

95th Annual Conference

AATSP

2013

**Building Bridges to the Future:
Innovation, Technology, Advocacy**

July 8 – 11, 2013

**Marriott RiverCenter Hotel
San Antonio, Texas**

The American Association of Teachers of Spanish and Portuguese (AATSP) is committed to ensuring that no individual is deprived of the opportunity of membership and/or participation in the conference on the basis of age, color, height, weight, creed, disability, marital status, sexual preference, national origin, political affiliation, race, religion or sex. The conference facility is fully accessible and compliant with the American with Disabilities Act (ADA).

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2013 CONFERENCE PROGRAM AT A GLANCE

SUNDAY, JULY 7

8:00am – 5:00pm AATSP Executive Council Meeting
2:00pm – 4:30pm Registration Open

MONDAY, JULY 8

7:00am – 3:30pm Registration Open
8:00am – 11:00pm Workshops 1 & Workshop 2
8:00am – 9:15pm Session Block 1
9:30am – 10:00pm Session Block 2
10:15am – 12:15pm Opening Session
12:15pm – 1:00pm Exhibit Grand Opening
President's Welcome Reception
12:15pm – 4:00pm Exhibits Open
1:00pm – 4:00pm Workshop 3
1:00pm – 2:15pm Session Block 3
1:00pm – 2:15pm Poster Contest E-Session
1:00pm – 2:15pm Community College Committee Meeting
1:00pm – 2:15pm SHH/SHA Swap Shop
2:30pm – 5:15pm Mini-Workshop for Submitting to *Hispania*
2:30pm – 3:45pm Session Block 4
2:30pm – 3:45pm NSE Session
4:00pm – 5:15pm Session Block 5
5:30pm – 6:30pm AATSP Business Meeting
7:00pm – 9:00pm Cultural Heritage Evening

TUESDAY, JULY 9

7:30am – 12:00pm Registration Open
8:00am – 12:00pm Exhibits Open
8:00am – 12:30pm NSE Board Meeting
8:00am – 12:30pm SHH Board Meeting
8:00am – 11:00am Chapter Assembly
8:00am – 11:00am Workshop 4
8:00am – 9:15am Session Block 6
8:00am – 9:15am *Hispania* Editorial Board Meeting
9:15am – 9:45am Exhibit Break with Refreshments
9:45am – 11:00am Session Block 7
11:15am – 12:30pm Session Block 8
11:15am – 12:30pm Sigma Delta Pi Session
11:15am – 12:30pm SPELL Committee Meeting
1:30pm Off-Site Excursions and Free Afternoon

WEDNESDAY, JULY 10

8:00am – 3:00pm Registration Open
8:00am – 3:00pm Exhibits Open
8:00am – 11:00pm Workshop 5
8:00am – 9:15am Session Block 9
8:00am – 9:15am Past Presidents Meeting
8:00am – 9:15am Poster Contest Session
9:15am – 9:45am Exhibit Break with Refreshments
9:45am – 11:00am Featured Author Sponsored by Santillana USA
11:15am – 11:45am Session Block 10
12:00pm – 1:15pm Session Block 11
12:00pm – 1:15pm Online Resources Session
12:00pm – 1:15pm Portuguese Committee Meeting
1:15pm – 1:45pm Exhibit Break with Refreshments
1:45pm – 3:00pm Session Block 12
1:45pm – 3:00pm SHH/SHA Business Meeting
1:45pm – 3:00pm Sigma Delta Pi Triennial Convention
3:15pm – 4:30pm Session Block 13
3:15pm – 4:30pm Sigma Delta Pi Reception
3:15pm – 4:30pm NSE/SHH/SHA Reception
6:00pm – 8:30pm Awards Banquet

THURSDAY, JULY 11

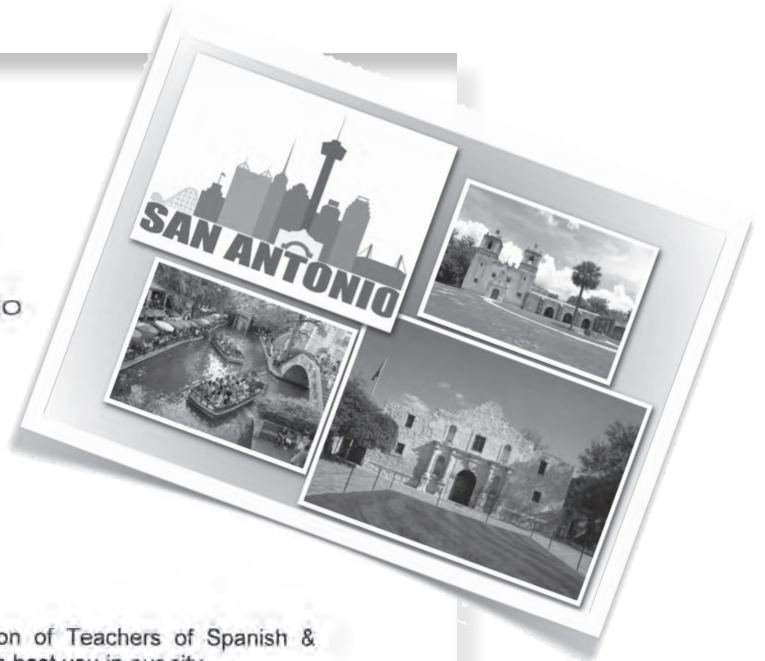
8:00am – 10:00am Registration Open
8:00am – 12:00pm AATSP Executive Council Meeting
8:00am – 11:00am Workshop 7
8:45am – 9:15am Session Block 14
8:45am – 9:15am NPE Session
9:30am – 10:00am Session Block 15
10:15am – 10:45am Session Block 16
11:00am – 12:15pm Session Block 17
1:30pm Off-site Excursions



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JULIÁN CASTRO
MAYOR



Welcome to San Antonio for the American Association of Teachers of Spanish & Portuguese 2013 Annual Conference! We are pleased to host you in our city.

Now the nation's seventh-largest city, San Antonio represents the new face of America — a diverse, globally competitive city with a dynamic vision for national and international economic development. In addition to our unique treasures like the Alamo and the River Walk, you will find an emerging brainpower community fueled by a robust economy that is led by the biosciences and other 21st century industries like aerospace, health care and cybersecurity.

I hope you will have an opportunity while you are here to take in the myriad attractions in our city. On behalf of the residents of San Antonio, I wish all of you a memorable and enjoyable stay!

JULIÁN CASTRO
MAYOR

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Messages



Dear AATSP Members and Guests:

It is my distinct pleasure to welcome you to San Antonio, Texas and to the 95th Annual Conference of the AATSP.

Our conference, this year; “Building Bridges to the Future: Innovation, Technology, Advocacy”, embraces the 21st century skills and the Common Core Standards that are an integral part of our global community and will help our students to be successful beyond the walls of our classrooms. Our sessions and workshops this week embrace this idea of excellence and commitment not only to our language learners, but also to our language profession and all those individuals that understand and advocate for language learning in the 21st century.

Our exhibitors are also an integral part of our conference; they provide financing, scholarships and opportunities for learning and growth. I encourage you to visit their booths and take advantage of the wonderful presentations and products that they have to offer.

Lastly I would like to extend my heartfelt thanks to the program committee, to all members of the National Office, and to all those that have worked diligently to make this conference an unforgettable experience for everyone.

The members of the Executive Council look forward to meeting you personally at the conference in July, and at the President’s Welcome Reception.

Laura Zinke
2013 AATSP President



WELCOME to the 95th annual conference of the American Association of Teachers of Spanish and Portuguese in San Antonio, TX. We encourage you to take advantage of the rich cultural heritage of our conference city by participating in our excursions and by visiting the many local stores, markets, and restaurants that specialize in Hispanic products. The cultural information and materials you receive here in San Antonio can be used to enhance your teaching and help you update your lessons and curriculum.

This year’s conference theme, ***Building Bridges to the Future: Innovation, Technology, Advocacy***, provides the organizing principle for many conference events, sessions, and workshops. The Opening Session consists of a panel of seven distinguished educators who will discuss the state of Spanish and Portuguese programs across the US in terms of best practices, innovation, technology, and advocacy. These same seven panelists will expand upon the topic they introduced in the Opening Session in a 75-minute session scheduled for later in the conference.



A new event at this year’s conference is the ***Cultural Heritage Evening*** scheduled for Monday, July 8. We hope that you will attend one of the three exceptional sessions presented by the authors and others closely involved in the creation of the works represented. The selections include a film viewing and discussion, a reading of selections from a new one-act play, and an overview of a new book, *The Story of Spanish*.

In closing, I would like to thank each of you for supporting the AATSP and its annual conference. I hope that you enjoy this unique professional development opportunity.

Emily Spinelli
Executive Director, AATSP

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The AATSP wishes to thank the following companies who have generously sponsored the 95th Annual Conference by providing products, services, and/or underwriting to help create a quality conference for all of our attendees.



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Conference Program and Featured Author Session



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Workshops

W-1

Monday, 8:00am – 11:00am Conference Room 17

Hands-on, technology-enhanced language learning workshop

Presenter: Jeff Longwell; *New Mexico State University; Las Cruces, NM*

This is a hands-on workshop utilizing programs, websites, and apps for use with all types of computers, smartphones, iPads and other tablets. Emphasis will be on how to use different programs and apps as we create actual activities during the workshop to enhance the language learning experience. Participants need to bring their own laptops, tablets, and/or smartphones. Those receiving credit via NMSU for attending the conference must attend this session. If you are a NMSU graduate student, please contact Jeff Longwell for instructions on how to register for this workshop.

W-2

Monday, 8:00am – 11:00am Conference Room 18

When drama helps: Applying drama techniques in the L2 classroom

Presenter: Denise Osborne; *University of Arizona; Tucson, AZ*

Participants in this workshop will explore the teaching of a second language through drama techniques, in which creating a sense of community, encouragement to openness and concentration, as well as movement, full contextualization of the language, and collaborative work are emphasized. The drama activities are learner-centered, since creativity, imagination, and personal connections are involved. The goal is to give learners a sense of agency, encouragement to take risks, approach new perspectives, and release the imagination.

W-3

Monday, 1:00pm – 4:00pm Conference Room 18

Creating and assessing authentic alternative assessments

Presenters: Deborah Gill; *Pennsylvania State University, DuBois; DuBois, PA*; David Zarzua; *University of Southern California; Los Angeles, CA*; Gayle Fiedler-Vierma; *University of Southern California; Los Angeles, CA*

This workshop will begin with a discussion of how to create and assess authentic alternative assessments using current technology tools such as YouTube, Glogster, Twitter, Google Docs, Videocams, and others. During the second part of the workshop, participants will work in small groups to create an activity along with the guidelines for assessing it. All activities will be shared with the entire group and materials will be provided. Laptop computers are optional, but recommended for use in the groups.

W-4

Tuesday, 8:00am – 11:00am Conference Room 18

Practices, tools and activities for showcasing student work

Presenter: Mercedes Meier; *Coastal Carolina Community College; Jacksonville, NC*

Using the educational version of Weebly, participants in this workshop will learn to create a site to showcase student work and portfolios. Participants will work with tools such as Chirbit, Vocaroo, QR codes, Eyejot, MailVu, and VoiceThread in order to engage students in a meaningful and entertaining way. At the end of the workshop, one participant will win a professional Weebly account.

W-5

Wednesday, 8:00am – 11:00am Conference Room 18

Travel in the curriculum

Presenter: Ana López Sánchez; *Haverford College; Haverford, PA*

This workshop explores the use of travel narratives (including narratives of immigration) at all levels of the curriculum to create critical language awareness while also exploring the aesthetic, historical and political aspects of texts. The audience will be guided through activities that reflect a multi-literacies based approach, and that make use of many kinds of expressive forms including essays, fiction, poetry, drama, journalism, political rhetoric, and music.

W-7

Thursday, 8:00am – 11:00am Conference Room 18

Interaction and Spanish heritage language learning: Theory in practice

Presenters: Jesse Abing; *University of Texas; Austin, TX*; Claire Parrish; *University of Texas; Austin, TX*;

Participants in this workshop will examine various components of heritage language learning such as linguistic variation, register, proficiency, and identity as well as the role of interaction in the language classroom. Participants will use a hands-on approach to learn about these topics through the presentation of and participation in five activities designed specifically for use with Spanish-English bilinguals. Each activity and assessment presents an interactive approach to cultural understanding, register expansion and language use.

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Luso-Brazilian Sessions

012

Monday, 8:00am – 9:15am Conference Room 13

Using technology in the teaching of Portuguese

Presenters: **Ismênia Sales de Souza**; US Air Force Academy FA; Colorado Springs, CO; *Technology and innovative methods in the teaching of Portuguese for English and Spanish speakers*; **Patricia Sales de Souza**; Spelman College; Atlanta, GA; *Portuguese language and culture acquisition through Skype and Facebook*; **Orlando R. Kelm**; The University of Texas; Austin, TX; *Portuguese Language “Tá Falado” Podcast Series - Hitting the Sweet Spot*

025

Monday, 9:30am – 10:00am Conference Room 13

Latin American inner city writers: Literatura periférica and ghetto fiction

Presenter: **Eliseo Jacob**; The University of Texas at Austin; Austin, TX

040

Monday, 1:00pm – 2:15pm Conference Room 13

The P of Phi Lambda Beta: The Portuguese honor society

Presenter: **Maria Luci Moreira**; National President of Phi Lambda Beta; College of Charleston; Charleston, SC

043

Monday, 1:00pm – 2:15pm Salon E Foyer

AATSP 2013 Poster Contest: Aprender idiomas es disfrutar otros mundos / Aprender línguas é desfrutar outros mundos

Presenter: **Crystal M. Vicente**; Athens Academy; Athens, GA

056

Monday, 2:30pm – 3:45pm Conference Room 13

Film as a pedagogical tool in the Portuguese as a foreign language classroom

Presenters: **Luis Gonçalves**; Princeton University; Princeton, NJ; *Strategies to use Antônia*; **Celeste Mann**; Villanova University; Villanova, PA; *Documentary film and art in Rio de Janeiro: An integrated performance assessment*; **Denise Maria Osborne**; University of Arizona; Tucson, AZ; *Learning Portuguese through the art of film*

071

Monday, 4:00pm – 5:15pm Conference Room 13

The future of Portuguese study in the US

Presenters: **Margo Milleret**; University of New Mexico; Albuquerque, NM; *The future of Portuguese enrollments*; **Lyris Wiedemann**; Stanford University Language Center; Stanford, CA; *The future of teaching Portuguese to Spanish speakers*; **Robert Moser**; University of Georgia; Athens, GA; *The future of teaching Portuguese using the NSEP model*

088

Tuesday, 8:00am – 9:15pm Conference Room 13

Portuguese program building: Growth and expansion at many levels

Presenters: **Patricia Sales de Souza**; Spelman College; Atlanta, GA; *Overview of the Portuguese Program at Spelman College*; **Gregg Roberts**; Utah State Office of Education; Salt Lake City, UT; *Strategic design of Utah’s Portuguese dual language immersion program*

102

Tuesday, 9:45am – 11:00am Conference Room 13

Noticing in Portuguese language learning

Presenters: **Gláucia Silva**; University of Massachusetts Dartmouth; North Dartmouth, MA; *Grammar awareness among learners of Portuguese*; **Cristiane Soares**; Tufts University; Medford, MA; *Noticing and students’ oral production progress*

110

Tuesday, 11:15am – 12:30pm Conference Room 7

Spanish and Portuguese in the community college: Language technology, advocacy, and innovation

Presenter: **Sharon Ahern Fechter**; Montgomery College; Rockville, MD

112

Tuesday, 11:15am – 12:30pm Conference Room 9

2013 Spanish and Portuguese Early Language Learning (SPELL) Committee Meeting

Presider: **Crystal M. Vicente**; Athens Academy; Athens, GA



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115

Tuesday, 11:15am – 12:30pm Conference Room 13

Portuguese for Spanish speakers: Phonological and pragmatic aspects in acquiring Portuguese

Presenter: Lyris Wiedemann; Stanford University; Stanford, CA

Presenters: Jennifer Cabrelli Amaro; University of Florida; Gainesville, FL; *L3 Brazilian Portuguese influence on L1 and L2 Spanish vowels*; Dale Koike; University of Texas at Austin; Austin, TX; *Interaccional resources and frames in L3 Portuguese for Spanish speakers*; Marianne Akerberg; Universidad Nacional Autónoma de México; Mexico DF, México; *Alguns pontos álgidos na pronúncia, gramática e léxico do português para falantes de espanhol*

131

Wednesday, 8:00am – 9:15am Conference Room 13

Poetas alternativos no Brasil da década de setenta e crítica de poesia

Presenter: Debora Racy Soares; Universidade Federal de Lavras; Lavras, MG, Brazil

133

Wednesday, 8:00am – 9:15am Conference Room 17

2013 AATSP Poster Contest: To learn languages is to enjoy other worlds!

Presenter: Crystal M. Vicente; Athens Academy; Athens, GA

147

Wednesday, 11:15am – 11:45am Conference Room 13

Expanding a Portuguese curriculum outside the classroom: A case study of peer tutoring

Presenter: Megwen May Loveless; Princeton University; Princeton, NJ

163

Wednesday, 12:00pm – 1:15pm Conference Room 13

Portuguese Committee Meeting

Presenter: Margo Milleret; University of New Mexico; Albuquerque, NM

181

Wednesday, 1:45pm – 3:00pm Conference Room 13

Teaching Portuguese as a foreign language by engaging students as informed film and television readers

Presenter: Celeste Mann; Villanova University; Villanova, PA

Presenter: Mark Lokensgard; St. Mary's University of San Antonio; San Antonio, TX; *Mediums and Messages: Teaching Brazilian Culture in Spiritist Brazilian Cinema*

194

Wednesday, 3:15pm – 4:30pm Conference Room 13

Portuguese for Spanish speakers: Morphosyntactic transfer in L3 acquisition

Presenter: Michael Child; University of Arizona; Tucson, AZ

Presenters: Helade Scutti Santos; University of Illinois at Urbana-Champaign; Urbana Champaign, IL; *Morphosyntactic transfer in the acquisition of L3 Brazilian Portuguese*; David Giancaspro and Becky Halloran; University of Florida, Gainesville, FL; *Transfer in L3 acquisition of Brazilian Portuguese: The case of differential object marking in Spanish-English bilinguals*

209

Thursday, 8:45am – 9:15am Conference Room 13

National Portuguese Examination: An overview

Presenter: Ismênia Sales De Souza; US Air Force Academy FA; Colorado Springs, CO

223

Thursday, 9:30am – 10:00am Conference Room 13

Playing cards with Zuca Sardan's *Ás de Colete*

Presenter: Debora Racy Soares; Universidade Federal de Lavras; Lavras, MG, Brazil

236

Thursday, 10:15am – 10:45am Conference Room 13

Self- and peer-analysis of oral production in Portuguese

Presenter: Megwen May Loveless; Princeton University; Princeton, NJ


248

Thursday, 11:00am – 12:15pm Conference Room 13

Implicações do ensino de língua adicional em um Centro de Idiomas de país caribenho anglófono

Presenters: Miriam Josie Kurcbaum Futer; The University of the West Indies; St. Augustine, Trinidad and Tobago; Eliete Sampaio Farneda; The University of the West Indies; St. Augustine, Trinidad and Tobago

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E-Poster Sessions

026A

Monday, 9:30am-10:00am

Salon E Foyer

Spanish language and preferred leadership style

Presenter: **Karla Duran**; University of the Incarnate Word and NISD; San Antonio, TX

043

Monday, 1:00pm-2:15pm

Salon E Foyer

AATSP 2013 Poster Contest: Aprender idiomas es disfrutar otros mundos / Aprender línguas é disfrutar outros mundos

Presenter: **Crystal M. Vicente**; Athens Academy; Albuquerque, NM

059

Monday, 2:30pm-3:45pm

Salon E Foyer

e-Village: A community-based approach to technology integration in the language classroom

Presenters: **Andrea López Olatunji**; Align Education, LLC; Alexandria, VA; **Anane Nokware Olatunji**; Align Education, LLC; Alexandria, VA

075

Monday, 4:00pm-5:15pm

Salon E Foyer

Learn like a Brazilian: Viewing authentic educational videos

Presenter: **Celeste Dolores Mann**; Villanova University; Villanova, PA

0 91

Tuesday, 8:00am-9:15am

Salon E Foyer

A learner training project for first-semester Spanish classes with true beginners and heritage students

Presenters: **Michael Tallon**; University of the Incarnate Word; San Antonio, TX

105

Tuesday, 9:45am-11:00am

Salon E Foyer

An interactive on-line course calendar for multi-section courses

Presenter: **María Fernanda Paredes Fernández**; University of Pennsylvania; Philadelphia, PA

151

Wednesday, 11:15am-11:45am

Salon E Foyer

Digital tools to enrich communication in Spanish

Presenters: **Katharine Isbell**; Wylie ISD; Wylie, TX; **Jamé Farrar**; Wylie ISD; Wylie, TX

167

Wednesday, 12:00pm-1:15pm

Salon E Foyer

The benefits of incorporating service-learning in study abroad programs

Presenter: **Anne Reynolds-Case**; Louisiana Tech University; Ruston, CT

183A

Wednesday, 1:45pm-3:00pm

Salon E Foyer

Procedimientos metodológicos para la enseñanza del español como segunda lengua en países de habla inglesa

Presenter: **Adonis Diaz Fernández**; University of the West Indies, St. Augustine; St. Augustine, Trinidad and Tobago

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Monday Highlights



Session 027

10:15am – 12:15pm

Opening General Session

Salon A

Session 028

12:15pm – 1:00pm

Exhibit Grand Opening

President's Welcome Reception

Light refreshments provided

Salon E

Session 076

5:30pm – 6:30pm

AATSP Business Meeting

All attendees are encouraged to participate.

Keep abreast of the latest AATSP news
and learn how we are working to better
serve you.

Please join us!

Salon A

Cultural Heritage Evening

7:00pm – 9:00pm



DEPUTIZED

A film examining the hate crime
that resulted in the murder of
Ecuadorian immigrant
Marcelo Lucero

Conference Room 17



FRONTERA SIN FIN

A reading of a new play by
Carlos Morton

Conference Room 7



THE STORY OF SPANISH

Learn about the complex origins of
Spanish and its meteoric rise

Conference Room 11

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EARNING GRADUATE CREDIT AT THE ANNUAL AATSP CONFERENCE

AATSP has partnered with New Mexico State University to offer a unique opportunity for 2013 conference attendees to earn graduate credit. We are providing this as an example of what is expected by attendees while at the conference.

Course Content

In essence, this AATSP-NMSU Online Graduate Credit program provides the opportunity for conference attendees to apply everything they do at the conference in a practical way following the appropriate re-focus or in-depth review of the National Standards, all while using emerging technologies.

Course Requirements

- Conference Registration and Attendance.
- At-conference work will include the following:
 - Three-hour workshop sponsored by NMSU Online MA in Spanish.
 - Attend a minimum of 20 hours of conference sessions, workshops and/or excursions.
 - Journal entries online in BLOG format that cover the sessions, events, excursions, etc., and how these apply to the topic of the course – Technology Enhanced Language Learning.

In the 3-credit course, the combination of hours is in addition to the required attendance at the NMSU sponsored session. Session/workshop/excursion attendance should be documented as per instructions in the course syllabus.

NMSU sponsored Workshop [W-1]:

Hands-on, technology enhanced language learning

Monday, 8:00am – 11:00am

Conference Room 17

Presenter: *Jeff Longwell, New Mexico State University*

Post-conference work completed online includes journal entries online in BLOG format, thought/research paper and/or projects using technology. See course syllabus for details. (Syllabus will be among the handouts at the NMSU Sponsored session). (See page 17)

If you are not able to participate in this opportunity in 2013, watch for it again in 2014 in Panama City!

Sessions

001

Sunday, 8:00am - 5:00pm Conference Rooms 1&2

AATSP Executive Council Meeting

By invitation only

Sunday, July 7

Registration Open 2:00pm – 4:30pm

Monday, July 8

Registration Open 7:30am – 3:30pm

Exhibit Hall Open 12:15pm – 4:00pm

W-1

Monday, 8:00am-11:00am Conference Room 17

Hands-on, technology-enhanced language learning workshop

Presenter: Jeff Longwell; New Mexico State University; Las Cruces, NM

This is a hands-on workshop utilizing programs, websites, and apps for use with all types of computers, smartphones, iPads and other tablets. Emphasis will be on how to use different programs and apps as we create actual activities during the workshop to enhance the language learning experience. Participants need to bring their own laptops, tablets, and/or smartphones. Those receiving credit via NMSU for attending the conference must attend this session. If you are a NMSU graduate student, please contact Jeff Longwell for instructions on how to register for this workshop.

Theme: Technology

W-2

Monday, 8:00am-11:00am Conference Room 18

When drama helps: Applying drama techniques in the L2 classroom

Presenter: Denise Maria Osborne; University of Arizona; Tucson, AZ

Participants in this workshop will explore the teaching of a second language through drama techniques, in which creating a sense of community, encouragement to openness and concentration, as well as movement, full contextualization of the language, and collaborative work are emphasized. The drama activities are learner-centered, since creativity, imagination, and personal connections are involved. The goal is to give learners a sense of agency, encouragement to take risks, approach new perspectives, and release the imagination.

Theme: Methods/Techniques/Strategies

Session Block 1

Monday, July 8

8:00am – 9:15am

002

Monday, 8:00am-9:15am Conference Room 1

Community Engagement SIG Session: Establishing and developing community engagement in diverse settings

The purpose of this session is to provide an introduction to the rewards and challenges of community engaged learning (CEL) and to act as an inspiration as well as a primer for people considering implementing CEL in a variety of settings.

Presenter: Kathleen Tacelosky; Lebanon Valley College; Annville, PA; *The logistics of community engagement*

Presenter: Sarah Degner Riveros; Valparaiso University; Valparaiso, IN; *The logistics of making CE opportunities academically meaningful.*

Presenter: Diana M. Rodríguez-Lozano; Mount Saint Mary's University; Emmitsburg, MD; *The challenges and rewards of including community service-learning in study abroad.*

Presenter: Angie Woods; University of Cincinnati, Blue Ash College; Blue Ash, OH; *The advantages of investing time and effort into implementinng CE in a course.*

Theme: Service Learning/Community Engagement

☆ Election of AATSP officers conducted ☆
online

Watch for election information early autumn

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003

Monday, 8:00am-9:15am Conference Room 2

From reading to speaking to writing: Processes and strategies for written communication in beginning and intermediate Spanish**Presenter:** Verónica Darer; Wellesley College; Wellesley, MA

When communicating written ideas, students in beginning and intermediate Spanish face lexical and structural language challenges. In this session, participants will examine processes and strategies to support and guide students' transition from reading to speaking to writing, in spiraling levels of complexity. By applying the processes and strategies presented in this session, participants will use relevant cultural topics to create writing activities focused on their students' specific learning needs.

Theme: Methods/Techniques/Strategies**004**

Monday, 8:00am-9:15am Conference Room 3

EXHIBITOR SESSION — Real Spanish *jahora mismo!***Presenters:** Denise Clivaz; REAL LANGUAGE Right Away; Downers Grove, IL; Elizabeth H. Roberts; REAL LANGUAGE Right Away, Downers Grove, IL

Presenters from The Avery Coonley School in Downers Grove, IL, have developed an innovative approach for language instruction, resulting in the publication of the REAL LANGUAGE Right Away Program, a unique communicative approach for beginning French and Spanish students. Through this conversational model, students are able to have a meaningful exchange in the target language right away. The REAL LANGUAGE activities serve as a foundation for an elementary and middle school Spanish program and as a useful supplement for secondary-level Spanish classes.

Theme: Instructional Materials**005**

Monday, 8:00am-9:15am Conference Room 4

Transcending department boundaries: Spreading Spanish language and culture through the college general education program

Teaching outside the Spanish department in a college general education curriculum provides opportunities to offer classes on Spanish and Latin American literature and culture that reach beyond traditional student constituencies. Although these courses present challenges, such as working in an unfamiliar teaching environment and teaching in English, they also attract potential students to Spanish department courses and programs. The presenters will discuss course design and share related materials and data.

Presenter: Charlene Kalinoski; Roanoke College; Salem, VA; *Teaching the Spanish Golden Age in a college general education program.***Presenter:** Dolores Flores-Silva; Roanoke College; Salem, VA; *Teaching chicano literature and culture in a college general education program.***Presenter:** José Banuelos-Montes; Roanoke College; Salem, VA; *Teaching Caribbean literature in a college general education program.***Theme:** Teaching of Literature**006**

Monday, 8:00am-9:15am Conference Room 5

Managing depth and breadth in the business Spanish course: From curriculum design to outcomes assessment**Presenter:** Anthony D. Houston; Bryant University; Smithfield, RI

How can a single course lay the foundations for international business and still introduce learners to specialized areas such as management, finance, and marketing? The present paper demonstrates an approach to Business Spanish course development that balances depth and breadth through differential treatment of specialized and core material, providing opportunities for learners to explore their own interests, and promoting deep learning through creative application to meaningful tasks. The course will be considered within the broader curriculum and for its potential to generate outcomes assessment data.

Theme: Language for Specific Purposes**007**

Monday, 8:00am-9:15am Conference Room 6

Assessing the writing skill**Presenter:** Antonio Guijarro-Donadiós; University of Connecticut; Storrs, CT

The evaluation and correction of writing errors in L2. One of the main obstacles that foreign language teachers face is the correction of errors in student writing. By revising our perspectives about student errors as well as the techniques we use when correcting, we can make our teaching more effective. This session proposes a systematic approach to error correction that turns the act of correcting into a process with the goal of improving communicative competence of our students.

Theme: Applied Linguistics/Second Language Acquisition

Presenter: Burcu Mutu; University of Houston; Houston, TX

Comparing the effectiveness of peer review and self-review in Spanish L2 writing. This study compares the effectiveness of two writing review strategies among intermediate level university students of Spanish as an L2. The results showed more positive effects on all the linguistic categories analyzed in the final versions of the self-reviewed writings, whereas the peer-review did not produce such favorable results.

Theme: Applied Linguistics/Second Language AcquisitionM
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008

Monday, 8:00am-9:15am

Conference Room 7

Innovation in study-abroad programs

Presenter: Jan Emberson; Austin Community College; Austin, TX .
Building community through study abroad programs. Study abroad affords a unique opportunity for our students to expand their concept of community as well as their role in creating community at the micro and macro level. Empowering students to participate in this process is the role of the instructor. A discussion of activities in the classroom and in the community abroad will reveal a new way to see our role as educators in study abroad programs.

Theme: International Education/Study Abroad

Presenter: Carla Jean Hawkins; Howard Payne University; Brownwood, TX

Ticket to ride: How to plan and execute an independent group travel experience for students of Spanish. This session will provide details and tips on how to plan and execute an independent international group travel experience for students of Spanish for academic credit. Since many students are unwilling or unable to participate in a long-term study abroad experience, a travel experience of 7-14 days provides an alternative that is both economical and educative. Specific details on travels to Mexico, Ecuador, and Spain will be provided, including textbook, financing, lodging, transportation, and destinations.

Theme: International Education/Study Abroad

009

Monday, 8:00am-9:15am

Conference Room 8

Developing an online course

Presenter: Claudia Guadalupe Vestal; Guilford Technical Community College; Jamestown, NC

Enhancing the student learning experience with minimal planning.

Theme: Curriculum

009A

Monday, 8:00am – 9:15am

Conference Room 9

EXHIBITOR SESSION — The iPad in the classroom: Breaking the Barrier!

Presenter: John Conner; Breaking the Barrier, Inc.; Groton, MA

The iPad provides an incredible platform for language learning. John Conner, Dean of Faculty at Groton School and author of the Breaking the Barrier series, will demonstrate the many features of the iPad version of his series, including its audio and video capabilities. The iPad allows students to check their own work as they move through a unit, freeing up class time for other activities. Come learn about a technology that could revolutionize your teaching. Even if your own students don't have iPads, you could use one in the classroom.

Theme: Technology

010

Monday, 8:00am-9:15am

Conference Room 10

Inquiry-based pedagogy in the Spanish for Heritage Learners (SHL) classroom: Cultural projects and proficiency gains

Presenter: Flavia Belpoliti; University of Houston; Houston, TX

This study explores the relationship between inquiry-based cultural projects and the development of proficiency in Spanish Heritage Learners. It focuses on four students who completed Spanish courses at a large metropolitan university in the US Southwest. It integrates learning, comprehension and appreciation of Hispanic cultures with language development needed by HLS students to preserve and expand their heritage language proficiency. The analysis focuses on three measures: discourse length, number of error-free sentences, and lexical complexity.

Theme: Methods/Techniques/Strategies

011

Monday, 8:00am-9:15am

Conference Room 11

De canilla a canalla, las musas de Pablo Neruda

Presenter: Gladys Maria Wisnefski; Oshkosh West High School, retired; Oshkosh Public Schools, WI

Esta sesión explorará los detalles de la relación de Pablo Neruda con las mujeres que inspiraron los *Veinte poemas de amor y una canción desesperada*, los *Cien sonetos de amor*, y los *Versos del capitán*. Veremos también cuando reaparecen en *Memorial de Isla Negra* y en el *Canto general*. Se dará especial atención a las memorias de Delia del Carril y a las de Matilde Urrutia.

Theme: Literature/Literary Criticism/Literary Theory

012

Monday, 8:00am-9:15am

Conference Room 13

Using technology in the teaching of Portuguese

The explosion in the amount of audio, video, and written content for language learners coincides with innovative methodologies to apply language learning in more interactive, content-rich, and real-life scenarios. The aim of this session is to demonstrate methods and innovative uses of technology, and how to facilitate language and culture acquisition by using Skype, Facebook and YouTube. Also, this session will show how the Portuguese lessons come together in audio podcast series of lessons "Tá Falado."

Presenter: Ismênia Sales De Souza; US Air Force Academy FA; Colorado Springs, CO. *Technology and innovative methods in the teaching of Portuguese for English and Spanish speakers.*

Presenter: Patricia Sales De Souza; Spelman College; Atlanta, GA. *Portuguese language and culture acquisition through Skype and Facebook.*

Presenter: Orlando R. Kelm; The University of Texas; Austin, TX. *Portuguese language "Tá Falado" podcast series: Hitting the sweet spot.*

Theme: Technology

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013

Monday, 8:00am-9:15am

Conference Room 14

Nuevas tecnologías y viejas prácticas no se mezclan: re-consideración del podcasting en la proficiencia de L2**Presenter:** Jeannette Sánchez-Naranjo; The University of Oklahoma; Norman, OK

El podcast es una nueva tecnología usada con éxito en la pronunciación de L2. Sin embargo, su potencial está aún por descubrirse. Este estudio presenta un proyecto colaborativo, realizado con sesenta aprendices en el nivel intermedio de español, cuyo objetivo es explorar el uso del podcasting en la construcción de textos en L2. Los resultados señalan que el podcast no solo permitió producir y crear textos significativos y auténticos, sino también integrar y reflexionar acerca del conocimiento lingüístico de los aprendices sobre su L2.

Theme: Applied Linguistics/Second Language Acquisition

Session Block 2

Saturday, July 8

9:30 AM – 10:00 AM

014

Monday, 9:30am-10:00am

Conference Room 1

Engaging Spanish speakers in learning Spanish: Instructional approaches and resources for instruction and outreach**Presenter:** Joy Kreeft Peyton; Center for Applied Linguistics; Washington, DC

This presentation describes approaches to engaging Spanish speakers in developing their Spanish language and literacy; these approaches include task-based interaction and working as leaders with and mentors for younger children. The presenter outlines key instructional principles involved in engaging students in learning Spanish as a heritage language, describe resources for use by teachers and outreach pieces for developing and disseminating information about Spanish programs for Spanish speakers, and engage participants in discussion of approaches and outreach.

Theme: Teacher Preparation/Development**015**

Monday, 9:30am-10:00am

Conference Room 2

Trauma and resistance in the short story corpus of Ana María Matute: 1953-63**Presenter:** Janet M. Livesey; Independent scholar; Denver, CO

This paper analyzes the traumatic discrimination, ostracism, and marginalization Spanish Republicans suffered during the dictatorship of Francisco Franco. In her short story corpus published between 1953 and 1963, Ana María Matute exhibits her resistance towards the Franco regime. Selections from her

corpus are used to illustrate how the dictatorship impacted Republicans as a whole and particularly how the women and children of the *vencidos* were left to survive alone and in penury.

Theme: Literature/Literary Criticism/Literary Theory**016**

Monday, 9:30am-10:00am

Conference Room 3

EXHIBITOR SESSSION—Collaborative methods of virtual language learning to increase engagement and retention**Presenter:** Mark Goodin; SANS Inc. Software and Network Solutions; North Branford, CT

This session will illustrate how SANSSpace Virtual Language Learning Environment (VLLE) can engage students in language learning 24/7. SANSSpace! VLLE virtually links language courses.

Theme: Technology**017**

Monday, 9:30am-10:00am

Conference Room 4

Community engagement in Spanish and Portuguese: Rewards and challenges**Presenters:** Josef Hellebrandt; Santa Clara University; Santa Clara, CA; Ethel Jorge; Pitzer College; Claremont, CA

AATSP teachers promote student learning with community members from K-6 through secondary and post-secondary institutions using community-based learning, collaborative research efforts with community groups, and service-learning. As highlighted in a membership survey, faculty involvement varies by institutional level, rank and form of community engagement. In this session, the presenters report on recent survey data and provide a follow-up to the discussion about the preliminary survey results held at the AATSP meeting in San Juan.

Theme: Service Learning/Community Engagement**018**

Monday, 9:30am-10:00am

Conference Room 5

Integrating leadership development in Spanish/Portuguese learning in higher education**Presenter:** Sheri Spaine Long; University of Alabama at Birmingham; Birmingham, AL

What does leadership development look like in the language classroom and curriculum? The relationship between leadership studies, as a field of inquiry, and the language discipline has yet to be fully explored. The session presents some preliminary findings from a study done at the Air Force Academy along with some practical examples of general and discipline-specific leadership development in language education with an eye towards more intentional integration of leadership and languages.

Theme: CurriculumM
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019

Monday, 9:30am-10:00am Conference Room 6

What helps Spanish and Portuguese students improve their speaking abilities?**Presenter:** Paul Michael Chandler; University of Hawaii at Manoa; Honolulu, HI

Student beliefs about what helps them improve their speaking abilities can be used to support their learning. Attendees will experience a survey that assesses what types of practice reportedly help Spanish and Portuguese students improve their speaking abilities. The survey data are from beginning, intermediate, and advanced level learners, plus comparison data from their teachers. Attendees will be invited to take and discuss the same survey along with its implications for planning instruction.

Theme: Assessment**020**

Monday, 9:30am-10:00am Conference Room 7

Expresiones-dichos con *ser* y *estar*: utensilio útil para enseñar cultura**Presenters:** María Victoria Luque; DePauw University; Greencastle, IN; Gladys Zubulake; Saginaw Valey State University; Saginaw, MI

El fin de la sesión es presentar nuevas expresiones y dichos que usan *ser* y *estar* que el estudiante no encuentra en los textos de español tradicionales. Las expresiones y dichos son una excelente herramienta para enseñar la cultura hispánica. Estas expresiones hacen parte integral de la conversación diaria que nuestros estudiantes necesitan saber antes de ir al extranjero. Habrá ejemplos con ejercicios prácticos para todos los niveles.

Theme: Culture**021**

Monday, 9:30am-10:00am Conference Room 8

In-country immersion: Using student perspectives to measure success**Presenter:** Deanna Tovar; Defense Language Institute Foreign Language Center; Monterey, CA

In-country immersions are an important part of the language learning experience at the Defense Language Institute Foreign Language Center. Once the students complete their immersion training, quantitative and qualitative data are analyzed in order to measure the effectiveness of the immersion programs. Student survey comments regarding their perspectives of the in-country immersion experiences will be shared. The presentation will also include information relevant to intercultural communication.

Theme: Culture**022**

Monday, 9:30am-10:00am Conference Room 9

El dictador Trujillo y las mujeres en la cuentística de Nayla Chehade**Presenter:** Manuel A. Ossers; University of Wisconsin-Whitewater; Whitewater, WI

Desde su asesinato en 1961 después de casi 31 años de su dictadura, la figura de Rafael L. Trujillo M. ha sido tematizada en la literatura dominicana. También fuera de la República Dominicana ha devenido o la figura central o el contexto histórico de obras literarias. Verbigracia, *La fiesta del Chivo* de Mario Vargas Llosa es sobre Trujillo. Julia Alvarez y Junot Díaz abordan algunas de sus obras literarias a partir del dictador. Me ocupo en esta ponencia de explorar la figura de Trujillo y su impacto en las mujeres en la cuentística de Nayla Chehade.

Theme: Literature/Literary Criticism/Literary Theory**023**

Monday, 9:30am-10:00am Conference Room 10

The challenges of faculty-led study abroad in Cuba**Presenter:** Amy Sue Orf; Northern Michigan University; Marquette, MI

Recent changes in U.S. travel regulations now allow for short-term study abroad in Cuba. However, planning and leading faculty-led study abroad programs in Cuba present certain challenges not encountered in other programs. In this presentation I discuss current U.S. regulations regarding educational travel in Cuba, as well as the particular challenges that I faced in leading a successful faculty-led study abroad program in Cuba, including recruiting, budget and finances, travel arrangements, on-site logistics, and safety.

Theme: International Education/Study Abroad**024**

Monday, 9:30am-10:00am Conference Room 11

Éxito del material auténtico audiovisual en el aula incluso en niveles principiantes**Presenter:** Lucía Alvarado Cantero; Universidad de Costa Rica; San José, Costa Rica

En el 2009, efectué un estudio con adultos mayores estadounidenses de nivel principiante en el cual fueron expuestos a materiales audiovisuales auténticos con el fin de que se familiarizaran con la lengua y sus distintas variables: sociológicas, pragmáticas y situacionales. La investigación reveló que el material auténtico contribuye aún en los niveles principiantes a mejorar el desempeño y la comprensión del estudiante si se trabaja de forma adecuada en el salón de clase. ¿Cómo se adapta esta metodología en la enseñanza de adolescentes y niños?

Theme: Applied Linguistics/Second Language AcquisitionM
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025

Monday, 9:30am-10:00am Conference Room 13

Latin American inner city writers: *Literatura periférica* and ghetto fiction

Presenter: Eliseo Jacob; The University of Texas at Austin; Austin, TX

Literatura periférica from São Paulo and ghetto fiction from New York both focus on marginalized communities. These contemporary literary genres mirror the experiences of inner city residents. This paper examines the literature of urban enclaves in São Paulo and New York in order to demonstrate a larger, 21st century trend in Latin American literature where the focus is marginal identities. Though differing in approach, both literary genres capture the social realities of the inner city.

Theme: Literature/Literary Criticism/Literary Theory

026

Monday, 9:30am-10:00am Conference Room 14

Measuring the long-term benefits of professional development experiences for teacher candidates

Presenter: Lisa Huempfer; UW-Whitewater; Whitewater, WI

It has become common practice to require attendance at professional conferences in the methods class curriculum. Little research has been collected, however, to measure the long-term benefits of such experiences on these future teachers. This session proposes to do just that, via a questionnaire distributed to former students of the author who attended the annual conference of the Illinois Council on the Teaching of Foreign Languages and the ACTFL Convention in 2007 and 2008.

Theme: Teacher Preparation/Development

026A

Monday, 9:30am-10:00am Salon E Foyer

Spanish language and preferred leadership style

Presenter: Karla Duran; University of the Incarnate Word and NISD; San Antonio, TX

This research investigated the implicit leadership style of emerging Hispanic leaders to determine if there is a significant relationship between participant gender, ethnicity, language spoken at home, and the participant implicit leadership attitudes. Results showed significance was found for age/generation and a two-way interaction between language and gender and a two-way interaction between gender and ethnicity.

Theme: Language for Specific Purposes

027

Monday, 10:15am- 12:15pm Salon A

**Opening Session
Building bridges to the future:
Innovation, technology, advocacy**

PRESENTERS

Myriam Met; Independent Consultant; Edgewater, MD;
Spanish immersion: Thriving here and across the US

Lisa Lilley; Pipkin Middle School / Central High School; Springfield, MO; **Advocacy made cheap, quick and easy for busy teachers**

Sharon Ahern Fechter; Montgomery College; Rockville, MD; **Spanish and Portuguese in the community college in the 21st century**

Annie Abbott; University of Illinois; Urbana-Champaign, IL; **Teaching social entrepreneurship: Business concepts within cultural contexts**

Bill VanPatten; Michigan State University; East Lansing, MI; **The centrality of the language learner: Rethinking graduate education**

Mary Risner; University of Florida; Gainesville, FL; **Preparing students for jobs of the future**

William Rivers; Executive Director, JNCL-NCLIS; Washington, DC; **Language: The state of the nation**

A panel of seven distinguished educators will discuss the state of Spanish and Portuguese programs across the US. The first five presenters will describe best practices within innovative language programs that have integrated technology and advocacy as a fundamental component. The final two panelists will discuss language-related careers and the status of languages across the US.

Later in the conference each of the panelists will expand upon the Opening Session topic in a 75-minute session.

See Page 23 for full description.

028

Monday, 12:15pm-1:00pm Salon E

**Exhibit Grand Opening
President's Welcome Reception**

OPENING SESSION

MONDAY, JULY 8, 2013

10:15am – 12:15pm

SALON A

BUILDING BRIDGES TO THE FUTURE: INNOVATION, TECHNOLOGY, ADVOCACY

A panel of seven distinguished educators will discuss the state of Spanish and Portuguese programs across the US. The first five presenters will describe best practices within innovative language programs that have integrated technology and advocacy as a fundamental component. The final two panelists will discuss language-related careers and the status of languages across the US. Later in the conference each of the panelists will expand upon the Opening Session topic in a 75-minute session whose session number, date, and time is indicated below the title of the speech.

MYRIAM MET

Independent Consultant, Edgewater, MD

Spanish immersion: Thriving here and across the US

097: Tuesday, July 9; 9:45am-11:00am

LISA LILLEY

Pipkin Middle School / Central High School; Springfield, MO

Advocacy made cheap, quick and easy for busy teachers

126: Wednesday, July 10; 8:00am-9:15am

SHARON AHERN FECHTER

Montgomery College; Rockville, MD

Spanish and Portuguese in the community college in the 21st century

110: Tuesday, July 9; 8:00am-9:15am

ANNIE ABBOTT

University of Illinois; Urbana-Champaign, IL

Teaching social entrepreneurship: Business concepts within cultural contexts

158: Wednesday, July 10; 12:00pm-1:15pm

BILL VANPATTEN

Michigan State University; East Lansing, MI

The centrality of the language learner: Rethinking graduate education

189: Wednesday, July 10; 3:15pm-4:30pm

MARY RISNER

University of Florida; Gainesville, FL

Preparing students for jobs of the future

175: Wednesday, July 10; 1:45pm-3:00pm

WILLIAM RIVERS

Executive Director, JNCL-NCLIS; Washington, DC

Language: The state of the nation

050: Monday, July 8; 2:30pm-3:45pm

Session Block 3

Monday, July 8

1:00pm – 2:15pm

W-3

Monday, 1:00pm-4:00pm Conference Room 18

Creating and assessing authentic alternative assessments

Presenters: **Deborah Jean Gill**; Pennsylvania State University, DuBois; DuBois, PA; **David Zarazua**; University of Southern California; Los Angeles, CA; **Gayle Fiedler-Vierma**; University of Southern California; Los Angeles, CA

This workshop will begin with a discussion of how to create and assess authentic alternative assessments using current technology tools such as YouTube, Glogster, Twitter, Google Docs, Videocams, and others. During the second part of the workshop, participants will work in small groups to create an activity along with the guidelines for assessing it. All activities will be shared with the entire group and materials will be provided. Laptop computers are optional, but recommended for use in the groups.

Theme: Instructional Materials

029

Monday, 1:00am-2:15pm Conference Room 1

La lengua española en el mundo: presente y futuro

Presenter: **Xavier Gisbert da Cruz**; Consejero de Educación, Embajada de España; Washington, DC

¿Cuál es el papel del español en el mundo de hoy? Esta ponencia pretende analizar la importancia de la lengua española, su peso en el mundo, su proyección, su influencia y las perspectivas para las próximas décadas a través de la imagen actual de España.

Theme: Linguistics

030

Monday, 1:00pm-2:15pm Conference Room 2

Online Spanish teaching and learning: The role of the teacher

This session will focus on the process of planning and implementing hybrid and online Spanish courses in a private college, a community college, and a large university system. Teacher preparation, pedagogical approaches, student assessment, and the role of these courses within the existing face-to-face traditional language programs will be discussed. The session will conclude with a general discussion of the challenges and opportunities online courses may offer for the present and future of the foreign language teaching profession.

Presenter: **Ada Ortúzar-Young**; Drew University; Madison, NJ. *Online foreign language teaching and learning: An opportunity or a threat?*

Presenter: **Liliana Soto-Fernández**; John Jay College of Criminal Justice of the City University of New York; New York, NY. *The process of teacher certification for online teaching.*

Presenter: **Elizabeth O’Connell-Inman**; College of the Holy Cross; Worcester, MA. *Hybrid courses: Don’t throw the teacher out with the classroom!*

Presenter: **Oneida Sánchez**; Borough of Manhattan Community College; New York, NY. *Teaching elementary online Spanish.*

Theme: Technology

031

Monday, 1:00pm-2:15pm Conference Room 3

A tool for oral proficiency evaluation for teachers

Presenters: **Dale April Koike**; University of Texas at Austin; Austin, TX; **Abigail Dings**; Southwest University at Georgetown; Georgetown, TX; **Jocelly Meiners**; University of Texas at Austin; Austin, TX; **Karyn Rayburn**; The Girls’ School of Austin; Austin, TX; **Lori Czerwionka**; Purdue University; West Lafayette, IN

Pre-service language teachers often express difficulty in conceptualizing language proficiency levels. A Spanish proficiency training website was created to illustrate the characteristics of oral proficiency by learners at different levels and to teach about the evaluation of proficiency. This presentation demonstrates features of this website including the types of data and activities that reinforce its points. Two related projects are also discussed: a user’s manual with activities and a series of badges that may be earned by completing website activities.

Theme: Teacher Preparation/Development

032

Monday, 1:00pm-2:15pm Conference Room 4

Explorando el mundo del lince ibérico y el águila imperial: un estudio de peligro

Presenter: **Carolyn Louise Moir**; Santa Maria Joint Union High School District; Santa Maria, CA

This session focuses on the Connections standard by exploring a learning unit on science with particular emphasis on the environment. Participants in this session will learn how to use a pre-packaged unit on the Iberian lynx, the imperial eagle, and their natural prey, the rabbit, as observed in the Coto de Doñana in Spain. Participants will learn how these animals are still a viable species even though they have been endangered for many years. The presentation includes examples of student work from this school year.

Theme: Methods/Techniques/Strategies



Stay connected with AATSP on Twitter:

<http://twitter.com/AATSPglobal>

033

Monday, 1:00pm-2:15pm

Conference Room 5

Paraguay and Chile: Linguistic effects of languages in contact

Presenter: *María Lucrecia Litherland*; Oklahoma Baptist University; Shawnee, OK

Paraguay: A tale of two languages-Spanish and Guaraní. Spanish and Guaraní are both official languages of Paraguay and both are used in the daily lives of its people. Paraguayans today have reduced their linguistic and cultural differences through bilingualism. The research in this session identifies the factors and conditions that lead to the increase of bilingualism while at the same time provoking a decrease in the monolingual Guaraní population. Most of the data is the product of many interviews conducted in Paraguay in both rural and urban areas.

Theme: Linguistics

Presenter: *Patricia C. Sweeney*; University of Maryland University College; Largo, MD

The lexical and morphological influences of the Mapudungun and the Chilean Spanish languages. This paper deals with two languages in contact, Mapudungun (the language of the Chilean Mapuches) and Chilean Spanish and some of the lexical and morphological aspects that have influenced both languages. This study has been divided into two parts. The first part describes different findings that other researchers have done about influences of the Mapuche language on the Spanish of Chile. The second part will present linguistic samples from several interviews of bilingual adult Mapuche informants. (This paper will be presented in Spanish)

Theme: Linguistics

034

Monday, 1:00pm-2:15pm

Conference Room 6

Assessment in service learning courses

Presenters: *Lisbeth Andrea Philip*; Loyola University New Orleans; New Orleans, LA; *Kelly Brotzman*; Loyola University New Orleans; New Orleans, LA

Assessing diversity and social justice: Educational outcomes in Spanish language service learning (SL) courses. The goals of the present research are to use five semesters worth of service learning assessment data gathered at Loyola University to compare diversity and social justice outcomes of Spanish language students enrolled in service learning courses with those in other disciplines, and to explore the comparative impact of direct service as opposed to indirect service learning activities in Spanish courses. Special attention will be given to the implementation of indirect service translation projects in a 300-level Spanish syntax and composition course.

Theme: *Service Learning/Community Engagement.*

Presenter: *Chin-Sook Pak*; Ball State University; Muncie, IN

Assessing the reflection component of service-learning for students of intermediate Spanish. Reflection is a key component of service-learning pedagogy that helps students connect their community service experience to specific learning objectives

of the course. This presentation examines various types of reflection activities appropriate for students of intermediate Spanish involved in service-learning projects. With examples of student responses from a third-semester college Spanish language course, the session offers a descriptive analysis of speaking and writing reflection tasks intended to enhance academic and civic learning outcomes.

Theme: *Service Learning/Community Engagement*

035

Monday, 1:00pm-2:15pm

Conference Room 7

El español en Estados Unidos desde una perspectiva interdisciplinaria: discusión de un libro reciente

Presenters: *Domnita Dumitrescu*; California State University-Los Angeles; Los Angeles, CA; *Gerardo Piña-Rosales*; Director, Academia Norteamericana de la Lengua Española; New York, NY; *Frank Nuessel*; University of Louisville; Louisville, KY; *Silvia Betti*; Alma Mater Studiorum-Università di Bologna; Bologna, Italy

Esta es una sesión especial de la Academia Norteamericana de la Lengua Española (ANLE), en la que se presentará una publicación reciente de esta corporación: *El español en Estados: E Pluribus Unum? Enfoques multidisciplinares*. El énfasis recaerá en la índole interdisciplinaria del libro y las nuevas contribuciones que aporta a los estudios sobre el español estadounidense. El formato será el de una mesa redonda, en la que participarán el director de la ANLE, la editora y algunos de los autores del libro.

Theme: Linguistics



Continuing Education Credits CEUs

Attendees may obtain CEUs for participation in this conference.

For attendees seeking CEUs, the AATSP will provide documentation of attendance at individual sessions. Attendees MUST complete the AATSP Conference Workshop/Session Attendance form. The forms are available at the Registration Desk and should be picked up **BEFORE** the sessions begin.

Reminder: It is the responsibility of attendees to contact their district **BEFORE** the conference to determine necessary measures to fulfill their district professional development requirements and to receive approval for conference participation.

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036

Monday, 1:00pm-2:15pm Conference Room 8

Subject-verb word order and verbal ambiguity in Spanish

Presenter: Sofia Gellon; Universtiy of Houston; Houston, TX
La adquisición del orden verbo sujeto en español por estudiantes de herencia. El propósito de este trabajo es estudiar la adquisición del orden verbo sujeto en español comparando estudiantes de español como lengua heredada (LH) con estudiantes de español como segunda lengua (L2). Se aplicó un juicio de aceptabilidad a 24 estudiantes de español de L2 y 24 estudiantes de herencia avanzados y a 10 hablantes nativos de español. Los resultados muestran que los estudiantes de LH tienen un conocimiento profundo de las restricciones que regulan la posposición del sujeto, mientras que los estudiantes de L2 no las han adquirido todavía.

Theme: Applied Linguistics/Second Language Acquisition

Presenter: Diana L. Ranson; University of Georgia; Athens, GA
The role of verbal ambiguity in Spanish subject expression: New light on an old question. This study provides new data to shed light on a long standing question concerning Spanish subject expression: Does an ambiguous verb form favor an overt subject over a null subject? When verbal ambiguity is considered along with two other person markers, contextual information and same reference, it turns out that verbal ambiguity is responsible for the overt subjects of only 253 ambiguous verb forms, 6% of the 4566 verbs in a sample of Puente Genil Spanish.

Theme: Linguistics

037

Monday- 1:00pm-2:15pm Conference Room 9

Meeting of the Committee on Community Colleges

Presenter: Loknath Persaud; Pasadena City College; Pasadena, CA

All faculty of community colleges are encouraged to attend this meeting to discuss issues related to pedagogy, policy, advocacy and other areas of concern to faculty at community colleges.

Theme: Advocacy/Policy

038

Monday, 1:00pm-2:15pm Conference Room 10

Promoting oral proficiency through technology

Presenter: Yuly Asención-Delaney; Northern Arizona University; Flagstaff, AZ

Enhancing student learning through technology in a linguistics capstone course. The presenter will describe her teaching approach to incorporate technology in an undergraduate linguistics capstone course, Spanish in the US. The main goal of the course was to promote student learning through research and critical thinking about different Spanish varieties in the US and the sociolinguistic

variables related to maintenance and shift of Spanish. In order to achieve this goal, various tasks and projects using technology tools were completed. Advantages and disadvantages of using technology in the course will be discussed.

Theme: Technology

Presenters: Jeannie Downey-Vanover; Academy of the Holy Cross; Kensington, MD; Ana María Ramírez-Merz; Academy of the Holy Cross; Kensington, MD

Bridging the gap between the classroom and the outside world. Participants will explore solutions to the problem of developing oral proficiency. Technological advancements such as iPads, webcams, QuickTime, Dropbox and authentic Internet resources allow teachers to maximize student output and give appropriate feedback quickly. Teachers will learn two activities that can be easily adapted to their own curriculum. One activity is targeted at beginner work in class and the other is aimed at intermediate work outside the classroom. The session concludes with evaluation techniques consistent with the method.

Theme: Technology

039

Monday, 1:00pm-2:15pm Conference Room 11

EXHIBITOR SESSION — Activating communication; focusing lenses

Presenter: Toni Theisen; 2013 President of ACTFL; Thompson School District; Loveland, CO

How can we use focusing lenses to guide thinking when creating instruction? How can an old unit “going to a café” be changed to a thematic unit on food and hunger that focuses on performance tasks integrated to create a meaningful cultural context? How can images, videos and other technology encourage learners to think critically about solutions to real-world global issues on environment in innovative ways? We will explore these questions through the lenses of an UbD designed thematic units and the concepts of the ACTFL 21st Century Skills Map.

Theme: Instructional Materials

040

Monday, 1:00pm-2:15pm Conference Room 13

The P of Phi Lambda Beta: The Portuguese honor society

Presenter: Maria Luci De Biaji Moreira; College of Charleston; Charleston, SC

This session will explain and describe the history, purposes, and goals of Phi Lambda Beta, the Portuguese honor society. Information about how to create a local chapter, how to categorize members, and the creative ways for the initiation ceremony will be discussed in an open dialogue with participants.

Theme: Advocacy/Policy

Commercial products or services displayed or presented as a part of the conference are not considered to be endorsed by the AATSP.

041

Monday- 1:00pm-2:15pm Conference Room 14

Sociedad Honoraria Hispánica and Sociedad Hispánica de Amistad Swap Shop of ideas, news, and information

Presenters: Pamela S. Wink; Sociedad Hispánica de Amistad; Frankfort, KY; Judith Park; Sociedad Honoraria Hispánica; Buffalo Grove, IL

Whether you are a seasoned sponsor or just thinking about starting a chapter of the high school Spanish National Honor Society or the elementary/middle school activities-based society for Spanish students, you will want to attend this session. Current sponsors and board members will be introduced. Winners of national awards for outstanding activities and chapters will be invited to share their winning ideas. Sponsors and prospective sponsors will also share their methods for running successful chapters.

Theme:Language for Specific Purposes

042

Monday, 1:00pm-2:15pm Conference Room 17

“The past does not rule me:” Putting grammar at the service of communication

Presenters: Daniel Trego; Michigan State University; East Lansing, MI; Le Anne Spino; Michigan State University; East Lansing, MI

This presentation focuses on how to reformulate class hour objectives as informational rather than linguistic goals. Using an interactive story, we will demonstrate how the use of preterit and imperfect serves an informational goal about life and values. As students interact with the story, they begin to learn the differences between preterit and imperfect. Through this example we will illustrate how grammar serves communication.

Theme: English

043

Monday, 1:00pm-2:15pm
Salon E Foyer

AATSP 2013 Poster Contest: Aprender idiomas es disfrutar otros mundos / Aprender línguas é desfrutar outros mundos

Presenter: Crystal M. Vicente; Athens Academy; Athens, GA

New for 2013! The AATSP Poster Contest is open to ALL students enrolled in K-12 Spanish or Portuguese courses taught by current AATSP members. Learn how the AATSP Poster Contest encourages discussion of language study; promotes creative thinking; celebrates visual learners; celebrates artistic expression; verbalizes appreciation for other languages; encourages cross-curriculum collaboration; is a great program advocacy tool; provides student recognition; is an excellent way to engage the enthusiasm of our students.

Theme: Methods/Techniques/Strategies

Session Block 4

Monday, July 8

2:30pm – 3:45pm

044

Monday, 2:30pm-3:45pm Conference Room 1

Using Skype in the Spanish classroom

Presenter: Megan Flinchbaugh; Solanco High School; Quarryville, PA

Learn how Skype can be used to expand the learning experience far beyond the boundaries of the classroom! Learn practical ideas to engage students in interpersonal, communicative, and cultural activities using Skype. These activities are designed to encourage the use of the target language among students and are appropriate for most levels. Each activity propels students to a higher level and each conversation requires them to use the target language in a more challenging way. A process for establishing a language exchange will be presented.

Theme: Technology

045

Monday, 2:30pm-3:45pm Conference Room 2

Effective instructional strategies for using multimedia materials in the Spanish literature classroom

Presenter: Delia Méndez Montesinos; The University of Texas at Austin; Austin, TX

Although teachers routinely use art and other media in the classroom, developing effective, engaging activities to implement instruction using multimedia material can at times be challenging. In this session participants will focus on *Lazarillo de Tormes* to examine strategies and activities that effectively implement instruction incorporating media and will brainstorm ideas for creating their own activities. While the focal point of the session is the AP Spanish literature and culture course, the strategies can be applied to other world language courses.

Theme: Methods/Techniques/Strategies

046

Monday, 2:30pm-3:45pm Conference Room 3

EXHIBITOR SESSION — Reflection: A primary tool of engagement

Presenters: Barb Thees; Intercultural Student Experiences; Minneapolis, MN; Jamie Bullyan; Intercultural Student Experiences, Minneapolis, MN

This session offers ideas for providing a deeper experience for your students before, during and after a travel program. Discover ways to engage your students with local culture, the language and their own intercultural competency skill building. Presenters will offer tools for preparation and reflection as a way to achieve an in-depth experience that’s more than a trip.

Theme: International Education/Study Abroad

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047

Monday, 2:30pm-3:45pm

Conference Room 4

Heritage speakers and authentic language

Presenter: Sergio A. Guzmán; College of Southern Nevada; Las Vegas, NV

Who is teaching Spanish for Heritage Speakers in the Southwest?

This session presents the results from a study that researched four large universities in the Southwest. It focuses on the academic and teaching backgrounds of the professors teaching Spanish for Native/Heritage Speakers (SNS/SHS), as well as what each of them emphasizes in those courses and their perceptions of the skills needed to be a good SNS/SHS instructor.

Theme: Curriculum

Presenter: Arthur Wendorf; The University of Texas at Austin; Austin, TX

SPinTX Corpus-to-Classroom: A teacher-centered pedagogical interface for the Spanish in Texas Corpus. The Spanish in Texas (SPinTX) Corpus is an open pedagogical corpus of authentic spoken Spanish. It consists of over 300 video clips from interviews of Spanish speakers living in Texas. This presentation will have two parts. The first part will showcase several of the video clips and demonstrate how to use the SPinTX website to search for a clip that contains target grammar and/or vocabulary. The second part will illustrate how teachers can use provided templates to quickly and easily create lessons and activities based on the videos.

Theme: Instructional Materials

048

Monday, 2:30pm-3:45pm

Conference Room 5

Teaching heritage speakers orthographic rules and academic register

Presenters: Eugenia Ruiz; University of Houston; Houston, TX; Amira Plascencia; University of Houston; Houston, TX

Training heritage speakers to differentiate the stressed syllable.

In Spanish, each word has one stressed syllable. Studies on the correlates of lexical stress in Spanish have shown that this greater prominence relates to the larger durations and louder intensities of stressed syllables. Accent marks are placed on some of those stressed syllables according to a set of straightforward orthographic rules. However, successful learning of these rules seems to constitute a challenging task to heritage speakers.

Theme: Applied Linguistics/Second Language Acquisition

Presenter: Anel Garza; University of Houston; Houston, TX
Academic writing by university students in Spanish heritage language courses. This investigation analyzes the academic register of university students in Spanish heritage language courses from the perspective of systemic functional linguistics. It analyzes written compositions of students from various levels in terms of clause-combining strategies, lexical density, and grammatical intricacy. In order to design adequate instruction, it is important to determine the types of registers students use in the classroom and to see whether there is a progression toward a more academic register as students take more Spanish courses.

Theme: Linguistics

049

Monday, 2:30pm-3:45pm

Conference Room 6

Spanish for the health care workers

Presenter: Karmin San Martin; University of Texas San Antonio; San Antonio, TX

Bilingual-bicultural future health care providers: Understanding patients' identity. This paper is an analysis of how future health care providers of Mexican-American descent understand the identity of patients who suffer from a chronic disease. Students in the Medical Spanish for Heritage Learners course learn to acquire strategies to improve as medical interpreters and cultural brokers. Students' digital narratives are analyzed to understand how students view their patients' identity, distinguish inequalities, and how power plays a role in health care discourse.

Theme: Language for specific purposes

Presenter: Eder F. Maestre; Western Kentucky University; Bowling Green, KY

Integrating health sciences into the second-semester Spanish curriculum. This presentation will provide useful information on how we developed a special purpose section of a second-semester Spanish course to serve the needs of students in health sciences. The instructor of this section will share his materials, discuss practical aspects of his experiences, and comment on future plans.

Theme: Language for specific purposes

050

Monday, 2:30pm-3:45pm

Conference Room 7

Language: The state of the nation

Presenter: William Rivers; JNCL; Washington, DC

The language enterprise in the US stands at the nexus of globalization, intercultural communications, and the spread of stability and democracy worldwide. Our professionals are teachers, interpreters, translators and others. We enable the vital role played by language in 21st century citizenship. This session describes how the Joint National Committee for Languages and the National Council for Language and International Studies works to advocate for language in the US, and how you can help.

Theme: Advocacy/Policy

051

Monday, 2:30pm-3:45pm

Conference Room 8

Service learning and community engagement

Presenter: Charla Lorenzen; Elizabethtown College; Elizabethtown, PA

Advocating for equality: A funds of knowledge approach to service learning. Conflicts often arise between non-native speakers' formal classroom learning and the funds of knowledge of native speakers when they engage in meaningful communication. Learn how a culturally responsive pedagogy was used with English-speaking university students of Spanish and Spanish-speaking community members learning English to critically examine and synthesize formal cultural capital and informal funds of knowledge into a multi-faceted and balanced understanding of language and culture.

Theme: Service Learning/Community Engagement

Presenter: Sherry Venere; University of North Carolina, Chapel Hill; Chapel Hill, NC

Students serving others and themselves: Spanish for the professions and community engagement. Many university Spanish programs now integrate service-based learning into their course offerings, partnering directly with their neighboring Hispanic communities. University programs have also seen an increased demand for Spanish courses geared towards professions. When these two courses are blended, they allow students to advance their Spanish language skills, engage in meaningful public service, as well as develop useful professional skills. To that end, this paper will explore this blend, highlighting its unique challenges and opportunities.

Theme: Service Learning/Community Engagement

052

Monday, 2:30pm-3:45pm Conference Room 9

Writing successful grant applications for world languages

Presenter: Martha Dow Adams; Universidad de Ciencias Aplicadas y Ambientales; Bogotá, Colombia

Because of the current proposed federal government budget restraints and spending cuts that will include foreign language education, it will become vitally important that we explore and seek out and secure other sources of funding that will best provide the desired level of achievement in our classrooms. The ultimate goal of this session is to familiarize attendees with the proven methods and steps to secure a grant.

Theme: Advocacy/Policy

053

Monday, 2:30pm-3:45pm Conference Room 10

Horacio Quiroga's toxic tales

Presenter: Michael E. Wong-Russell; Framingham State University; Framingham, MA

Organic and functional diseases were of particular interest to the Uruguayan writer Horacio Quiroga, who made use of their pathologies and etiologies as operatives in his narrative schemes. His production of toxic tales reflects a long tradition of medical study that informs them with a veracity that prevails even in our day. Tales to be discussed include his well-known "La miel silvestre," "A la deriva," and "El almohadón de plumas," as well as several of his lesser-known, inedited works.

Theme: Literature/Literary Criticism/Literary Theory

054

Monday, 2:30pm-3:45pm Conference Room 11

Galician as a national language in the works of Alfonso Rodríguez Castelao

Presenter: Ana Isabel Carballal; University of Nebraska- Omaha; Omaha, NE

Alfonso Rodríguez Castelao considered the Galician language one of the main proofs of the right of this region to protect its own nationality as well as its economic, social and cultural

interests. This presentation will prove that Galician, while it was used as a method to oppress and put Galicians down as an ignorant, savage people, is a language in its own right. Language, in Galicia, forms reality and establishes a system of values and interests. It provides their speakers with an understanding of the world.

Theme: Literature/Literary Criticism/Literary Theory

055

Monday, 2:30pm-3:45pm Conference Room 12
& 4:00pm-5:15pm

A step-by-step mega-session for successful submission to *Hispania*

Presenters: Sheri Spaine Long; University of Alabama-Birmingham; Birmingham, AL; **Domnita Dumitrescu; David P. Wiseman**

The editors of *Hispania* will mentor you through the submission, editorial and production processes. The session's goal is to prepare those seeking to publish in the journal. The presentation includes tips on initial manuscript preparation and guidelines, as well as preparation of the revised manuscript. How to respond to reviewers/editors (and how not to) and the author's role during production will be discussed. The session addresses submission of full-length articles as well as book/media reviews.

Theme: Teacher Preparation/Development

056

Monday, 2:30pm-3:45pm Conference Room 13

Film as a pedagogical tool in the Portuguese as a foreign language classroom

This session explores aspects of using film in the Portuguese language classroom. We will explore how film can help learners predict information, infer ideas and analyze cultural practices of the Portuguese-speaking world. We will see how film can help enhance clarity and give meaning to texts, create links between the materials being learned and real world situations, and meaningfully integrate aspects of the language studied.

Presenter: Luis Gonçalves; Princeton University; Princeton, NJ.
Strategies to use Antônia.

Presenter: Celeste Mann; Villanova University; Villanova, PA.
Documentary film and art in Rio de Janeiro: An integrated performance assessment.

Presenter: Denise Maria Osborne; University of Arizona; Tucson, AZ.
Learning Portuguese through the art of film.

Theme: Methods/Techniques/Strategies

PLEASE NOTE: SESSION NUMBERS

Session numbers may not be consecutive. Omitted numbers indicate that a session was cancelled at the request of the presenter(s).



057

Monday, 2:30pm-3:45pm Conference Room 14

National Spanish Examinations: Standards-based assessments using online technology

Presenter: Kevin Cessna-Buscemi; National Spanish Examinations; Valparaiso, IN

This session will focus on the content and administration of the National Spanish Examinations, the most widely used standardized tests of Spanish in the US. We will discuss exam content, how the NSE measures both proficiency and achievement, online test administration procedures and the online practice materials.

Theme: Assessment

058

Monday, 2:30pm-3:45pm Conference Room 17

Teaching and loving it! The use of authentic telenovelas in the Spanish language classroom

Presenters: Aurora Pilar Wold-Krogmann; Temple College; Temple, TX; Hilda Gutierrez Reilly; Elgin High School, Elgin ISD; Elgin, TX

Mesmerize your class and leave them begging for more with the strategic use of authentic Spanish language *telenovelas*. Participants are introduced to appropriate *telenovelas* for various levels. Participants will learn how to get administrators and parents on board. Various activities will be provided that utilize *telenovelas* to encourage language use in all classrooms. Turn on the romance, drama, vengeance and intrigue to keep your students tuned in. Make language acquisition a must in your classroom!

Theme: Instructional Materials

059

Monday, 2:30pm-3:45pm Salon E Foyer

e-Village: A community-based approach to technology integration in the language classroom

Presenters: Andrea López Olatunji; Align Education, LLC; Alexandria, VA; Anane Nokware Olatunji; Align Education, LLC; Alexandria, VA

During this session, the audience will learn about the e-Village model as applied to a language classroom. This model uses community resources and expertise to enhance learning through different technologies. Practical examples of student work will be shown.

Theme: Teacher Preparation/Development



On Twitter?
Tweet about the #aatsp13 conference!

Session Block 5

Monday, July 8

4:00pm – 5:15pm

060

Monday, 4:00pm-5:15pm Conference Room 1

The AP literature course: Preparing to teach the *sociedades en contacto* theme

Presenters: Martha L. Vásquez; Northside Independent School District; San Antonio, TX; José Ortega; Saint Mary's Hall; San Antonio, TX

This session will focus on the perspective of the defeated within the AP literature course theme of *sociedades en contacto*. We will analyze the values, customs, and beliefs of the Hispanic and indigenous cultures as well as the results of their dynamic interaction. In addition to the *cartas de relación* of Hernán Cortés and *Visión de los vencidos* by Miguel León-Portilla, we will allude to pre-Hispanic texts that would help us appreciate the Náhuatl philosophy and thoughts, exploring in these passages the theme of *el tiempo y el espacio*.

Theme: Teaching of Literature

061

Monday, 4:00pm-5:15pm Conference Room 2

Flip it and Skype it!

Presenter: Jeannette Hernández-Cordero; Ranney School; Tinton Falls, NJ

In order to integrate digitalized evidence of presentational and/or interpersonal experiences among elementary grades using the Spanish language, two great resources will be demonstrated: the flip camera and Skype. The presentation will show how to use these two resources and how to combine them and develop digital files that can later be used as evidence of communicative performance in learning world languages.

Theme: Technology

062

Monday, 4:00pm-5:15pm Conference Room 3

EXHIBITOR SESSION — Study abroad opportunities with Estudio Sampere: Spain, Ecuador, Costa Rica or Cuba.

Presenter: David Sampere; Estudio Sampere; Madrid, Spain

This session will focus on the different possibilities for US students to study abroad with Estudio Sampere which organizes courses for fall and spring semester, summer session programs, and faculty led programs in different destinations. The main points for the presentation are the improvement of language skills and cultural knowledge through study abroad during high school or university and how Estudio Sampere can help organize such an experience. After the presentation, Spanish snacks and tapas will be offered.

Theme: International Education/Study Abroad

063

Monday, 4:00pm-5:15pm Conference Room 4

EXHIBITOR SESSION — Amigos de las Américas: Inspiring and building young leaders throughout the Americas since 1965**Presenter:** Taylor Moyer; Amigos de las Américas; Houston, TX

AMIGOS envisions a world where each young person becomes a catalyst for social change. Since 1965, AMIGOS has empowered more than 25,000 youth volunteers to address social concerns throughout the Americas. Through participation in AMIGOS' unique leadership development program, volunteers immerse themselves in a new community and culture while building connections and designing and implementing a community service project. During this session, teachers will learn about a variety of program opportunities for high school and college students.

Theme: International Education/Study Abroad**064**

Monday, 4:00pm-5:15pm Conference Room 5

Una nueva universidad para Europa: el modelo español**Presenter:** Javier García-Velasco; Education Office, Embassy of Spain; Coral Gables, FL

La ponencia pretende presentar la profunda reestructuración de la universidad europea derivada de la Declaración de Bolonia y puesta en marcha a lo largo de la primera década de este siglo por los países que conforman el Espacio Europeo de Educación Superior. Se examinará en particular el modelo adoptado por España.

Theme: International Education/Study Abroad**065**

Monday, 4:00pm-5:15pm Conference Room 6

Medieval and Golden Age Spanish Literature

Presenter: Eleanor Marsh; San José State University; San José, CA
Intertextualidad oral medieval en la Vida de la Venerable Madre Isabel de Jesús. This paper explores the echoes of religious-themed ballads from the Spanish medieval oral tradition in the spiritual autobiography authored by Isabel de Jesús, a lesser-known seventeenth-century mystic nun from central Spain. The intertextual allusions to the *romancero religioso* in her text are examined in light of the role of orality in the dissemination of popular religious knowledge and as a highly effective device for making her mystical experiences and spiritual messages accessible to her audiences.

Theme: Literature/Literary Criticism/Literary Theory

Presenter: Helen C. Tarp; Idaho State University; Pocatello, ID
First contact: Prologue and reader in medieval and Golden Age Spanish texts. The Prologue is the first point of contact between text, reader, and author or editor. Those who created, translated, or glossed texts often took advantage of this space to manipulate, subvert, or support the text that followed. This

session explores the ways in which early editors or authors manipulated the prologue, its form or function, to fulfill artistic or political agendas.

Theme: Literature/Literary Criticism/Literary Theory**066**

Monday, 4:00pm-5:15pm Conference Room 7

From discrete point testing to integrated discourse: The new on-line Michigan State University placement test**Presenters:** Bill VanPatten; Michigan State University; East Lansing, MI; Daniel Trego; Michigan State University; East Lansing, MI

In this session, we describe placement testing from the perspective of integrated discourse in which there is no discrete point testing of grammar or vocabulary. Instead testing focuses on how sentences fit together meaningfully, tapping grammar, vocabulary, discourse, pragmatics, and other aspects of language simultaneously. We demonstrate with the new Michigan State University on-line placement test, showing how we score and use this innovative test for placement and proficiency.

Placement: Assessment**067**

Monday, 4:00pm-5:15pm Conference Room 8

Undergraduate research and community connections based on service learning**Presenter:** Sarah Degner Riveros; Valparaiso University; Valparaiso, IN

Undergraduate research, academic writing and student publication based on community engagement and service. This presentation focuses on teaching students to conduct academic research based on community engagement projects. The session focuses on a series of formal academic writing assignments that integrate research and student experiences in the community. Ideas for students to disseminate and publish their ideas will be discussed. The session will conclude with ways that engaged faculty and students serve as bridges between the university and the community through a service-based scholarly dialogue that incorporates community engagement, research and writing.

Theme: Service Learning/Community Engagement**Presenter:** Wendy Caldwell Richardson; Francis Marion University; Florence, SC

Creating community connections with Spanish: A framework for postsecondary service learning. This session will offer innovative ideas for connecting postsecondary students of Spanish to the community through service-learning partnerships with agencies that serve children. Case studies of collaborative projects will be provided together with a framework that can be applied to a variety of service-learning contexts.

Theme: Service Learning/Community EngagementM
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Monday, 4:00pm-5:15pm Conference Room 9

Cosmopolitanism and post-coloniality in Mario Bellatín’s novel *Shiki Nagaoka: una nariz de ficción*

Presenter: George Arthur Carlsen; Pepperdine University; Malibu, CA

This paper approaches the genre-defying work of Mexican author Mario Bellatín through the lens of post-colonial criticism. Specifically focusing on his 2001 novel *Shiki Nagaoka: una nariz de ficción*, I analyze the theoretical ramifications of his appropriation of the Japanese colonial experience. I will demonstrate that the novel’s fictitious literary biography for Nagaoka demonstrates an awareness of the post-colonial dilemma of writing in the tradition of the Occident from the periphery.

Theme: Literature/Literary Criticism/Literary Theory

069

Monday, 4:00pm-5:15pm Conference Room 10

Hispanic influence on pop culture

Presenter: Johanna Méndez Alberich; Troy University; Troy, AL

With the increase of Hispanics in the United States, popular culture is being influenced more and more by this population. Singers from the Spanish-speaking world have infiltrated the airwaves. Hispanic actors and actresses and others who work in the movie industry continue to make their way to Hollywood. Hispanics are also increasingly leaving a mark in the comic book world. This paper will discuss the influence of Hispanics in the popular culture of the United States.

Theme: Culture

070

Monday, 4:00pm-5:15pm Conference Room 11

Cuerpo, carne, hambre, locura y auto-destrucción en la obra de Virgilio Piñera

Presenter: Graciela Noemi Corvalán; Webster University; St. Louis, MO

Tras una breve introducción para situar a Piñera en el ambiente social, cultural y político de Cuba, esta ponencia se centra en dos cuentos de *Cuentos fríos*: “La carne” y “La cena” y en su obra de teatro breve titulada *El flaco y el gordo*, obra que algunos críticos vinculan también al teatro de la crueldad. Su obra pueda ser leída e interpretada también como una aguda crítica a los “falsos mitos” culturales y a la realidad social y política que le tocó vivir en carne propia.

Theme: Literature/Literary Criticism/Literary Theory

071

Monday, 4:00pm-5:15pm Conference Room 13

The future of Portuguese study in the US

The presenters will address the status of Portuguese enrollments, a new model for Portuguese study under development at the U of Georgia with NSEP funding, and the outlook for the teaching of Portuguese to Spanish speakers.

Presenter: Margo Milleret; University of New Mexico; Albuquerque, NM. *The future of Portuguese enrollments.*

Presenter: Lyris Wiedemann; Stanford University Language Center; Stanford, CA. *The future of teaching Portuguese to Spanish speakers.*

Presenter: Robert Moser; University of Georgia; Athens, GA. *The future of teaching Portuguese using the NSEP model.*

Theme: Curriculum

072

Monday, 4:00pm-5:15pm Conference Room 14

On the move: Using kinesthetic learning strategies in the world language class

Presenter: Katie MacMillan; Academy of the Most Blessed Sacrament; Franklin Lakes, NJ

Learn to incorporate movement into your world language classroom whether it is using Total Physical Response (TPR) activities, putting a spin on teaching verbs, or adding a little boost of energy to your daily lessons. Participants will have the opportunity to participate in some kinesthetic exercises throughout the presentation as well as receive information on how to include these learning techniques in their classes. Appropriate for teachers of all grade levels.

Theme: Methods/Techniques/Strategies

073

Monday, 4:00pm-5:15pm Conference Room 17

Learning stations: From application to impact

Presenter: Jennifer Wortzel; Gilbert Public Schools; Gilbert, AZ

Learn how Gilbert Public Schools has created a culture in professional learning that focuses on developing learning stations to improve achievement while engaging students in active learning. Learning stations are utilized to reinforce language concepts required in course curriculum/state standards. Participants observe examples of actual stations used in practice for proficiency and learn techniques to create and implement learning stations for their own courses. Stations will include vocabulary, reading, writing, grammar, culture, and technology.

Theme: Methods/Techniques/Strategies

075

Monday, 4:00pm-5:15pm

Salon E Foyer

Learn like a Brazilian: Viewing authentic educational videos

Presenter: Celeste Dolores Mann; Villanova University; Villanova, PA

Brazilian *telecursos* are available on YouTube to assist pre-college students master their classwork and prepare for the Vestibular. These videos showcase stories and scenes to make the subjects come alive. Our students can also benefit from these authentic videos that provide rich linguistic and cultural input. I describe a lesson that incorporates episodes on the “Inconfidência mineira” and provide sources that I have found to be pedagogically useful.

Theme: Instructional Materials

076

Monday, 5:30pm-6:30pm

Salon A

AASP Business Meeting

All members are welcome to attend.



AATSP Programs and Contests for K-12 Students

AATSP Poster Contest

Open to all Spanish and Portuguese students grades K-12
www.aatsp.org

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Assessing many students, many levels
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Sociedad Honoraria Hispánica (SHH)
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CULTURAL HERITAGE EVENING

Monday, 7:00pm-9:00pm Conference Room 17

***Deputized*, a film examining the hate crime that resulted in the murder of Ecuadorian immigrant Marcelo Lucero.**

Presenters: Regina Casale; Longwood Central School District; Middle Island, NY; **Joselo Lucero**; Hagedorn Foundation; Port Washington, NY



Monday, 7:00pm-9:00pm Conference Room 7

***FRONTERA SIN FIN*, A reading of a new play by Carlos Morton**

Presenter: Carlos Morton; Carlos Morton; Santa Barbara, CA



Monday, 7:00pm-9:00pm Conference Room 11

The Story of Spanish: The complex origins of Spanish and its meteoric rise

Presenter: Jean-Benoit S. Nadeau; NadeauBarlow.com; Montreal, Canada

See details on page 34.

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CULTURAL HERITAGE EVENING

MONDAY, JULY 8, 2013

7:00am – 9:00pm

A new event at this year's conference is the *Cultural Heritage Evening* featuring three exceptional presentations by the authors and others closely involved in the creation of the works represented. Choose from a film viewing and discussion, a reading of selections from a new one-act play, and an overview of a new book, *The Story of Spanish*.



DEPUTIZED, A FILM EXAMINING THE HATE CRIME THAT RESULTED IN THE MURDER OF ECUADORIAN IMMIGRANT MARCELO LUCERO

Conference Room 17

Presenters: Regina Casale; Longwood Central School District; Middle Island, NY; Joselo Lucero; Hagedorn Foundation; Port Washington, NY

The circumstances that contributed to the death of Marcelo Lucero are examined by Susan Hagedorn in her movie *Deputized*. In addition to the film, Joselo Lucero will share his personal experience. Since the tragedy of his brother's death, Mr. Lucero has been visiting schools fostering a culture of peace and respect for our differences and to motivate students to become agents of change. He will lead a discussion on advocating for our students and communities.



FRONTERA SIN FIN, A READING OF A NEW PLAY BY CARLOS MORTON

Conference Room 7

Presenter: Carlos Morton; Santa Barbara, CA

FRONTERA SIN FIN is a bilingual play (Spanish/English/Spanglish) that speaks of an encounter between Mexican immigrants and Chicanos in Arizona. The language of the play is spoken on the border between Mexico and the United States. Author Carlos Morton reads scenes from the work which was published recently in *Camino Real: Estudios de las Hispanidades Norteamericanas* (Spain).



THE STORY OF SPANISH: THE COMPLEX ORIGINS OF SPANISH AND ITS METEORIC RISE

Conference Room 11

Presenter: Jean-Benoit S. Nadeau; Montreal, Canada

Jean-Benoit Nadeau and Julie Barlow, chroniclers of French, now turn their attention to Spanish, the language being adopted by more of the world's speakers every day. Just as their first book, *The Story of French*, looked at the origins of that language, *The Story of Spanish* looks at the roots and spread of modern Spanish from its beginnings in Hispania's Vulgar Latin, the very same language that spawned French and Italian, which around 800 AD, became its own distinct tongue and a variety of cultures began to leave their mark.

Excursions in San Antonio

Prepayment and Registration are required



TUESDAY, JULY 9, 2013

E1: Missions and Alamo Tour

Time: 1:30pm – 6:00pm

Cost: \$35.00

Meeting Point: Meet on the ground floor of the Marriott Rivercenter Hotel lobby near hotel registration desk

Please note: You will need to wear comfortable clothing and walking shoes as you will be viewing and exploring mission grounds. You may need an umbrella in case of rain.

Description: Your first stop after leaving the hotel will be **Mission San José**. From there you will continue on to the **Mission Concepción**. You will receive a guided tour of each of the missions along with the ability to view and explore the grounds.

On your way back into the city you will drive by the area known as **Southtown**. Your guide will talk about the operating **Pioneer Flour Mill**, **Guenther House** and the historic **King William District** with its elegant and stately homes.

Your third stop will be **The Alamo**, “The Shrine of Texas Liberty” and San Antonio’s first Mission. The three buildings (the Shrine, Long Barrack Museum and Gift Museum) house exhibits about the Texas Revolution and Texas History.

The tour will end at **The Menger Hotel**. The Menger Hotel has an exquisite three-story Victorian lobby and is the oldest hotel west of the Mississippi. You will then be on your own to tour the hotel and enjoy delicious dining or a refreshing beverage before you return to the Marriott Rivercenter Hotel which is about 1 ½ blocks away.



E2: Adalco’s Cooking San Antonio Style!

Time: 1:30pm – 4:30pm

Cost: \$70.00 (lunch included)

Meeting Point: Meet on the ground floor of the Marriott Rivercenter Hotel lobby near hotel registration desk

Description: Spice up your life with a cooking class that is as flamboyant as a Mexican fiesta. San Antonio’s diverse culinary creativity will be revealed as noted restaurateur Blanca Aldaco of Aldaco’s Mexican Cuisine shares her savory secrets. The palatable presentation covers the history of Mexican cuisine and the historical events that influenced it.

This is a hands-on experience; the audience participates in the food preparation for lunch. Learn great techniques on how to make the perfect *enchilada verde* & *avocado salsa*. You will walk away with the secret on how to mix a tasty *margarita* and a recipe card to share your new-found knowledge with your friends.

As a remembrance of this experience, you will receive a handmade authentic Mexican paper flower and a colorful *molcajete* for your *salsa* back at home!



THURSDAY, JULY 11, 2013

E3: Missions and Alamo Tour

Time: 1:30pm – 6:00pm

Cost: \$35.00

Meeting Point: Meet on the ground floor of the Marriott Rivercenter Hotel lobby near hotel registration desk

Description: See description above



E4: Adalco’s Cooking San Antonio Style!

Time: 1:30pm – 4:30pm

Cost: \$70.00 (lunch included)

Meeting Point: Meet on the ground floor of the Marriott Rivercenter Hotel lobby near hotel registration desk

Description: See description above

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Tuesday Highlights



Session 090

8:00am - 11:00am

Chapter Assembly

Salon A

Session 119

Off-Site Excursions

Meet on the ground floor of the
Marriott Rivercenter Hotel lobby near
Registration Desk

[See page 35]

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Tuesday, July 9

Registration Open 7:30am – 12:00pm
Exhibits Open 8:00am – 12:00pm

W-4

Tuesday, 8:00am-11:00am Conference Room 18

Practices, tools and activities for showcasing student work

Presenter: Mercedes Meier; Coastal Carolina Community College; Jacksonville, NC

Using the educational version of Weebly, participants in this workshop will learn to create a site to showcase student work and portfolios. Participants will work with tools such as Chirbit, Vocaroo, QR codes, Eyejot, MailVu, and VoiceThread in order to engage students in a meaningful and entertaining way. At the end of the workshop, one participant will win a professional Weebly account.

Theme: Technology

Session Block 6

Tuesday, July 9

8:00 AM – 9:15 AM

077

Tuesday- 8:00am-9:15am Conference Room 1

Click here: The why, what, and how of hybrid and blended language courses

Presenters: **Bill VanPatten;** Michigan State University; East Lansing, MI; **Michael J. Leeser;** Florida State University; Tallahassee, FL **Justin White;** Florida Atlantic University; Fort Lauderdale, FL

Hybrid and blended language programs are popping up around the country, but many professionals are unsure about what these programs contain and how to set them up. In the present session, we address the following questions: (1) Why set up hybrid and blended language instruction? (2) What materials are on-line and what materials are done in class? (3) What are the pitfalls or potential problems in implementing hybrid and blended courses? The presenters will use hybrid materials to demonstrate.

Theme: Instructional Materials

Commercial products or services displayed or presented as a part of the conference are not considered to be endorsed by the AATSP.

078

Tuesday- 8:00am-9:15am

Conference Room 2

Interpersonal, interpretative and presentational modes of communication: How to connect them to enhance everyday lesson planning

Presenter: Maritza Sloan; Plano Independent School District; Plano, TX

Language students of the 21st century need an environment that involves creativity. This presentation will provide practical strategies and activities for developing teaching units and share ideas for daily lesson plans. These strategies and activities should provide an opportunity for helping the students gain proficiency in the three communicative modes and the five Cs as common instructional goals.

Theme: Methods/Techniques/Strategies

079

Tuesday, 8:00am-9:15am

Conference Room 3

EXHIBITOR SESSION—BrainRush.com: Your best language teaching tool

Presenter: Tina Hoover; BrainRush; Los Angeles, CA

BrainRush offers free language learning games for teachers and students. From the makers of Wordplay, one of the most trusted Spanish vocabulary games, BrainRush now covers not just vocabulary but also verb conjugation and sentence structure, as well as many languages! As teachers, you are able to create lessons (or select from thousands created by other teachers), assign them to your classes, and monitor each student's progress with our easy-to-use tools. Come learn about this free online tool which will help you differentiate your teaching!

Theme: Instructional Materials

080

Tuesday- 8:00am-9:15am

Conference Room 4

El uso de los pronombres de segunda persona singular en el español de América

Presenter: Jorge E. Murillo; Universidad de Costa Rica; San José, Costa Rica

En esta sesión, se presenta un panorama general del uso de los pronombres de segunda persona singular en el español de América. Se describe cómo las variedades del español americano han optado por el uso de distintos pronombres de segunda persona singular sea de manera complementaria o en una aparente variación libre. Para explicar esta variación, se acude a principios geolectales, sociolingüísticos y pragmáticos considerando además el desarrollo histórico de la lengua.

Theme: Linguistics

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081

Tuesday- 8:00am-12:30pm Conference Room 5

National Spanish Exam Board Meeting**Presenter:** Kevin Cessna-Buscemi; National Spanish Examinations; Valparaiso, IN

The NSE Board will meet to discuss exam content, administration and advocacy. This meeting is open to NSE Board members only.

Theme: Advocacy/Policy**082**

Tuesday, 8:00am-12:30pm Conference Room 6

SHH/SHA Executive Board Meeting**Presiders:** Judith Park; Sociedad Honoraria Hispánica; Buffalo Grove, IL; Kelly Scheetz; Sociedad Honoraria Hispánica; Buffalo Grove, IL; Pamela Wink; Sociedad Hispánica de Amistad; Frankfort, KY

Meeting for the SHH/SHA Board to hear reports from members regarding the year's duties and to set policy for next year.

Theme: Advocacy/Policy**083**

Tuesday- 8:00am-9:15am Conference Room 7

Fostering global competence in the WL classroom and beyond**Presenter:** Jaclyn Orozco; Wauwatosa East High School; Wauwatosa, WI

The presenter will discuss her review of literature on global competence and how it has impacted her classroom practice. She will present developmental models of the development of global competence as well as practical strategies for integrating culture and fostering global competence while addressing Common Core Standards. She will present an example of a co-curricular partnership aimed at building students' global competence through the use of authentic literature.

Theme: Curriculum**084**

Tuesday- 8:00am-9:15am Conference Room 8

Wisdom of practice and the scholarship of teaching and learning in the field of Spanish as a Heritage Language**Presenter:** Nancy S. Zimmerman; Kutztown University; Kutztown, PA

A need for scholarship of teaching and learning within the field of heritage language acquisition is noted as seminal researcher and HL educator Valdés urges practitioners to share their experiences and their knowledge. Faculty who teach Spanish as a heritage language must not only share experience-

based pedagogies and collaborate with one another in order to improve their practice, they need to apply this wisdom of practice to their own profession. This session will explore how wisely we are using professional development in the field.

Theme: Methods/Techniques/Strategies**085**

Tuesday- 8:00am-9:15am Conference Room 9

Hispania Editorial Board Meeting**Presenter:** Sheri Spaine Long; University of Alabama-Birmingham; Birmingham, AL

The meeting includes *Hispania's* editors, associate editors and invited guests. Attendance is by invitation only.

Theme: Teacher Preparation/Development**086**

Tuesday- 8:00am-9:15am Conference Room 10

Deputized, a film examining the hate crime that resulted in the murder of Ecuadorian immigrant Marcelo Lucero**Presenters:** Regina Casale; Longwood Central School District; Middle Island, NY; Joselo Lucero; Hagedorn Foundation; Garden City, NY; Susan Hagedorn; Seedworks Films; Denver, CO

The circumstances that contributed to the death of Marcelo Lucero are explored by Susan Hagerdorn in the movie *Deputized*. Since the tragedy of his brother's death, Joselo Lucero has been visiting schools fostering a culture of peace and respect for our differences and to motivate students to become agents of change. Language teachers are natural leaders of social justice by nurturing global citizens through intercultural dialogue. Interdisciplinary lessons will be shared on how to use this film as a tool towards advocacy.

Theme: Film/Film Studies**087**

Tuesday, 8:00am-9:15am Conference Room 11

EXHIBITOR SESSION — Two for the price of one**Presenter:** Janice Holter Kittok; Educator in Service Professional Development; Delano, MN

Students can learn their new language and learn about the world at the same time — two for the price of one. Join the presenter for lively mini-lessons where you get to play the role of a student. See how to teach topics such as geography, history, biography and current events in the target language. Leave with ideas for how to start building background knowledge in the early levels so that students can understand more complex nonfiction at the upper levels. Come and enjoy a sample of the professional development provided by Educator in Service.

Theme: Curriculum

088

Tuesday- 8:00am-9:15am

Conference Room 13

Portuguese program building: Growth and expansion at many levels

This session will present research on building Portuguese programs in two different US institutions. This session will present first a suggestion for strengthening Portuguese programs through incorporating major cultural events and secondly the development of Portuguese dual-immersion schools in Utah.

Presenter: Patricia Sales de Souza; Spelman College; Atlanta, GA. *Overview of the Portuguese Program at Spelman College.*

Presenter: Gregg Roberts; Utah State Office of Education; Salt Lake City, UT. *Strategic design of Utah's Portuguese dual language immersion program.*

Theme: Curriculum

089

Tuesday- 8:00am-9:15am

Conference Room 17

Integrating Hispanic art masterpieces and student art to increase language and cultural proficiency

Presenter: Billie R. Hulke; Baylor University; Waco, TX

This interactive session highlights activities that integrate culture and language through Hispanic art masterpieces as well as student-created art. Participants will experience a wide variety of effective strategies that use art to teach for greater language proficiency plus culture, while getting our students excited about art and the opportunity to create and communicate. Participants will receive a packet of all activities.

Theme: Methods/Techniques/Strategies

090

Tuesday, 8:00am-11:00am

Salon A

Chapter Assembly

Make sure you are getting the AATSP newest publication:

Announcements and Reminders

Sent out every 3-4 weeks throughout the year

091

Tuesday, 8:00am-9:15am

Salon E Foyer

A learner training project for first-semester Spanish classes with true beginners and heritage students

Presenter: Michael Tallon; University of the Incarnate Word; San Antonio, TX

Mixed Spanish classes, those classes that have both true beginners and heritage students, are found all over the country. Research has shown that the two groups of students have different needs. The purpose of this learner training project is to help the heritage students work on their writing skills and to help the true beginners deal with their foreign language anxiety. The ultimate goal of this project is that both groups of students become better language learners and be more successful in the class.

Theme: Learner Variables/Diverse Learners

Session 092

Exhibit Break

9:15 AM – 9:45 AM

Refreshments provided by



Exhibitors make our conference a success!

Session Block 7

Tuesday, July 9

9:45am – 11:00am

093

Tuesday, 9:45am-11:00am

Conference Room 1

EXHIBITOR SESSION — Free online materials for Spanish and Portuguese teachers: Open educational resources from COERLL

Presenter: Carl Blyth; COERLL, University of Texas at Austin; Austin, TX

COERLL, the National Foreign Language Resource Center at the University of Texas, produces free online materials. This session will describe the following resources: Spanish in Texas Language Corpus, a pedagogical corpus of authentic Spanish and bilingual interviews, Spanish Proficiency Training and Learner Corpus, a teacher training website of videos of Spanish learners at different proficiency levels, Spanish Proficiency Exercises, brief video clips of native speakers from Latin America to demonstrate various language tasks, and Brazilpod, a collection of websites for learning Portuguese.

Theme: Instructional Materials

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094

Tuesday- 9:45am-11:00am

Conference Room 2

Contemporary transatlantic voices confronting the past: Lucía Etxebarria, Ángela María Dávila, and Ana María Matute

This literary panel examines female writers from Spain and Puerto Rico that voice women's contemporary stance while simultaneously problematizing their gender's historic limitations. Dr. Ocón-Garrido explores how Lucía Etxebarria problematizes Spanish women's challenges with motherhood. Dr. Abreu-Torres examines the poetics of Ángela María Dávila to uncover how this Puerto Rican poet depicts the varied facets of love. Finally, Dr. Ochoa presents Ana María Matute's most recent novel, *Paraíso inhabitado*, to analyze fantasy as a form of rebellion.

Presenter: Debra J. Ochoa; Trinity University; San Antonio, TX.
Ana María Matute's Paraíso inhabitado: Fantasies of the "Strange Girl."

Presenter: Rocío Ocón-Garrido; Texas State University; San Marcos, TX. *El concepto de maternidad en Etxebarria-un concepto en evolución.*

Presenter: Dania Abreu-Torres; Trinity University; San Antonio, TX. *Manifiesto de amor: Los poemas de La querencia de Ángela María Dávila.*

Theme: Literature/Literary Criticism/Literary Theory

095

Tuesday- 9:45am-11:00am

Conference Room 3

Community Engagement SIG Business Meeting

Presenter: Kathleen Tacelosky; Lebanon Valley College; Annville, PA

The purpose of this group is to promote collaboration among educators who practice community engagement (such as service-learning and other types of applied and experiential learning) and to work toward creating awareness and professional recognition of the scholarship of engagement. Action items: (1) Define the term and establish guidelines for "community engagement;" (2) Identify specific objectives of the group for the next two years, including establishing and maintaining a website and organizing a CE project at AATSP 2014. ALL ARE WELCOME!

Theme: Service Learning/Community Engagement

096

Tuesday- 9:45am-11:00am

Conference Room 4

Spanish teachers' self-efficacy beliefs

Presenter: Comfort Pratt; Texas Tech University; Lubbock, TX

One hundred and fifty Spanish teachers from high schools and lower-level college programs were surveyed to investigate their self-efficacy beliefs regarding their influence on their students' decisions to continue to study Spanish or not. Findings revealed that the teachers believe they have a positive impact on their students based on the students' continuous interest, positive feedback and high scores. The strategies implemented by the teachers to ensure continued interest include communicative language teaching and culture.

Theme: Teacher Preparation/Development

097

Tuesday, 9:45am-11:00am

Conference Room 7

Spanish immersion: Thriving here and across the US

Presenters: Myriam Met; Independent Consultant; Edgewater, MD; **Ann Mar;** Alamo Heights Independent School District; San Antonio, TX

The number of immersion programs throughout the US has been growing for the last decade. This session provides a close look at local one-way and two-way Spanish immersion programs (Alamo Heights ISD), focusing on its evolution over time, and results at both the K-8 and high school levels. Teachers from the program will describe how students grow in Spanish and how the high school program provides a continuation experience for its students. The national context for Spanish immersion, including student proficiency outcomes, will also be presented.

Theme: Curriculum

098

Tuesday- 9:45am-11:00am

Conference Room 8

YES! We have more iPads in Spanish class

Presenter: Elena Nora Meschieri; The Langley School; McLean, VA

The iPad continues revolutionizing the Spanish class. The presenter discusses ideas on how to better implement applications in the classroom. The presentation will focus on how to manage and maximize a class set of iPads for an effective integration of technology in the world language classroom.

Theme: Technology

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Proposals for the 2014 AATSP

Conference in Panama City

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099

Tuesday- 9:45am-11:00am Conference Room 9

Spanish-English and English-Spanish translation for the professions: Strategies, techniques, and samples**Presenter:** Ronald Carl Cere; Eastern Michigan University; Ypsilanti, MI

This hands-on session will (1) cite the professions which require Spanish-English and English-Spanish translation; (2) describe the skills and knowledge-base needed for such translation; (3) highlight, with examples, some strategies and techniques used to implement #2; and (3) provide short sample profession-based translations from Spanish-English and English-Spanish, which participants will be asked to help translate.

Theme: Translation**100**

Tuesday- 9:45am-11:00am Conference Room 10

Tablas de noticias: Using authentic resources for thematic learning of language and culture**Presenter:** Parthena Draggett; Jackson Local Schools; Massillon, OH

This session will focus on a strategy that guides students to build vocabulary and acquire rich, varied language experiences while also exploring themes and issues that are central to our lives and the world as a whole. Through regularly reading, listening to, and viewing authentic sources that connect students to various topics and provide them with the contexts necessary for meaningful language use, our students will be better prepared for real world communication. The themes are based on AP Spanish but are essential to the world in which we live.

Theme: Methods/Techniques/Strategies**101**

Tuesday- 9:45am-11:00am Conference Room 11

Which one is it?: Heritage speakers' processing of ambiguous sentences in Spanish**Presenters:** Gregory D. Keating; San Diego State University; San Diego, CA; Gregory D. Keating; San Diego State University; San Diego, CA; Bill VanPatten; Michigan State University; East Lansing, MI

In this session, we examine whether Spanish heritage bilinguals employ the same interpretation strategies as Spanish monolinguals when confronted with two types of ambiguity: (1) null and overt subject pronouns that can refer to more than one available antecedent in a sentence; and (2) relative clauses that can modify more than one preceding noun phrase in a sentence. Using online and offline interpretation tasks (self-paced reading and comprehension accuracy), we find interesting differences between groups with respect to type of ambiguity and task.

Theme: Linguistics**102**

Tuesday, 9:45am-11:00am Conference Room 13

Noticing in Portuguese language learning

This session addresses noticing as it relates to different aspects of learning Portuguese, namely anxiety, oral production, and grammar acquisition. The presenters report on findings that suggest that awareness-raising activities and/or protocols can help learners and cause a positive impact in their acquisition of Portuguese as a foreign or as a heritage language.

Presenter: Gláucia Silva; University of Massachusetts Dartmouth; N. Dartmouth, MA. *Grammar awareness among learners of Portuguese.***Presenter:** Cristiane Soares; Tufts University; Medford, MA. *Noticing and students' oral production progress.***Theme:** Applied Linguistics/Second Language Acquisition**103**

Tuesday- 9:45am-11:00am Conference Room 14

Desdoblamiento en Cuaderno de Nueva York de José Hierro: una comparación con la poesía de Walt Whitman "Crossing Brooklyn Ferry"**Presenter:** Rosario Pujals Vickery; Clayton State University; Morrow, GA

Al comparar dos poesías muy diferentes pero de la misma ciudad se destacan rasgos neobarrocos contemporáneos en la poesía de Hierro, *Cuaderno de Nueva York* (1998). Se presenta la compleja voz poética que incita la respuesta del lector borrando espacios temporales con juegos que descentralizan y niegan un solo referente. Las imágenes con múltiples significados y las proyecciones de la voz poética incluyen al lector por dualidades indirectas pero definitivas en las que se confunden el presente, el pasado y el futuro para educir reflexiones.

Theme: Teaching of Literature**104**

Tuesday- 9:45am-11:00am Conference Room 17

Revolution, repression and religion in Hispanic film and literature**Presenters:** Joy Renjilian-Burgy; Wellesley College; Wellesley, MA; Patricia Pogal; Morehouse College; Atlanta, GA; Patricia Donahue; Brookline High School; Brookline, MA

Presenters will analyze revolutionary roots manifested in Latin American and Spanish films based principally on literature. Reverberations of social injustices and injurious inequities will be examined. Participants will observe raging results of repression on citizens through representative literary selections, corresponding film clips and their integration in language, literature and culture classes.

Theme: Film/Film Studies

Sessions at a Glance — Monday

Rooms	8:00am – 9:15am	9:30am – 10:00am	1:00pm – 2:15pm	2:30pm – 3:45pm	4:00pm – 5:15pm
Conference Room 1	002: Community Engagement SIG Session	014: Engaging Spanish speakers in learning Spanish	029: La lengua española en el mundo	044: Using Skype in the Spanish classroom	060: The AP literature course
Conference Room 2	003: From reading to speaking to writing	015: Trauma and resistance in the short story corpus of Ana Maria Matute	030: Online Spanish teaching & learning	045: Effective instructional strategies for using multimedia materials	061: Flip it and Skype it!
Conference Room 3	004: EXHIBITOR SESSION- Real Spanish <i>¡ahora mismo!</i>	016: EXHIBITOR SESSION- Collaborative methods of virtual language learning	031: A tool for oral proficiency evaluation for teachers	046: EXHIBITOR SESSION- Reflection: A primary tool of engagement	062: EXHIBITOR SESSION- Study abroad opportunities with Estudio Sampere
Conference Room 4	005: Transcending department boundaries	017: Community engagement in Spanish and Portuguese	032: Explorando el mundo del linco ibérico y el águila imperial	047: Heritage speakers & authentic language	063: EXHIBITOR SESSION- Amigos de las Américas
Conference Room 5	006: Managing depth & breadth in the business Spanish course	018: Integrating leadership development in Spanish/ Portuguese learning	033: Paraguay & Chile	048: Teaching heritage speakers orthographic rules & academic register	064: Una nueva universidad para Europa
Conference Room 6	007: Assessing the writing skill	019: What helps Spanish & Portuguese students improve their speaking abilities?	034: Assessment in service learning courses	049: Spanish for the health care workers	065: Medieval & Golden Age Spanish Literature
Conference Room 7	008: Innovation in study-abroad programs	020: Expresiones-dichos con <i>ser</i> y <i>estar</i>	035: El español en Estados Unidos desde una perspectiva interdisciplinaria	050: Language: The state of the nation	066: From discrete point testing to integrated discourse
Conference Room 8	009: Developing an online course	021: In-country immersion	036: Subject-verb word order & verbal ambiguity in Spanish	051: Service learning & community engagement	067: Undergraduate research and community connections
Conference Room 9		022: El dictador Trujillo y las mujeres en la cuentística de Nayla Chehade	037: Meeting of the Committee on Community Colleges	052: Writing successful grant applications for world languages	068: Cosmopolitanism and post-coloniality in Mario Bel-latin's novel <i>Shiki Nagaoka</i>
Conference Room 10	010: Inquiry-based pedagogy in the SHL classroom		038: Promoting oral proficiency through technology	053: Horacio Quiroga's toxic tales	069: Hispanic influence on pop culture
Conference Room 11	011: De canilla a canalla, las musas de Pablo Neruda	024: Éxito del material auténtico audiovisual	039: EXHIBITOR SESSION- Activating communication; focusing lenses	054: Galician as a national language in the works of Alfonso Rodríguez Castelao	070: Cuerpo, carne, hambre, locura y autodestrucción
Conference Room 12				055: A step-by-step mega-session for successful submission to <i>Hispania</i>	055: A step-by-step mega-session for successful submission to <i>Hispania</i>
Conference Room 13	012: Using technology in the teaching of Portuguese	025: Latin American inner city writers	040: The P of Phi Lambda Beta	056: Film as a pedagogical tool in the Portuguese as a FL classroom	071: The future of Portuguese study in the US
Conference Room 14	013: Nuevas tecnologías y viejas prácticas no se mezclan		041: SHH & SHA Swap Shop of ideas, news, and information	057: National Spanish Examinations	072: On the move
Conference Room 17		026: Measuring the long-term benefits of professional development experiences	042: "The past does not rule me"	058: Teaching & loving it!	073: Learning stations
Conference Room 18					
Salon E Foyer		027: Spanish language & preferred leadership style	043: AATSP 2013 Poster Contest	059: e-Village	075: Learn like a Brazilian

Monday Special Events

Session 027: Opening General Session	10:15am – 12:15pm	Salon A
Session 028: Exhibit Grand Opening President's Welcome Reception	12:15pm – 1:00pm	Salon E
Session 076: AATSP Business Meeting	5:30pm – 6:30pm	Salon A
Cultural Heritage Evening		
<i>Deputized</i>	7:00pm – 9:00pm	Conference Room 17
<i>Frontera sin fin</i>	7:00pm – 9:00pm	Conference Room 7
<i>The Story of Spanish</i>	7:00pm – 9:00pm	Conference Room 11

Sessions at a Glance — Tuesday

Rooms	8:00am – 9:15am	9:45am – 11:00am	11:15am – 12:30pm
Conference Room 1	077: Click here	093: EXHIBITOR SESSION-Free online materials for Spanish & Portuguese teachers	106: Los programas de educación bilingüe en Madrid y Andalucía
Conference Room 2	078: Interpersonal, interpretative and presentational modes of communication	094: Contemporary transatlantic voices confronting the past	107: Differentiating instruction for all students
Conference Room 3	079: Brainrush.com	095: Community Engagement SIG Business Meeting	108: Helping teacher candidates meet ACTFL/NCATE Standards
Conference Room 4	080: El uso de los pronombres de segunda persona	096: Spanish teachers' self-efficacy beliefs	109: The collaborative classroom
Conference Room 5	081: National Spanish Exam Board Meeting		
Conference Room 6	082: SHH/SHA Executive Board Meeting		
Conference Room 7	083: Fostering global competence in the WL classroom & beyond	097: Spanish immersion	110: Spanish & Portuguese in the community college
Conference Room 8	084: Wisdom of practice & the scholarship of teaching & learning	098: YES! We have more iPads in Spanish class	111: Turning your class upside down
Conference Room 9	085: <i>Hispania</i> Editorial Board Meeting	099: Spanish-English & English-Spanish translation for the professions	112: 2013 Spanish & Portuguese Early Language Learning Committee Meeting
Conference Room 10	086: <i>Deputized</i> , a film	100: <i>Tablas de noticias</i>	113: Sigma Delta Pi best practices
Conference Room 11	087: EXHIBITOR SESSION-Two for the price of one	101: Which one is it?	114: Promoting oral proficiency gain
Conference Room 12			114A: EXHIBITOR SESSION-Mastering the Spanish subjunctive
Conference Room 13	088: Portuguese program building	102: Noticing in Portuguese language learning	115: Portuguese for Spanish speakers
Conference Room 14		103: <i>Desdoblamiento en Cuaderno de Nueva York</i> de José Hierro	116: Raíces del pensamiento revisionista
Conference Room 17	089: Integrating Hispanic art masterpieces & student art	104: Revolution, repression & religion in Hispanic film & literature	117: Can you hear me now?
Salon A	090: Chapter Assembly		118: Effective & ethical uses of technology
Salon E Foyer	091: A learner training project for 1 st -semester Spanish classes	105: An interactive on-line course calendar for multi-section courses	

Tuesday Special Events

Session 090: Chapter Assembly

8:00am – 11:00am

Salon A

Off-Site Excursions

1:00pm

Meet near hotel registration desk

Sessions at a Glance — Wednesday

Rooms	8:00am – 9:15am	11:15am – 11:45am	12:00pm – 1:15pm	1:45pm – 3:00pm	3:15pm – 4:30pm
Conference Room 1	120: <i>El Día de los Muertos</i> and <i>El Día de los Difuntos</i>	136: Myth vs. anti-myth	152: BYOT? 1:1? Online Classroom Resources can help!	169: The changing face of marginalization	184: Procedures & materials for a service-learning composition course
Conference Room 2	121: AP Spanish Language & Culture Framework	137: Food, gender, sexuality and national identity	153: A taste of the great Cuban quartet	170: Transitioning from task to content	185: El libro: la lectura, la creación, y el negocio literario
Conference Room 3	122: EXHIBITOR SESSION-An inside look at student travel	138: EXHIBITOR SESSION-Language immersion	154: ¡Albricias! How to submit student work	171: EXHIBITOR SESSION-Introducing <i>Abriendo paso</i> and <i>AP Spanish Test Prep</i> ©2014 Digital Editions!	186: EXHIBITOR SESSION-Spanish instruction & the Common Core State Standards
Conference Room 4	123: The undergraduate Spanish major curriculum	139: Translating Nancy Alonso	155: Contribuciones de la Academia Norteamericana de la Lengua Española al <i>DRAE</i>	172: Articulation: Community Colleges & four-year transfer institutions	187: Design & use of the virtual textbook
Conference Room 5	124: Maintaining the target language in the FL classroom	140: Moving towards a hybrid learning environment	156: Examining the characteristics of teacher effectiveness on the National Spanish Examinations	173: Creative ways to learn a foreign language	188: A skills-based approach to teaching professional Spanish
Conference Room 6	125: From conversation to discussion	141: Revisiting teacher expectations in the L2 classroom	157: HS students teach FL to elementary students	174: Demonstrating performance with digital projects	189: The centrality of the language learner
Conference Room 7	126: Advocacy made cheap, quick and easy for busy teachers	142: Building bridges to the future	158: Teaching social entrepreneurship	175: Preparing students for jobs in the future	
Conference Room 8	127: Lo inefable de la tortura en “Lo más olvidado del olvido” de Isabel Allende	143: Greater than the sum of the programs	159: La cultura “pop” en Hispanoamérica	176: Sigma Delta Pi, National Collegiate Hispanic Honor Society	190: Recepción de Sigma Delta Pi, la Sociedad Nacional Honoraria Hispánica
Conference Room 9	128: Spanish-speakers in Canada	144: The pernicious nature of entertainment	160: Flipping for fluency	177: EXHIBITOR SESSION-Estudiar español en Córdoba (Argentina)	
Conference Room 10	129: Teaching verbal aspect through concept-based instruction	145: La integración de la cultura y el idioma español	161: EXHIBITOR SESSION-Spanish Studies Abroad	178: Assessment fundamentals & strategies	191: Observations on 20 th -century cultural icons
Conference Room 11	130: Versión en vida, versión póstuma	146: Lessons & activities for teachers of Spanish for heritage speakers	162: Beyond comprehension questions	179: Vocabulary acquisition & assessment	192: Linguistic analyses of null subjects & <i>ser</i> & <i>estar</i>
Conference Room 12				180: SHH/SHA Business Meeting	193: NSE/SHH/SHA Reception
Conference Room 13	131: Poetas alternativos no Brasil da década 70	147: Expanding a Portuguese curriculum outside the classroom	163: Portuguese Committee Meeting	181: Teaching Portuguese as a foreign language	194: Portuguese for Spanish speakers
Conference Room 14	132: Past Presidents Meeting	148: Follow my lead	164: <i>Y tu clase también</i>	182: The state of Judeo-Spanish research	195: Overcoming avoidance in the communicative Spanish classroom
Conference Room 17	133: 2013 AATSP Poster Contest	149: Enhancing Spanish language skills through digital storytelling	165: La interculturalidad en la clase de español	183: Para todo tiempo una canción, para toda canción una historia	196: The X-Factor comes to the Spanish & Portuguese classroom
Conference Room 18		150: Using the National Spanish Exam to place HS students	166: Nuevas interpretaciones de la obra narrativa de García Márquez	183A: Procedimientos metodológicos para la enseñanza del español	
Salon E Foyer		151: Digital tools to enrich communication in Spanish	167: The benefits of incorporating service-learning in study abroad programs		

Wednesday Special Events

Session 134: Santillana Featured Author	9:45am – 11:00am	Salon A
Session 181: Sigma Delta Pi Reception	3:15pm – 4:30pm	Conference Room 8
Sessions 193: National Spanish Examinations Sociedad Honoraria Hispánica Sociedad Hispánica de Amistad	3:15pm – 4:30pm	Conference Room 12
Session 193: Awards Banquet	6:00pm – 8:30pm	Salon A

Sessions at a Glance — Thursday

Rooms	8:00am – 9:15am	9:30am – 10:00am	10:15am – 10:45am	11:00am – 12:15pm
Conference Room 1	198: Government vs. college language programs	212: Discreet passions	225: Recycling opportunity	238: Products & practices
Conference Room 2	199: Flipping the Spanish classroom your way	213: What I wish I had known before I began teaching	226: The incorporation of Spanish proverbial language	239: Getting geared up for the 2013-2014 changes of the AP Spanish Language & Culture Course
Conference Room 3	200: El español internacional y su enseñanza	214: ¿Soy gringo o hispano?	227: Enhancing autonomous foreign language learning	240: Journaling, film, oral history, and culture in college-level and culture courses
Conference Room 4	201: Aproximaciones a la traducción de libro de Félix Grande, <i>Libro de Familia</i>	215: Reaching the advanced level in Spanish	228: Which Spanish grammatical structures should not be taught explicitly?	241: Interpreting Spanish art
Conference Room 5	202: Teaching foreign language with and without a textbook	216: Bridging the gap in the communicative classroom	229: The use of the cell phone in the classroom	242: This is your brain on Spanish
Conference Room 6	203: Teaching language online	217: Listener confidence in L2 vowel perception	230: Code choice in the Spanish as a second language classroom	243: Enrich your high school Spanish class with <i>Don Quijote</i>
Conference Room 7	204: Dorotea y otras mujeres cervantinas	218: Representar y traducir identidades híbridas	231: El uso del pasado en estudiantes japoneses de ELE	244: Toward a teaching vocabulary & grammar for Level 1 Spanish
Conference Room 8	205: A closer look at <i>incluso</i> y <i>excepto</i>	219: Selecting reading & listening materials	232: Exploring new ways to assess oral skills in the FL classroom	245: Jazz up your language program with a culture festival
Conference Room 9	206: Task complexity & linguistic performance in FL writing across levels	220: Retrato de la frontera	233: Una mirada al espacio urbano, a la identidad femenina y la maternidad	246: Teaching Panama & the US Canal Zone
Conference Room 10	207: La enseñanza del español formal	221: Techno-tools for struggling students	234: Las formas verbales en narrativas de español peruano amazónico	247: Oral communication in the #IOS+Android@ Web 2.0 world
Conference Room 11	208: Protesta masculina y acción directa en <i>Juegos de manos</i> de Juan Goytisolo	211: Word recognition logs	235: Arizona acrimony	
Conference Room 13	209: National Portuguese Examination	223: Playing cards with Zuca Sardan's <i>As de Colete</i>	236: Self- & peer-analysis of oral production in Portuguese	248: Implicações do ensino de língua adicional em em Centro de Idiomas de país caribenho anglófono
Conference Room 14	210: AATSP Executive Council Meeting			
Conference Room 17	211: Individual differences in second language and /l/-velarization in Spanish	224: Culture sparks!	237: Designing an immersion weekend for language & cultural development	

PLEASE NOTE: SESSION NUMBERS

Session numbers may not be consecutive. Omitted numbers indicate that a session was cancelled at the request of the presenter(s).



105

Tuesday, 9:45am-11:00am

Salon E Foyer

An interactive on-line course calendar for multi-section courses**Presenter:** *María Fernanda Paredes Fernández*; University of Pennsylvania; Philadelphia, PA

This discussion will be about a project conducted at the University of Pennsylvania to streamline class preparation for instructors, promote transparency for the students, and ensure continuity and quality instruction of one of its multi-section Spanish courses. The project consisted of having the daily lesson plans organized and uploaded on an interactive webpage on the course management system Blackboard. This talk will focus on how the interactive syllabus shaped this course and how it could work for other programs.

Theme: Curriculum**Session Block 8****Tuesday, July 9****11:15am – 12:30pm****106**

Tuesday- 11:15am-12:30pm

Conference Room 1

Los programas de educación bilingüe en Madrid y Andalucía**Presenter:** *José Aurelio Llana Villanueva*; Education Office, Embassy of Spain; Austin, TX

En esta ponencia se hace una breve descripción de los modelos utilizados para el desarrollo de programas de educación bilingüe español-inglés con enfoque AICOLE en las Comunidades Autónomas de Madrid y Andalucía, y se analizan algunos ejemplos de buenas prácticas en el desarrollo de dichos programas en ambas regiones.

Theme: Culture**107**

Tuesday- 11:15am-12:30pm

Conference Room 2

Differentiating instruction for all students**Presenter:** *Sarah Rissler*; University of Iowa; Iowa City, IA

All students have different interests and abilities. When we learn how to maximize their use, we can help students learn how to learn. In this session participants will see demonstrations of differentiation for Spanish classes that can be transferred to any language. Participants will begin to brainstorm with peers about differentiated lessons and assessments that they would like to create.

Theme: Methods/Techniques/Strategies**108**

Tuesday- 11:15am-12:30pm

Conference Room 3

Helping teacher candidates meet ACTFL/NCATE Standards through a sociocultural theoretical framework: Practicing what we preach**Presenter:** *John C. Storm*; Ithaca College; Ithaca, NY

Professional development portfolios allow teacher candidates to reflect on their individual professional development needs and goals; candidates can, thus, exercise their agency to select meaningful activities and mediational tools that will help them meet ACTFL/NCATE standards. This approach helps candidates (1) apply theory to practice, (2) learn to work with authentic texts to development proficiency in language and culture, and (3) use rubrics for performance-based assessments that align to standards.

Theme: Teacher Preparation/Development**109**

Tuesday- 11:15am-12:30pm

Conference Room 4

The collaborative classroom: Instructors and students work together to determine content and assessment**Presenters:** *Graciela Vidal*; Duke University; Durham, NC; *Eileen Anderson*; Duke University, Durham NC

How do we best encourage our students to learn Spanish? How do we work collaboratively together to enhance their learning experience? Sometimes we think we are not the center of the class but by providing all the content, feedback, and assessment, we continue to be the protagonists when the students should be. This is about how two Spanish courses of oral and written discourse encourage more meaningful student engagement in their language learning.

Theme: Methods/Techniques/Strategies**110**

Tuesday, 11:15am-12:30pm

Conference Room 7

Spanish and Portuguese in the community college in the 21st century: Curriculum, methods, and articulation**Presenter:** *Sharon Ahern Fichter*; Montgomery College; Rockville, MD

Community college language faculty are especially focused on teaching and fostering student success. In addition to providing specialized courses in Spanish for specific purposes, community colleges across the nation are offering fully developed online and hybrid offerings at all levels. This presentation will examine the challenges facing community college language faculty, provide insight into the many innovations in language teaching at the community college level, and propose a model for advocacy and articulation.

Theme: Advocacy/PolicyT
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111

Tuesday- 11:15am-12:30pm Conference Room 8

Turning your class upside down: An introduction to a flipped classroom model in the L2 classroom**Presenter: Joe Roberts;** Lakeview Centennial High School; Garland, TX

Recently, educators in a variety of disciplines have adopted a “flipped classroom” approach to maximize student learning. Instead of using class time for direct lecture and limited practice, and then assigning students individual homework, flipped classroom teachers deliver direct instruction outside of class (using instructional videos, for example) and utilize class time for exploration, discussion, and traditional “homework” activities. Come see how one Spanish teacher has adopted such a method and how it has changed the way his students master the language.

Theme: Methods/Techniques/Strategies**112**

Tuesday- 11:15am-12:30pm Conference Room 9

2013 Spanish and Portuguese Early Language Learning (SPELL) Committee Meeting**Presenter: Crystal M. Vicente;** Athens Academy; Athens, GA

This session will be devoted to a myriad of discussions about helping learners in the K-8 world language classroom to become bilingual, bicultural, and biliterate, and what that entails. Come prepared to share your ideas. Other discussion topics include, but are not limited to: state of the union and second language initiatives, ideas to preserve funding for K-8 programs, and professional collaboration. The AATSP SPELL Committee encourages all K-8 educators to attend this session.

Theme: Methods/Techniques/Strategies**113**

Tuesday- 11:15am-12:30pm Conference Room 10

Sigma Delta Pi best practices: Ideas for active chapters**Presenter: Mark P. Del Mastro;** College of Charleston; Charleston, SC

Sigma Delta Pi, the National Collegiate Hispanic Honor Society, hosts student members representing different active chapters from across the U.S. to share their local groups’ best practices through formal presentations.

Presenter: Taylor F. Jones; University of South Carolina; Columbia, SC. *Rising from the ashes: How to unleash your chapter’s inner phoenix.***Presenter: Spencer L. Key;** Texas Tech University; Lubbock, TX. *Community involvement and cultural advancement.***Presenter: Reyna Crystal Lopez;** Azusa Pacific University; Azusa, CA. *Vision with a purpose.***Presenter: Sylvia Rusin;** Illinois Wesleyan University; Bloomington, IL. *Understanding the daily life of undocumented youth.***Theme:** Methods/Techniques/Strategies**114**

Tuesday- 11:15am-12:30pm Conference Room 11

Promoting oral proficiency gain in Spanish-speaking study abroad homestay placements**Presenter: Francesca Di Silvio;** Center for Applied Linguistics; Washington, DC

This session describes a study investigating training designed to promote oral proficiency gain in homestays. Host families in semester programs in Chile and Peru were trained to increase conversational exchange with students. Pre-and post- oral proficiency tests and recorded conversations at home are analyzed to compare student language gains to a control group with untrained families while attitudinal surveys explore student and host beliefs. The session will examine student and host reflections on the training and homestay experience.

Theme: International Education/Study Abroad**114A**

Tuesday- 11:15am-12:30pm Conference Room 12

EXHIBITOR SESSION — Mastering the Spanish subjunctive: A practical approach**Presenter: Scott Anthony Shell;** Self; Sedona, AZ

The subjunctive mood is the most challenging aspect of Spanish grammar for native English speakers. Spanish students may learn the various conjugations and comprehend theoretically “how” and “when” to use the subjunctive. But when it comes time to apply it in real life situations, students often don’t have the subjunctive at the tip of their tongue. In this presentation, you will learn an extremely effective method to help students master all tenses of the subjunctive, while practicing the conjugations with all of the various subjunctive triggers.

Theme: Instructional MaterialsT
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Tuesday, 11:15am-12:30pm Conference Room 13

**Portuguese for Spanish speakers:
Phonological and pragmatic aspects in
acquiring Portuguese**

Presenter: **Lyris Wiedemann**; Stanford University; Stanford, CA.
This panel is composed of papers that discuss phonological and pragmatic aspects of the acquisition of Portuguese by speakers of Spanish as L1 or L2.

Presenter: **Jennifer Cabrelli Amaro**; University of Florida; Gainesville, FL. *L3 Brazilian Portuguese influence on L1 and L2 Spanish vowels.*

Presenter: **Dale Koike**; University of Texas at Austin; Austin, TX. *Interactional resources and frames in L3 Portuguese for Spanish speakers.*

Presenter: **Marianne Akerberg**; Universidad Nacional Autónoma de México; Mexico DF, México. *Alguns pontos álgidos na pronúncia, gramática e léxico do português para falantes de espanhol.*

Theme: Applied Linguistics/Second Language Acquisition

116

Tuesday- 11:15am-12:30pm Conference Room 14

**Raíces del pensamiento revisionista de la
transición política en la obra de Francisco
Umbral**

Presenter: **Noelia Domínguez Ramos**; Western Connecticut State University; Danbury, CT

El papel de Francisco Umbral como articulista de opinión ha sido el de eterno opositor político. Reconocido como cronista oficial de la transición política, su espíritu crítico e independiente y su capacidad como formador de opinión con respecto a los procesos de modernización y europeización de España, han convertido su obra en referente para quienes, en la actualidad, solicitan la rectificación moral de aquella reconciliación nacional ejecutada por los poderes políticos una vez desaparecida la dictadura.

Theme: Culture

117

11:15am-12:30pm Conference Room 17

**Can you hear me now? Get them
comprehending!**

Presenters: **MilyBett Llanos-Gremillion**; Westwood High School; Round Rock ISD; Austin, TX; Judith Kemp; Westwood High School; Round Rock ISD; Austin, TX

Struggling with listening comprehension? In this session participants will work with a variety of strategies to develop the listening skill and student success with listening comprehension assessments. We will work with activities which help students from Level 1 through AP courses, beginning with listening for the gist, progressing to detail and pulling specific information from the text.

Theme: Methods/Techniques/Strategies

118

Tuesday, 11:15am-12:30pm Conference Room 18

**Effective and ethical uses of technology in
Spanish language and Hispanic literature,
film and culture classes**

With today's prevalent use of technology resources, instructors must adapt their approach to the teaching of Spanish language, Hispanic literature, culture and civilization, linguistics, and film in different formats: in-person, hybrid, and online. From introductory to capstone courses, college instructors explore available reading texts, films, and video blogs with oral stories while maintaining integrity in their students' intellectual pursuit. Instructors from two institutions will share technological practices that keep students engaged.

Presenter: **Amalia Verónica Garzón**; Northern Arizona University-Yuma Branch; Flagstaff, AZ. *Using electronic technology to teach language, literature, culture and civilization classes.*

Presenter: **Karen Earline Schairer**; Northern Arizona University; Flagstaff, AZ. *Oral histories on-line: Mining a video blog to engage Spanish students with real people telling real stories.*

Presenter: **Antonio Carrillo**; Arizona Western College; Yuma, AZ. *Teaching Spanish film and culture to Spanish heritage speakers.*

Theme: Instructional Materials

119

Tuesday, 1:30pm

Off-Site Excursions

Meet on the ground floor of the Marriott Rivercenter Hotel Lobby near hotel registration desk

**Proposals for the 2014 AATSP
Conference in Panama City**

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Wednesday Highlights

Session 134

Featured Author

Sponsored by



9:45am – 11:00am

Salon A

Session 190

Sigma Delta Pi Reception

3:15pm – 4:30pm

Conference Room 8

All Sigma Delta Pi Members invited

Session 193

RECEPTION

National Spanish Examinations

Sociedad Honoraria Hispánica

Sociedad Hispánica de Amistad

3:15pm – 4:30pm

Conference Room 12

Session 197

Awards Banquet

6:00pm – 8:30pm

Salon A

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Wednesday, July 10

Registration Open 8:00am – 3:00pm

Exhibit Hall Open 8:00am – 3:00pm

W-5

Wednesday, 8:00am-11:00am Conference Room 18

Travel in the curriculum

Presenter: Ana López Sánchez; Haverford College; Haverford, PA

This workshop explores the use of travel narratives (including narratives of immigration) at all levels of the curriculum to create critical language awareness while also exploring the aesthetic, historical and political aspects of texts. The audience will be guided through activities that reflect a multi-literacies based approach, and that make use of many kinds of expressive forms including essays, fiction, poetry, drama, journalism, political rhetoric, and music.

Theme: Curriculum

Session Block 9

Wednesday, July 10

8:00 AM – 9:15 AM

120

Wednesday, 8:00am-9:15am Conference Room 1

El Día de los Muertos and *El Día de los Difuntos* in México and Ecuador

Presenter: Ivan Enrique Mino; Tarrant County College; Arlington Texas, TX

This session will explain the differences and similarities concerning the celebration of *El Día de los Muertos* and *El Día de los Difuntos* in México and Ecuador. A DVD will be used to highlight the cultural observances. Participants will learn how to present the cultural concepts and relevant vocabulary to students in first- and second-year Spanish courses.

Theme: Applied Linguistics/Second Language Acquisition

121

Wednesday, 8:00am-9:15am Conference Room 2

AP Spanish Language and Culture Framework: Guiding progress with formative assessment

Presenter: Ann Mar; Alamo Heights Independent School District; San Antonio, TX

The AP Spanish Language and Culture Framework supports teachers and students in reaching the pre-Advanced proficiency level. This session will take a closer look at the Framework's learning objectives for the communicative modes and the corresponding Achievement Level Descriptions. The presenter will demonstrate how these documents can guide teachers to

create lessons with the learning activities, assessments and robust feedback loops to help students improve their performance and move up the proficiency scale.

Theme: Assessment

122

Wednesday, 8:00am-9:15am Conference Room 3

EXHIBITOR SESSION — An inside look at student travel: How to create a significant travel experience for your students

Presenter: Sabrina Bomberger; Explorica; Boston, MA

In learning a foreign language, what could be better for your students than conversing with a native speaker, not in the classroom, but in another city or country? Join veterans of student travel to learn how you can provide your students with an affordable, educational trip within the US or abroad. Discuss how to overcome common obstacles and how to motivate and engage students to learn as much as possible while traveling. You can open the world to your students!

Theme: International Education/Study Abroad

123

Wednesday, 8:00am-9:15am Conference Room 4

The undergraduate Spanish major curriculum: Perceptions and reality

Presenters: Tammy Jandrey Hertel; Lynchburg College; Lynchburg, VA; Abby Dings; Southwestern University; Georgetown, TX

This session will focus on the results of a faculty survey on the undergraduate Spanish major curriculum in the United States. Topics discussed will include: what courses are required at a variety of institution-types, how has what is offered changed as a result of the MLA Report (2007), and finally, what do faculty perceive as necessary components of the curriculum. Audience members will be encouraged to share information about their institutions and their perceptions.

Theme: Curriculum

124

Wednesday, 8:00am-9:15am Conference Room 5

Maintaining the target language in the foreign language classroom: Why, how, and when?

Presenter: Irma Alarcon; Wake Forest University; Winston-Salem, NC

As language instructors we are the first and most important source of input in the classroom. The linguistic input we provide is essential for language learning, because our role as models and facilitators of the acquisition process can determine our students' performance. I will address important questions regarding this issue such as: Why is it essential to use and maintain the target language? What is the best type of input we can provide for our students? How can we implement techniques for encouraging exclusive use of the target language?

Theme: Applied Linguistics/Second Language Acquisition

125

Wednesday, 8:00am-9:15am Conference Room 6

From conversation to discussion: Using a *telenovela* to foster analytical thinking in a composition and conversation class**Presenter:** Rachel Sylvia Knighten; University of Wisconsin Colleges; Menasha, WI

This presentation will focus on materials and activities developed for a composition and conversation class. Initially the *telenovela* was used to foster student conversation, but over several iterations of the course, the presenter developed activities that prompted students to engage in more analysis rather than primarily describing or expressing personal opinions. Writing activities focused on developing persuasive essays that incorporate multiple sources to prepare students for the more complex writing assignments expected in higher level courses.

Theme: Instructional Materials**126**

Wednesday, 8:00am-9:15am Conference Room 7

Advocacy made cheap, quick and easy for busy teachers**Presenter:** Lisa Lilley; Pipkin Middle School / Central High School; Springfield, MO

Advocacy for languages must be part of everyone's job description. But how do you find the time, let alone your voice? One answer is right before you: your students, who can be put to work as effective language advocates. Come away with many more cheap, quick and easy ideas that build on what you already do in the classroom to communicate the value of language learning to decision makers at the local level and beyond.

Theme: Advocacy/Policy**127**

Wednesday, 8:00am-9:15am Conference Room 8

Lo inefable de la tortura en “Lo más olvidado del olvido” de Isabel Allende**Presenter:** Nancy Kason Poulson; Florida Atlantic University; Boca Raton, FL

En “Lo más olvidado del olvido,” Isabel Allende utiliza la descripción del cuerpo de la protagonista para servir de puente de comunicación entre dos seres silenciados. A través del cuerpo de la mujer, el personaje masculino descubre lo que había sido inefable entre ellos, algo demasiado terrible para poder decir en voz alta. En este cuento, Allende llena el vacío de un discurso que no puede articularse y que ha sido silenciado por la tortura, y denuncia las sombras de la represión que procuran silenciarla.

Theme: Literature/Literary Criticism/Literary Theory**128**

Wednesday, 8:00am-9:15am Conference Room 9

Spanish-speakers in Canada: A growing presence**Presenter:** Maria Carmen Romero Cachinero; Toronto District School Board-TCDSB; Toronto, Canada

This presentation will focus on the different waves of Spanish speakers into Canada, on their arrival and integration and on the evolution and maintenance of the Spanish language in Canada. The session will provide participants with a broader understanding of the origins and varied backgrounds of the language and its speakers who settled in Canada through the analysis of census data, sociolinguistic studies, literature, and news stories, both from community mainstream media sources followed by a comparison with settlements in other countries abroad.

Theme: International Education/Study Abroad**129**

Wednesday, 8:00am-9:15am Conference Room 10

Teaching verbal aspect through concept-based instruction**Presenters:** Lee B. Abraham; Columbia University; New York, NY; Lawrence Williams; University of North Texas; Denton, TX

This first part of this presentation provides an interactive discussion of two different perspectives on teaching Spanish grammar: a traditional approach based on learning grammatical rules and exceptions vs. concept-based instruction, the goal of which is to promote the internalization of a concept, in this case, verbal aspect. Next, results from the case study demonstrate the affordances and limitations of using each approach from the varying perspectives of pre-service and experienced teachers of Spanish.

Theme: Teacher Preparation/Development**130**

Wednesday, 8:00am-9:15am Conference Room 11

Versión en vida, versión póstuma: revisión y reescritura en “La Siguanaba” de Roque Dalton**Presenter:** Raquel P. Chiquillo; University of Houston-Downtown; Houston, TX

En este estudio me enfoco en analizar el poema “La Siguanaba” de Raque Dalton y en describir las diferencias que hay entre el poema original y el poema en versión corta. Al reducir la extensión del poema casi por la mitad, ¿cómo afecta esto la estructura del poema? ¿Cómo cambia el mensaje poético? ¿Acaso la versión corta cabe mejor dentro de los límites impuestos por el marxismo literario? Y claro, quedan las preguntas ineludibles: ¿quién o quiénes le hicieron este recorte al poema, y por qué?

Theme: Literature/Literary Criticism/Literary TheoryW
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131

Wednesday, 8:00am-9:15am Conference Room 13

Poetas alternativos no Brasil da década de setenta e crítica de poesia

Presenter: Debora Racy Soares; Universidade Federal de Lavras; Lavras, MG, Brazil

Esta palestra ancora-se em 2 propostas básicas: (i) introdução e leitura crítica da produção poética de alguns escritores que ficaram conhecidos como alternativos ou marginais do mimeógrafo, na década de 1970 no Brasil. (ii) Problematização de certas vertentes críticas que encaram a denominação marginal de forma totalizante e redutora, o que pode conduzir a determinados equívocos analíticos, oportunamente discutidos. Assim sendo, autores como Cacaso, Francisco Alvim, Ana Cristina Cesar, Roberto Schwarz, Zuca Sardan, entre outros, serão contemplados.

Theme: Literature/Literary Criticism/Literary Theory

132

Wednesday, 8:00am- 9:15am Conference Room 14

Past Presidents Meeting

President: Emily Spinelli; AATSP; Walled Lake, MI

By invitation only

133

Wednesday, 8:00am-9:15am Conference Room 17

2013 AATSP Poster Contest: To learn languages is to enjoy other worlds!

President: Crystal M. Vicente; Athens Academy; Athens, GA

New for 2013! The AATSP Poster Contest is now open to ALL students enrolled in K-12 Spanish or Portuguese courses taught by current AATSP members. Learn how the AATSP Poster Contest encourages discussion of language study; promotes creative thinking; celebrates visual learners; celebrates artistic expression; verbalizes appreciation for other languages; encourages cross-curriculum collaboration; is a great program advocacy tool; provides student recognition; is an excellent way to engage the enthusiasm of our students.

Theme: Methods/Techniques/Strategies

Session 144

Exhibit Break

9:15am – 9:45am

Refreshments provided by



Exhibitors make our conference a success!

135

Wednesday, 9:45am-11:00am

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Session Block 10
Wednesday, July 10
11:15am – 11:45am

136

Wednesday, 11:15am-11:45am Conference Room 1

Myth versus anti-myth in Evelio Rosero's neo-historical novel *La carroza de Bolívar*

Presenter: German D. Carrillo; Marquette University; Milwaukee, WI

Inside and outside of the conventional parameters of the neo-historical novel, the image of Simón Bolívar has almost always been projected in heroic, extraordinary and mythical terms until today. The presenter will analyze Evelio Rosero's most recent and successful novel, *La carroza de Bolívar* (2013) in which this positive imagery has drastically changed and the hero Bolívar has become an anti-hero.

Theme: Literature/Literary Criticism/Literary Theory

137

Wednesday, 11:15am-11:45am Conference Room 2

Food, gender, sexuality and national identity in Latin American and Latino/a literature and film

Presenter: Ada Ortúzar-Young; Drew University; Madison, NJ US

This presentation will focus on the complex relationship between food and how Latin American countries and Hispanic peoples are perceived and represented both inside and outside these cultures. The presenter will use examples from Hollywood and the media (such as Carmen Miranda and Woody Allen's *Bananas*), Latina playwrights, and canonical and new writers such as Asturias, García Márquez and Giannina Braschi's *United States of Banana*. Issues of otherness, affirmation of identity through food, the effects of globalization and political economy will also be considered.

Theme: Teaching of Literature

138

Wednesday, 11:15am-11:45am Conference Room 3

EXHIBITOR SESSION — Language immersion: The Middlebury College Language Schools

Presenter: Brook Escobedo; Middlebury Language Schools; Middlebury, VT

For nearly 100 years, the Middlebury Language Schools have offered full immersion programs during the summer. Students of all levels can take three classes and earn 9 credit hours during the summer session at the Spanish School or the Portuguese School. In addition, students studying Spanish can earn a Master's degree in four summers or a combination of summer(s) and an academic year abroad. Come learn more about the academic program, the campuses, cocurricular activities, and more during this session. Admissions and financial aid will also be discussed.

Theme: International Education/Study Abroad

139

Wednesday, 11:15am-11:45am Conference Room 4

Translating Nancy Alonso: Challenges for the translator

Presenter: Anne Fountain; San Jose State University; San Jose, CA

Nancy Alonso is an award-winning Cuban writer. Her first book, *Tirar la primera piedra* (1997) reflected anxiety over the plight of "balseros" heading out to sea during the "Special Period." Her second work, *Cerrado por reparación* (2002), featured humorous vignettes that depicted Cuban ingenuity in the face of urban problems. In *Desencuentro* (2008), Alonso offered stories with a series of internal disconnects. This session describes translation challenges (Spanish to English) from all three books.

Theme: Translation

140

Wednesday, 11:15am-11:45am Conference Room 5

Moving towards a hybrid learning environment: The paperless classroom initiative at the Defense Language Institute Foreign Language Center

Presenters: Christine M. Campbell; Defense Language Institute Foreign Language Center; Monterey, CA; Kueilan Chen; The Defense Language Institute Foreign Language Center; Monterey, CA

The session will examine the Paperless Classroom Initiative at the Defense Language Institute that has as its purpose to transition the Institute to a hybrid learning environment where teachers and students combine both face-to-face and elearning delivery modes to promote collaborative language learning. The interactive session will describe the Initiative and ask participants to share experiences with similar initiatives and/or elearning and to reflect on ways technology, e.g., the use of Web 2.0 tools, can be used to enhance learner motivation.

Theme: Technology

141

Wednesday, 11:15am-11:45am Conference Room 6

Revisiting teacher expectations in the L2 classroom

Presenters: Terry L. Ballman; California State University Channel Islands; Camarillo, CA; Paul B. Mandell; University of Houston--Downtown; Houston, TX

Communicative language teaching has been the paradigm for teaching for many years. Yet due to concern about the accuracy of their students' speech, many teachers may not teach "communicatively." After an overview of communicative lesson design is provided, this session will share an analysis of the uses of *ser* and *estar* and of the development of syntactic length found in the speech samples of 40 L2 learners of several levels of Spanish. In light of these and other research findings, how do teacher expectations and teaching practices line up?

Theme: Methods/Techniques/Strategies

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142

Wednesday, 11:15am-11:45am Conference Room 7

Building bridges to the future: Pre-service Spanish teachers as critical links**Presenter:** Susan M. Knight; Central Michigan University; Mt. Pleasant, MI

The success of our K-12 Spanish students depends in large part upon the content and pedagogical competence of our pre-service teachers. That bar has been raised higher, as pre-service teachers are required to speak at the Advanced-Low level, incorporate standards-based lessons, and teach an increasingly diverse group of students. The session will share specific ways one program has prepared its students as well as host an open discussion of challenges and solutions.

Theme: Teacher Preparation/Development**143**

Wednesday, 11:15am-11:45am Conference Room 8

Greater than the sum of the programs: Making merged departments work**Presenter:** Evelyn Nadeau; Clarke University; Dubuque, IA

What happens when Spanish programs are combined with other programs in college and university departments? How can what may seem to be a challenge be turned into something of value? The Clarke University Language and Literature Department consists of the Spanish and English programs, and this session, presented from the perspective of a Spanish faculty member who is also the chair of the department, shares how the department went from being two separate programs to one that has found a source of richness and strength through collaboration.

Theme: Advocacy/Policy**144**

Wednesday, 11:15am-11:45am Conference Room 9

The pernicious nature of entertainment: Vargas Llosa's gloomy observations on contemporary culture**Presenter:** Loknath Persaud; Pasadena City College; Pasadena, CA

This paper is an analysis of the ideas presented in Mario Vargas Llosa's most recent book of essays, *La civilización del espectáculo*. With ample references Vargas Llosa describes the deleterious effect of the constant search for entertainment on the political, spiritual and sexual aspects of our lives. His ideas with reference to his own works and those of other commentators such as T.S. Eliot, Foucault, Baudrillard and Octavio Paz will be presented and discussed.

Theme: Literature/Literary Criticism/Literary Theory**145**

Wednesday, 11:15am-11:45am Conference Room 10

La integración de la cultura y el idioma español: lecciones de la tradición yoruba**Presenter:** Adonis Díaz Fernández; University of the West Indies - St. Augustine; St. Augustine, Trinidad and Tobago

El propósito de esta sesión es completar los siguientes objetivos: (1) identificar los problemas generales en la enseñanza de la cultura y el idioma español y (2) sugerir estrategias para la enseñanza de la cultura integrada al aprendizaje de la lengua española a través del uso de refranes y la literatura de la tradición yoruba en el Caribe hispánico. Esta sesión concluye con recomendaciones para un método innovador de la enseñanza de la cultura y el idioma español.

Theme: Culture**146**

Wednesday, 11:15am-11:45am Conference Room 11

Lessons and activities for teachers of Spanish for heritage speakers**Presenter:** Claudia Decker; Nashua High North; Nashua, NH

Participants will view samples of activities, projects and rubrics for Spanish for heritage speakers courses taught at the high school level. Samples will include cross-curricular units done with ceramic and culinary arts as well as world studies.

Theme: Methods/Techniques/Strategies**147**

Wednesday, 11:15am-11:45am Conference Room 13

Expanding a Portuguese curriculum outside the classroom: A case study of peer tutoring**Presenter:** Megwen May Loveless; Princeton University; Princeton, NJ

This paper will discuss the creation of a Portuguese tutoring system at Princeton University meant to address some of the new challenges that have arisen since we debuted a new POR 101 track in Fall 2010. We will explain different models and resources for building tutoring infrastructure that addresses the needs of this new population as well as share insights that might help other programs that are in the process of expanding their introductory level courses.

Theme: Curriculum**148**

Wednesday, 11:15am-11:45am Conference Room 14

Follow my lead: The use of templates for successful foreign-language essays at the intermediate level**Presenter:** Jennifer L. Omaña; University of Texas at Arlington; Arlington, TX

At the intermediate level students have built up stores of knowledge in the areas of both vocabulary and grammar, and yet often struggle to write successful essays. The use of focused templates as training

guides allows students to write creatively while key grammatical structures and native-sounding wording are reinforced. This paper presents strategies for creating and using these templates effectively in the foreign-language classroom.

Theme: Methods/Techniques/Strategies

149

Wednesday, 11:15am-11:45am Conference Room 17

Enhancing Spanish language skills through digital storytelling

Presenter: Martha E. Castañeda; Miami University; Oxford, OH

Using a multiple draft approach, university Spanish-as-a-Foreign Language learners wrote drafts of personal digital stories and converted the drafts to a final product they presented to audience of peers. In this session I will discuss the product, process and learner reflections on the digital storytelling process. Specifically I will examine learners' tendency to gain in language accuracy, syntactic complexity, and lexical variation throughout the multiple drafts produced as well as consider learners' perceptions of the digital storytelling practice.

Theme: Technology

150

Wednesday, 11:15am-11:45am Conference Room 18

Using the National Spanish Exam to place high school students into the appropriate Spanish course

Presenter: Maluza Escamilla; Ursuline Academy of Dallas; Dallas, TX

This presentation will discuss how secondary-level teachers can use the National Spanish Examinations (NSE) for placing students. The NSE's many levels and speaker versions (regular student, native speaker, and foreigner) allow for accurate student placement into regular, honors, AP and native Spanish-speaker courses. Accurate placement leads to happy students as freshmen with strong language skills can skip up to two grade levels.

Theme: Assessment

151

Wednesday, 11:15am-11:45am Salon E Foyer

Digital tools to enrich communication in Spanish

Presenters: Katharine Isbell; Wylie ISD; Wylie, TX; Jamé Farrar; Wylie ISD; Wylie, TX

We will demonstrate the digital tools incorporated in a Spanish 4-AP course redesign that enhanced student engagement with each other and the content. We will share the movies that inspired our activities surrounding the theme of "personal journeys." Additionally, we will showcase the technologies used to motivate communication in and out of the classroom. The components were made accessible through a website that functioned as a central location for instruction, clarification and feedback.

Theme: Technology

Session Block 11

Wednesday, July 10

12:00pm – 1:15pm

152

Wednesday, 12:00pm-1:15pm Conference Room 1

BYOT? 1:1? Online Classroom Resources can help!

Presenter: Carol E. Galvin Flood; AATSP; Walled Lake, MI

Web 2.0 technologies play a major role in world language learning and teaching today. Thanks to Bring Your Own Technology (BYOT) and 1:1 initiatives, the use of laptops, tablets, smartphones and other devices is gaining momentum in many school districts. This session will demonstrate how AATSP's Classroom Resources can help you develop instructional materials for these devices.

Theme: Instructional Materials

153

Wednesday, 12:00pm-1:15pm Conference Room 2

A taste of the great Cuban quartet: Guillén, Heredia, Martí and Morejón

Presenters: Martha L. Vásquez; Northside Independent School District; San Antonio, TX; Maritza Sloan; Plano ISD; Plano, TX

Embark on a literary journey and explore the geopolitical context, thoughts, and works of four great Cuban writers: Guillén, Heredia, Martí and Morejón. During this session presenters will share practical lessons that can be easily incorporated into, or modified to fit a Spanish literature and culture program geared to prepare students for the AP Spanish Literature and Culture Examination.

Theme: Teaching of Literature

154

Wednesday, 12:00pm-1:15pm Conference Room 3

¡Albricias! How to submit student work to the literary magazine of the Sociedad Honoraria Hispánica

Presenter: Megan Flinchbaugh; ¡Albricias!, AATSP; Lancaster, PA

Session attendees will learn how to submit student-produced materials to ¡Albricias! The editor of this national student literary and art magazine will share the process and requirements for submission, information regarding the types of materials that may be submitted, and examples of published work. Session attendees will receive handouts that outline the guidelines for all types of submissions.

Theme: Teacher Preparation/Development

155

Wednesday, 12:00pm-1:15pm Conference Room 4

Contribuciones de la Academia Norteamericana de la Lengua Española al *Diccionario de la Real Academia Española*

This session will deal with the contributions of the Academia Norteamericana de la Lengua Española (ANLE) to the *Diccionario de la Real Academia Española* (DRAE). The following topics will be included: (1) the incorporation of US Spanish words to the DRAE, (2) ANLE's reasons for proposing these additions to the DRAE and the controversy posed by Spanish media and academia over the said choices, and (3) how ANLE deals with the distinction between words specific to US Spanish usage as opposed to Spanglish.

Presenter: Gerardo Piña Rosales; CUNY-Lehman College; New York, NY. *Estadounidismos en el Diccionario de la Real Academia Española.*

Presenter: Liliana Soto-Fernández; CUNY- John Jay College of Criminal Justice; New York, NY. *Cierra la window que está reinando: ¿Espanglish o estadounidismo?*

Presenter: Oneida Sánchez; CUNY - Borough of Manhattan Community College; New York, NY. *Reacción de la prensa y academia a la incorporación de estadounismos al DRAE.*

Theme: Linguistics

156

Wednesday, 12:00pm-1:15pm Conference Room 5

Examining the characteristics of teacher effectiveness on the National Spanish Examinations

Presenter: Peter B. Swanson; Georgia State University; Atlanta, GA

In 2012 AATSP approved an independent study regarding the relationship between characteristics of Spanish teachers who administer the National Spanish Exams to their students and their students' scores on the exams. The presenter discusses the importance of three factors related to Spanish teacher effectiveness: a teacher's sense of efficacy in teaching Spanish, vocational identity, and sense of humor. Findings from the study are presented, which have serious outcomes for teachers, administrators, and educational policymakers.

Theme: Teacher Preparation/Development

157

Wednesday, 12:00pm-1:15pm Conference Room 6

High school students teach foreign language to elementary students

Presenter: Brad Salley; Hiawatha High School; Kirkland, IL

This is a dynamic presentation of how to put your high school classes to work teaching foreign language to elementary school students. The presenter will start from scratch, will distribute a packet of materials, and will show a videotape of the finished product. A question and answer period will follow, and the examples in Spanish will apply to all languages.

Theme: Methods/Techniques/Strategies

158

Wednesday, 12:00pm-1:15pm Conference Room 7

Teaching social entrepreneurship: Business concepts within cultural contexts

Presenter: Annie Abbott; University of Illinois, Urbana-Champaign; Urbana, IL

Social entrepreneurs across the globe are providing unique solutions to pressing social and cultural challenges. Social entrepreneurship can also address one of the challenges facing language education: how to integrate other disciplines within our curriculum in ways that address 21st-century realities. This session will offer an introduction to social entrepreneurship, concrete examples from several countries, and teaching materials. Social entrepreneurs do business and "do good;" language educators can teach the target cultures and business content.

Theme: Curriculum

159

Wednesday, 12:00pm-1:15pm Conference Room 8

La cultura "pop" en Hispanoamérica reflejada en la ciencia ficción y la novela policial

Las ponencias de este panel examinan varios autores de ciencia ficción y novela negra demostrando como dichos autores logran amalgamar felizmente aspectos de la cultura hispanoamericana y el "pulp"anglosajón en algo originalmente criollo e "inteligente."

Presenter: Genaro J. Pérez; Texas Tech University; Lubbock, TX. Luna Caliente: *fantasía machista y pseudo-novela negra de Mempo Giardinelli.*

Presenter: Rodrigo Pereyra; Texas Tech University; Lubbock, TX. *De los crímenes sin culpa al deseo mimético: la narrativa negra mexicana contemporánea.*

Theme: Literature/Literary Criticism/Literary Theory

160

Wednesday, 12:00pm-1:15pm Conference Room 9

Flipping for fluency: The flipped class in the world language classroom

Presenter: Heather Witten; Elizabeth C-1 School District; Elizabeth, CO

Do you wish you had more time to spend in the target language on meaningful activities? In this session, you will be introduced to the flipped classroom which will help you spend less time in front of the class and more time with students working in the target language. This session will give you an overview of creating video lectures, as well as suggestions for planning, classroom activities, and assessment. Example videos, assignments and assessments will be shared so attendees leave understanding how to implement this model in their classroom.

Theme: Methods/Techniques/Strategies

161

Wednesday, 12:00pm-1:15pm Conference Room 10

**EXHIBITOR SESSION — Spanish Studies Abroad:
Options for faculty and teachers****Presenter:** Gisella Casanovas; Spanish Studies Abroad;
Amherst, MA

Since 1969, Spanish Studies Abroad has been offering study abroad programming and collaborating with educational institutions to support faculty-led and customized programming abroad. Learn more about our program models, specialized language and culture curricula and the various options we offer for faculty and teachers interested in implementing a study abroad component in their curriculum.

Theme: International Education/Study Abroad**162**

Wednesday, 12:00pm-1:15pm Conference Room 11

**Beyond comprehension questions: Using
literature in the second language classroom****Presenter:** Marcus Richard Welch; Wabash College;
Crawfordsville, IN

While Spanish classrooms of all levels aim to incorporate literature, many teachers struggle with how to properly implement it. Consequently, students have trouble comprehending and working with the text. As anxiety increases, students lose focus and motivation. This session will feature creative ideas that engage students not only with the text, but each other. Attendees will take home activities applicable to all levels and all learning styles. If you want your students to go beyond answering comprehension questions, this session is for you.

Theme: Teaching of Literature**163**

Wednesday, 12:00pm-1:15pm Conference Room 13

Portuguese Committee Meeting**Presenter:** Margo Milleret; University of New Mexico;
Albuquerque, NM

All Portuguese instructors who attend the AATSP Conference are invited to attend this meeting to discuss issues of concern to the profession and to initiate plans for future activities.

Theme: Advocacy/Policy**164**

Wednesday, 12:00pm-1:15pm Conference Room 14

**Y tu clase también: Making critical connections
in the foreign language classroom****Presenter:** Walteria Tucker; South Florida State College; Avon
Park, FL

In this session, I will discuss techniques for encouraging critical and interdisciplinary thinking through the use of social and pop culture media in the foreign language classroom. This session

will feature ways to use technology as both a hook for capturing students' attention without distracting them from the language input and as a means for bridging the gap between the instructor's experience/generation and that of the students. The techniques presented can be adapted for use in college, high, and middle school classrooms.

Theme: Methods/Techniques/Strategies**165**

Wednesday, 12:00pm-1:15pm Conference Room 17

**La interculturalidad en la clase de español:
fiestas de España****Presenter:** Pedro Pablo Rey Rodil; Education Office, Embassy of
Spain; Washington, DC

En España hay más de 25.000 fiestas al cabo del año. Cada veinte minutos se celebra una fiesta en alguna parte de la geografía española. Unas son de origen milenario, otras tienen fundamentos históricos y otras vienen impuestas por los nuevos tiempos. En esta ponencia se presentarán ejemplos audiovisuales de fiestas muy populares españolas para su utilización en la clase de español.

Theme: Culture**166**

Wednesday, 12:00pm-1:15pm Conference Room 18

**Nuevas interpretaciones de la obra narrativa
de García Márquez****Presenter:** Olga Carreras González; University of Redlands;
Redlands, CA

La locura en *Cien años de soledad*. Muchos de los personajes de *Cien años de soledad* sufren de alguna forma de locura como José Arcadio Buendía, José Arcadio Segundo y Ursula Iguarán. Además, García Márquez se refiere en múltiples ocasiones a la actitud de los macondinos que construyen para después deshacer lo hecho. Este «hacer para deshacer» es una extraña manía, una especie de locura que sufren numerosos personajes de la novela.

Theme: Literature/Literary Criticism/Literary Theory**Presenter:** Edward Waters Hood; Northern Arizona University;
Flagstaff, AZ

El motivo del santo en la obra narrativa de Gabriel García Márquez. Es notoria la presencia de la religión católica en la obra narrativa de Gabriel García Márquez, el escritor anticlerical que fue, de niño, acólito en la iglesia de su pueblo natal. De particular interés es la persistencia del motivo del santo en sus cuentos y novelas. En esta ponencia se analiza el uso coloquial, simbólico, metafórico y alegórico que hace Gabriel García Márquez de este motivo a través de toda su obra narrativa.

Theme: Literature/Literary Criticism/Literary TheoryW
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167

Wednesday, 12:00pm-1:15pm

Salon E Foyer

The benefits of incorporating service-learning in study abroad programs**Presenter:** Anne Reynolds-Case; Louisiana Tech University; Ruston, LA

This presentation presents the benefits of including a service-learning component during study abroad programs. The results are based on an independent study the author directed during a short-term study abroad program in Costa Rica where students tutored children in rural area schools. Incorporating service-learning into study abroad programs enables students to form stronger relationships with local residents as well as gives them a stronger understanding of the local culture and an overall more meaningful experience.

Theme: Service Learning/Community Engagement

Session 168

Exhibit Break

1:15pm – 1:45pm

Refreshments provided by 

Exhibitors make our conference a success!

Session Block 12

Wednesday, July 10

1:45pm – 3:00pm

169

Wednesday, 1:45pm-3:00pm

Conference Room 1

The changing face of marginalization: Creating spaces through film and literature in contemporary Spain

This panel will explore the evolution of the marginalized subject and its depiction in contemporary Spain across film and literature (1980 to 2010). Panelists will focus on the changing connotations of the abnormal in terms of social class, nationality, race, gender, or sexual preference, and its relation to urban space, through an interdisciplinary analysis of works that range from the popular cine quinqué of the 1980s to today's hybrid, digital prose of the *generación Nocilla*.

Presenter: Alexandra Saum-Pascual; University of California, Berkeley; Berkeley, CA. *Soledad en la Red: consideraciones espaciales e identitarias en la literatura mutante de la Generación Nocilla*.**Presenter:** Magdalena Romero Córdoba; City University of New York; New York, NY. *La producción del espacio urbano en el cine quinqué español*.**Presenter:** Ruby Ramírez; Utah State University; Logan, UT. *¡NO SE PERMITE ENTRAR! Inmigración y prostitución en Princesas (2005) y Akua, perdida en el tiempo (2003)***Theme:** Film/Film Studies**170**

Wednesday, 1:45pm-3:00pm

Conference Room 2

Transitioning from task to content in the intermediate Spanish curriculum**Presenters:** Jane E. Berne; University of North Dakota; Grand Forks, ND; David L. Paulson; Southwest Minnesota State University; Marshall, MN

One important way to build bridges in language courses is to encourage students to establish connections; namely, using the target language to acquire knowledge of other disciplines and recognizing the distinctive viewpoints represented by the target language and its cultures. This interactive session will explore making connections in both concurrent enrollment and university Spanish courses by addressing the development of appropriate activities for classroom and assessment purposes.

Theme: Standards**171**

Wednesday, 1:45pm-3:00pm

Conference Room 3

EXHIBITOR SESSION — Introducing *Abriendo paso* and *AP Spanish Test Prep*® 2014 Digital Editions!**Presenter:** Cathy Wilson; Pearson; Glenview, IL

Be ready for the new AP® Spanish Language and Culture Exam in May 2014. In this session, learn about Pearson's new *Abriendo paso* and *AP* Spanish: Preparing for the Language Examination*, both written by José Díaz. See how the two programs integrate the Themes, Essential Questions, Contexts from the Curriculum Framework with authentic sources, media, and extensive language practice. Plus, check out the exciting new Digital Courseware that provides amazing time saving options and student tools for your AP class.

Theme: Instructional Materials**172**

Wednesday, 1:45pm-3:00pm

Conference Room 4

Articulation: Community colleges and four-year transfer institutions**Presenters:** Sharon Ahern Fechter; Montgomery College; Rockville, MD; Roberta Z. Lavine; University of Maryland College Park; College Park, MD

Seamless transfer between two- and four-year institutions can prove frustrating for all. In many cases, students may find themselves having to take additional credits. This presentation explores some of the issues involved, noting best and worst practices and involving participants in the crafting of possible solutions. Case studies focusing on levels, special needs, methodology, heritage learners, etc., are offered for participants to analyze. Participants will be asked to share their experiences regarding articulation.

Theme: Advocacy/Policy

173

Wednesday, 1:45pm-3:00pm Conference Room 5

Creative ways to learn a foreign language

Presenters: Yohanna G. Jimenez; William Carey University; Hattiesburg, MS; Nolvía Ventura; Presbyterian Christian School; Hattiesburg, MS

Technology in the foreign language classroom is great! But what if technology fails or your school cannot afford it? This presentation will show simple hands-on activities that will provide a fun and interactive environment that is conducive to effective language learning. When students are active, engaged, and enjoying themselves, their retention of vocabulary and grammar is higher! Handouts will be provided.

Theme: Instructional Materials

174

Wednesday, 1:45pm-3:00pm Conference Room 6

Demonstrating performance with digital projects

Presenter: Aurora Fiengo-Varn; Mississippi Valley State University; Itta Bena, MS

Let your students express their creative side while performing in their foreign language skills! Projects come alive with digital media and are shared with a larger community through blogs and voice threads. Incorporate the use of texting, digital images, and digital audio/video in thematic collaborative projects. Learn how to use cell phones with Google Voice and as clickers. Participants will leave with ideas to use these tools as well as criteria and rubrics to consider when designing a digital assignment.

Theme: Instructional Materials

175

Wednesday, 1:45pm-3:00pm Conference Room 7

Preparing students for jobs of the future

Presenter: Mary Risner; University of Florida; Gainesville, FL

Now more than ever students must be able to navigate culturally and linguistically diverse work environments for a variety of careers. We all can contribute to raising awareness of the value of language and culture skills across the disciplines through strategic outreach and advocacy efforts. This session will share sample advocacy resources and curriculum models emphasizing real-world connections and new approaches to better prepare our students for the 21st century workplace.

Theme: Advocacy/Policy

Proposals for the 2014 AATSP

Conference in Panama City

SUBMISSION BEGINS LATE SUMMER

Visit www.aatsp.org for more information

176

Wednesday, 1:45pm-3:00pm Conference Room 8

Sigma Delta Pi, National Collegiate Hispanic Honor Society: Triennial Convention

Presenter: Mark P. Del Mastro; College of Charleston; Charleston, SC

Asamblea plenaria de delegados a la Convención Trienal de Sigma Delta Pi. Moderators: German D. Carrillo, Presidente, Sigma Delta Pi, Marquette University, Milwaukee, WI; Mark P. Del Mastro, Director Ejecutivo, Sigma Delta Pi, College of Charleston, Charleston, SC.

Theme: Advocacy/Policy

177

Wednesday, 1:45pm-3:00pm Conference Room 9

EXHIBITOR SESSION — Estudiar español en Córdoba (Argentina)

Presenter: Adrián César Bozzoletti; Agencia Córdoba Turismo - Gobierno de la Provincia de Córdoba; Córdoba, Argentina

Córdoba es la provincia universitaria de Argentina por excelencia. Posee la 4° universidad más antigua de América Latina y 1° de Argentina, como así también la 1° universidad privada del país. Tenemos gran tradición universitaria, fácil y rápidos accesos a las mismas, muy buena conectividad aérea y una apropiada seguridad en las calles, bajo tráfico y excelente relación calidad de servicios-precios. Nuestras escuelas de español y universidades poseen una vasta experiencia en programas de inmersión, de verano y semestrales, y ofrecen desde cursos cortos hasta maestrías en enseñanza de español como lengua extranjera.

Theme: Curriculum

AATSP Career Center

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Looking for a new position?



AATSP's Career Center has postings for a variety of positions, putting you in contact with the people who are hiring

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Wednesday, 1:45pm-3:00pm Conference Room 10

Assessment fundamentals and strategies**Presenter:** Lila McDowell Carlsen; Pepperdine University; Malibu, CA

Assessment fundamentals for enhanced student learning. A successful outcomes-based approach to program assessment requires its integration with the pedagogical and curriculum design process. This presentation will focus on updating assessment techniques according to the most recent national accreditation standards with emphasis on teaching methods and course design in Spanish language and culture programs. Some basic assessment terminology and skills will be covered as well as how to use them to enrich student learning and graduation outcomes for a four-year degree in Spanish.

Theme: Assessment**Presenter:** Eliana Maria Petersen; Brevard County Public Schools / Viera High School; Viera, FL

Strategies for integrating the three modes of communication into formative assessment. The focus of my presentation is to share ideas about how to integrate the three modes of communication (interpretive, interpersonal, and presentational) into a formative assessment. Examples of activities that stress the use of language for communication in real-life situations will be provided in the presentation. Through this presentation the audience will reflect on formative assessment as a part of the instructional process and the teacher as a coach in the process of learning a second language.

Theme: Methods/Techniques/Strategies**179**

Wednesday, 1:45pm-3:00pm Conference Room 11

Vocabulary acquisition and assessment**Presenters:** Encarna Bermejo; Houston Baptist University; Houston, TX; Amira Plascencia; University of Houston; Houston, TX

Measuring vocabulary learning and development in medical Spanish and translation courses. This study proposed to evaluate the effectiveness of two third-year courses of Medical Spanish I and Translation I, at two southwestern higher education institutions, through the analysis of specialized vocabulary acquisition in two groups of learners. This session will examine how these courses present contextualized vocabulary and culture, hands-on translations, specific terminology analysis, field work as well as shadowing health professionals at two local hospitals.

Theme: Applied Linguistics/Second Language Acquisition

Presenter: Edna Viviana Velásquez; University of Houston; Houston, TX
Vocabulario y comprensión de lectura: un estudio con hablantes de español como lengua de herencia. Se explora la relación entre la cobertura léxica de un texto académico y la comprensión que demuestran del mismo los estudiantes de español como lengua de herencia. Contradiendo estudios previos para el inglés como segunda lengua, los resultados preliminares muestran que esta relación no es lineal. El tipo de relación observada aquí es de rendimientos decrecientes, según la cual el incremento del vocabulario conocido no supone un aumento proporcional directo en la comprensión del texto.

Theme: Applied Linguistics/Second Language Acquisition**180**

Wednesday, 1:45pm-3:00PM Conference Room 12

SHH/SHA Business Meeting**Presiders:** Judith Park; Sociedad Honoraria Hispánica; Buffalo Grove, IL; Pamela Wink; Sociedad Hispánica de Amistad; Frankfort, KY; Adriana Aloia; Westlake High School; Thornwood, NY

Business meeting and awards presentation for the Sociedad Honoraria Hispánica and the Sociedad Hispánica de Amistad. Current and prospective SHH Chapter sponsors welcome.

Theme: Advocacy/Policy**181**

Wednesday, 1:45pm-3:00pm Conference Room 13

Teaching Portuguese as a foreign language by engaging students as informed film and television readers**Presenter:** Celeste Mann; Villanova University; Villanova, PA

This panel explores contemporary cinema and television as pedagogical tools to promote cultural insights about everyday cultural practices in the Portuguese-speaking countries. Combining the power of audiovisual cultural products and contemporary technologies of information and communication brings to the Portuguese classroom a set of possibilities that connects the students to the target culture. We will present how using films and TV shows can reveal culturally-based ideals, concerns, and cultural contexts to our students.

Presenter: Mark Lokensgard; St. Mary's University of San Antonio; San Antonio, TX. *Mediums and messages: Teaching Brazilian culture in Spiritist Brazilian Cinema.***Theme:** Methods/Techniques/Strategies**182**

Wednesday, 1:45pm-3:00pm Conference Room 14

The state of Judeo-Spanish research: Past, present and future trends**Presenter:** Tracy K. Harris; Bradley University; Peoria, IL

In 1978 there was very limited research available on Judeo-Spanish in the US, Europe and Israel. There existed the classic early works of a few linguistic scholars, one reputable dictionary, and there were no available grammar books on the language. This paper will examine the progression of research in Judeo-Spanish from the late 1970s until the present day. The difficulties of doing field work on the language in 1978 in New York and Israel versus the present and future trends, including the internet, will be discussed.

Theme: LinguisticsW
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Wednesday, 1:45pm-3:00pm Conference Room 17

Para todo tiempo una canción, para toda canción una historia

Presenters: Gabriela del Villar; The University of Georgia; Athens, GA; Sara Lowman; The University of Georgia; Athens, GA

Are you tired of always asking students to fill in the blanks spaces whenever you asked them to listen to a song in Spanish? Through a multimodal approach, this session will introduce teachers to innovative ways of using songs along with Web 2.0 applications that will improve students' listening, reading, writing, and speaking skills as well as cultural knowledge in the target language. A complete list of songs will be showcased for all levels of Spanish.

Theme: Instructional Materials

183A

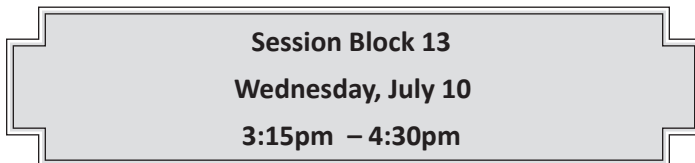
Wednesday, 1:45pm-3:00pm Salon E Foyer

Procedimientos metodológicos para la enseñanza del español como segunda lengua en países de habla inglesa

Presenter: Adonis Díaz Fernández; University of the West Indies- St. Augustine; St. Augustine, Trinidad and Tobago

Esta sesión se concentra en una metodología que se basará en el análisis comparativo de los diferentes procedimientos didácticos empleados actualmente por los maestros de español de Barbados y se tratará de identificar mediante análisis y reflexiones realizadas acerca del tratamiento metodológico de las clases de español, las debilidades y fortalezas del proceso de enseñanza y aprendizaje en esta disciplina.

Theme: Methods/Techniques/Strategies



184

Wednesday, 3:15pm-4:30pm Conference Room 1

Procedures and materials for a service-learning composition course

Presenter: Jane Johnson; University of Texas at Austin; Austin, TX

This session will review the procedures involved in modifying an existing advanced composition course to include a new service-learning component. Participants will receive a step-by-step summary of how to identify institutional and community partners and develop the relationships necessary for success. Materials created for such a course, from scripts for initial phone calls to syllabus to volunteer evaluation forms will be shared. Finally, common problems in the process and ways to prevent or resolve them will be identified.

Theme: Service Learning/Community Engagement

185

Wednesday, 3:15pm-4:30pm Conference Room 2

El libro: la lectura, la creación, y el negocio literario según Carlos Ruíz Zafón

Presenter: Mary E. Morfeld; Tarrant County College District; Fort Worth, TX

Con el Cementerio de los Libros Olvidados como eje central en sus tres libros, *La sombra del viento*, *El juego del ángel* y *El prisionero del cielo*, Carlos Ruíz Zafón por sus imágenes y expresión creativa guía al lector a contemplar el gozo de leer, el arte de escribir, y el negocio literario. Al enfocarse en puntos claves, los participantes reflexionarán sobre el libro: su importancia histórica y personal, y sus implicaciones en la revolución electrónica.

Theme: Literature/Literary Criticism/Literary Theory

186

Wednesday, 3:15pm-4:30pm Conference Room 3

EXHIBITOR SESSION — Spanish instruction and the Common Core State Standards: What are the implications for the Spanish classroom?

Presenter: Mario Nuñez; Santillana USA; Doral, FL

Participants will explore the national Common Core State Standards (CCSS) and implications for incorporating them into the curriculum. The presenter will provide a variety of grade and proficiency level examples showcasing the alignment of the CCSS, the national Foreign Language Standards, and instructional materials and practices. Participants will also explore the immediate impact of the implementation of the CCSS to classroom instruction, and the modifications, additions and changes that are implicit for this implementation.

Theme: Standards

187

Wednesday, 3:15pm-4:30pm Conference Room 4

Design and use of the virtual textbook

Presenter: Marco A. Arenas; Emeritus, Central Connecticut State University; New Britain, CT

This session will discuss the use of technology and an original model of second language acquisition for a virtual textbook of Spanish. The following topics will be explored: (1) the advantages of the virtual textbook; (2) sample lessons and self-testing devices; (3) an analysis of how the brain processes a second language compared to a binary way of a computerized model of word processing; (4) the brain as a word processor and the operating system needed.

Theme: Technology

188

Wednesday, 3:15pm-4:30pm Conference Room 5

A skills-based approach to teaching professional Spanish**Presenters:** Leslie Maxwell Kaiura; University of Alabama in Huntsville; Huntsville, AL; Amber M. Dexter; Ravenwood High School; Brentwood, TN

This session presents a short course of study focused on developing practical linguistic and professional skills. Session leaders will show teachers how to create a unit within high school or university level Spanish classes that emphasizes business writing skills, a successful job interview, resolving problems via telephone conversations, and negotiating situations related to international travel. Participants will leave with sample activities and online resources to expand course content without requiring the purchase of additional materials.

Theme: Methods/Techniques/Strategies**Session: 188A**

Wednesday, 3:15pm – 4:30pm Conference Room 6

EXHIBITOR SESSION — How to teach effectively with authentic print and media**Presenter:** Rachel L. Connell; Vista Higher Learning; Boston, MA

Authentic materials provide realistic and clear windows into target language, people, products, practices, and perspectives. In this session you will experience and practice three focused steps to using authentic print and media consistently and effectively at all levels to motivate and engage students for learning. You will receive a handout of practical exercises and activities.

Theme: Instructional Materials**189**

Wednesday, 3:15pm-4:30pm Conference Room 7

The centrality of the language learner: Rethinking graduate education**Presenter:** Bill VanPatten; Michigan State University; East Lansing, MI

Given the profession of the 21st century, this presentation discusses a reconceptualization of the graduate degree in Spanish. In asking What is it that the M.A. or Ph.D. graduate needs to be a successful teacher of undergraduates, the central claim is that graduate programs need to be language-learning centered, moving the curriculum toward the instruction and training of the future professoriate as much in second language acquisition and teaching as in other traditional domains.

Theme: Curriculum

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Wednesday, 3:15pm-4:30pm Conference Room 8

Recepción de Sigma Delta Pi, la Sociedad Nacional Honoraria Hispánica**Presider:** Mark P. Del Mastro; College of Charleston; Charleston, SC

Reception for Sigma Delta Pi members and guests only.

Anfitriones: Mark P. Del Mastro, Director Ejecutivo, Sigma Delta Pi, College of Charleston, Charleston, SC; Germán D. Carrillo, Presidente, Sigma Delta Pi, Marquette University, Milwaukee, WI.

191

Wednesday, 3:15pm-4:30pm Conference Room 10

Observations on twentieth-century cultural icons: Rigoberta Menchu and Che Guevara**Presenter:** Susan Terranova; Mount St. Joseph High School; Baltimore, MD

Rigoberta Menchu and the Guatemalan civil war: The peace accords and beyond. This session will discuss Rigoberta Menchu and her legacy. Rigoberta Menchu experienced not only extreme poverty in her youth, but the ravages of civil war as well. She became an outspoken advocate of the Mayan people both in Guatemala and abroad and testified before the US Congress on behalf of her people. In 1992, she won the Nobel Peace Prize. The peace accords were celebrated, but have conditions improved for the Maya?

Theme: Culture**Presenter:** José Rodríguez-Valentín; Universidad de Puerto Rico - Bayamón; Bayamón, Puerto Rico

Ernesto Che Guevara y Senel Paz: Visiones de la revolución y el hombre nuevo. Análisis de las ideologías subyacentes en las novelas del escritor cubano Senel Paz para identificar cómo las mismas constituyen una confrontación con las ideologías sobre el hombre nuevo y el arte revolucionario que esbozó Che Guevara y frente a los cánones totalitarios y represivos del régimen cubano entre 1970-1990.

Theme: Literature/Literary Criticism/Literary Theory**192**

Wednesday, 3:15pm-4:30pm Conference Room 11

Linguistic analyses of null subjects and *ser* and *estar***Presenter:** Paul B. Mandell; University of Houston Downtown; Houston, TX

Null Subjects: Where they appear and where they don't. This paper reports on part of an empirical study examining the distribution of null subject pronouns in a cross-sectional (second-, fourth- and sixth-semester university levels) study of adult L2 learners of Spanish. The empirical data reveal an initial preference for null subject usage in embedded clauses followed by an increased usage in matrix

clauses. The findings will be discussed in light of Licerias et al.'s (1997) longitudinal study about null subject pronoun usage.

Theme: Applied Linguistics/Second Language Acquisition

Presenter: David Brian Roby; University of Pikeville; Pikeville, KY
The semantic properties of Spanish *ser* and *estar* as auxiliary verbs. Numerous analyses have been proposed to account for the uses of the Spanish copulas *ser* and *estar*. However, few have included the uses of *ser* and *estar* as auxiliary verbs. This paper offers such an analysis of Spanish *ser* and *estar* that focuses primarily on their uses with the present participle and the past participle. The copular opposition of *ser/estar*-predication will be treated as reflecting the aspectual values [\pm Perfective], which are the same ones overtly expressed by the two different past tense forms in Spanish, the preterite and imperfect.

Theme: Linguistics

193

Wednesday, 3:15pm-4:30pm Conference Room 12

NSE/SHH/SHA Reception

Presiders: Judith Park; Sociedad Honoraria Hispánica; Buffalo Grove, IL; Kevin Cessna-Buscemi; National Spanish Examinations; Valparaiso, IN; Pamela Wink; Sociedad Hispánica de Amistad; Frankfort, KY

NSE/SHH/SHA Reception sponsored by National Spanish Examinations, Sociedad Honoraria Hispánica, and the Sociedad Hispánica de Amistad

194

Wednesday, 3:15pm-4:30pm Conference Room 13

Portuguese for Spanish speakers: Morphosyntactic transfer in L3 acquisition

This panel gathers papers that discuss the acquisition of Portuguese as L3 by speakers of Spanish and English. More specifically, the presentations discuss the role that L1 and L2 learners play in the acquisition of Portuguese morphosyntactic structures. All papers are based on empirical evidence.

Presenter: Michael Child; University of Arizona; Tucson, AZ.
Linguistic transfer in the L3 acquisition of typologically-similar languages.

Presenter: Helade Scutti Santos; University of Illinois at Urbana-Champaign Santos; Urbana Champaign, IL . *Morphosyntactic transfer in the acquisition of L3 Brazilian Portuguese.*

Presenter: David Giancaspro; University of Florida; Gainesville, FL.
Transfer in L3 acquisition of Brazilian Portuguese: The case of differential object marking in Spanish-English bilinguals.

Presenter: Becky Halloran; University of Florida; Gainesville, FL.
Transfer in L3 acquisition of Brazilian Portuguese: The case of differential object marking in Spanish-English bilinguals.

Theme: Applied Linguistics/Second Language Acquisition

195

Wednesday, 3:15pm-4:30pm Conference Room 14

Overcoming avoidance in the communicative Spanish language classroom

Presenter: Michael Hubert; Washington State University; Pullman, WA

Current FL teaching methodologies produce students capable of genuine TL communication, but whose speech and writing contain only the bare minimum grammar needed to get their point across. Recent research has suggested that FL learners consciously avoid difficult grammar as they complete classroom assignments, and that avoidance contributes to an overall lack of grammatical sophistication among learners. This presentation and idea share will offer a series of suggestions for helping FL learners to overcome this tendency, along with complete sample lesson plans.

Theme: Methods/Techniques/Strategies

196

Wednesday, 3:15pm-4:30pm Conference Room 17

The X-Factor comes to the Spanish and Portuguese classroom: Karaoke in action

Presenter: José Gabriel Ricardo-Osorio; Shippensburg University of Pennsylvania; Shippensburg, PA

In this session, attendees will participate in a series of activities that use karaoke as a means to teach phoneme recognition, intonation patterns and pronunciation. The attendees will also use karaoke to learn culture. Singing ability is a plus, but not necessary. Willingness to participate actively is a must because this session is a 100% hands-on. The session will be carried out in English, but there will be an opportunity to interact (and sing!) in Spanish and Portuguese.

Theme: Methods/Techniques/Strategies

197

Wednesday, 6:00pm-8:30pm Salon A

Awards Banquet

See Page 64 for details



AATSP 95th Annual Conference

AWARDS BANQUET

Wednesday, July 10, 2013

Dinner and Awards Program

6:00pm – 8:30pm

Salon A

Presidential Address

Laura Zinke, 2013 AATSP President

Where are we as a profession? Where are we going?

Presentation of Awards

National Spanish Examinations Awards
Sociedad Honoraria Hispánica Awards
Sigma Delta Pi / AATSP Mario Vargas Llosa Award

AATSP First-Time Attendee Travel Stipends
AATSP Junior-Senior Faculty Mentor Travel Stipend
AATSP Study-Abroad Scholarships
AATSP Special Awards

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Thursday, July 11

Registration Open 8:00 AM – 10:00 AM

W-7

Thursday, 8:00am-11:00am Conference Room 18

Interaction and Spanish heritage language learning: Theory in practice

Presenters: Jesse Abing; University of Texas at Austin; Austin, TX;
Claire Parrish; University of Texas at Austin; Austin, TX

Participants in this workshop will examine various components of heritage language learning such as linguistic variation, register, proficiency, and identity as well as the role of interaction in the language classroom. Participants will use a hands-on approach to learn about these topics through the presentation of and participation in five activities designed specifically for use with Spanish-English bilinguals. Each activity and assessment presents an interactive approach to cultural understanding, register expansion and language use.

Theme: *Methods/Techniques/Strategies*

Session Block 14

Thursday, July 11

8:00am – 9:15am

198

Thursday, 8:45am-9:15am Conference Room 1

Government vs. college language programs: How do they differ?

Presenter: Gwen Sharpless Snyder; Department of Defense; Linthicum, MD

Representatives of U.S. Government Foreign Language Programs often attend and present at AATSP conferences. Have you ever wondered what these programs offer? This session will focus on Spanish and Portuguese training provided by the Department of Defense at various facilities throughout the U.S. Come learn about the differences between government and college foreign language courses and what they have in common.

Theme: Language for Specific Purposes

199

Thursday, 8:45am-9:15am Conference Room 2

Flipping the Spanish classroom your way: Creating recorded mini lessons or lectures for use at home or in class

Presenter: Ruth Schirmer Valle; Monroe County Schools; Sweetwater, TN

Participants will learn about the latest catch phrase in education: flipping the classroom. Students are provided with the opportunity to preview the teacher's lessons the night before they come to class, making them better prepared and able to engage in more individualized group activities. Participants will be shown examples of Spanish mini lessons or lectures created on screenr.com, showme, educreations and PowerPoint. In addition, participants will learn where to post the teacher's video library that will be created over the course of the school year.

Theme: Instructional Materials

200

Thursday, 8:45am-9:15am Conference Room 3

El español internacional y su enseñanza: sonidos y sentidos

Presenter: Raul Avila; El Colegio de Mexico; México, DF, México

La investigación se basa en un muestreo aleatorio de comentarios ad libitum de veinte estaciones de radio (una por cada capital hispánica). Se ofrecen los resultados en relación con las normas fonético-fonológicas y léxicas internacionales y regionales, y se proponen las posibles aplicaciones para la enseñanza del español.

Theme: Advocacy/Policy

201

Thursday, 8:45am-9:15am Conference Room 4

Aproximaciones a la traducción del libro de Félix Grande, *Libro de Familia*

Presenter: Ana M. Osan; Indiana University Northwest; Gary, IN

Este trabajo se propone examinar la traducción del poema largo de Félix Grande, *Libro de Familia*. Entre otras cosas, se tratará de analizar el uso de metáforas, neologismos, y puntuación, como vehículos que ayuden a verter los versos del español al inglés.

Theme: Translation

202

Thursday, 8:45am-9:15am Conference Room 5

Teaching foreign language with and without a textbook

Presenter: Jean Oliver; University of Oklahoma; Norman, OK

Is a textbook necessary for teaching beginning level foreign language college students using a storytelling approach? This study explores my experiences and the insights gained from two first-level Spanish classes I taught with a mandated textbook. I compare these impressions to Spanish I and Spanish Conversation classes I later taught without a textbook. As an experienced foreign language teacher, I continue to explore new foreign language teaching methods and textbook options for the students of the 21st century.

Theme: Methods/Techniques/Strategies

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Thursday, 8:45am-9:15am

Conference Room 6

Teaching language online: Benefits and challenges**Presenter:** Anneris Bibiana Coria-Navia; Antioch College; Yellow Springs, OH

This session will focus on outlining the benefits and challenges of teaching language online. Data on student performance will be presented as well as sample activities, lesson plans, and available tools for the successful implementation of online language courses.

Theme: Technology**204**

Thursday, 8:45am-9:15am

Conference Room 7

Dorotea y otras mujeres cervantinas**Presenter:** Hildegard Rissel; Virginia State University; Petersburg, VA

Este trabajo se propone comparar y contrastar unos cuantos personajes femeninos cervantinos que aparecen en las distintas novelas ejemplares con el personaje de Dorotea en *El Quijote*. Se va a ver en qué difieren de--y hasta posiblemente rechacen--los papeles tradicionales asignados a las mujeres en aquel entonces, de un lado, y cómo se conforman con las normas sociales y culturales impuestas por la sociedad en que les ha tocado vivir, del otro.

Theme: Literature/Literary Criticism/Literary Theory**205**

Thursday, 8:45am-9:15am

Conference Room 8

A closer look at *incluso* and *excepto***Presenter:** Amy Sue Orf; Northern Michigan University; Marquette, MI

In presenting prepositional pronouns, most Spanish textbooks include *incluso* and *excepto* in a list of exceptions that always require the subject pronouns *yo* and *tú*, instead of *mí* and *ti*. While it is true that *incluso* and *excepto* do not occur with the pronouns *mí* and *ti*, it is not true that they always require *yo* and *tú*. I argue that pronoun use with *incluso* and *excepto* is more complicated than indicated in textbooks and that it actually varies according to the context of the sentence.

Theme: Linguistics**206**

Thursday, 8:45am-9:15am

Conference Room 9

Task complexity and linguistic performance in foreign language (FL) writing across levels**Presenter:** Marcela T. Ruiz-Funes; Georgia Southern University; Statesboro, GA

This study contributes to our understanding of the potential of tasks in the domain of writing for L2/FL development. It builds on the research on TBLT, particularly on the importance

of task complexity in linguistic performance at various levels of L2/FL proficiency within the cognitive information-theoretic approach. Findings contribute to an area of research in SLA that has mainly dealt with oral production, points to new directions to further explore task complexity in L2/FL writing, and yields pedagogical implications.

Theme: Applied Linguistics/Second Language Acquisition**207**

Thursday, 8:45am-9:15am

Conference Room 10

La enseñanza del español formal a los hispanohablantes a nivel universitario**Presenter:** Efraín E. Garza; University of Northern Colorado; Greeley, CO

La enseñanza del español formal a los hispanohablantes a nivel universitario ha traído la necesidad de crear clases especiales. A estas clases ingresan estudiantes que han sido educados en inglés, pero que en el idioma español carecen del vocabulario y los conocimientos gramaticales necesarios para expresarse y escribirlo correctamente. En esta presentación se expondrá la metodología y la planeación que se ha llevado a cabo en estos cursos para hablantes de herencia en University of Northern Colorado

Theme: Methods/Techniques/Strategies**208**

Thursday, 8:45am-9:15am

Conference Room 11

Protesta masculina y acción directa en *Juegos de manos* de Juan Goytisolo**Presenter:** Alfredo Pastor Parejo; Florida International University; Miami, FL

El objetivo de este trabajo es el análisis de los procesos sociales y la dinámica de grupos en la construcción de la masculinidad desarrollados en la novela de Juan Goytisolo, *Juegos de Manos* (1954), profundizando en los factores internos y externos al individuo que hacen del género una construcción débil y fragmentaria. El significado de la violencia dentro de la obra adquiere especial interés como forma de expresión de la protesta masculina.

Theme: Literature/Literary Criticism/Literary Theory**209**

Thursday, 8:45am-9:15am

Conference Room 13

National Portuguese Examination: An overview**Presenter:** Ismênia Sales de Souza; US Air Force Academy FA; USAF Academy, CO

This session will focus on the content and administration of the National Portuguese Examination. Content by level, registration procedures, and student recognition will be discussed.

Theme: Assessment

210

Thursday, 8:00am-12:00pm Conference Room 14

AATSP Executive Council Meeting

By invitation only

211

Thursday, 8:45am-9:15am Conference Room 17

Individual differences in second language production and /l/-velarization in Spanish**Presenter:** K. Allen Davis; Indiana University; Bloomington, IN

The presence of syllabi-final velarization of /l/ in Spanish can be a shibboleth in the Spanish of native-English speakers. Despite the presence of a non-velarized liquid consonant in the English phonological inventory, the non-native velarized /l/ is present in the Spanish of many native-English second language learners who apply the English velarization rule to their Spanish. However, some evidence has found that individual differences such as diversity in working memory, musical aptitude, and authentic input correlates with these variations.

Theme: Linguistics**Session Block 15****Thursday, July 11****9:30am – 10:00am****212**

Thursday, 9:30am-10:00am Conference Room 1

Discreet passions: Latino ethnic jokes and other racialized phenomena in a virtually real world**Presenters:** Thomas Mack Stephens; Rutgers University; New Brunswick, NJ; Mary Makris; University of Louisville; Louisville, KY

Most know the formulaic “You know you’re a __ if...” popularized by Jeff Foxworthy, which has crossed linguistic lines as «Sabes que eres un __ si...». If one Googles «Sabes que eres dominicano si ...», what appears are sites, blogs, and self-aggrandizing links regarding said Dominicans as in «...si vives, o tienes familia, en Washington Heights». Similarly, searching “Latino mullet” reveals sites dedicated to photos of this hairstyle. We will present evidence that US Latinos are ridiculed because of the mores from their respective countries.

Theme: Language for Specific Purposes**213**

Thursday, 9:30am-10:00am Conference Room 2

What I wish I had known before I began teaching**Presenter:** Erin Ann Flynn; Next Generation School; Champaign, IL

In order to succeed as a teacher, you must have a collection of strategies and the ability to change. Over the years, teaching from K-8 and tutoring through college, I have accumulated knowledge and resources from truly great teachers. My contribution is disseminating what I have found most effective including weekly/annual structure, songs, TPRS, circling, and games. This session will be the seminar I wish I had attended before I began teaching.

Theme: Methods/Techniques/Strategies**214**

Thursday, 9:30am-10:00am Conference Room 3

¿Soy gringo o hispano? ¿Los dos o ninguno de los dos?**Presenter:** Gene H. Bell-Villada; Williams College; Williamstown, MA

The children of Latino immigrants as well as US citizens raised in Latin America face identity issues. In many cases, they do not feel thoroughly “Latino” or “American.” They may go back and forth between the two worlds yet never feel fully part of either, being perceived as “gringo” in Latin America but as “Hispanic” in the US. Through a brief look at key literary works by authors of Puerto Rican, Chicano, Cuban, and Dominican-American origin, this paper will examine how such identity questions are depicted and negotiated.

Theme: Culture**215**

Thursday, 9:30am-10:00am Conference Room 4

Reaching the advanced level in Spanish**Presenter:** John R. Gutierrez; Croft Institute for International Studies; Oxford, MS

Existing literature indicates that only a small number of learners attain advanced-level proficiency in L2. Research on how their personal and linguistic profiles have facilitated or hindered their L2 acquisition is scarce. International Studies majors at Ole Miss have an exit proficiency goal and must take an official OPI to determine whether they meet it. Students in Spanish have consistently scored Advanced on the ACTFL/OPI. This session will focus on the reasons that have led to these outcomes.

Theme: Applied Linguistics/Second Language Acquisition**T
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216

Thursday, 9:30am-10:00am

Conference Room 5

Bridging the gap in the communicative classroom**Presenter:** Raquel Amorim; Northwestern University; Evanston, IL; Jill Felten; Northwestern University; Evanston, IL

Emphasis on oral production in the communicative classroom has led to a gap in the level of oral proficiency students achieve versus their level of writing proficiency. In this session we will address how we organized, developed, and presented writing workshops to provide beginning and intermediate level Spanish students with tools to write more effectively in the target language. We will also share findings from research we conducted to determine the effectiveness of the workshops.

Theme: Methods/Techniques/Strategies**217**

Thursday, 9:30am-10:00am

Conference Room 6

Listener confidence in L2 vowel perception**Presenter:** Leslie Gordon; University of Georgia; Athens, GA

Adult L2 learners of Spanish (N=180) at three levels of instruction completed categorical perception tasks targeting the Spanish vowels /e/, /i/, /o/ and /u/, indicating their confidence level for each response. Results indicate that (1) learner level is not a significant predictor of confidence, and (2) listeners with lower confidence have significantly lower probabilities of correct identification. These results may underscore the need for early and frequent focus on perceptual skills in the Spanish classroom.

Theme: Applied Linguistics/Second Language Acquisition**218**

Thursday, 9:30am-10:00am

Conference Room 7

Representar y traducir identidades híbridas: Frontera sin fin de Carlos Morton**Presenters:** Elena Errico; Università di Sassari; Sassari, Italy; Silvia Betti; Università di Modena e Reggio Emilia; Modena, Italy

Frontera sin fin de Carlos Morton es el significativo título de la obra de teatro que analizaremos en este estudio y que representa, entre otros aspectos, la dura experiencia de dos jóvenes espaldas mojadas, la vida sin reglas del border entre México y Estados Unidos y el drama que atañe a Ciudad Juárez. En este trabajo intentamos, por un lado, describir la alternancia de códigos que aparece en la obra y que popularmente se define como spanglish, y por el otro presentamos algunas estrategias de traducción al italiano que hemos propuesto.

Theme: Culture**219**

Thursday, 9:30am-10:00am

Conference Room 8

Selecting reading and listening materials according to the student needs**Presenter:** Piedad L. Flores; Southwest Learning Center; San Antonio, TX

The purpose of this presentation is to have foreign language teachers subscribe to a framework for passage and listening rating to acquire the concepts and vocabulary needed to operate within that framework and to apply those principles in the classroom.

Theme: Instructional Materials**220**

Thursday, 9:30am-10:00am

Conference Room 9

Retrato de la frontera: la narrativa policíaca de Rolando Hinojosa en *Partners in Crime***Presenter:** María del Carmen García; Texas Southern University; Houston, TX

Se analiza cómo Rolando Hinojosa, un escritor chicano, explora la transformación socioeconómica en el espacio textual y extratextual de la frontera mexicoamericana, específicamente el Valle del Río Grande en Texas. El propósito es estudiar cómo el autor utiliza las convenciones literarias de la novela policíaca para sus fines historiográficos, al explorar en *Partners in Crime* la transición de una economía local a otra global y basada en el narcotráfico, así como sus implicaciones sociales en un lugar ancestralmente signado por la violencia.

Theme: Literature/Literary Criticism/Literary Theory**221**

Thursday, 9:30am-10:00am

Conference Room 10

Techno-tools for struggling students in the communicative language classroom**Presenter:** Maria Fernanda Villalobos-Buehner; Rider University; Lawrenceville, NJ

The communicative classroom demands the use of the target language as the main tool of instruction. Some students find this approach very challenging and difficult to navigate. Many of them have a difficult time making connections and keeping themselves engaged. With the help of the iPad and some apps, this session will offer some strategies for teachers to support these students and make adjustments to enhance differentiated instruction without sacrificing the use of the target language in the classroom.

Theme: Technology**222**

Thursday, 9:30am-10:00am

Conference Room 11

Word recognition logs: A simple, effective tool for engaging students in Spanish outside the classroom**Presenter:** Michele Marie Pascucci; Bryan College; Dayton, TN

The fifth "C" of the national foreign language standards encourages students to use the language both within and beyond the school setting and to use the language for personal enjoyment and enrichment. However, these goals can be difficult to measure within the context of a regular course. Word Recognition Logs represent an original method for monitoring

student use of Spanish outside the classroom in a manner that is both simple and enjoyable for students and instructors alike.

Theme: Methods/Techniques/Strategies

223

Thursday, 9:30am-10:00am Conference Room 13

Playing cards with Zuca Sardan's *Ás de Colete*

Presenter: Debora Racy Soares; Universidade Federal de Lavras; Lavras, MG, Brazil

Ás de Colete (1979) é uma espécie de almanaque de variedades antes de ser, propriamente, livro ilustrado de poemas. Seu autor, Zuca Sardan, impulsionado pela incessante busca de aventuras, (re)vela suas artimanhas estéticas, em poemas arquitetados sob o movediço terreno da ironia e do humor. Impresso em sua própria gráfica Gralha, *Ás de Colete*, ao subverter hierarquias literárias e políticas, produz sentidos antagônicos e instiga a reflexão. Cabe ao leitor aceitar o jogo poético deste *Ás*, desembaralhar as cartas e dar a cartada final.

Theme: Literature/Literary Criticism/Literary Theory

224

Thursday, 9:30am-10:00am Conference Room 17

Culture sparks!

Presenter: Cheryl Hurst Maqueda; William Carey University; Hattiesburg, MS

Are you looking for ways to bring more culture into your classroom? Do you need some quick activities to fill in lesson gaps? This mini-workshop gets you ready to go! Activities include mini-lessons involving high culture as well as every-day culture. Handouts with links will be provided.

Theme: Culture

Session Block 16

Thursday, July 11

10:15am – 10:45am

225

Thursday, 10:15am-10:45am Conference Room 1

Recycling opportunity: Using a small grant to continuously fund student-selected micro-loan petitions

Presenter: Sean R. Hill; Farwell Area Schools; Farwell, MI

In this session, the presenter will explain how an online service-learning project for a micro-loan organization has morphed into revising a unit involving the immigration debate, empowered students to fight against global poverty, and created a measureable difference in student attitudes. Students have learned about barriers to economic prosperity in Latin America and have chosen candidates to fulfill micro-loan petitions. With the help of a small grant, future candidates' requests can be funded hopefully ad infinitum.

Theme: Service Learning/Community Engagement

226

Thursday, 10:15am-10:45am Conference Room 2

The incorporation of Spanish proverbial language in the elementary and intermediate Spanish curriculum

Presenter: Frank Nuessel; University of Louisville; Louisville, KY

Spanish proverbial language provides a rich resource for teachers because they are short, easy to recall, and they provide opportunities to pronounce the language, see specific examples of grammatical structures, allow students to engage in interpretation, and provide insights into Hispanic culture. There will be suggestions for their appropriate incorporation, and assessment. Participants will have an opportunity to design their own activity. Copies of the paper will be available to the participants.

Theme: Instructional Materials

227

Thursday, 10:15am-10:45am Conference Room 3

Enhancing autonomous foreign language learning through formative assessment

Presenters: Trina Philpot Montano; The Defense Language Institute Foreign Language Center; Monterey, CA; José A. Ortiz; The Defense Language Institute Foreign Language Center; Monterey, CA

ODA is a web-based FL assessment tool that offers learners a self-directed and autonomous environment for evaluating and managing their language learning progress. The ODA system provides individualized feedback in the form of a Diagnostic Profile that highlights performance strengths and weaknesses in RC and LC. ODA has an automated tracking system that is capable of storing learner results and providing researchers, practitioners, and Assessment Specialists with tools to evaluate the reliability and validity of each item within the system.

Theme: Assessment

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228

Thursday, 10:15am-10:45am Conference Room 4

Which Spanish grammatical structures should not be taught explicitly?**Presenter:** Joe Barcroft; Washington University in St. Louis; Saint Louis, MO

This presentation focuses on Spanish grammatical structures that, according to research findings, should not be taught explicitly. We consider VanPatten and Mandell's (1999) demonstration that lower-level Spanish learners successfully rejected sentences containing grammatical violations they had not been taught explicitly and research on cases when explicit instruction does not lead to native-like grammatical competence. We conclude by assessing how often instructors should avoid teaching Spanish grammatical structures.

Theme: Methods/Techniques/Strategies**229**

Thursday, 10:15am-10:45am Conference Room 5

The use of the cell phone in the classroom**Presenter:** Marcela Rojas-Gonzalez; Azusa Pacific University; Azusa, CA

In the past the distractions of students in the classroom were looking out the window or drawing doodles on paper. In the digital age mobile phones such as iPhone and BlackBerry are the main factors of distraction for students. How do we convert a cell phone into a learning tool? Instead of using it secretly, cell phones can be an essential tool in the class.

Theme: Technology**230**

Thursday, 10:15am-10:45am Conference Room 6

Code choice in the Spanish as a second language classroom**Presenter:** Patsy Hansel; Retired; Mesa, AZ

This semester-long study examined the functions for which English (L1) and Spanish (L2) were used in two intact hybrid Spanish as a foreign language (FL) university classes at the fourth-semester level. Five 75-minute classes of two instructors were observed by the researcher, video- and audio-recorded, and transcribed. A survey was also used to determine the functions for which the instructors and students believed that Spanish and English were used in the classroom, and the functions for which both believed that the two languages should be used.

Theme: Methods/Techniques/Strategies**231**

Thursday, 10:15am-10:45am Conference Room 7

El uso del pasado en estudiantes japoneses de ELE**Presenter:** María de la Luz Munguía; Universidad Nacional Autónoma de México; México, DF, México

Se presentará un estudio en el que se describen, analizan y explican los errores morfosintácticos, especialmente del pretérito y del copretérito, que permanecen en la producción oral de alumnos japoneses que cursan niveles avanzados de español como segunda lengua en México. Se explicará el marco teórico que apoya el trabajo, los instrumentos y la obtención de los datos, así como una parte de los resultados obtenidos.

Theme: Applied Linguistics/Second Language Acquisition**232**

Thursday, 10:15am-10:45am Conference Room 8

Exploring new ways to assess oral skills in the foreign language classroom: The Video Blog Project**Presenter:** Reyes Caballo-Márquez; University of Pennsylvania; Philadelphia, PA

In this session, I will present the Video Blog Project, a technology-based project that I have been working on at the University of Pennsylvania to assess oral skills in an intermediate Spanish course. I will also talk about a similar project that we are doing in advanced Spanish courses. I will discuss the advantages and disadvantages of using technology-based projects to assess oral skills vs. the traditional oral exams. I will present our findings, and will offer a reflection on oral skills assessment in the digital era.

Theme: Assessment**233**

Thursday, 10:15am-10:45am Conference Room 9

Una mirada al espacio urbano, a la identidad femenina y a la maternidad en *Nubosidad variable* de Carmen Martín Gaité**Presenter:** Chung-Ying Yang; National Chengchi University; Taipei, Taiwan

El presente trabajo pretende explorar la presencia de la maternidad, la identidad femenina y el espacio urbano como temas esenciales en *Nubosidad variable*. Analizaremos cómo el espacio urbano provoca los anhelos de las protagonistas hacia el camino de la liberación. Además, estudiaremos cómo la protagonista Sofía acude a la memoria de la infancia para reconciliarse con su madre, así como para revisar la subjetividad maternal y reflexionar sobre el nuevo sentido de la maternidad en la sociedad de consumo de los años noventa.

Theme: Literature/Literary Criticism/Literary Theory

234

Thursday, 10:15am-10:45am Conference Room 10

Las formas verbales en narrativas de español peruano amazónico**Presenter: Margarita Jara;** University of Nevada, Las Vegas; Las Vegas, NV

El español peruano amazónico ha experimentado un intenso contacto lingüístico con el quechua y otras lenguas indígenas desde el período colonial. El presente trabajo estudia el sistema verbal de la variedad de español amazónica hablada en el pueblo de Jeberos. Con este propósito se analizan narrativas de experiencias personales de adultos jeberinos, predominantemente monolingües. Los resultados evidencian que esta variedad ha atravesado por cambios morfosintácticos mayores atribuibles al intenso contacto lingüístico al que ha estado expuesto.

Theme: Linguistics**235**

Thursday, 10:15am-10:45am Conference Room 11

Arizona acrimony: The effects of experimental immigration politics on Latinos and education**Presenter: William Taylor Kutney;** Chicago Public School District; Chicago, IL

Recent trends in United States immigration legislation are informed by three impetuses: protecting cultural nationalism, adhering to immigration legal precedent, and mollifying economic concerns. This paper analyzes experimental immigration legislation and theory drawing on these three components, attempts to identify where they intersect, and elucidates the tangible legal and educational consequences for Latinos and Latino English Language Learners in the United States, utilizing Arizona as a particularly revealing example.

Theme: Advocacy/Policy**236**

Thursday, 10:15am-10:45am Conference Room 13

Self- and peer-analysis of oral production in Portuguese**Presenter: Megwen May Loveless;** Princeton University; Princeton, NJ

This presentation examines the use of self-analysis as well as peer analysis in the realm of oral production in introductory and intermediate classes of Portuguese for Spanish speakers. Students completed recorded oral recitations and interviews and received feedback on their language production (including specific consonant sounds, specific vowel sounds, rhythm, pacing, prosody and “spontaneity”) from their instructor and subsequently performed self-analysis and peer analysis. We discuss results of this “consciousness-raising” exercise.

Theme: Applied Linguistics/Second Language Acquisition**237**

Thursday, 10:15am-10:45am Conference Room 17

Designing an immersion weekend for language and cultural development**Presenters: Cortney Roy Bird;** Antwerp Local Schools; Antwerp, Ohio, OH; **Martha Castañeda;** Miami University; Oxford, OH

How can teachers maintain and enhance their Spanish language proficiency and cultural understandings? The presenters will discuss how to plan a successful immersion weekend for in-service and pre-service teachers as a safe space to practice language and acquire cultural understandings as well as present reflections collected from participants of such an immersion weekend.

Theme: Teacher Preparation/Development**Session Block 17****Thursday, July 11****11:00am – 12:15pm****238**

Thursday, 11:00am-12:15pm Conference Room 1

Products and practices: A project to assess students’ acquisition of the Culture standard**Presenter: Cynthia Brooks Doutrich;** York College; York, PA

The focus of this hands-on session is a semester-long project that addresses the Culture standard. A grading rubric is included to assess the degree to which students have met this standard. The project described was implemented in a 300-level college course in Spanish American Culture and Civilization, but can be adapted to other languages and proficiency levels. Participants will have the opportunity to brainstorm ways to adapt this project to the target language and level of their instructional setting and to discuss possible project topics.

Theme: Culture**239**

Thursday, 11:00am-12:15pm Conference Room 2

Getting geared up for the 2013-2014 changes of the AP Spanish Language and Culture Course**Presenters: Maritza Sloan;** College Board; Atlanta, GA; **Ann Mar;** College Board; Atlanta, GA

Teachers of the AP-level Spanish need to prepare for the changes in the AP Spanish and Culture course and exam that will take place in 2012-2013. Teachers should re-examine what they already use and most importantly re-evaluate how to teach it. This session provides an overview of the curricular framework and insights into the changes in the new course. It will model thematic units, recommended context, and essential questions. By the end of the session, the participants will feel more confident about their ability to deal with the new changes of the course.

Theme: Curriculum**T
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240

Thursday, 11:00am-12:15pm Conference Room 3

Journaling, film, oral history and culture in college level language and culture courses for heritage learners

Courses for heritage learners continue to increase in regions where Latinos represent large student populations. However, many heritage learners feel insecure and afraid of making errors. This panel explores ways in which Spanish spoken by heritage learners is presented in the community versus that of the academic world. We will look at how to foster the language spoken at home and explore methods such as journaling, oral history, media and culture as means to innovate and transform language and culture teaching while advocating for the Spanish spoken by Latinos.

Presenter: **María A. Beltrán-Vocal**; DePaul University; Chicago, IL. *Journaling and oral history in Spanish for heritage learners' courses in Chicago.*

Presenter: **Clara Burgo**; DePaul University; Chicago, IL. *On innovative language teaching in an advanced Spanish conversation class for heritage speakers.*

Presenter: **Casimiro Leco Tomás**; Universidad Michoacana de San Nicolás de Hidalgo; Morelia, Michoacan, México. *Language and cultural retention among returning Mexican and Mexican American immigrants.*

Theme: Advocacy/Policy

241

Thursday, 11:00am-12:15pm Conference Room 4

Interpreting Spanish art

Presenter: **Ramón E. Planas, Jr.**; George Mason University; Fairfax, VA

Spanish teachers will learn how to teach their students to interpret Spanish art by examining masterpieces of famous painters such as El Greco, Velázquez, Murillo, Picasso and Dalí using the elements and principles of art. Teachers also will learn how to teach their students to express their feelings about paintings and other art works.

Theme: Culture

242

Thursday, 11:00am-12:15pm Conference Room 5

This Is your brain on Spanish

Presenter: **Michelle E. Donah**; Cannon School; Concord, NC

This presentation provides an overview of the workings of the adolescent brain, stressing how to increase vocabulary and grammar retention, produce positive emotion, and create productive patterning for all second language students. This presentation includes brain-based learning research as well as examples of practical applications in the second language classroom. Participants will receive guidelines for creating brain-friendly second language lessons that enrich the classroom and individual learner alike.

Theme: Methods/Techniques/Strategies

243

Thursday, 11:00am-12:15pm Conference Room 6

Enrich Your high school Spanish class with *Don Quijote*

Presenter: **Brad Salley**; Hiawatha High School Kirkland; Kirkland, IL

This is a dynamic presentation of how to make effective use of *Don Quijote* in the high school Spanish classroom. The presenter will show uses of the novel and how to work with colleagues in a co-curricular setting. Handouts and videos will enhance the presentation.

Theme: Methods/Techniques/Strategies

244

Thursday, 11:00am-12:15pm Conference Room 7

Toward a teaching vocabulary and grammar for Level 1 Spanish

Presenter: **David Allen Bedford**; Texas Christian University; Fort Worth, TX

During 2012 data were gathered from hundreds of school children in rural Córdoba and suburban Buenos Aires, Argentina in order to determine available vocabulary (words everyone knows and uses but which do not appear in Mark Davies' *A Frequency Dictionary of Spanish* (2006). Audio recordings were made of conversations to discover the most important morphology and syntax to target for Level I. The project will be described briefly and results summarized. Discussion will emphasize application of the findings for improving Level 1 instruction, scope and sequence.

Theme: Curriculum

245

Thursday, 11:00am-12:15pm Conference Room 8

Jazz up your language program with a culture festival

Presenter: **Claudia Decker**; Nashua High North; Nashua, NH

Learn step-by-step how to host an evening of cultural performances and presentations along with a buffet of delectable foods from around the world with little to no cost to you! The presenter will share sample solicitation letters, festival programs, a guide to help you prepare your own festival as well as rubrics for cross-curricular projects and presentations that students can display the night of the event.

Theme: Instructional Materials

246

Thursday, 11:00am-12:15pm Conference Room 9

Teaching Panama and the US Canal Zone: History, culture and revolution

Presenters: **Stephanie Enseñat Davis**; Isidore Newman School; New Orleans, LA; **Melanie G. Krob**; Isidore Newman School; New Orleans, LA

With the expansion of the Panama Canal to be completed next year, Panama and its history provide a wealth of materials for the study of Latin American culture and contemporary Central America in a Spanish- or English-language classroom. In this session, participants will explore Spanish- and English-language instructional materials on the construction and expansion of the Panama Canal, the racial segregation of the US Canal Zone, and the Panamanian high-school student revolution of 9 January 1964.

Theme: Instructional Materials

247

Thursday, 11:00am-12:15pm Conference Room 10

Oral communication in the #IOS+Android@ Web 2.0 world

Presenters: **Cortney R. Bird**; Antwerp Local Schools; Antwerp, OH; **Parthena Draggett**; Jackson Local Schools; Massillon, OH; **Isabel Espinoza**; University of Dayton; Dayton, OH

How can Spanish teachers enhance the oral communication of L2 learners? The presenters will offer apps and portals that offer space to practice language and acquire oral proficiency in a mobile-based society.

Theme: Technology

248

Thursday, 11:00am-12:15pm Conference Room 13

Implicações do ensino de língua adicional em um Centro de Idiomas de país caribenho anglófono

Presenters: **Miriam Josie Kurcbaum Futer**; The University of the West Indies; St. Augustine, Trinidad and Tobago; **Eliete Sampaio Farneda**; The University of the West Indies; St. Augustine, Trinidad and Tobago

No exterior, muitas vezes nos deparamos com a situação de falantes de uma língua estrangeira que exercem a função de professores de idiomas por saberem a língua-alvo. Esses falantes assumem a função de técnicos da língua e fazem com que seus alunos se tornem falantes funcionais da língua-alvo. Este trabalho visa, desta forma, analisar os pontos de vista desses professores e de seus alunos com relação à metodologia aplicada ao ensino de língua adicional.

Theme: Teacher Preparation/Development

249

Thursday, 1:30pm

Off-Site Excursions: [See p. 35]

Meet on the ground floor of the Marriott Rivercenter Hotel Lobby near hotel registration desk

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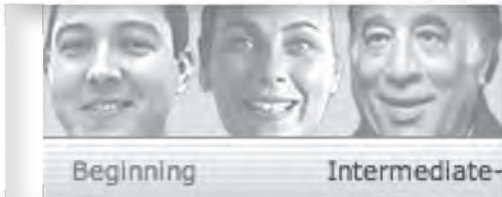


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Diga aí, Andréia! Tô malhando muito! Mas
só faz um mês que eu tô aqui. E você?

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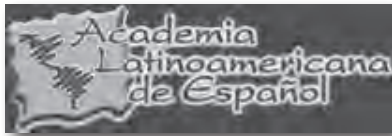
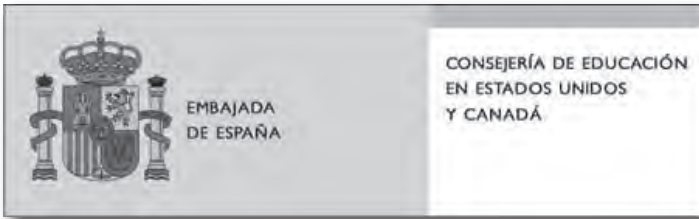
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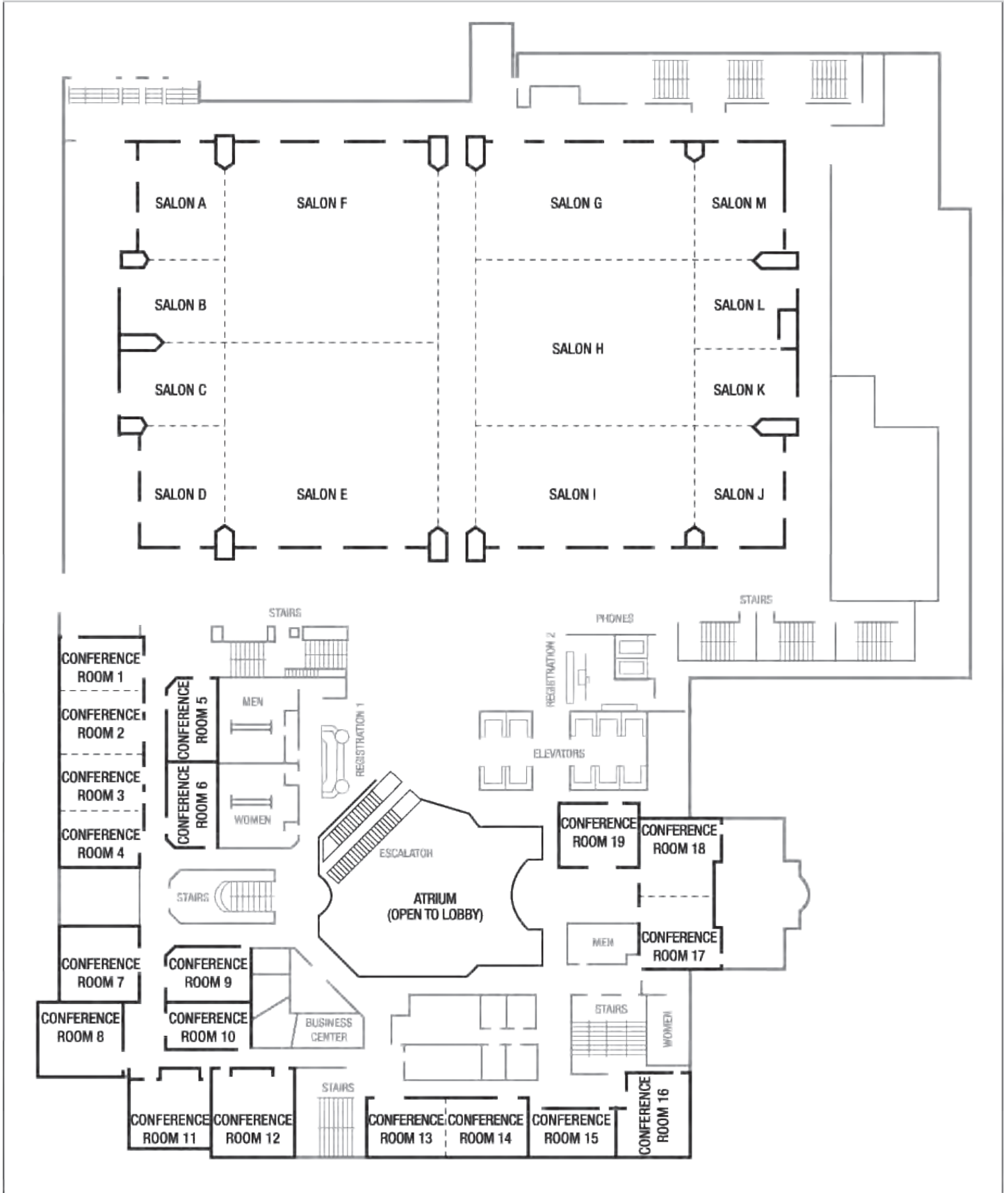
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