, Chinese, and the Eurasian languages. The Flagship Arabic Program offered by Michigan State University and Dearborn Public Schools was one of the new programs highlighted.
- Miriam Kazanjian, Consultant, Coalition for International Education, reported on the pending reauthorization for the Higher Education Act (HEA) and No Child Left Behind (NCLB). Title VI of HEA contains several components that relate to foreign languages including fellowships for undergraduates who study languages.
- A panel composed of Mary Ellen O'Connell, Senior Program Officer of the National Academy of Sciences, Michael Lemmon, NDU, and Elizabeth Welles, AATI, reported on the National Academy of Sciences Report on the Study of Title VI and the Fulbright Hays Act and its impact on the teaching and learning of foreign languages. The lengthy report contains several recommendations about Title VI programs. The primary recommendations include the need for post-secondary programs to reach out to K-12 programs as well as the need to reach out to the community, the need for language departments to collaborate with Schools of Education, and the need for new assessment tools to measure language proficiency.

The Delegate Assembly met again during the morning of **Saturday, May 5** in order to present reports about recent foreign language initiatives and to attend to the business of the organization including reports by the chairs of the Membership, Finance, and Nominating Committees.

- Marty Abbott and Bret Lovejoy of the American Council on the Teaching of Foreign Languages (ACTFL) reported on the Discover Languages Campaign. They explained that Discover Languages is the long-term campaign that follows the 2005 Year of Languages Campaign. They reported that posters, public service radio announcements and videos for television announcements would be available to promote the study of languages in the United States.
- Betsy Hart, National Foreign Language Center, reported on STARTALK, a national project pairing universities and K-12 programs in Arabic and Chinese. The program pairing Michigan State University and Dearborn Public Schools was again highlighted.
- Anne Fountain, Representative for the SouthWest Conference on Language Teaching (SWCOLT), provided the Assembly with a Retrospective on the Delegate Assembly over the past thirty years.

The Delegate Assembly adjourned at 12:30 PM on Saturday, May 5, 2007.

GENERAL ASSEMBLY PROCLAIMS 2008 INTERNATIONAL YEAR OF LANGUAGES, IN EFFORT TO PROMOTE UNITY IN DIVERSITY, GLOBAL UNDERSTANDING

Please find the press release at the link below:

<http://www.un.org/News/Press/docs/2007/ga10592.doc.htm>

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\$8.7 Million in Grants Awarded for Critical Foreign Language Instruction

Arabic, Chinese, Russian, Hindi, Farsi Among Languages Targeted for Learning

FOR RELEASE:

June 14, 2007

Contact: Jim Bradshaw or David Thomas

(202) 401-1576

U.S. Secretary of Education Margaret Spellings today announced \$8.7 million in grants to school districts in 20 states to help increase the number of Americans learning foreign languages critical to national security and commerce.

As part of President Bush's National Security Language Initiative, the grants are intended to address the shortage of critical foreign language speakers by supporting new and expanded programs in grades K-12.

"Too few speak languages like Arabic, Chinese and Farsi at a time when communication is vital to a peaceful world," said U.S. Secretary of Education Margaret Spellings. "We hope these funds will enable more students to become fluent in critical languages."

Less than one percent of American high school students study Arabic, Chinese, Farsi, Japanese, Korean, Russian or Urdu, according to the State Department. Less than eight percent of U.S. undergraduates take foreign language courses, and fewer than two percent study abroad in any given year. Foreign language degrees account for only one percent of undergraduate degrees conferred in the United States.

The National Security Language Initiative aims to boost the number of Americans studying Arabic, Chinese, Russian, Hindi, Farsi and others in programs from kindergarten through college. To do that, the initiative will help develop teachers in those languages and encourage students to study critical foreign languages.

Besides the Education Department, other federal agencies have roles in the initiative, including the State Department, Defense Department and Office of the Director of National Intelligence.

To help raise public awareness about the language shortage, Secretary Spellings has told audiences that, "This is not just an education issue; it's an economic issue, a civic issue, a social issue, a national security issue, and it's everybody's issue."

While only 44 percent of our American high school students are studying any foreign language, Spellings said learning a second or even a third foreign language is compulsory for students in the European Union, China, Thailand and other countries.

"Many begin learning before they're even 10 years old," she said. "And as fluent, accent-less adults, they will have a strong advantage over monolingual Americans in developing new relationships and businesses in countries other than their own."

For more information on the department's Foreign Language Assistance Program, see <http://www.ed.gov/programs/flap/index.html>. For details on the National Security Language Initiative, visit <http://www.ed.gov/about/inits/ed/competitiveness/nsli/index.html>.

**Foreign Language Assistance Program
Office of English Language Acquisition
New Grants for FY 2007**

- AZ — CAVE CREEK, Cave Creek Unified School District, \$117,151.
- CA — CERRITOS, ABC Unified School District, \$299,786.
- CA — CHULA VISTA, Chula Vista Ele. Sch. Dist.—Salt Creek Ele. Sch., \$149,487.
- CA — CITY OF INDUSTRY, Hacienda La Puente Unified School District, \$272,241.
- CA — DAVIS, Davis Joint Unified School District, \$278,921.
- CA — LOS ANGELES, Los Angeles Unified School District, \$174,698.
- CA — PALO ALTO, Palo Alto Unified School District, \$201,418.
- CA — POWAY, Poway Unified School District, \$150,000.
- CA — ROWLAND HEIGHTS, Rowland Unified School District, \$134,500.
- CA — SAN MARINO, San Marino Unified School District, \$208,714.
- CA — VENTURA, Ventura Unified School District, \$181,858.
- CA — VISTA, Eagles Peak Charter School, \$40,920.
- CA — WOODLAND, Woodland Joint Unified School District, \$276,669.
- CT — GLASTONBURY, Glastonbury Town School District, \$156,910.
- CT — HARTFORD, Hartford Public Schools, \$200,000.
- DE — LEWES, Cape Henlopen School District, \$243,722.
- HI — HONOLULU, Honolulu School District, \$204,501.
- IN — MUNICE, Indiana Academy for Science, \$122,535.
- IA — WELLMAN, Mid-Prairie Community Schools, \$238,482.
- IA — WEST DES MOINES, West Des Moines Community School District, \$119,844.
- IA — WEST DES MOINES, West Des Moines Community School District, \$197,000.
- KS — EMPORIA, Emporia Unified School District 243, \$161,865.
- KS — GALENA, Galena Unified School District 499, \$171,684.
- MI — DEARBORN, Dearborn Academy, \$150,000.

MI — DEARBORN HEIGHTS, Star International Academy, \$339,586.
MI — ROCKFORD, Rockford Public Schools, \$100,658.
MN — FOREST LAKE, Lakes International Language Academy, \$264,946.
MN — ST. PAUL, Twin Cities German Immersion School, \$79,872.
NC — FAYETTEVILLE, Cumberland County Schools, \$157,819.
NC — MONROE, Union County School District, \$153,324.
NC — MORGANTOWN, Burke County Public Schools, \$47,975.
NC — SANFORD, Provision State Charter Academy, \$300,000.
NJ — EDISON, Edison Township Public Schools, \$197,500.
NJ — MONTVALE, Pascack Valley Regional High School District, \$64,500.
NJ — RED BANK, Red Bank Borough Public Schools, \$80,100.
NY — ALBANY, City School District of Albany, \$46,435.
NY — BRONX, John Philip Sousa Middle School 142, \$110,163.
NY — MOUNT VERNON, Mount Vernon City School District, \$236,911.
NY — NEW YORK, NYC Department of Education, Region 10, District 3, \$149,856.
NE — OGALLALA, Educational Service Unit #16, \$126,021.
NE — OMAHA, Douglas County Schools District No. 1, \$178,797.
OH — CINCINNATI, Cincinnati Public Schools, \$231,381.
OH — COLUMBUS, Horizon Educational Services of Columbus Inc., \$63,950.
OH — LISBON, Columbiana County Educational Service Center, \$156,380.
OR — EUGENE, Eugene School District 4J, \$164,864.
TN — MEMPHIS, Memphis City Schools, \$100,090.
TX — DALLAS, Dallas Independent School District, \$256,014.
TX — EL PASO, Ysleta Independent School District, \$299,995.
TX — HOUSTON, Houston Independent School District, \$108,324.
TX — LEAGUE CITY, Clear Creek Independent School District, \$141,640.
UT — OGDEN, Davinci Academy of Science and the Arts, \$50,000.
VA — POQUOSON, Poquoson City Schools, \$88,074.

TOTAL — \$8.7 million

MLA Recommendations on Foreign Language Teaching

The MLA has recently published a detailed report on the teaching of foreign languages that is intended mainly for colleges and universities but is of interest to foreign language teachers at all levels. This report, titled “**Foreign Languages and Higher Education: New Structures for a Changed World**” can be found at <http://www.mla.org/flreport>

Below are copied the recommendations and priorities from that report:

Recommendations:

“Encourage departments to set clear standards of achievement for undergraduate majors in speaking, reading, writing, and comprehension and to develop the programming necessary to meet these standards.

Establish language requirements (or levels of competence) for undergraduate students majoring in fields such as international studies, history, anthropology, music, art history, philosophy, psychology, sociology, and linguistics, as well as for students preparing for careers in law, medicine, and engineering.

Encourage departments to enforce language requirements in doctoral programs and to provide courses that enable students both to acquire genuinely usable linguistic skills and to apply those skills in research.

Work with colleagues in the social sciences and in policy-oriented departments to strengthen language requirements in the design of their majors and graduate programs and encourage these colleagues to recognize the limits monolingualism imposes on research.

Enhance and reward graduate student training in languages and in language teaching. Teach graduate students to use technology in language instruction and learning. Ensure that doctoral programs include funding for research abroad and language work.

Encourage foundations to insist on language expertise when projects require it and to fund language acquisition when it is needed for research purposes; that is, make it possible to build language learning into a grant application.

Promote faculty learning of new languages and increased competence in languages already in use.

Encourage administrations to fund tutors or subsidize summers abroad for faculty members whose research projects call for language expertise. Encourage the National Endowment for the Humanities and other granting organizations to make fellowships available for this purpose.”

Priorities

“Promote alliances between K–12 educators and college and university faculty members to strengthen language learning at all levels and to foster collaboration.

Develop programs for gifted learners, especially in the precollegiate years. Push for enriched, intensified programs for those learners on college campuses.

Broaden the range of languages taught. In particular, add locally spoken languages to the curriculum. Seek out heritage learners and design a curriculum that meets their needs. Encourage heritage speakers to learn additional languages.

Adopt and promote best practices for heritage-language teaching such as those developed by the Center for Applied Linguistics.

Develop programs in translation and interpretation. There is a great unmet demand for educated translators and interpreters, and translation is an ideal context for developing translanguaging and transcultural abilities as an organizing principle of the language curriculum.

Develop intensive courses and, whenever possible, language-intensive or immersion semesters during which students take multiple courses in the major simultaneously.

Insist on study abroad whenever possible and require courses in the target language. Push administrators to develop financial aid support for study abroad. Provide appropriate courses for students returning from abroad.

Increase the number of guest speakers on campus who lecture in languages other than English.

Make sure campus media centers feature television programs and newspapers in languages other than English. Feature (subtitled) foreign language films for broad campus audiences.

Through a language center or other structure, develop a forum for the exchange of ideas and expertise among language instructors from all departments. Such structures prove invaluable in boosting the morale of teachers and improving the quality of professional and intellectual life.”

The above priorities and recommendations are part of a much larger report. To read more and find out the rationale and details of the MLA study, go to: <http://www.mla.org/flreport>

Links to Important Affiliated Services of the AATSP

Chapters <https://www.aatsp.org/scriptcontent/custom/chapters/chapterlookup.cfm>

NSE <http://www.nationalspanishexam.org/>

SHH [www.sociedadhonorariahispanica.org](http://www.sociedadhonorariahispanica.org;);

<http://www.sociedadhonorariahispanica.org/National%20Director%20updates.html>

SHA www.sociedadhonorariahispanica.org

HISPANIA www.hispaniajournal1.org

For your calendar

- AATSP Conference Pre-Registration, Deadline: July 6, 2007
- AATSP, August 2-5, 2007, San Diego, CA. <http://www.aatsp.org>
- ACTFL, November 15 - 18, 2007, San Antonio, TX. <http://www.actfl.org>

- MLA, December 27-30, 2007, Chicago, IL. <http://www.mla.org>
- SWCOLT, Feb 28-Mar 1. 2008, Salt Lake City. <http://www.swcolt.org/>
- Central States: March 6-8, 2008, Dearborn, MI. <http://www.csctfl.org/>
- Northeast Conference March 27-29, 2008, New York Marriott Marquis, New York City. <http://www.dickinson.edu/nectfl>
- SCOLT Conference April 3-5, 2008, Myrtle Beach, SC. <http://www.valdosta.edu/scolt>

Jobs

If you are looking for a new job, be sure to check out the AATSP website and also <http://www.LatPro.com>

AATSP 2007 Officers

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Revised Book on Standards Available from ACTFL:

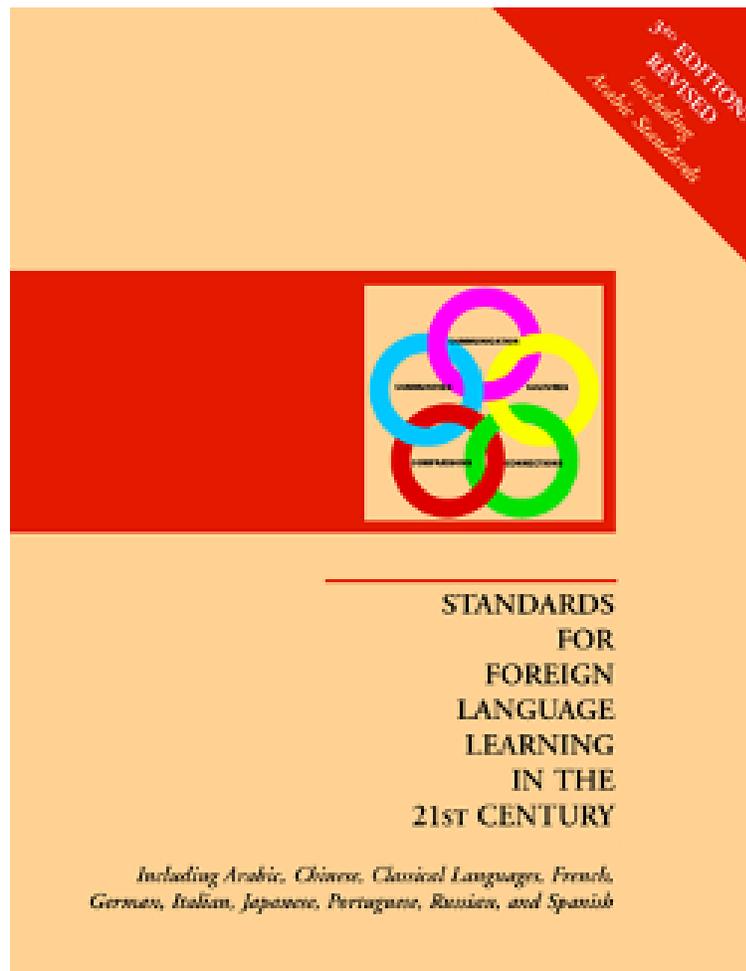
Several of the language sections of this essential book have been updated. Be sure you have the latest version on your desk! To order: **Call 1-800-627-0629**

Or visit the store at www.actfl.org to print an order form to order by mail. Note that this book contains the standards for both Spanish and Portuguese!

Standards for Foreign Language Learning in the 21st Century

3rd Edition:

Revised including Arabic Standards



Enlace Online is published three times a year by the American Association of Teachers of Spanish and Portuguese, Inc: in the Fall, Winter and Spring, along with special Summer editions commemorating the annual meeting of the AATSP. All editorial submissions should be addressed to

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Please note the following stipulations regarding submitting materials: 1. Submissions may be written in Spanish, Portuguese or English. 2. Submissions should be made electronically in Word for Windows and submitted either via email or snail mail (CD or 3.5IBM floppy disk). 3. Photographs or art work may be in color or black and white. 4. All submissions are subject to editorial review. Deadlines: Fall—August 1; Winter—January 1; Spring—March 1.