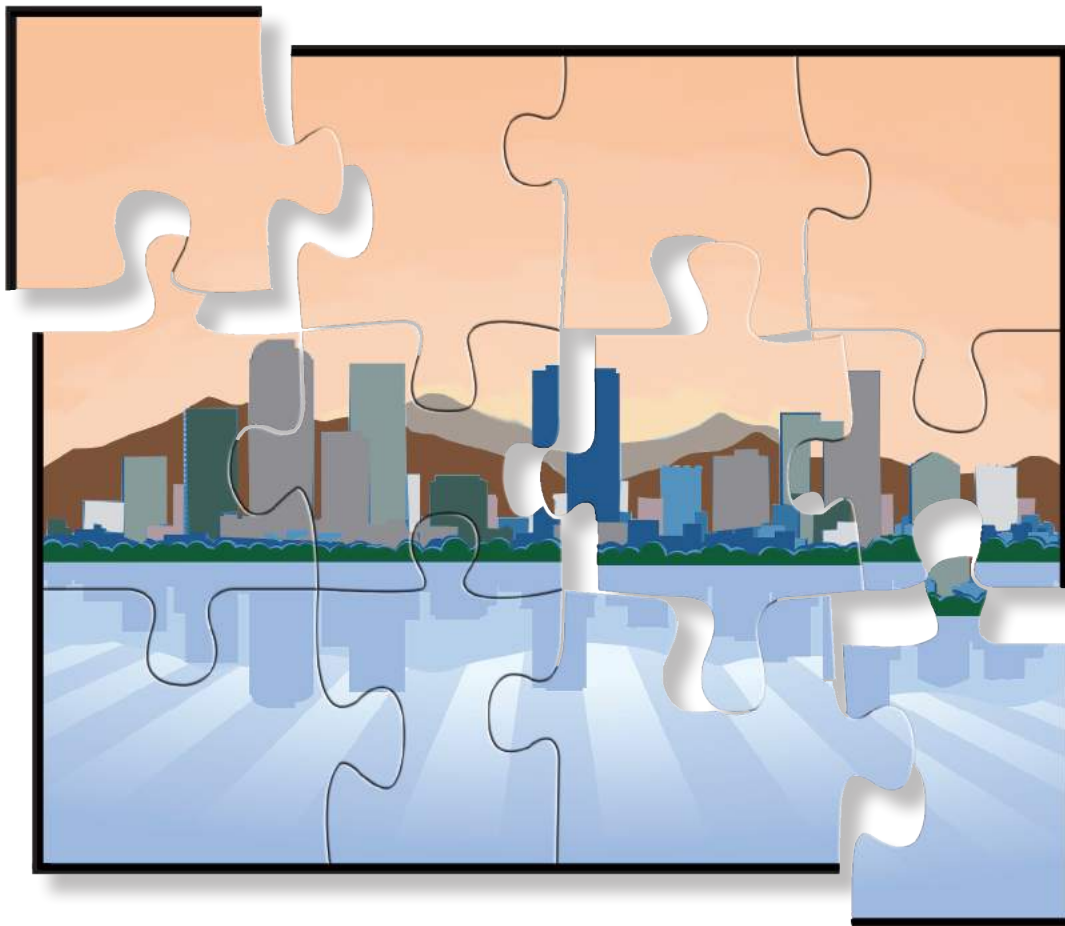


97th Annual Conference

AATSP

Meeting the Needs of a Changing Profession



**Marriott City Center Hotel
Denver, CO**

July 17–20, 2015



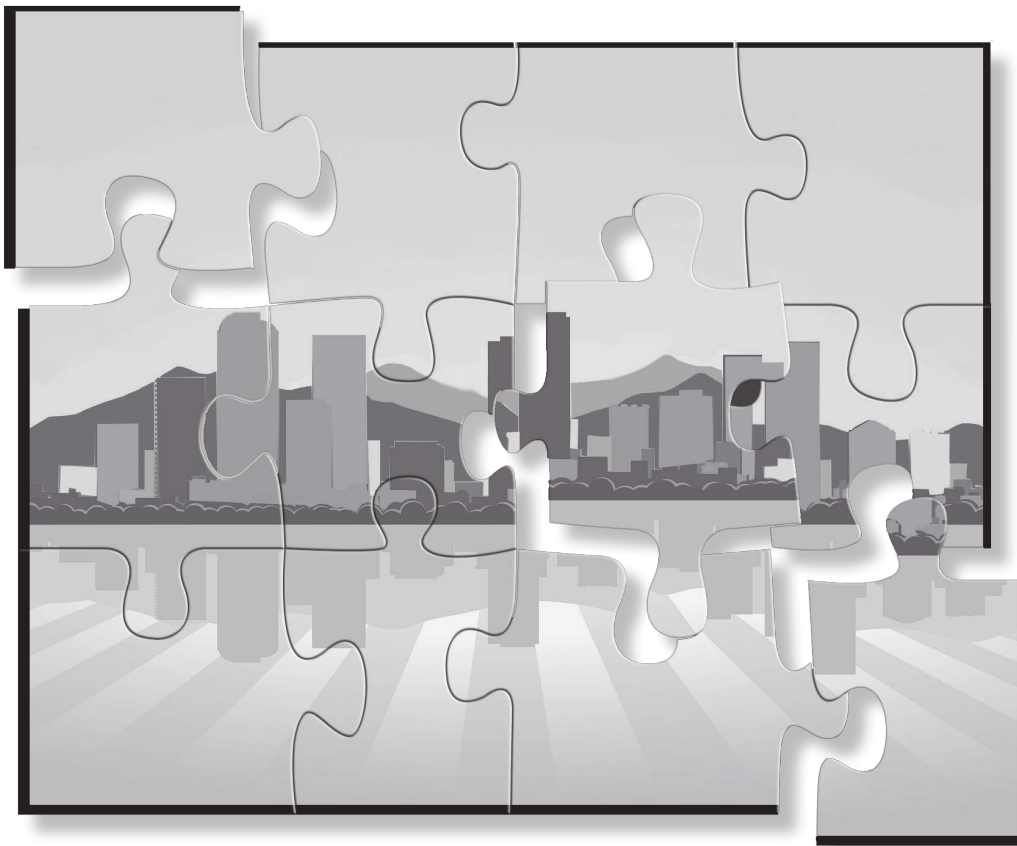
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97th Annual Conference

AATSP

Meeting the Needs of a Changing Profession



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).

To make a request for special accommodations please contact the AATSP via email (AATSPoffice@aatsp.org) or telephone at 248-960-2180 by June 10, 2015 to provide information detailing the nature of your disability and need for accommodation. With respect to all matters related to accommodation, the AATSP will only communicate with the candidate, a professional knowledgeable about the candidate's disability or impairment, or the candidate's authorized representative.





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2015 CONFERENCE PROGRAM AT A GLANCE

THURSDAY, JULY 16

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

FRIDAY, JULY 17

7:00am - 3:30pm Registration Open
8:30am - 9:45am Session Block 1
8:30am - 9:45am Poster Contest e-Poster Session
8:30am - 9:45am NSE Session
9:00am - 5:00pm Workshop 1
10:00am - 10:30am Session Block 2
10:30am - 11:30am President's Welcome Reception
Exhibits Grand Opening
11:30am - 12:00pm Session Block 3
12:15pm - 12:45pm Session Block 4
12:45pm - 1:30pm Exhibit Break with Refreshments
1:00pm - 4:00pm Workshop 2
1:30pm - 2:45pm Session Block 5
1:30pm - 2:45pm Sigma Delta Pi Session
1:30pm - 2:45pm SHH/SHA Business Meeting
1:30pm - 3:30pm Chapter Assembly
2:45pm - 4:00pm Sigma Delta Pi Reception
2:45pm - 4:00pm NSE/SHH/SHA Reception
3:00pm - 3:30pm Session Block 6
4:30pm - 5:30pm AATSP Business Meeting

SATURDAY, JULY 18

7:30am - 12:00pm Registration Open
8:00am - 11:00am Workshops 3 & 4
8:00am - 9:15am Session Block 7
8:00am - 9:15am Community Engagement SIG
8:00am - 12:00pm NSE Board Meeting
8:00am - 12:00pm SHH Board Meeting
9:30am - 10:30am AATSP Panel on the Changing Profession
10:30am - 11:15am Exhibit Break with Refreshments
10:30am - 12:30pm *Hispania* How-to Session
11:15am - 12:30pm Session Block 8
11:15am - 12:30pm K-8 Committee Meeting
11:15am - 12:30pm Portuguese Committee Meeting

SUNDAY, JULY 19

8:00am - 3:00pm Registration Open
8:00am - 11:00am Workshop 5
9:00am - 10:15am Session Block 9
9:00am - 10:15am Past Presidents Meeting
9:00am - 10:15am Poster Contest Session
9:00am - 4:00pm Workshop 6
10:30am - 11:30pm Keynote Address
11:45pm - 12:15pm Session Block 10
12:30pm - 1:45pm Session Block 11
12:30pm - 1:45pm Community College Committee Meeting
12:30pm - 1:45pm Santillana USA Session
12:30pm - 1:45pm NPE Session
1:00pm - 4:00pm Workshop 7
2:00pm - 2:30pm Session Block 12
2:00pm - 2:30pm Online Classroom Resources Session
2:45pm - 4:00pm Session Block 13
2:45pm - 4:00pm *Hispania* Editorial Board Meeting
2:45pm - 4:00pm SHH Swap Session
6:00pm - 8:30pm Awards Banquet

MONDAY, JULY 20

8:30am - 10:00am Registration Open
8:00am - 11:00am Workshop 8
8:00am - 12:00pm AATSP Executive Council Meeting
8:00am - 9:15am Session Block 14
9:30am - 10:00am Session Block 15
10:15am - 10:45am Session Block 16
11:00am - 12:15pm Session Block 17



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Dear American Association of Teachers of Spanish and Portuguese Attendees:

Welcome to the Mile High City! Denver is honored to host the AATSP 2015 Annual Convention.

We invite you to explore our city and experience all that it has to offer. From seven pro sports teams to the nation's second largest performing arts complex and the mile-long 16th Street Mall to our many museums and cultural facilities, Denver is filled with attractions to entertain you.

Our many neighborhoods like Cherry Creek, Highlands, LoDo, Uptown, Five Points, Golden Triangle and Old South Pearl are filled with outstanding restaurants and one-of-a-kind shops, while after dark, Denver is a center for live music. Whether you visit one of our parks like Red Rocks Park and Amphitheatre or borrow a B-cycle and take a bike ride on our 850 miles of off-street bike paths, you'll find that Denver has 300 days of bright sunshine a year.

At an elevation of 5,280 feet above sea level, Denver is truly a mile high... and climbing. Have a wonderful conference and enjoy your stay!

Sincerely,

Michael B. Hancock
Mayor

Messages



Dear AATSP Members and Guests:

Welcome to the 97th Annual AATSP Conference in Denver, Colorado. I am sure we will all enjoy our stay in the Centennial State and the Mile High City. This is the fourth meeting we have held in Denver.

Our conference theme this year is “Meeting the Needs of a Changing Profession.” The conference sessions and workshops will include the topics of technology, heritage learners, webinars, connecting student learning to language use for careers and changes to the AATSP. With all the changes over the years, I wonder if these were topics included in the first Denver conference in 1974.

Please make it a priority to visit our vendors and exhibitors at their booths during the session breaks. Thank them for providing the tools to making your job easier and exciting. These generous people are an integral part of the conference. Also, look through the program and you will find the sessions the vendors will be presenting; they are labeled “Exhibitor Session.”

A sincere thank you is to be given to the Program Committee, the staff at the National Office and to Executive Director Emily Spinelli. The committee reviewed over 300 proposals which resulted in the exceptional conference you are attending. The National Office staff kept you up to date on the conference particulars, registration and hotel accommodations.

On Friday, the 17th please make sure to attend the President’s Welcome Reception and the Grand Opening of the Exhibits. The Executive Council looks forward to welcoming you to Denver and the 97th AATSP Convention.

Elaine Davis
2015 AATSP President



Bienvenidos / Bem-Vindos / Welcome to the 97th annual Conference of the American Association of Teachers of Spanish and Portuguese in Denver, Colorado. We hope that you will be able to take full advantage of this rich professional development opportunity composed of some 250 sessions, workshops, meetings and special events.

Many conference sessions and events are tied to the conference theme: *Meeting the Needs of a Changing Profession* or to one of the three conference strands: Assessment, Content-Related Instruction, and Technology. On Saturday morning a special panel composed of directors, editors, and coordinators of AATSP programs and publications will discuss how the AATSP is meeting the needs of a changing profession. Each speaker will outline recent changes to his/her program and highlight the benefits of those changes. Our keynote speaker is Linda Egnatz, 2014 ACTFL National Language Teacher of the Year. She will also discuss the changing profession and the need to prepare our students for a global workforce.



This year for the first time, the AATSP is providing all 2015 conference participants with the free mobile conference scheduling app *Guidebook*. Once you download this app onto your smartphone, tablet, or other device, you can use it to plan your personal conference schedule, take notes, and receive notifications of upcoming conference events and updates. You will also be able to access presenter materials in *pdf* format within *Guidebook*. You can access the app by going to the app store on your device and searching for *Guidebook* or by scanning the QR code found on p. 13 in the printed conference program.

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 in the Mile High City.

Emily Spinelli
Executive Director, AATSP

AATSP 2015 Conference Sponsors

The AATSP wishes to thank the following companies who have generously sponsored the 97th Annual Conference by providing products, services, and/or underwriting to help create a quality conference for all of our attendees.



*Embajada de España
President's Welcome Reception*



Conference Program and Featured Author Session



*New Mexico State University
Conference Tote Bags and Course for Graduate Credit*



*Academia Norteamericana de la Lengua Española (ANLE)
Featured Session*



Badge Holders and Lanyards



Exhibitor Break



Exhibitor Break

The American Association of the Teachers of Spanish and Portuguese

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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 2015 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:
 - Attend the appropriate half-day (W-4) workshop and/or the day-long workshop (W-6) 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.

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-4: Las necesidades y los retos en la enseñanza del español para hablantes de herencia

Saturday, 8:00am – 11:00am

Gold Coin

Presenter: Gabriela Moreno, New Mexico State University

W-6: Hands-on technology workshop: How to turn on the technology in your classroom!

Sunday, 9:00am – 4:00pm

Spruce

Presenter: Jeff Longwell, New Mexico State University

Post-conference work to be completed online includes journal entries 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).

If you are not able to participate in this opportunity in 2015, watch for it again in 2016 in Miami!

MAE in SPANISH EDUCATION ONLINE

The MAE in Spanish Education is designed for K-12 Spanish teachers who would like to continue their education through the study of an online graduate degree in Spanish education. The program consists of 18 hours of Spanish coursework and 18 hours of education-related coursework primarily focused on second language acquisition and foreign language pedagogy. Students will have the option of either completing a 6-hour thesis or combining Spanish courses with summer study abroad options. This graduate program is unique because it is one of the few online programs in the country that focuses on Spanish education.

- 36 credit hour program designed for K – 12 Spanish teachers
- Unique focus on both Spanish proficiency as well as foreign and second language pedagogy
- Accredited by the North Central Association of Colleges and Schools and by the National Council for Accreditation of Teacher Education
- Earn the same degree as on-campus students

The MAE in Spanish Education would enable graduates to pursue additional career opportunities teaching Spanish at a community college or serve as lecturers and/or adjuncts at colleges and universities. It would also enable graduates to pursue doctoral programs in education.

SUMMER 2015

FORL	800	Curriculum Development & Research
FORL	872P	Foreign Language Pedagogy
FORL	870P	TESOL
SPAN	815	Seminar in Contemporary Spanish Thought
SPAN	875	Graduate Study Abroad

FALL 2015

SPAN	818	Seminar in Contemporary Drama
TE	800	Educational Research

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Workshops

W-1 \$55.00

Friday, July 17, 9:00am – 5:00pm

Denver 2

Spanish for careers in the U.S. context

Presenters: Mary Risner; University of Florida; Gainesville, FL;
Mary K. Long; University of Colorado at Boulder; Boulder, CO;
Sheri Spaine Long; University of North Carolina, Charlotte, NC

This workshop targets instructors of all levels looking to connect student learning to languages for careers. Focus areas include Spanish for Specific Purposes (i.e., Spanish for business/medicine/non-profit) at the course or lesson level. The workshop features author Laura Sonderup of *Hispanic Marketing in the Heartland: A Hands-on Guide* (2011), a lunch meeting at the Chipotle headquarters in downtown Denver, and an interactive panel session with professionals working in medicine and non-profits.

W-2 \$30.00

Friday, July 17, 1:00pm – 4:00pm

Spruce

From finishing the textbook to achieving goals: The what and how of goal-oriented instruction

Presenter: Walter P. Hopkins; Michigan State University; East Lansing, MI

What are the goals of your language program, your course, or your class time? Are you simply given a textbook and instructed to complete it in a given time frame? Do you have certain grammatical structures that you must cover by the end of the course? Or, will your students achieve a certain level of proficiency at a given point in your program? This workshop will help you to determine what your goals are and help you along the process of achieving desired outcomes. Attendees will see examples of goals and determine how they can achieve them in their context.

W-3 \$30.00

Saturday, July 18, 8:00am-11:00am

Spruce

Are you thinking about Going Google?

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

Attendees will learn ways to use Google Apps for Education to support and enhance writing strategies such as peer review, research, and publishing. By looking at the effectiveness of Google Apps collaboration tools, attendees will explore and learn how to set up, use, and interconnect Google Apps (Google Classroom, Forms, and more) when using both laptop and mobile devices. Participants will take a look at a number of projects that encourage high levels of student collaboration in the Spanish classroom. Participants must bring a laptop or tablet to be able to explore all the tools.

W-4 \$30.00

Saturday, July 18, 8:00am-11:00am

Gold Coin

Las necesidades y los retos en la enseñanza del español para hablantes de herencia

Presenter: Gabriela Moreno; New Mexico State University; Las Cruces, NM

Un programa para hablantes de herencia propone motivar a la población a mantener, valorar y perfeccionar todas las variedades del idioma. El reto más grande es cumplir con las necesidades de una población tan diversa en dialectos y comunidades de habla. Este taller presenta varias áreas de discusión: el currículo, las clases, las necesidades, el proceso de asesoría y ubicación y las herramientas que se implementan y adaptan para servir a esta población estudiantil. **Those receiving credit via NMSU for attending the conference must attend either W-4 or W-6. If you are a NMSU graduate student, please contact Jeff Longwell at jelongwe@nmsu.edu for instructions on how to register for this workshop and receive credit.**

W-5 \$30.00

Sunday, July 19, 8:00am-11:00am

Gold Coin

Are you up-to-date? What everyone should know about second language acquisition

Presenter: Bill VanPatten; Michigan State University; East Lansing, MI

This workshop is for those who haven't had any education in second language acquisition or for those who'd like to update their knowledge. We will review six key topics: 1. What's in your head isn't necessarily what you think is there; 2. Practice isn't what it's cracked up to be; 3. How mental representation and skill are distinct; 4. You can't automatically blame the first language; 5. It isn't always about aptitude; 6. There are no shortcuts. The workshop will involve both presentation and interaction, with lively discussion.

W-6 \$55.00

Sunday, July 19, 9:00am – 4:00pm

Spruce

Hands-on technology workshop: How to turn on the technology in your classroom!

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

While this workshop is primarily for beginners, attendees of all levels of digital expertise are welcome to attend. Throughout the day we will begin building our own websites; prepare activities for use with computers, tablets, and SmartPhones; review use of popular programs and apps for use in the classroom, and more! No computers, iPads or tablets, or SmartPhones will be provided. Please Bring Your Own Device (BYOD)! Internet access will be provided. **Those receiving credit via NMSU for attending the conference must attend either W-4 or W-6. If you are a NMSU graduate student, please contact Jeff Longwell at jelongwe@nmsu.edu for instructions on how to register for this workshop and receive credit.**



W-7 \$30.00

Sunday, July 19, 1:00pm-4:00pm

Gold Coin

Planning and assessing authentic activities in the foreign language classroom

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

Using themes and grammar points commonly taught at all levels, the proposed workshop will explain how to plan authentic activities to meet and assess (using discrete and non-discrete point criteria) specific goals and objectives. Participants will use a sample chapter to work through creating an activity and its possible assessments, with a discussion to follow. Participants will receive a packet of information with step-by-step instructions, examples, and a bibliography of information.

W-8 \$30.00

Monday, July 20, 8:00am-11:00am

Spruce

Increasing student involvement and achievement through gamification

Presenter: **Joe Roberts**; International Leadership of Texas; Fort Worth, TX

Most language teachers have used games at one time or another in the classroom, but what does it mean to “gamify” your entire curriculum? Bring your own laptop or mobile device and learn how to engage and motivate your students to greater proficiency by turning your course into a competitive game! Workshop participants will receive an overview of Gamification and how it works, as well as a toolbox of ideas and resources to implement Gamification in their own classrooms. During the workshop, participants will create a complete, gamified lesson to take back to the classroom.

Continuing Education Units or Credits

Attendees may obtain CEUs for participation in this conference.

For attendees seeking Continuing Education Units or Credits, 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.



Luso-Brazilian Sessions

014

Friday, July 17 8:30am-9:45pm e-Poster Corner

Español: Un puente al futuro—Português: Uma ponte para o futuro

Presenter: Crystal Vicente; Athens Academy; Athens, GA

024

Friday, July 17 10:00am-10:30am Denver 5

The communicative approach and its vicissitudes in the Portuguese classroom

Presenter: Regina R. Félix; University of North Carolina Wilmington; Wilmington, NC

026

Friday, July 17 10:00am-10:30am Nat Hill

Recursos para o ensino do subjuntivo em português

Presenter: Débora Ferreira; Utah Valley University; Orem, UT

040

Friday, July 17 11:30am-12:00pm Denver 5

Assessing Portuguese in the twenty-first century

Presenters: Lyris Wiedemann; Stanford University; Stanford, CA

055

Friday, July 17 12:15pm-12:45pm Denver 5

Saudades from Hawaii to Madeira from the Poet of Punchbowl, Manuel Jesus Coito

Presenter: Paul Michael Chandler; University of Hawaii at Manoa; Honolulu, HI

072

Friday, July 17 1:30pm-2:45pm Nat Hill

Do uso de tecnologias no ensino de Português

Presenters: Rachel Mamiya Hernández; University of Hawaii at Manoa; Honolulu, HI; *Perspectivas culturais no uso de estratégias de aprendizagem em ambiente virtual - o caso de brasileiros e estadunidenses*; Miriam Josie Kurcbaum Futer; University of the West Indies; St. Augustine, Trinidad & Tobago; *Perspectivas culturais no uso de estratégias de aprendizagem em ambiente virtual - o caso de brasileiros e estadunidenses*; Celeste Dolores Mann; Villanova University; Villanova, PA; *Cultural and literary adventures in a Portuguese hybrid class*

084

Friday, July 17 3:00pm-3:30pm Denver 5

I'd like to buy a vowel: Using games to build linguistic competence

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

099

Saturday, July 18 8:00am-9:15am Denver 5

Infusing Latin American content into language classes

Presenter: Jamie Marks; Vanderbilt University; Nashville, TN

101

Saturday, July 18 8:00am-9:15am Nat Hill

Survival Portuguese for Spanish instructors

Presenter: Viviane Faria; University of New Mexico; Albuquerque, NM

109

Saturday, July 18 11:15am-12:30pm Matchless

K-8 Committee Meeting

Presenter: Crystal Vicente; Athens Academy; Athens, GA

128

Sunday, July 19 9:00am-10:15am Denver 5

Creating posters: Artistic expression in the language classroom

Presenter: Crystal Vicente; Athens Academy; Athens, GA

130

Sunday, July 19 9:00am-10:15am Nat Hill

Chiquinha Gonzaga: Conductor, composer, and activist

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

144

Sunday, July 19 11:45am-12:15pm Denver 5

Português nas horas de lazer: Building your enrollment through extracurriculars

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

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Sunday, July 19 12:30pm-1:45pm Denver 5

National Portuguese Examination: An overview*Presenter:* **Débora Ferreira**; Utah Valley University; Orem, UT**164**

Sunday, July 19 2:00pm-2:30pm Penrose 1

Online classroom resources for the world language classroom*Presenter:* **Carol E. Galvin Flood**; Coordinator of AATSP Online Classroom Resources; Walled Lake, MI**169**

Sunday, July 19 2:00pm-2:30pm Denver 5

Uma problema complicado*: Grammatical gender among Spanish speakers, heritage learners, and L2 learners of PortuguesePresenters:* **Gláucia Silva**; University of Massachusetts Dartmouth; Dartmouth, MA; **Viviane Gontijo**; Watertown, MA**178**

Sunday, July 19 2:45pm-4:00pm Penrose 1

Sociedad Honoraria Hispánica Swap Shop: Sharing of ideas for starting and maintaining active chapters*Presenters:* **Kelly Scheetz**; Sociedad Honoraria Hispánica; Franklin, TN**182**

Sunday, July 19 2:45pm-4:00pm Denver 5

Activities for the social classroom*Presenters:* **Aaron Mullins**; Parkview High School; Lilburn, GA**223**

Monday, July 20 10:15am-10:45am Denver 5

“That’s how my grandmother says it”: Best practices and dialectal variation in the L2 Portuguese classroom*Presenter:* **Fernanda Ferreira**; Bridgewater State University; Bridgewater, MA**Visit aatsp.org frequently****STAY IN TOUCH
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E-Poster Sessions

014

Friday, July 17 8:30am-9:45pm e-Poster Corner

Español: Un puente al futuro—Português: Uma ponte para o futuro

Presenter: Crystal Vicente; Athens Academy; Athens, GA

028

Friday, July 17 10:00am-10:30am e-Poster Corner

Pixton, Pixels and Pixar: Video and visual tools for the intermediate and advanced levels

Presenter: Maria G. Akrabova; Metropolitan State University – Denver; Denver, CO

044

Friday, July 17 11:30am-12:00pm e-Poster Corner

Language practice and study abroad in Buenos Aires

Presenter: Francisco Todd A. Hernández; Marquette University; Milwaukee, WI

059

Friday, July 17 12:15pm-12:45pm e-Poster Corner

The effectiveness of Spanish language teaching online: A focus on an advanced-level linguistics course

Presenter: Elizabeth Bella Enkin; University of Nebraska-Lincoln; Lincoln, NE

074

Friday, July 17 1:30pm-2:45pm e-Poster Corner

Students' virtual travel projects using Google Earth to explore cultures and learn languages

Presenter: Stacy Amling; Des Moines Area Community College; Boone, IA

088

Friday, July 17 3:00pm-3:30pm e-Poster Corner

Creating border dialectics in undergraduate studies through narrative

Presenter: Olga Rios; St. Joseph's College; Patchogue, NY

103

Saturday, July 18 8:00am-9:15am e-Poster Corner

Art in motion: Using technology to unframe Oswaldo Guayasamín's Ecuador

Presenter: Rachel Rivers Parroquin; University of Notre Dame; Notre Dame, IN

119

Saturday, July 18 11:15am-11:45am e-Poster Corner

Inferencias a través del arte

Presenter: Rhashida Xiael Hilliard; Kurt Hahn Expeditionary Learning School; Brooklyn, NY

132

Sunday, July 19 9:00am-10:15pm e-Poster Corner

Developing service-learning experiences for intermediate and advanced Spanish classes

Presenters: Maria A. Rey-Lopez; Metropolitan State University of Denver; Denver, CO; Samantha Kidd; John F. Kennedy High School; Denver, CO

148

Sunday, July 19 11:45am-12:15pm e-Poster Corner

¿Qué desean? El subjuntivo y el Período Azul de Picasso se dan la mano

Presenter: Carmen Sánchez García; University of Mississippi; Oxford, MS

173

Sunday, July 19 2:00pm-2:30pm e-Poster Corner

Seven sure-fire activities to accompany *La lengua de las mariposas*

Presenter: Sara Lynn Pozzi; Friends Academy; Locust Valley, NY

199

Monday, July 20 8:00am-9:15am e-Poster Corner

Learning while having fun is now possible

Presenter: Liza Suarez Turker; St. Martin Episcopal School; Atlanta, GA

213

Monday, July 20 9:30am-10:00am e-Poster Corner

A corpus-based study on L3 acquisition of the Spanish past tense

Presenter: Hui-Chuan Lu; National Cheng Kung University; Kaohsiung, Taiwan

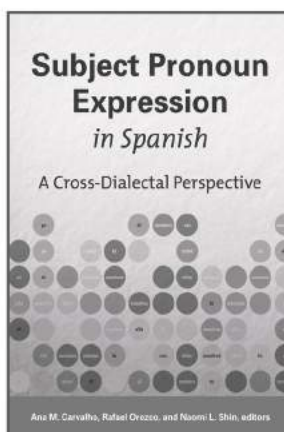
238

Monday, July 20 11:00am-12:15pm e-Poster Corner

Enseñanza de la pronunciación: un trabajo poético

Presenter: Aída Espinosa Vázquez; Universidad Nacional Autónoma de México-Los Angeles; Los Angeles, CA

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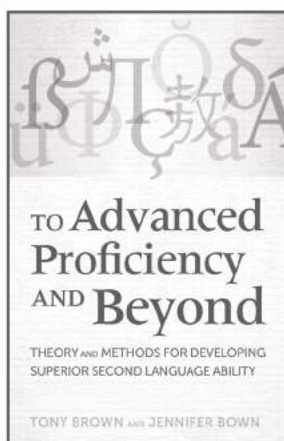
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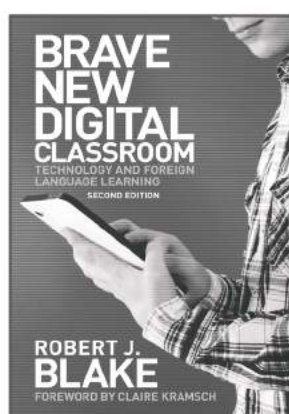
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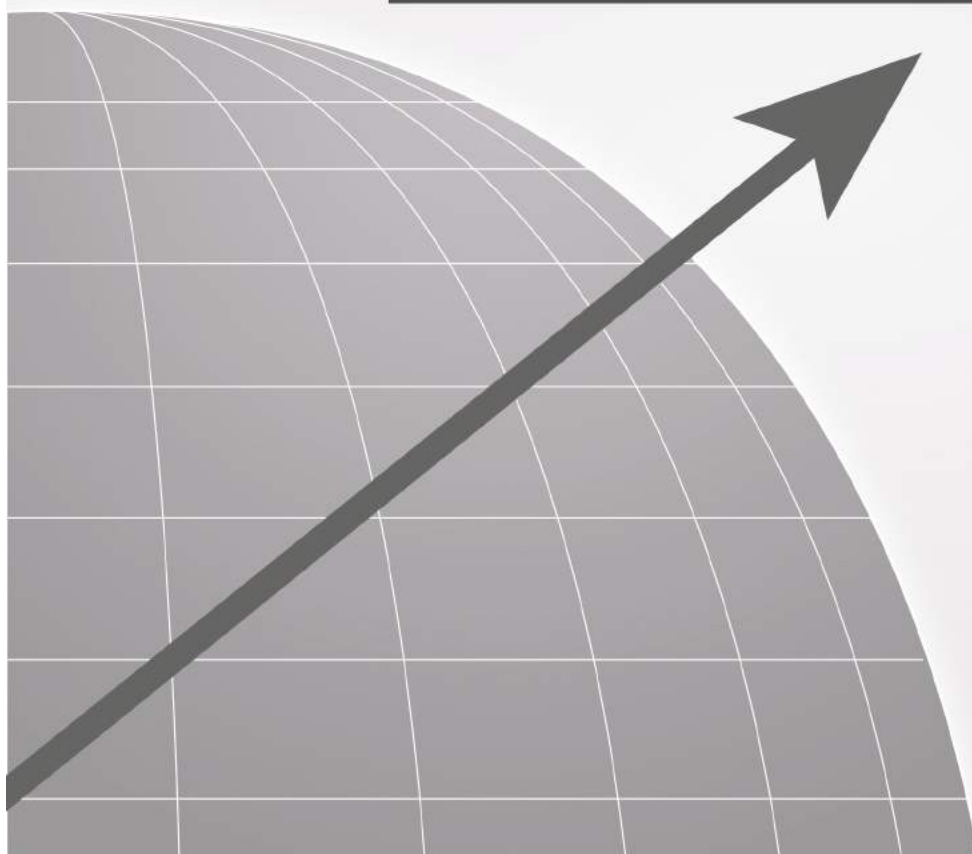
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Friday Highlights

Registration Open

7:00am – 3:30pm

Session 029

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

Light refreshments provided
10:30am – 11:30am

Colorado A–E

Session 060

Exhibit Break
12:45pm – 1:30pm

Colorado A–E

Session 065

**Sigma Delta Pi best practices: Ideas
for active chapters**

1:30pm – 2:45pm
Mattie Silks

.....

Session 075

Sigma Delta Pi Reception
2-45pm – 4:00pm

Penrose 2

*All Sigma Delta Pi Members are invited to
attend*

Session 066

Chapter Assembly
1:30pm – 3:30pm

Penrose 1

Session 076

Reception
National Spanish Examinations
Sociedad Honoraria Hispánica
Sociedad Hispánica de Amistad

2:45pm – 4:00pm

Colorado F–J



Session 089

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!

4:30pm – 5:30pm

Colorado F–J

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Sessions

001

Thursday, July 16 8:00am-5:00pm

AATSP Executive Council Meeting

By invitation only.

Friday, July 17

Registration Open 7:30am – 3:30pm

Session Block 1

Friday, July 17

8:30am – 9:45am

 002

Friday, July 17 8:30am-9:45am Gold Coin

Teaching the target language through innovative interdisciplinary units

Presenter: Jeanne Dawson Gilbert; Indiana University; Bloomington, IN

Tired of the same old themes: family, school, clothes, transportation? Come find out how both you and your students can see the target language through a new lens! The presenter taught high school Spanish with school-wide interdisciplinary units for four years in a small charter school in North Carolina and will share ideas for teaching the target language utilizing themes such as Metamorphosis, Trails, and Everest that incorporate the 5 Cs of the national Standards.

Theme: Content-related Instruction

003

Friday, July 17 8:30am-9:45am Homestead

Promoting robust learning in the world language classroom

Presenters: Ronald P. Leow; Georgetown University; Washington, DC; Angela Donate Velasco; Georgetown University; Washington, DC

Participants in this session will learn about a five-prong (theoretical, empirical, methodological, pedagogical, and model building) approach to promoting explicit learning in the L2 classroom from a student-centered perspective. Psycholinguistic theoretical underpinnings, empirical studies, and current research designs will be used to investigate cognitive processes in SLA with the objectives to (1) propose a model of the L2 learning process in Instructed SLA and (2) based on the model's tenets, provide pedagogical and curricular implications for the L2 classroom.

Theme: Applied Linguistics/Second Language Acquisition

004

Friday, July 17 8:30am-9:45am Independence

García Márquez: His life, his work, his legacy

Presenters: Gene Harold Bell-Villada; Williams College; Williamstown, MA; Gladys Wisniewski; Oshkosh North and West High Schools; Oshkosh, WI; Josefa Lago-Grañas; University of Puget Sound; Tacoma, WA

Prompted by the recent passing of Gabriel García Márquez, this panel will explore diverse aspects of Gabo's life, writings, and critical legacy: how the Colombian's unique art dramatically expanded the scope and possibilities of fiction; how the budding author's adolescent years at the Liceo de Zipaquirá decisively shaped his future concerns; and how, in turn, ecological and feminist approaches to Gabo's work have brought new readings to a rich and enduring body of work.

Theme: Literature/Literary Criticism/Literary Theory

 005

Friday, July 17 8:30am-9:45am Matchless

Linguistic forms and techniques for translations and interpretations for the professions: Spanish-English and English-Spanish

Presenters: Monica Millan; Eastern Michigan University; Ypsilanti, MI; Marisol Garrido; Eastern Michigan University; Ypsilanti, MI; Ronald Cere; Eastern Michigan University; Ypsilanti, MI

This hands-on presentation, with examples and exercises in Spanish-English and English-Spanish, will focus on the major grammatical and linguistic forms and techniques that interpreters and translators use to provide accurate renditions of their work. More specifically, it will present several language, linguistic, and phonological structures and concepts that appear in oral/written texts, and treat them and other related topics, language and culture, needed to produce successful translations and interpretations for the professions.

Theme: Translation and Interpretation

 006

Friday, July 17 8:30am-9:45am Mattie Silks

Teacher education changes and challenges: Program renovation

Presenters: Elizabeth Goulette; Georgia State University; Atlanta, GA; Pete Swanson; Georgia State University; Atlanta, GA

The impact of No Child Left Behind and Race to the Top along with the unveiling of the new national teacher assessment portfolio, edTPA, is causing widespread change and even panic for those teaching world languages. In this session attendees learn about how one of the largest world language teacher preparation programs in the nation is making curricular and programmatic changes in the wake of educational reform.

Theme: Teacher Preparation/Development

 = Content-Related Instruction Strand  = Assessment Strand  = Technology Strand

007

Friday, July 17

8:30AM-9:45am

Penrose 1

El legado español en EE.UU.

Presenter: Alberto García Salinero, Asesor Técnico Docente;
Consejería de Educación Embajada de España; Washington, DC

A través de una introducción histórica se presentarán ejercicios que se puedan utilizar para las clases de educación primaria y secundaria, y que permitan conocer a los alumnos de español parte del legado que España dejó en EE.UU. a lo largo de la historia. Será una sesión participativa donde los asistentes tendrán que interactuar.

Theme: Culture

A 008

Friday, July 17

8:30am-9:45am

Penrose 2

National Spanish Examinations: Standards-based online assessments

Presenter: Kevin Cessna-Buscemi; American Association of Teachers of Spanish and Portuguese; Valparaiso, IN

This session will focus on the content and administration of the National Spanish Examinations (NSE), a program of the AATSP and the most widely used standardized tests of Spanish in the US. We will discuss exam content, how the NSE measures proficiency-based content and performance standards, online test administration procedures, and how the exams can be used as formative and summative assessments. Participants will be introduced to the free online practice materials available on the National Spanish Exam website.

Theme: Assessment

C 009

Friday, July 17

8:30am-9:45am

Denver 4

How to submit a successful application for the Sociedad Honoraria Hispánica scholarships and awards

Presenters: Maritza Sloan; Ladue Horton Watkins High School; Saint Louis, MO; Adriana Aloia; Westlake High School; Thornwood, NY; Patricia O'Farrill-Donalson; Alabama School of Math & Science; Mobile, AL; Sara López; Telluride High School; Telluride, CO

The Sociedad Honoraria Hispánica offers multiple scholarships and awards every year, including the Bertie Green Junior Travel Award and the Joseph Adams Senior Scholarship. Many students do not submit applications for the different SHH scholarships and awards because they do not know how to go about preparing them. A panel of SHH Board members and reviewers will provide insight into how to submit a strong application. By the end of the presentation, SHH chapter sponsors will have a better understanding of how to guide student applicants in preparing a competitive application.

Theme: Service Learning/Community Engagement

010

Friday, July 17

8:30am-9:45am

Denver 5

Bridging the gap from language to content courses

Presenter: Debra Ames; Valparaiso University; Valparaiso, IN

L2 students are often challenged by their first class in literature or civilization, partly because of inadequate practice with some very specific skills essential to success at the new level. By identifying a series of these often neglected micro skills and introducing them earlier in the curriculum, teachers can pave the way for a more confident transition to advanced classes, be this AP literature or a college level curriculum. Handouts with exercises will be provided.

Theme: Methods/Techniques/Strategies

C 011 Exhibitor Session

Friday, July 17

8:30am-9:45am

Denver 6

Language immersion + self-directed student projects = engaged and successful students

Presenter: George Stewart; EF Education First; Boston, MA

Explore a strategy that combines intensive language immersion and project-based learning (PBL). Students become so focused and passionate about their research projects that they forget their fears when talking in the target language and get a much deeper and nuanced understanding of local culture. This also helps to develop global competence skills. Teachers learn ways to integrate Common Core research expectations and 21st century skills. Review exemplary projects, learning activities and teaching strategies to get ideas for local and international use.

Theme: Methods

A 012

Friday, July 17

8:30am-9:45am

Nat Hill

Finding alternative pathways to learning success in the language classroom through formative assessments

Presenter: Perla Patricia Cisneros; Saudi Aramco Expatriate Schools; Dhahran, Saudi Arabia

Formative classroom assessments are an integral part of teaching to improve student learning. This essential feedback is more effective when teachers know what to do with the assessment results. Participants in this session will learn how to use engaging activities in learning centers or learning stations in the classroom that serve as highly effective corrective activities to provide students with a successful language learning experience. Build a repertoire of corrective activities and empower your students!

Theme: Assessment

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C 013

Friday, July 17 8:30am-9:45am Pomeroy

Using *Radio Ambulante* in the Spanish language classroom

Presenter: Barbara Sawhill; Oberlin College; Oberlin, OH

Radio Ambulante (RA) is a Spanish language radio show, developed in the style of “This American Life.” The RA *crónicas* tell uniquely Latin American stories from different corners of the globe, including the US. For learners of Spanish, *Radio Ambulante* provides invaluable access to authentic Latin American language and culture. This presentation will share strategies and activities for teaching listening comprehension and culture using the extraordinary storytelling available via *Radio Ambulante* in a college-level Spanish language classroom.

Theme: Instructional Materials

T 014

Friday, July 17 8:30am-9:45pm e-Poster Corner

Español: Un puente al futuro—Português: Uma ponte para o futuro

Presenter: Crystal Vicente; Athens Academy; Athens, GA

The AATSP sponsors an annual poster contest for K–12 students enrolled in Spanish or Portuguese. The contest is open to all AATSP members who are in good standing. Instructions for organizing a Chapter Contest will be discussed. The AATSP Poster Contest encourages the discussion of language study, promotes creative thinking, supports visual learning, celebrates artistic expression, verbalizes appreciation for other languages, stimulates cross-curriculum collaboration, is a great program advocacy tool, and provides opportunities for student recognition.

Theme: Methods/Techniques/Strategies

W-1

Friday, July 17 9:00am-5:00pm Denver 2

Spanish for careers in the U.S. context

Presenters: Mary Risner; University of Florida; Gainesville, FL; Sheri Spaine Long; University of North Carolina at Charlotte; Charlotte, NC; Mary K. Long; University of Colorado at Boulder; Boulder, CO

This workshop targets instructors of all levels looking to connect student learning to languages for careers. Focus areas include Spanish for Specific Purposes (i.e., Spanish for business/medicine/non-profit) at the course or lesson level. The workshop features author Laura Sonderup of *Hispanic Marketing in the Heartland: A Hands-on Guide* (2011), a lunch meeting at the Chipotle headquarters in downtown Denver, and an interactive panel session with professionals working in medicine and non-profits.

Theme: Language for Specific Purposes

Session Block 2

Friday, July 17

10:00 AM – 10:30 AM

015

Friday, July 17 10:00am-10:30am Gold Coin

The thing about *-ing*

Presenter: Amy Orf; Northern Michigan University; Marquette, MI

Once students are exposed to the Spanish progressive, they often start generalizing *-ndo* to every context where *-ing* occurs in English, producing ungrammatical structures such as *me gusta nadando* and *el traje nadando*. Expressing *-ing* in Spanish is actually quite complicated and depends on whether *-ing* functions as a verb, adverb, noun, or adjective. Even the Spanish progressive causes problems for students since it differs in use from the English progressive. In this presentation I hope to shed some light on the equivalents of *-ing* in Spanish.

Theme: Linguistics

016

Friday, July 17 10:00am-10:30am Homestead

Poesía española contemporánea para el lector del siglo XXI

Presenter: Ana Eire; Stetson University; DeLand, FL

Gran parte de los poetas españoles contemporáneos se esfuerzan por recuperar el público que la poesía ha perdido. Para ello, escriben una poesía accesible, narrativa, que enfatiza la oralidad, y que habla de manera ingeniosa sobre dilemas que afectan la vida diaria moderna. La ponencia presenta los esfuerzos de estos poetas para renovar la poesía y adaptarse a la cambiante realidad sin abandonar una visión crítica de la sociedad. Sus poemas son ideales para atraer al lector del siglo XXI.

Theme: Literature/Literary Criticism/Literary Theory

T 017

Friday, July 17 10:00am-10:30am Independence

¡Acción! Spanish through filmmaking with iPads

Presenter: Bridget Franco; College of the Holy Cross; Worcester, MA

This interactive session presents a new undergraduate curricular offering (Spanish through Filmmaking) that teaches students the language of cinematography and how to create Spanish-language digital film productions using the iPad. The session introduces topics, such as screenplay writing, lighting, sound engineering, camera technique, and digital editing, to help plan a course syllabus. Workshop participants will also experiment with creating cinematographic content on the iPad and editing the results with *iMovie* and other apps.

Theme: Film/Film Studies

018

Friday, July 17

10:00am-10:30am

Matchless

Los Certámenes Culturales en la clase de lenguas

Presenters: **Maria Luque**; DePauw University; Greencastle, IN; **Gladys Zubulake**; Saginaw Valley State University; University Center, MI

El propósito de esta sesión es promover más interés en los programas de lengua en su universidad y comunidad a través de Certámenes Culturales. Estas actividades son ideales para ampliar el conocimiento tanto de la lengua como de la cultura. Las actividades están relacionadas con arte, literatura, música y comida internacional a bajo costo. Se compartirán ejemplos con pautas para organizarlos y explicaremos los beneficios, las recomendaciones y los posters para anunciarlos.

Theme: Culture

019

Friday, July 17

10:00am-10:30am

Mattie Silks

Revisiting Spanish for Special Purposes for the 21st century

Presenters: **Roberta Z. Lavine**; University of Maryland; College Park, MD; **Danielle Cahill Velardi**; Christopher Newport University; Newport News, VA

While Spanish for Specific Purposes (SSP) has been of interest for a long time, curricular changes such as task-based learning have been slow to take hold. The presenters in this session will examine the current state of sample curricula and materials for business and health, view them in terms of level and relevancy, the national standards, and communicative learning. Participants will receive materials and bibliography.

Theme: Language for Specific Purposes

020

Friday, July 17

10:00am-10:30am

Penrose 1

Thinking out of the box: Ways to keep upper-level literature classes relevant

Presenter: **Raquel Patricia Chiquillo**; University of Houston-Downtown; Houston, TX

This session examines the current trend of devaluing upper-level Peninsular and Latin American literature classes in favor of more practical courses in linguistics, translation and Spanish for the professions. This session will focus on ways to engage students by emphasizing the historical context of the text, finding contemporary analogies to help explain difficult literary concepts, and making it personal for the students by showing them how social issues found in literary texts are often still unresolved today and are something that they themselves grapple with.

Theme: Teaching of Literature

021

Friday, July 17

10:00am-10:30am

Penrose 2

Grafías urbanas, texturas visuales y teoría de la adaptación: Graffiti de Julio Cortázar

Presenters: **Magdalena M. Maiz-Peña**; Davidson College; Davidson, NC; **Luis H. Peña**; Davidson College; Davidson, NC

El texto "Graffiti" de Julio Cortázar inscribe dentro de su relato una serie de representaciones narrativas híbridas que intersectan medios visuales, literatura, arte callejero, urbano y político, inscribiendo la ciudad bajo el terror de Estado, redes de producción y circulación simbólica locales y globales. Nos interesa en este ensayo investigar desde la teoría de la adaptación de Linda Hutcheon estrategias y texturas mediáticas que articulan una fuerte interrogación crítica armando una política de representación en dispersión: cuento, video, caricaturas políticas.

Theme: Literature/Literary Criticism/Literary Theory

022

Friday, July 17

10:00am-10:30am

Denver 3

Instructional strategies for AP and IB Spanish courses

Presenter: **Carol Mable Andersen**; Independent Consultant; Dolores, CO

This session provides an overview of the implications of a research study on instructional practices for students with advanced level proficiency in Spanish who are enrolled in Advanced Placement and International Baccalaureate courses. The purpose of this multiple case study was to explore how teachers of these courses provided instruction for students with demonstrated advanced-level proficiency in Spanish. A variety of instructional strategies are highlighted that meet the needs of these students.

Theme: Methods/Techniques/Strategies

023

Friday, July 17

10:00am-10:30am

Denver 4

Reflexiones sobre la evaluación alternativa basada en una auténtica actividad intercultural en el aula

Presenter: **Denise Mohan**; University of Guelph; Guelph, Ontario

Esta presentación se enfoca en la evaluación alternativa y presenta como ejemplo de lo mismo una actividad realizada en un aula de español intermedio a nivel universitario. La discusión se basa en una definición de evaluación alternativa; cómo evaluar una auténtica experiencia intercultural de acuerdo con los principios de la evaluación alternativa; los varios factores que comprende tal evaluación (auto evaluación, evaluación de pares, reflexión crítica, retroalimentación formativa, evaluación sumativa).

Theme: Assessment

C 024

Friday, July 17 10:00am-10:30am Denver 5

The communicative approach and its vicissitudes in the Portuguese classroom

Presenter: Regina R. Félix; University of North Carolina Wilmington; Wilmington, NC

Recent changes in the student population call for a reassessment of the most recognized tenets of the communicative approach: comprehensible input and exclusive use of the target language in class. Anchored in research recommending judicious use of L1 in L2 learning, this presentation contemplates the use of more thought-provoking and engaging materials in FL classes, via L1, especially for the teaching of a minor language such as Portuguese.

Theme: Applied Linguistics/Second Language Acquisition

A 025

Friday, July 17 10:00am-10:30am Denver 6

ACTFL Guidelines and the teaching of culture: Integrated Performance Assessment in university-level intermediate L2 Spanish Classes

Presenter: Consuelo Siguenza-Ortiz; University of Southern California; Los Angeles, CA

This paper investigates the connection between the learning of L2 target culture and assessment by examining the implementation of ACTFL's Integrated Performance Assessment (IPA) in Intermediate L2 Spanish classes. This presentation will discuss the following: (1) the materials and tasks that were created; (2) the steps followed for its successful implementation; and (3) the relationship between classroom content and assessment.

Theme: Culture

026

Friday, July 17 10:00am-10:30am Nat Hill

Recursos para o ensino do subjuntivo em português

Presenter: Débora Ferreira; Utah Valley University; Orem, UT

O modo subjuntivo do português, em geral, apresenta grande dificuldade de absorção para estudantes americanos, e para hispano-falantes especialmente nos casos de passado e futuro do subjuntivo. A busca de uma maneira mais lúdica e *user-friendly*, tanto par os alunos intermediários quanto avançados, levou-me a desenvolver materiais, muitos dos quais são disponíveis gratuitamente online, num esforço para minimizar uma abordagem tradicional focada na memorização. Compartilho estes aqui, além da resposta dos alunos aos mesmos.

Theme: Methods/Techniques/Strategies

027

Friday, July 17 10:00am-10:30am Pomeroy

Music from Frank Sinatra to the *bachata*: Connecting Spanish-speaking heritage teachers and learners

Presenter: Nancy S. Zimmerman; Kutztown University of PA; Kutztown, PA

Interviews with university faculty who teach Spanish as a heritage language revealed a commonality with Spanish-speaking heritage students: music not only feeds the soul but it connects the generations. From Frank Sinatra to *bachata*, young and old are able to relate to each other through their music as they dance while cleaning the house, or as they celebrate Abuelita's birthday. This session will focus on how music connects the generations at the same time it helps second- and third-generation heritage speakers reconnect with their cultural and linguistic heritage.

Theme: Culture

T 028

Friday, July 17 10:00am-10:30am e-Poster Corner

Pixton, Pixels and Pixar: Video and visual tools for the intermediate and advanced levels

Presenter: Maria G. Akrabova; Metropolitan State University - Denver; Denver, CO

Are the technology tools we are using the best fit for our specific language classroom? This presentation focuses on a methodology for aligning technology tools with learning objectives suited for the intermediate-advanced levels of language acquisition.

Theme: Methods/Techniques/Strategies

029

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

Light refreshments provided

10:30am – 11:30am

Colorado A-E

Session Block 3

Friday, July 17

11:30am – 12:00pm

T 030

Friday, July 17

11:30am-12:00pm

Gold Coin

Teaching culture with tablets: Lessons learned the first semester

Presenter: Yolanda A. Doub; California State University, Fresno; Fresno, CA

This paper highlights successful strategies for incorporating tablets into a general education Mexican culture course, with an eye to adaptability to meet student needs while preserving and enhancing content and quality in-person interaction. The judicious use of different apps to create more interactive quizzes, polls, study guides, peer editing activities, and collaborative note-taking sessions, as well as a culminating multimedia oral presentation will be explained.

Theme: Technology

031

Friday, July 17

11:30am-12:00pm

Homestead

Vargas Llosa as professor: Writing and pedagogy

Presenter: David P. Wiseman; Brigham Young University; Provo, UT
Mario Vargas Llosa is one of the most controversial and celebrated authors of our time. Scholarship, however, has failed to adequately recognize his work as an educator. This presentation will address Vargas Llosa's contribution as a teacher, both in the classroom as a professor of literature at multiple prominent universities and through the pages of a literary canon that has become increasingly didactic in the later stages of his career.

Theme: Literature/Literary Criticism/Literary Theory

T 032

Friday, July 17

11:30am-12:00pm

Independence

Common Core alternative assessments and student perceptions in the world language classroom

Presenter: Robin L. Barnard Bachelor; Olivet Nazarene University; Bourbonnais, IL

The paradigm shift in education with the implementation of the Common Core State Standards has created the opportunity for world language educators to evaluate appropriate and beneficial assessments for their students. This study investigated how first-year students in a Midwestern high school in the US perceived three different alternative assessments in the world language classroom: Dynamic Assessment, Task-based Assessment,

and Formative Assessment using self- and peer-evaluation. The researcher correlated the perceptions to the students' assessment scores.

Theme: Assessment

C 033

Friday, July 17

11:30am-12:00pm

Matchless

Arpillera artisanry: The art and artifact of protest

Presenter: Joy Landeira; University of Wyoming; Laramie, WY

Named for burlap potato sack cloth, Chile's 1973 Arpillera Movement used needle, thread, and scraps of fabric and yarn as tools of political protest to illustrate stories of right-wing dictator Augustín Pinochet's reign of terror with its kidnappings, torture, massacre, unemployment, hunger, and the roundup of hundreds of *desaparecidos*, or disappeared ones. This cultural study contextualizes the history of the *arpilleras* and interprets images and techniques of *arpillera* protest tapestries.

Theme: Culture

T 034

Friday, July 17

11:30am-12:00pm

Mattie Silks

Replacing red ink: Digital tools for responding to L2 writing

Presenter: Lee Forester; Hope College; Holland, MI

In whatever form student writing takes place (traditional papers, wikis, websites, blogs), world language teachers still need to respond to it and offer both discourse and language-oriented feedback (i.e., corrections). How can newer technologies assist and improve this process, which should result not only in better student writing, but also student language acquisition? This session will present a brief overview of widely available software and web applications that can be used to respond to student writing collaboratively.

Theme: Technology

C 035

Friday, July 17

11:30am-12:00pm

Penrose 1

Guatemala: Using Project Based Learning to increase students' learning and awareness while abroad

Presenter: Megan Lyddell Hermanson; The Link School; Buena Vista, CO

This session will cover how to prepare, execute, and wrap up an international trip to Guatemala with students using Project Based Learning (PBL). Topics covered in this session will include content-related instruction for Spanish levels 1,2 & 4, networking with teachers of other subject areas in order to maximize learning, and examples and ideas for implementing final PBL projects.

Theme: International Education/Study Abroad

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036

Friday, July 17

11:30am-12:00pm

Penrose 2

The creation of a legal Spanish course for a broad and varied audience

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

Many university and community college Spanish programs now offer classes for law enforcers and lawyers. As the Latino community burgeoned around the University of Wisconsin-Whitewater, the Spanish program saw the need for a more general legal Spanish course or curriculum that would provide a foundation for a wide range of professionals. This session will share the special challenges in developing such a course as well as some of the exciting successes along the way.

Theme: Language for Specific Purposes

037

Friday, July 17

11:30am-12:00pm

Denver 1

La literatura juvenil española en la clase de E/LE

Presenter: Jessica Blanco-Marcos; Northern Arizona University; Flagstaff, AZ

En la conciencia colectiva peninsular, lengua española y literatura forman parte de una misma entidad indivisible. Sin embargo, la utilización de los textos literarios a niveles principiantes en la clase de ELE es ardua y escasa. La presentadora describirá un acercamiento pedagógico a la literatura juvenil española peninsular en una clase de ELE para principiantes y reportará la percepción de los estudiantes sobre la lectura de este tipo de textos.

Theme: Literature/Literary Criticism/Literary Theory

038

Friday, July 17

11:30am-12:00pm

Denver 3

Meeting the needs of future professionals: Incorporating business content into the high school curriculum

Presenter: Sean Russell Hill; Farwell High School; Farwell, MI

Spanish for Business / LSP is becoming increasingly important at the university level but what about in the high school? If we are looking to provide a skill set that employers desire and where student interest lies, business concepts should be incorporated into classroom activities and assessments at the novice level. The presenter will discuss modifications and changes made to lessons and units to incorporate P21 ideas for first- and second-year students.

Theme: Language for Specific Purposes

039

Friday, July 17

11:30am-12:00pm

Denver 4

Creating an engaging, content-based course within the basic language sequence

Presenters: Brenden C. Carollo; University of Illinois, Urbana; Urbana, IL; Adrián Bello Uriarte; University of Illinois, Urbana; Urbana, IL

The Spanish basic language program at University of Illinois has a long tradition of offering Content-Based Instruction (CBI) courses. Spanish in the Professions is a fourth-semester CBI course which was recently revised to include materials correlated to the specific needs of the students. This presentation will focus on how CBI can be incorporated into a basic language sequence and how to create engaging materials for the course.

Theme: Content-related Instruction

040

Friday, July 17

11:30am-12:00pm

Denver 5

Assessing Portuguese in the twenty-first century

Presenter: Lyris Wiedemann; Stanford University; Stanford, CA

The twenty-first century foreign language instructor must prepare students to have foreign language capabilities that enable them to live, work, study, and research in a foreign country. These students will not only need to interact with people at the colloquial and personal levels, but also fully engage on issues of mutual interest, which requires more advanced linguistic abilities. This paper will analyze the development of assessment tools to evaluate these goals.

Theme: Assessment

041 Exhibitor Session

Friday, July 17

11:30am-12:00pm

Denver 6

SpanishBackpack.com: A fresh, new online resource

Presenters: Andy Kaufman; SpanishBackpack.com; San Jose, Costa Rica; Irene Orlich; SpanishBackpack.com; San Jose, Costa Rica

SpanishBackpack is an online resource for teachers that provides classroom management tools, homework assignment and correction features, vocabulary sharing, document and link sharing, grammar explanations, grammar teaching suggestions and techniques, as well as pronunciation practice tools. In addition to these features, SpanishBackpack offers student and teacher notification options, allowing teachers to quickly and easily let students know when homework is assigned, when vocabulary is shared, and so much more.

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.

C = Content-Related Instruction Strand **A** = Assessment Strand **T** = Technology Strand

042

Friday, July 17

11:30am-12:00pm

Nat Hill

Landscaping the Western: *Ciro Guerra's The Wind Journeys* (2009)

Presenter: Carlos Gerardo Torres-Rodríguez; Casady School; Oklahoma City, OK

This paper examines the influence of the Western in *Ciro Guerra's* film through the landscape as a poetic leitmotiv and explores its impact on the plot. By examining the variety of ways in which the land is depicted, the presenter will clarify the contact points of the film with this genre and demonstrate how the director subverts its common setting elements to suggest allusions, reflections, and a dialogue with his Colombian culture.

Theme: Film/Film Studies

043

Friday, July 17

11:30am-12:00pm

Pomeroy

What is good enough? Assessing translations in an undergraduate service-learning program

Presenter: Erika Maurine Sutherland; Muhlenberg College; Allentown, PA

When undergraduate Spanish for the Community students embarked on the dual project of creating content for Allentown's new immigrant affairs website and then creating bilingual versions of the site, two challenges had to be overcome. While the community partners expect professional communication, content development, and translations, instructors measure student progress in terms of linguistic competency, communication strategies, and professional ethics. Different models for developing effective rubrics for translations in a service-learning program will be presented.

Theme: Translation and Interpretation

044

Friday, July 17

11:30am-12:00pm

e-Poster Corner

Language practice and study abroad in Buenos Aires

Presenter: Todd A. Hernández; Marquette University; Milwaukee, WI

In this session the presenters examine the effect of an intervention designed to maximize meaningful target language practice for students during a six-week study abroad program in Buenos Aires. The treatment consisted of explicit instruction of language strategies, task-based language practice activities, language use diaries, and guided reflection and feedback. The role of explicit intervention in maximizing target language practice and linguistic outcomes during study abroad will be discussed.

Theme: International Education/Study Abroad

Session Block 4

Friday, July 17

12:15pm – 12:45pm

045

Friday, July 17

12:15pm-12:45pm

Gold Coin

Robert Rodríguez and Guillermo del Toro: From the big screen to the small screen

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

Guillermo del Toro recently adapted the trilogy of *Strain* novels into a television series. Robert Rodríguez recently launched a television channel, *El Rey*, and adapted his 1996 film *From Dusk till Dawn*, into a television show of the same name. This presentation will discuss these two shows and how two of Hollywood's most important Hispanic film creators have moved from the big screen to take over the small screen.

Theme: Film/Film Studies

046

Friday, July 17

12:15pm-12:45pm

Homestead

Implementing an online Spanish extensive reading program: Teachers' perceptions, practices and challenges

Presenters: Yuly Asención-Delaney; Northern Arizona University; Flagstaff, AZ; Juan Pino-Silva; Universidad Simón Bolívar; Caracas, Venezuela

Extensive reading has been acknowledged as one of the most effective methods for developing second language (L2) learners' reading abilities because it provides significant L2 input that promotes incidental learning of vocabulary, grammar and reading strategies. Presenters will first describe an online extensive reading program in lower-division Spanish courses in a US university. Results from teachers' questionnaires uncovering their perceptions, practices and challenges when implementing extensive reading will be reported.

Theme: Technology

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A 047

Friday, July 17 12:15pm-12:45pm Independence

Un día en el museo: Forging connections between cultural institutions, the Spanish language, and lifelong learning

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

How can we ensure that students are making the most out of the cultural content of a language course while reinforcing their knowledge of other disciplines and using the foreign language for personal enrichment? In this session, we will explore the idea of creating scavenger hunts in museums with the goal of having students understand how to appreciate these cultural institutions and to curate their own experience. Discussion will also revolve on how these experiences can serve to inform assessment.

Theme: Culture

048

Friday, July 17 12:15pm-12:45pm Matchless

El soneto español a través de los siglos

Presenter: **Efraín E. Garza**; University of Northern Colorado; Greeley, CO

En el siglo XVI Juan Boscán y Garcilaso de la Vega incorporaron el soneto a la literatura española con bastante éxito. Desde entonces el soneto español ha tenido muchos adeptos y es una de las formas poéticas más cultivadas a través de los siglos subsecuentes. Se expondrá la evolución del soneto en las diversas épocas y movimientos literarios desde sus inicios en la España renacentista hasta nuestros días.

Theme: Literature/Literary Criticism/Literary Theory

049

Friday, July 17 12:15pm-12:45pm Mattie Silks

Language advocacy: The view from Washington

Presenter: **Bill Rivers**; Joint National Committee for Languages-National Council on Languages and International Studies; Garrett Park, MD

This presentation will comprise major world language issues in the 2015 US Congress including the reauthorization of the Elementary and Secondary Education Act and the Higher Education Act, funding for language programs across the US Government, and the growing recognition of the value of biliteracy. Data on the demand for language skills among US employers will be provided. Ways that teachers at all levels can get involved in national advocacy efforts will also be shared.

Theme: Advocacy/Policy

T 050

Friday, July 17 12:15pm-12:45pm Penrose 1

New technology-based language learning products at the Defense Language Institute

Presenters: **Christine Marie Campbell**; The Defense Language Institute Foreign Language Center; Presidio of Monterey, CA; **Sandy Wagner**; Defense Language Institute Foreign Language Institute; Monterey, CA

The interactive session will promote knowledge sharing on the use of technology-based language learning products in the blended classroom. The presenter will describe and demonstrate new products developed at the Defense Language Institute in collaboration with MIT, Lincoln Labs: NetProf, an online pronunciation training and assessment tool in Spanish and Portuguese; Automatic Interagency Language Roundtable Text Leveling System, an online tool for automatically identifying reading texts in specific topical domains and proficiency levels in Spanish.

Theme: Technology

051

Friday, July 17 12:15pm-12:45pm Penrose 2

Los pacientes y sus ocurrencias en *Crónicas de acciones curiosas de los enfermos* de Pedro Mendoza

Presenter: **Manuel A. Ossers**; University of Wisconsin-Whitewater; Whitewater, WI

Crónicas de acciones curiosas de los enfermos (2008) por Pedro Mendoza es un libro de las ocurrencias verbales y vivenciales de cuarenta de sus pacientes. Muchas de las curiosidades de los pacientes son risibles y es aximático el intenso sentido de humor imperante en las historias. El Dr. Mendoza añade a su narrativa una dimensión socio-económica, política y filosófica ya sea como explicación de la conducta y/o expresión humana o como moraleja de las consecuencias existenciales de los pacientes y/o sus familiares.

Theme: Culture

052

Friday, July 17 12:15pm-12:45pm Denver 1

Engaging local and global communities in world language teaching

Presenters: **Ethel Jorge**; Pitzer College; Claremont, CA; **Juanita Cristina Aristizabal**; Pitzer College; Claremont, CA

The presenters will share participative initiatives for engaging local and global communities in world language teaching undertaken in the context of a curriculum that emphasizes intercultural awareness and social responsibility. Topics to be discussed include the design and implementation of Pitzer College's community-based Spanish program, how this experience has informed and challenged ongoing efforts in

LCTL, including the mapping of local Lusophone communities, and the piloting of a virtual community for linguistic and cultural exchange with students in Brazil.

Theme: Service Learning/Community Engagement

053

Friday, July 17 12:15pm-12:45pm Denver 3

Primary and secondary effects of Processing Instruction: An analysis of the micro and macro level

Presenter: Justin Patrick White; Florida Atlantic University; Boca Raton, FL

Findings from a series of studies investigating the primary and secondary effects of token frequency (number of target form items) in Processing Instruction on the acquisition of Spanish accusative clitics (primary form) and the dative clitics (secondary form). The treatments included over 500 participants, isolated token frequency, and tested for interpretation and production of both the primary and secondary forms. Pedagogical implications based on the findings will be thoroughly discussed.

Theme: Applied Linguistics/Second Language Acquisition

054

Friday, July 17 12:15pm-12:45pm Denver 4

Novice and intermediate speaking activities for meaningful communication

Presenter: Leslie Smith; Missouri Southern State University; Joplin, MO

Often speaking activities in the world language classroom rely on decontextualized question and answer activities and simulated dialogues without allowing for meaningful scaffolding, spiraling, creativity or reflection. Using the ACTFL Proficiency Guidelines for Speaking, strategies and examples for increasing production among novice and intermediate language learners will be presented including the development of intercultural competence. Participants will learn how to apply the ACTFL Speaking Guidelines to plan, structure and implement appropriate formative and summative tasks.

Theme: Methods/Techniques/Strategies

055

Friday, July 17 12:15pm-12:45pm Denver 5

Saudades from Hawaii to Madeira from the Poet of Punchbowl, Manuel Jesus Coito

Presenter: Paul Michael Chandler; University of Hawaii at Manoa; Honolulu, HI

This paper will introduce the mostly unknown and unpublished writings of Manuel Jesus Coito, often called the Poet of Punchbowl, who arrived in Hawaii at age 10 from Madeira, Portugal. His granddaughter found nearly 100 sonnets and fados among her mother's possessions. A bilingual volume is in preparation to

share Coito's work for the first time. Along with family photos and documents, numerous recently digitized Portuguese language newspapers from Hawaii (1880s-1920s) contribute additional documentation about the author's life and his work.

Theme: Literature/Literary Criticism/Literary Theory

056 Exhibitor Session

Friday, July 17 12:15pm-12:45pm Denver 6

Using National Awards merchandise to promote SHH chapters and student members

Presenters: Nicky Drake; National Awards, Inc.; Jackson, MS; Lisa Greer; National Awards Inc.; Jackson, MS

This session will provide information for SHH chapter sponsors on the use of National Awards merchandise for a variety of purposes. Participants will learn how to select and complete SHH induction certificates, how to use graduation regalia to recognize student achievement, and how to make optimal use of other merchandise to keep students engaged in chapter promotion.

Theme: Methods/Techniques/Strategies

057

Friday, July 17 12:15pm-12:45pm Nat Hill

A study of Borges's first poem

Presenter: Linda S. Maier; University of Alabama in Huntsville; Huntsville, AL

In 1919, twenty-year old Argentine writer Jorge Luis Borges made his literary debut with the publication of the poem "Himno del mar" in the peninsular journal *Grecia*. At this time Borges was an unknown writer struggling to find his own voice among various competing literary models and trends. This study examines Borges's first poem both as the product of successive literary currents and the source of emblematic Borgesian themes.

Theme: Literature/Literary Criticism/Literary Theory

058

Friday, July 17 12:15pm-12:45pm Pomeroy

Improving student scores on the interpersonal/presentational speaking portion of the AP Spanish test

Presenter: Maria Gabriela Verwiel; Savannah Arts Academy High School; Savannah, GA

The interpersonal/presentational speaking task on the AP Language and Culture Exam requires students to think quickly without providing much time to prepare or anticipate what to say. The presenter will provide resource ideas to improve presentational task scores and demonstrate how to use the additional reading resource to improve scores. Finally, the presenter will provide an example of a script written and performed by students.

Theme: Methods/Techniques/Strategies

T 059

Friday, July 17 12:15pm-12:45pm e-Poster Corner

The effectiveness of Spanish language teaching online: A focus on an advanced-level linguistics course**Presenter:** Elizabeth Bella Enkin; University of Nebraska-Lincoln; Lincoln, NE

How effective is online teaching for advanced-level Spanish? For lower levels, previous research has shown that online teaching can be both effective and enjoyable. This e-poster will review research on lower and (the very limited research on) upper-level online Spanish learning, and a recent study examining learning gains from an advanced-level online Spanish linguistics course is presented along with students' perceptions of the course. The design of the course will be reviewed, and suggestions for creating effective online advanced Spanish courses will be discussed.

Theme: Technology**W-2**

Friday, July 17 1:00pm-4:00pm Spruce

From finishing the textbook to achieving goals: The what and how of goal-oriented instruction**Presenter:** Walter P. Hopkins; Michigan State University; East Lansing, MI

What are the goals of your language program, your course, or your class time? Are you simply given a textbook and instructed to complete it in a given time frame? Do you have certain grammatical structures that you must cover by the end of the course? Or, will your students achieve a certain level of proficiency at a given point in your program? This workshop will help you to determine what your goals are and help you along the process of achieving desired outcomes. Attendees will see examples of goals and determine how they can achieve them in their context.

Theme: Curriculum**060****Exhibit Break**
12:45pm – 1:30pm**Colorado A-E**

Refreshments provided by Cambridge University Press

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Session Block 5**Friday, July 17****1:30pm – 2:45pm****A 061**

Friday, July 17 1:30pm-2:45pm Gold Coin

Working smarter: Using vertical teaming, backward design and IPAs in the world language class**Presenters:** Maria Dolores Linda Villadoniga; Retired; St. Augustine, FL; Gale Jones; Duval County School District; Jacksonville, FL

The focus of this presentation is the importance of Vertical Teaming, the use of IPAs and Backward Design techniques in order to meet the world language standards at each level. Sample lesson plans for levels I-AP will be provided to be used for discussion and as an example. Attendees will work in groups to prepare another lesson plan to present to the group.

Theme: Methods/Techniques/Strategies**T 062**

Friday, July 17 1:30pm-2:45pm Homestead

Using voice recording technologies to improve oral feedback and assessment**Presenter:** Christina Agostinelli; SUNY at Geneseo; Geneseo, NY

With the challenges teachers face in providing feedback on speaking practice to each student during class time, voice recording technologies can offer additional communicative practice, a basis for personalized feedback, as well as a platform for oral assessment. We will discuss improving both oral practice and assessment using these technologies, what to consider when assessing and/or providing feedback on oral proficiency according to ACTFL guidelines, as well as how to design recording activities that push students to achieve higher levels of oral proficiency.

Theme: Assessment**Stay up to date and connected!**

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063

Spanish heritage language instruction: Challenges and reforms

Friday, July 17 1:30pm-2:45pm Independence

Presenter: Fabian Faccio; University of Maryland; College Park, MD
Meeting the needs of curricular innovations: Engaging heritage learners of Spanish. Spanish Heritage Speakers constitute a unique cultural and linguistic resource in the United States while also presenting particular challenges for language educators and language programs. In light of the fact that the American society is increasingly more culturally and linguistically diverse, it is important for educators and policy makers to revise strategies for meeting the needs of this group of learners. This session examines the policy, administration, and classroom level reforms that could improve the field of Spanish Heritage Language instruction in the US.

Theme: Content-related Instruction

Presenter: Chin-Sook Pak; Ball State University; Muncie, IN
Heritage student reflections on service-learning: Spanish, community, and sense of belonging. A diverse group of students enrolled in an advanced Spanish grammar class for heritage speakers worked on a semester-long tutoring project with local Hispanic community members. Based on pre- and post-questionnaires and reflection writings, this presentation examines the effect of this type of service-learning task the academic and civic learning outcomes of heritage students. In particular, it offers a descriptive analysis of student reaction to learning Spanish, community engagement, and their sense of belonging on campus.

Theme: Service Learning/Community Engagement

064

Friday, July 17 1:30pm-2:45pm Matchless

De la tiranía a la libertad

El Fascismo y el Comunismo, dos filosofías que dominaron el panorama socio-político del siglo XX promovían doctrinas que aunque aparentemente opuestas, tenían el propósito de dominar todos los aspectos de la vida del ser humano. Los postulados de estas doctrinas normaban tanto las relaciones familiares como la vida cotidiana. Este panel se propone estudiar cómo estos principios se manifiestan en las obras de autores peninsulares e hispanoamericanos.

Presenters: Oneida M. Sánchez; Borough of Manhattan Community College; New York City, NY. *De Cernuda a Barrero: Las relaciones familiares.*

Liliana Soto-Fernández; John Jay College of Criminal Justice; New York City, NY. *Zoé Valdés: De La nada al Todo.*

Theme: Teaching of Literature

065

Friday, July 17 1:30pm-2:45pm Mattie Silks

Sigma Delta Pi best practices: Ideas for active chapters

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

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

Presenter: Paige Bergan; Truman State University; Kirksville, MO. *Utilization of committees to achieve chapter goals.*

Presenter: Chrysanthemum Gorospe; Marquette University; Milwaukee, WI. *Milwaukee schools ally together.*

Presenter: Mayra Jaquez; University of Northern Colorado; Greeley, CO. *Poesía a la lengua española.*

Theme: Methods/Techniques/Strategies

066

Chapter Assembly

1:30pm – 3:30pm

Penrose 1

067

Friday, July 17 1:30pm-2:45pm Colorado F-J

SHH/SHA Business Meeting and Awards Ceremony

Presenters: Kelly Scheetz; Sociedad Honoraria Hispánica; Nashville, TN; Katie MacMillan; Sociedad Hispánica de Amistad; Pottstown, PA; Adriana Aloia; Westlake High School; Thornwood, NY

All sponsors of the Sociedad Honoraria Hispánica and Sociedad Hispánica de Amistad are invited to attend the annual business meeting of the organizations. Awards for Chapter of the Year, Activity of the Year, Sponsor of the Year, and State Director will be presented. Prospective sponsors are also welcome to attend.

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).

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068

Friday, July 17

1:30pm-2:45pm

Denver 1

The centrality of meaning

This session provides instructors with alternatives to explicit grammar instruction. Focus will be on input and interaction, vocabulary development, and the nature and purpose of communicative tasks. Participants will gain an understanding of how meaning drives acquisition and, in turn, how this centrality of meaning also drives instruction.

Presenter: **Joe Barcroft**; Washington University in St. Louis; Saint Louis, MO. *Vocabulary as a key to linking form and meaning.*

Presenter: **Bill VanPatten**; Michigan State University. *Meaning and information as goal.*

Presenter: **Paul B. Mandell**; University of Houston Downtown; Houston, TX. *Tasks as the cornerstone of meaning-making in the classroom.*

Theme: Methods/Techniques/Strategies

069

Friday, July 17

1:30pm-2:45pm

Denver 3

Librarians and teachers: An instructional partnership

Presenter: **David P. Wiseman**; Brigham Young University; Provo, UT

Advancements in technology have facilitated the distribution of scholarly work throughout the world. Though I endorse the broad dissemination of information, I also foresee a coming crisis for academic libraries that exist solely as information repositories, as library usage is already declining at a steady pace. Recognizing these changes, I advocate in this presentation for a new model of instructional partnership between librarians and teaching faculty.

Theme: Advocacy/Policy

070

Friday, July 17

1:30pm-2:45pm

Denver 4

Learning beyond the classroom through community service: Making connections from the head to the heart

Presenter: **Linda Markley**; Tina Maletina Educational Inspirations; Merritt Island, FL

The value of community service to student learning is profound as it affords students meaningful opportunities to experience language and culture in authentic contexts that connect with people on a personal level. The presenter will share a variety of resources and community service activities that not only deepen students' understanding of products, practices and perspectives, but also require use of the three modes of communication to perform the tasks at hand. A guest from a non-profit in Guatemala will join us virtually to elaborate further and answer questions.

Theme: Service Learning/Community Engagement

071 Exhibitor Session

Friday, July 17

1:30pm-2:45pm

Denver 6

Reach and teach all students

Presenter: **Rachel Connell**; Vista Higher Learning; Boston, MA

Engage with authentic short films, contemporary culture, and crafted video tutorials and instructional media, all within meaningful instructional design. Experience innovative digital tools developed specifically for world language learning, in which 21st century students immerse themselves to watch, listen, speak, write, practice, personalize communication, and grow in confidence and skill. Explore how all these innovative tools and content lead to powerful teaching, mentoring, assessment, and evaluation. Integrated handout provided.

Theme: Methods/Techniques/Strategies

072

Friday, July 17

1:30pm-2:45pm

Nat Hill

Do uso de tecnologias no ensino de Português

Este painel incluirá apresentações sobre o uso da tecnologia e da comunicação mediada por computador (CMC) como ferramentas pedagógicas para conectar com ou engajar estudantes de PLE.

Presider: **Rachel Mamiya Hernández**; University of Hawaii at Manoa; Honolulu, HI

Presenter: **Rachel Mamiya Hernández**; University of Hawaii at Manoa; Honolulu, HI. *Perspectivas culturais no uso de estratégias de aprendizagem em ambiente virtual - o caso de brasileiros e estadunidenses.*

Presenter: **Miriam Josie Kurcbaum Futer**; University of the West Indies; St. Augustine. *Perspectivas culturais no uso de estratégias de aprendizagem em ambiente virtual - o caso de brasileiros e estadunidenses.*

Presenter: **Celeste Dolores Mann**; Villanova University; Villanova, PA. *Cultural and literary adventures in a Portuguese hybrid class.*

Theme: Technology

073

Friday, July 17

1:30pm-2:45pm

Pomeroy

Linguacafé: We need to talk....

Presenter: **Nadine Jacobsen-McLean**; National Network for Early Language Learning; Ooltewah, TN

LinguaCafé addresses learning and teaching in unison and creates a café-like experience in the classroom. While immersed in the target language, the proficiency of the student is cultivated in a nonthreatening environment. In this session this interpersonal communication activity will be demonstrated and scenarios and prompts that will encourage even the most reluctant speaker in your class to communicate in the target language will be shared. Participants will have the opportunity to collaborate with others to create additional scenarios and prompts.

Theme: Methods/Techniques/Strategies

T 074

Friday, July 17

1:30pm-2:45pm

e-Poster Corner

Students' virtual travel projects using Google Earth to explore cultures and learn languages

Presenter: **Stacy Amling**; Des Moines Area Community College; Boone, IA

Technological applications such as Google Earth can bring seemingly distant world languages and cultures to life for students as they virtually visit faraway places. In this session, a Spanish-language travel project utilizing Tour Builder and Google Earth will be demonstrated. Student work will be showcased, revealing how students at varying proficiency levels enhanced their target language communication skills and cultural knowledge as they incorporated authentic sites, resources, and images to prepare and present their trips.

Theme: Technology

075

Friday, July 17

2:45pm-4:00pm

Penrose 2

Sigma Delta Pi Reception

Presenter: **Mark Paul Del Mastro**; College of Charleston; Charleston, SC

Reception for Sigma Delta Pi Members and Guests

076

Friday, July 17

2:45pm-4:00pm

Colorado F-J

NSE/SHH/SHA Reception

Presenters: **Kelly Scheetz**; Sociedad Honoraria Hispánica; Franklin, TN; **Kevin Cessna-Buscemi**; National Spanish Examinations; Valparaiso, IN; **Katie MacMillan**; Sociedad Hispánica de Amistad; Pottstown, PA

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Session Block 6

Friday, July 17

3:00pm-3:30pm

077

Friday, July 17

3:00pm-3:30pm

Gold Coin

Extra, extra, read all about it: Human rights and global competence in the news

Presenter: **Patricia Pogal**; Patricia Pogal; Atlanta, GA

Gay Marriage, Ebola, Voting Rights, Child Immigrants, Affirmative Action, Affordable Care Act and Religion, Prayers at Public Meetings, Stand Your Ground, Driving While Latino, Stop and Frisk, Ferguson, MO, Medical Marijuana, Campus Carry—these are just some of the topics which students in an advanced-level Spanish Conversation Class read about and/or view through Spanish-language newspapers and videos. Students learn the relevant vocabulary, answer pertinent questions, and review grammar points and then discuss the content in pairs and groups and through debates and rebuttals.

Theme: Content-related Instruction

A 078

Friday, July 17

3:00pm-3:30pm

Homestead

University-mandated outcomes assessment and curriculum development in the basic language program

Presenter: **Donna Binkowski**; Southern Methodist University; Dallas, TX

The session discusses the cyclical impact of a university requirement for outcomes assessment on the development and ongoing revision of the curriculum for Spanish basic language instruction at a private liberal arts college. Each semester instructors develop assessment instruments, assess student outcomes, and consider the results as they adjust the course calendar, content, and assessments used at each semester level to better address course goals and student needs.

Theme: Assessment

079

Friday, July 17

3:00pm-3:30pm

Matchless

Love in the Time of Cholera: A reading of contagion through García Márquez's novel

Presenter: **Roxana Delbene**; New York City College of Technology; New York, NY

Drawing on theories of contagion, the paper is a narrative medicine analysis that shows how cholera and love, and love and cholera are intertwined in the novel as poles of the same equation: contagion. Resistance against (social) contagion is achieved by subverting the same mechanisms used to halt epidemics; i.e., quarantine methods.

Theme: Literature/Literary Criticism/Literary Theory

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080

Friday, July 17

3:00pm-3:30pm

Mattie Silks

Examining the subversive in Ana Maria Matute's short story collections

Presenter: Janet Mary Livesey; University of Central Oklahoma; Edmond, OK

In this session Ana Maria Matute's short stories written between 1953-62 will be analyzed. These stories, within which her subversive attitude towards the Franco Regime is disguised beneath a subtle cover of innocence and tradition, are representative of the cultural and historical chaos of post-Civil War Spain. The stories, published during the most repressive decades of Franco's dictatorship, demonstrate Matute's ability to 'slip beneath the radar' of the all-seeing eye of the censor is indicative of her innate, and unique talent as a witness to Spain's twentieth-century agony.

Theme: Literature/Literary Criticism/Literary Theory

081

Friday, July 17

3:00pm-3:30pm

Denver 1

Five characteristics of highly effective Spanish teachers: Empirical findings

Presenter: Pete Swanson; Georgia State University; Atlanta, GA

Understanding more about the qualities of highly effective language teachers is critical in today's environment of increased accountability. Grounded in the theoretical notions of the person/environment fit, teachers' sense of humor, sense of efficacy, motivational orientation, and socio-communicative orientation, data are presented to show how such teacher characteristics are related to student achievement based on the National Spanish Exams. This research has implications for teachers and administrators of world language teachers.

Theme: Teacher Preparation/Development

082

Friday, July 17

3:00pm-3:30pm

Denver 3

Metalinguistic reflection in online Spanish language learning

Presenter: Serena Williams; University of California, Davis; Davis, CA

The ability to consciously reflect on language structure allows individuals to more successfully engage in social interactions, practice creative thinking, and to be empowered regarding their linguistic choices. In this study, the presenter explores the consequences of asking students to track their linguistic awareness during online Spanish classes at a liberal arts university. The presenter will demonstrate how maintaining a language-learning journal affected teaching and learning in a program in which more than half the students had never studied another language or its culture(s).

Theme: Applied Linguistics/Second Language Acquisition

083

Friday, July 17

3:00pm-3:30pm

Denver 4

El espacio imaginario y la memoria en *El año del francés* de Juan Pedro Aparicio

Presenter: Li Jung Tseng; Providence University; Taichong, Taiwan

El presente estudio tiene como objetivo investigar el tratamiento del espacio narrativo y su relación con la memoria de *El año del francés*. En realidad, en la novela, el espacio se erige como un elemento relevante de la ficción, y tiene un enlace indisoluble con la condición problemática y compleja de los personajes. Y la asociación entre la memoria y la vivencia del espacio configura la reiterada simbología de la soledad y la muerte.

Theme: Literature/Literary Criticism/Literary Theory

084

Friday, July 17

3:00pm-3:30pm

Denver 5

I'd like to buy a vowel: Using games to build linguistic competence

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

Games in the language classroom are not just for fun. Nor are they limited to vocabulary or verb conjugation practice. In this presentation, I outline a corpus of language games I have developed for the Portuguese language classroom that specifically target communicative competence. We will examine games that cater to grammatical, sociolinguistic, strategic, and discourse competence while also briefly analyzing the theoretical basis for using games to promote language learning.

Theme: Instructional Materials

085

Friday, July 17

3:00pm-3:30pm

Denver 6

Cómo utilizar el español para enseñar lecciones sobre el medio ambiente

Presenter: Maria G. Tamez; Detroit Public Schools; Detroit, MI

Esta sesión es para maestros de español que deseen implementar lecciones sobre las tres erres de la educación ambiental: la reducción, la reutilización y el reciclaje. El enfoque es adquirir estrategias para enseñar sobre el medio ambiente a estudiantes de español utilizando el método SIOP, de manera que el contenido de las lecciones mejore su vocabulario académico. Los participantes recibirán una mini unidad de 10 días (grados 3-6), tarjetas de vocabulario y ejercicios prácticos.

Theme: Content-related Instruction



086

Friday, July 17

3:00pm-3:30pm

Nat Hill

Metaliterature and the role of the reader in *Cuentos del libro de la noche* and *Media docena de robos y un par de mentiras*

Presenter: Sarah Rabke; Baylor University, Department of Modern Languages and Cultures; Waco, TX

The characteristics of the contemporary Spanish short story include a variety of techniques, such as fantasy, realism, irony, surrealism, and metaliterary reflection. Through José María Merino's use of fantastic metaliterature in *Cuentos del libro de la noche* and Mercedes Abad's ironic metaliterature in *Media docena de robos y un par de mentiras*, these authors involve the reader in the creative process. They question the origin of ideas and the definition of intellectual property, forcing the reader to reflect on their true role in the telling of a story.

Theme: Literature/Literary Criticism/Literary Theory

087

Friday, July 17

3:00pm-3:30pm

Pomeroy

Assessments for advanced high school Spanish learners

Presenter: Rosa Perifimos; Carle Place High school; Carle Place, NY

This session highlights three different research-based assessments for advanced-level high school students; educators can tailor the assessments to the needs of their classes. The first assessment, "Un fin de semana con mi pintor favorito" allows students to create a historical fiction about a painter of their choice in the Spanish-speaking world. The use of imperfect v. preterit is highlighted. The second assessment, "Mis raíces," asks students to describe their family's immigrant experience and highlights vocabulary related to the family and immigration. The third assessment, "Dar y recibir consejos," involves commands and the subjunctive.

Theme: Curriculum

088

Friday, July 17

3:00pm-3:30pm

e-Poster Corner

Creating border dialectics in undergraduate studies through narrative

Presenter: Olga Rios; St. Joseph's College; Patchogue, NY

How may undergraduate students gain a better understanding of identity politics and the socio-historical processes that have helped shape (inter)national perceptions and discourses of/about the United States-Mexico border region? The writing project described in this session draws from student/family immigrant narratives and experiences as they relate their own histories and shifting identities to the multifaceted reality of the US-Mexico borderlands.

Theme: Culture

089

AATSP Business Meeting

All members are welcome to attend.

4:30pm – 5:30pm

Colorado F–J

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Saturday Highlights



Registration Open

7:30am - 12:00pm

Session 092

Community Engagement SIG

8:00am – 9:15am

Matchless

Session 104

Special Focus Session:
Meeting the Needs of a Changing
Profession

9:30am – 10:30am

Colorado F–J

Session 105

Exhibit Break

10:30am – 11:15am

Colorado A – E

Committee Meetings

Session 109: K – 8 Committee Meeting

11:15am – 12:30pm Matchless

Session 115: Portuguese Committee
Meeting

11:15am – 12:30pm Denver 5

Saturday, July 18
Registration Open
7:30am – 12:00pm

W-4

Saturday, July 18 8:00am-11:00am Gold Coin

Las necesidades y los retos en la enseñanza del español para hablantes de herencia

Presenter: Gabriela Moreno; New Mexico State University; Las Cruces, NM

Un programa para hablantes de herencia propone motivar a la población a mantener, valorar y perfeccionar todas las variedades del idioma. El reto más grande es cumplir con las necesidades de una población tan diversa en dialectos y comunidades de habla. Este taller presenta varias áreas de discusión: el currículo, las clases, las necesidades, el proceso de asesoría y ubicación y las herramientas que se implementan y adaptan para servir a esta población estudiantil. **Those receiving credit via NMSU for attending the conference must attend either W-4 or W-6. If you are a NMSU graduate student, please contact Jeff Longwell at jelongwe@nmsu.edu for instructions on how to register for this workshop and receive credit.**

Theme: Methods/Techniques/Strategies

090

Saturday, July 18 8:00am-4:00pm Homestead

SHH/SHA Executive Board Meeting

Presenters: Kelly Scheetz; Sociedad Honoraria Hispánica; Franklin, TN; Katie MacMillan; Sociedad Hispánica de Amistad; Pottstown, PA

This meeting is open to SHH/SHA Board members only.



Session Block 7
Saturday, July 18
8:00am – 9:15am

091

Saturday, July 18 8:00am-9:15am Independence

Cooperative and collaborative learning

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

Foreign language anxiety and cooperative learning. The purpose of this pilot study was to examine if using cooperative learning can help reduce the foreign language anxiety (FLA) levels in students in a first-semester Spanish class. Students who experience FLA typically do not learn as much and do not do as well in language classes as those students who do not experience FLA. One possible way to help reduce anxiety is to use cooperative learning in the classroom. Cooperative learning can result in greater efforts to achieve, more positive relationships among students, and greater psychological health.

Theme: Learner Variables/Diverse Learners

Presenter: Samuel Alfredo Navarro Ortega; The University of British Columbia; Vancouver, Canada

Constructing knowledge collaboratively: I help you learn Spanish, you help me learn Spanish. This community outreach project gathered volunteer post-secondary and secondary learners of Spanish in Vancouver. The undergraduates prepared interactive activities that were rich in motion and visual cues. In a post-activity survey, the facilitators appreciated constructing learning-centered relationships with the school students who in turn acknowledged the benefits of receiving additional Spanish practice. The project was contextualized within the framework of Cognitive Linguistics as it applies to the learning and teaching of an additional language (Tyler, 20).

Theme: Service Learning/Community Engagement

092

Saturday, July 18 8:00am-9:15am Matchless

Community Engagement SIG Business Meeting

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

The community engagement SIG promotes collaboration among educators who practice community engagement (such as service-learning and other types of applied and experiential education) and works toward creating awareness and professional recognition of the scholarship of engagement. The SIG Business Meeting agenda includes the following:

1. Evaluate and modify the mission statement
2. Establish a procedure for a community engagement award
3. Brainstorm ways to involve more AATSP members in the SIG. All are welcome to attend.

093

Saturday, July 18

8:00am-9:15am

Mattie Silks

Developing leadership and culturally authentic contextualization in the Business Spanish course

Presenters: Michael Doyle; UNC Charlotte; Charlotte, NC; Bruce Fryer; University of South Carolina-Beaufort; Beaufort, SC

Two core didactic considerations in Business Spanish methodology must be the development of leadership with integrity and culturally authentic politico-economic contextualization. The first should be primed as a signature and integrative core value that frameworks any ensuing learning of the business Spanish content per se. Simultaneously, the regional/cultural settings, built on primary (on-site) and secondary research, which constitute the contexts within and toward which the business content is taught, must be vetted for authenticity, which can be enhanced via input from a cultural council comprised of qualified native informant professionals.

Theme: Language for Specific Purposes

094

Saturday, July 18

8:00am-9:15am

Penrose 1

Using stations to engage students in all 5 Cs

Presenter: Megan Flinchbaugh; Manheim Central School District; Manheim, PA

Participants will learn effective ways to differentiate their classrooms through the use of culturally-themed stations. The presenters will share strategies that will engage students in culture using authentic materials while helping them focus on key grammatical and vocabulary concepts. Participants will receive a packet of handouts on how to develop unique cultural and language activities at any level.

Theme: Instructional Materials

095

Saturday, July 18

8:00am-9:15am

Penrose 2

An introduction to using Socratic Seminars in the AP Spanish Language and Culture course

Presenter: Jessie Hedman Creech; Mountain Brook High School; Mountain Brook, AL

This session is an introduction to using Socratic Seminars for students to explore texts and video in the Advanced Placement Spanish Language and Culture course. Participants will be introduced to the Socratic Seminar, be exposed to its research-based merits, and participate in a simulation of the activity.

Theme: Content-related Instruction

096

Saturday, July 18

8:00am-9:15am

Denver 1

Enrich the high school Spanish class with *Don Quijote*

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

This presentation will demonstrate how to make use of *Don Quijote de la Mancha* in a high school class. The presenter will show how to work with colleagues in a co-curricular setting to provide activities that take advantage of the many facets of the novel. Handouts and videos will enhance the presentation.

Theme: Teaching of Literature

097

Saturday, July 18

8:00am-9:15am

Denver 3

Literature in the margins: Spaces, places, people and authorship in Spanish and Latin American literature

Papers in this panel will explore the real and imagined conceptual frontiers that form the basis of the literary discourse of marginalized Spanish and Latin American authors. From the meaning of patriotism to the definition of Hispanic masculinity, presenters will present on works that challenge our idealization of the real and celebrate the plural meaning of cultural ideals that have defined the human experience in Spain and Latin America during the past three centuries.

Presenter: Lunden Eschelle MacDonald; Metropolitan State University of Denver; Denver, CO. *Blanco White's (Re)writing of patriotism: Defining Spanish national identity in England and Spanish America.*

Presenter: Mark Pleiss; University of Colorado Boulder; Boulder, CO. *Writing against the real: Anti-mimetic discourse and marginality in the narrative of Javier Tomeo.*

Presenter: Mariana Bolívar; Massachusetts College of Liberal Arts; North Adams, MA. *Masculine women in Venezuela's intrahistoric novel and film.*

Theme: Literature/Literary Criticism/Literary Theory



C 098

Saturday, July 18

8:00am-9:15am

Denver 4

Designing a communicative language teaching syllabus for the second language classroom**Presenter:** Comfort Pratt; Texas Tech University; Lubbock, TX

While the research on Communicative Language Teaching (CLT) mostly focuses on methodology rather than content, the latter continues to be the subject of much controversy due to the dearth of CLT curricula and syllabi. This session will discuss how teachers can select and organize CLT content, even when they are using published traditional courses. Frameworks to be discussed include functional-structural, functional, notional, and topic-based organizational approaches.

Theme: Methods/Techniques/Strategies**C 099 Exhibitor Session**

Saturday, July 18

8:00am-9:15am

Denver 5

Infusing Latin American content into language classes**Presenter:** Jamie Marks; Vanderbilt University; Nashville, TN

This session will provide participants with free resources and teaching ideas to integrate into their Spanish and Portuguese language classes. Participants will also learn about professional development and collaboration opportunities with Latin American National Resource Centers across the United States.

Theme: Content-related Instruction**100**

Saturday, July 18

8:00am-12:00pm

Denver 6

National Spanish Exam Board Meeting**Presenter:** Kevin Cessna-Buscemi; American Association of Teachers of Spanish and Portuguese (AATSP); Valparaiso, IN

This session is the annual meeting of the NSE Board to discuss policy and procedures of the National Spanish Examinations. Open to NSE Board members only.

C 101

Saturday, July 18

8:00am-9:15am

Nat Hill

Survival Portuguese for Spanish instructors**Presenter:** Viviane Faria; University of New Mexico; Albuquerque, NM

What does Portuguese have to do with the teaching of Spanish? How can you, as a Spanish instructor, introduce it to your students? How can you encourage the use of Portuguese as a third language if your institution does not offer it? This session seeks to answer these questions and give teachers some basic and useful skills in Brazilian Portuguese to complement what they are already doing in the classroom. Similarities and contrasts between the two aforementioned Romance languages will lend relevance to this overview of language and culture.

Theme: Methods/Techniques/Strategies**A 102**

Saturday, July 18

8:00am-9:15am

Pomeroy

From traditional testing to Can-do Statements: Matching assessment to curriculum goals**Presenters:** Bill VanPatten; Michigan State University; East Lansing, MI; Walter Hopkins; Michigan State University; East Lansing, MI

In this presentation, we will describe how we have aligned student assessment with proficiency outcomes at Michigan State University. First, we have converted all tests into on-line synthesis activities. Second, we have replaced classroom test-time with can-do statements. We will describe how these can-do statements are used in class and how student performance is evaluated. We will also present teacher and student reactions to these changes.

Theme: Assessment**T 103**

Saturday, July 18

8:00am-9:15am

e-Poster Corner

Art in motion: Using technology to unframe Oswaldo Guayasamín's Ecuador**Presenter:** Rachel Rivers Parroquin; University of Notre Dame; Notre Dame, IN

Art in Motion highlights an innovative installation of the five panel mural *Ecuador* by Guayasamín, prominent 20th century Latin American artist. The exhibit includes an archival reproduction of the mural alongside a digital interface allowing viewers to manipulate multiple configurations of the mural. Faculty, teachers, and graduate students created web-based lesson plans and instructional videos with cultural and content-based curriculum that meet disciplinary standards. This project engaged the community in topics as diverse as identity, language, culture, and math.

Theme: Instructional Materials**W-3**

Saturday, July 18

8:00am-11:00am

Spruce

Are you thinking about Going Google?**Presenter:** Elena Meschieri; The Langley School; McLean, VA

Attendees will learn ways to use Google Apps for Education to support and enhance writing strategies such as peer review, research, and publishing. By looking at the effectiveness of Google Apps collaboration tools, attendees will explore and learn how to set up, use, and interconnect Google Apps (Google Classroom, Forms, and more) when using both laptop and mobile devices. Participants will take a look at a number of projects that encourage high levels of student collaboration in the Spanish classroom. Participants must bring a laptop or tablet to be able to explore all the tools.

Theme: Technology

Sessions at a Glance — Friday

Rooms	8:30am–9:15am	10:00am–10:30am	11:30am–12:00pm	12:15pm–12:45pm	1:30pm–2:45pm	3:00pm–3:30pm
Gold Coin	002: Teaching the TL thru innovative interdisciplinary units	015: The thing about <i>-ing</i>	030: Teaching culture with tablets	045: Roberto Rodríguez & Guillermo del Toro	061: Working smarter	077: Extra, extra, read all about it
Homestead	003: Promoting robust learning	016: Poesía española contemporánea...	031: Vargas Llosa as professor	046: Implementing an online Spanish extensive reading program	062: Using voice recording technologies...	078: University-mandated outcomes assessment...
Independence	004: García Marquez	017: ¡Acción! Spanish thru filmmaking with iPads	032: Common Core alternative assessment	047: Un día en el museo	063: Spanish heritage language instruction	
Matchless	005: Linguistic forms & techniques for translation	018: Los Certámenes Culturales en las clases de lengua	033: <i>Arpillera</i> artisanry	048: El soneto español a través de los siglos	064: De la tiranía a la libertad	079: <i>Love in the Time of Cholera</i>
Mattie Silks	006: Teacher Education changes & challenges	019: Revisiting Spanish for Special Purposes...	034: Replacing red ink	049: Language advocacy	065: Sigma Delta Pi best practices	080: Examining the subversive in Ana María Matute's short story...
Penrose 1	007: El legado español en EE.UU.	020: Thinking out of the box	035: Guatemala: Using Project Based Learning...	050: New technology-based language learning products at Defense Lang. Institute	066: Chapter Assembly	
Penrose 2	008: National Spanish Examinations	021: Grafías urbanas, texturas visuales y teoría ...	036: The creation of a legal Spanish course...	051: Los pacientes y sus ocurrencias en <i>Crónicas...</i>	075: 2:45pm–4:00pm Sigma Delta Pi Reception	
Denver 1			037: La literatura juvenil española...	052: Engaging local and global communities...	068: The centrality of meaning	081: Five characteristics of highly effective Spanish teachers
Denver 2	W-1 9:00am–5:00pm Spanish for Careers in the U.S. Context					
Denver 3		022: Instructional strategies for AP & IB...	038: Meeting the needs of future professionals...	053: Primary and secondary effects of Processing Instruction	069: Librarians and teachers	082: Metalinguistic reflection in online Spanish lang. learning
Denver 4	009: How to submit a successful application for SHH ...	023: Reflexiones sobre la evaluación alternativa...	039: Creating an engaging, content-based course	054: Novice & Intermediate speaking activities...	070: Learning beyond the classroom thru community service	083: El espacio imaginario y la memoria...
Denver 5	010: Bridging the gap from language to content courses	024: The communicative approach & its vicissitudes...	040: Assessing Portuguese in the 21 st century	055: <i>Saudades</i> from Hawaii to Madeira...		084: I'd like to buy a vowel
Denver 6	011: Language immersion+self-directed student projects...	025: ACTFL Guidelines & the teaching of culture	041: SpanishBackpack.com	056: Using National Awards merchandise...	071: Reach & teach all students	085: Cómo utilizar el español para enseñar lecciones...
Nat Hill	012: Finding alternative pathways...	026: Recursos para el ensayo de subjuntivo...	042: Landscaping the Western	057: A study of Borges's first poem	072: Do uso de tecnologías no ensino de Português	086: Metaliterature & the role of the reader...
Pomeroy	013: Using <i>Radio Ambulante</i> in the Spanish lang. classroom	027: Music from Frank Sinatra to the <i>bachata</i>	043: What is good enough?	058: Improving student scores on the interpersonal/presentational...	073: Linguacafé: We need to talk...	087: Assessments for advanced high school Spanish learners
Spruce					W-2 1:00pm–4:00pm From finishing the textbook to achieving goals	
3-Poster Corner	014: Español: Un puente al futuro—Português: uma ponte...	028: Pixton, Pixels and Pixar	044: Language practice & study abroad in Buenos Aires	059: The effectiveness of Spanish language teaching online	074: Students' virtual travel projects...	088: Creating a border dialectics...
Colorado F–J					067: SHH/SHA Business Meeting & Awards Ceremony	076: NSE/SHH/SHA Reception

Friday Special Events

Session 029: President's Welcome Reception/Exhibits Grand Opening	10:30am – 11:30am	Colorado A–E
Session 060: Exhibit Break	12:45pm – 1:30pm	Colorado A–E
Session 065: Sigma Delta Pi best practices: Ideas for active chapters	1:30am – 3:30pm	Mattie Silks
Session 066: Chapter Assembly	1:30pm – 3:30pm	Penrose 1
Session 075: Sigma Delta Pi Reception	2:45pm – 4:00pm	Penrose 2
Session 076: NSE/SHH/SHA Reception	2:45pm – 4:00pm	Colorado F–J
Session 089: AATSP Business Meeting	4:30pm–5:30pm	Colorado F–J

Sessions at a Glance — Saturday

Rooms	8:30am – 9:45am	9:30am – 10:30am	11:15am – 12:30pm
Gold Coin	W-4 8:00am–11:00am Las necesidades y los retos en la enseñanza del español para hablantes de herencia		107: Monstruos, bestias y otros demonios...
Homestead	090 8:00am–4:00pm SHH/SHA Executive Board Meeting		
Independence	091: Foreign language anxiety & cooperative learning		108: New approaches to the teaching of grammar
Matchless	092: Community Engagement SIG Business Meeting		109: K–8 Committee Meeting
Mattie Silks	093: Developing leadership & culturally authentic contextualization...		110: Forty years after the end of dictatorship
Penrose 1	094: Using stations to engage students...		111: Uso de recursos en línea para enseñar y aprender español
Penrose 2	095: An introduction to using Socratic Seminars...		112: Motivating students & achieving communicative goals
Denver 1	096: Enrich the high school Spanish class with <i>Don Quixote</i>	106: Successful submission to <i>Hispania</i> : A double session	
Denver 3	097: Literature in the margins		113: Teaching without the textbook
Denver 4	098: Designing a communicative language teaching syllabus...		114: Engage pre-AP Spanish learners...
Denver 5	099: Infusing Latin American content ...		115: Portuguese Committee Meeting
Denver 6	100: National Spanish Exam Board Meeting		
Nat Hill	101: Survival Portuguese for Spanish instructors		116: Ecocritical approaches to film based on Hispanic literature and culture
Pomeroy	102: From traditional testing to Can-do statements		117: The diaspora of the Sephardim in the Americas
Spruce	W-3 8:00am–11:00am Are you thinking about Going Google?		118: Demystifying the College Board's AP Spanish programs
e-Poster Corner	103: Art in motion		119: Inferencias a través del arte
Colorado F–J		104: AATSP Panel on the Changing Profession	

Saturday Special Events

Session 092: Community Engagement SIG Business Meeting	8:00am – 9:15am	Matchless
Session 104: Special Focus Session: AATSP Panel on the Changing Profession	9:30am – 10:30am	Colorado F–J
Session 105: Exhibit Break	10:30am – 11:15am	Colorado A–E
Session 109: K–8 Committee Meeting	11:15am–12:30pm	Matchless
Session 115: Portuguese Committee Meeting	11:15am–12:30pm	Denver 5

Sessions at a Glance — Sunday

Rooms	9:00am – 10:15am	11:45pm – 12:15pm	12:30pm – 1:45pm	2:00pm – 2:30pm	2:45pm–4:00pm
Gold Coin	W-5 8:00am–11:am Are you up to date? What everyone should know about 2 nd language acquisition	134: Teacher & student achievement triumph...		W-7 1:00pm–4:00pm Planning & assessing authentic activities in the foreign language classroom	
Homestead	120: Demonstrating intercultural language learning	135: Going paperless in the world language classroom	148A: The NOBLE Grad Group		174: <i>Hispania</i> Editorial Board Meeting
Independence	120A: Let the students speak	136: Las películas en la clase de E/LE	149: New curricular models for content-related Spanish classes	161: IN KAHOTS	175: The journey of teaching professional writing...
Matchless	121: <i>Don Quijote de la Mancha</i>	137: Six ideas for the elementary Spanish language classroom	150: Coaching for performance: Moving students from novice to intermediate	162: The challenge of teaching the Spanish subjunctive	176: Día internacional de la eliminación de violencia...
Mattie Silks	122: <i>Albricias</i> : How to submit student work...	138: Practica la compasión	150A: Location, location, location	163: Local homestays & community engagement	177: Preparing students with 21 st -century workplace...
Penrose 1	123: Sesión especial de ANLE	139: Spanish as a heritage language across disciplines	151: Spanish at the secondary level & the Common Core	164: Online classroom resources...	178: SHH Swap Shop
Penrose 2	124: Compañeros de conversación...	140: Teaching with augmented reality	152: Designing task-based lessons for authentic context	165: The development of speaking and writing...	179: Didáctica de la expresión oral...
Denver 1	125: Virtual interactions promote cultural & linguistic competency	141: Perfecting placement	153: Meeting of the Community College Committee	166: Team teaching the content-based Spanish lang. course	184A: Three New Mexican writers...
Denver 3	126: Violencia, poder y lenguaje	142: Assessing oral proficiency in the classroom	154: Exploring a critical sociolinguistic approach...	167: Traductores en línea como herramienta pedagógica...	
Denver 4	127: Critical thinking in the language classroom	143: Inscribing the immigrant body in contemporary Spain	155: Los cuentos en la instrucción del español...	168: Floating urban geographies...	181: Historical use of film and video...
Denver 5	128: Creating posters	144: <i>Português nas horas de lazer</i>	156: National Portuguese Examination: An overview	169: Uma problema complicado	182: Activities for the social classroom
Denver 6	129: Past President's Meeting	145: El desarrollo de la competencia comunicativa intercultural...	157: From concept to curriculum	170: Badge of pride	
Nat Hill	130: Chiquinha Gonzaga	146: Developing & assessing the Spanish Collocation Assisted Learning Tool...	158: What Spanish teachers should know about indigenous languages...	171: Using online materials to engage students...	183: Project-based learning...
Pomeroy	131: Hooking students with culture	147: Consideraciones de la identidad cultural...	159: Meeting the needs of a changing profession	172: Assessing conversational skills...	184: Flipped & hybrid classrooms
Spruce	W-6 9:00am–4:00pm Hands-on technology workshop: How to turn on the technology in your classroom!				
e-Poster Corner	132: Developing service-learning experiences...	148: ¿Qué desean? El sub-juntivo y el Período Azul...		173: Seven sure-fire activities to accompany <i>La lengua</i> ...	
Colorado F–J		133 10:30am–11:30am Keynote Address—Linda Egnatz 2015: Time for a 21st Century Makeover!			

Sunday Special Events

Session 123: ANLE Special Session	9:00am – 10:15am	Penrose 1
Session 133: Keynote Address: Linda Egnatz	10:30am – 11:30am	Colorado F–J
Session 153: Meeting of the Community College Committee	12:30pm – 1:45pm	Denver 1
Session 178: Sociedad Honoraria Hispánica Swap Shop	2:45pm – 4:00pm	Penrose 1
Session 185: Awards Banquet	6:00pm – 8:30pm	Colorado F–J

Sessions at a Glance — Monday

Rooms	8:00am – 9:15am	9:30am – 10:00am	10:15am – 10:45am	11:00am – 12:15pm
Gold Coin	186: Increasing grammatical competency...	200: Getting the most out of online discussion boards	214: Teaching culture through film...	227: Analysis through thematic connections & comparisons...
Homestead	187: Acercamiento lúcido a la intertextualidad de Borges...	201: The effects of instruction on the linguistic development...	215: Diferencias aspectuales entre el español y el japonés	228: Assessment in not a four-letter word
Independence		202: Two to tango	216: El formato paralelo bilingüe	
Matchless		203: An inspirational approach to teaching culture...	217: Hedging one's bets	229: Making a curricular match
Mattie Silks	189 8:00am–12:00pm AATSP Executive Council Meeting			
Penrose 1	190: Latino/a and Hispanic narratives of marginality...	204: Grammatical gender morphology in L2 Spanish	218: SHA Swap Shop & Meeting	230: Technology and social media in a film class
Penrose 2	191: Pre-communicative activities	205: Meeting the needs of health care workers	219: The Spanish Language Education Policy...	231: The convergence of language and culture
Denver 1	192: Close reading, not just for text anymore	206: Identidades rotas en <i>El príncipe y la bella cubana</i>	220: The relevance of scripture & Christian thought...	232: <i>Gauchos, cachivaches, y sacrificios</i> , oh my!
Denver 3	193: 4 Communicative skills + technology + fun = <i>Centros</i>	207: Differentiation in an international Spanish classroom	221: Collaborative international online learning	233: Games in the world language classroom
Denver 4	194: Teaching without a textbook	208: A nerd in paradise	222: Speak to me	234: The evolution of Spanish art according to young minds
Denver 5	195: Speaking in two voices	209: An audio-visual method for learning and adult Spanish vocabulary	223: "That's how my grandmother says it"	
Denver 6	196: Tips & strategies for a strong AP Spanish & Language course	210: Products, practices, perspectives	224: El retrato de la enfermedad mental...	235: Extending skills tested by the NSE
Nat Hill	197: Authentic classrooms	211: Aproximaciones ecocríticas a la enseñanza de literatura...	225: Practical magic	236: Making AP Spanish poetry relevant & accessible...
Pomeroy	198: Tools & techniques that make authentic texts comprehensible...	212: How to use a creative final exam...	226: Confessions of a Power-Point junkie	237: Hablemos en serio
Spruce	W-8 8:00am–11:00am Increasing student involvement and achievement thru gamification			
e-Poster Corner	199: Learning while having fun is now possible	213: A corpus-based study on L3 acquisition of the Spanish past tense		238: Enseñanza de la pronunciación

104

Special Focus Session: Meeting the Needs of a Changing Profession

9:30am – 10:30am Colorado F–J

PRESENTERS

Elaine Davis, Moderator; President, AATSP
Tracy Miller; Coordinator, AATSP Member Services
Sheri Spaine Long; Editor, *Hispania*
Kevin Cessna-Bussemi; Director, National Spanish Examinations
Carol Flood; Coordinator, Online Classroom Resources
Kelly Scheetz; Director, Sociedad Honararia Hispánica
David Wiseman; Director, AATSP Communications
Crystal Vicente; Coordinator of Poster Contest; Executive Council
Mary Risner; Portuguese Representative to Executive Council

105

Exhibit Break

10:30am – 11:15am

Colorado A – E

Refreshments provided by SpanishBackpack.com

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106

Saturday, July 18 10:30am-12:30pm Denver 1

Successful submission to *Hispania*: A double session

Presenters: **Sheri Spaine Long**; Editor, *Hispania*; University of North Carolina-Charlotte; Charlotte, NC; **Domnita Dumitrescu**; Book/Media Review Editor, *Hispania*; California State University, Los Angeles; Los Angeles, CA; **Jennifer Brady**; Managing Editor, *Hispania*; University of Minnesota-Duluth; Duluth, MN

The editors of *Hispania* mentor you through the submission, editorial and production processes. The session's goal is to prepare those seeking to publish in the journal. The session includes (1) tips on manuscript preparation and guidelines, (2) preparing of the revised manuscript, (3) responding to reviewers/editors, and (4) the author's role during production. The double session addresses both articles and reviews. The editors also discuss how *Hispania* meets the needs of our changing profession.

Session Block 8

Saturday, July 18

11:15am–12:30pm

107

Saturday, July 18 11:15am-12:30pm Gold Coin

Monstruos, bestias y otros demonios subversivos en las letras hispanas

Este panel explora la presencia común de monstruos subversivos en *Don Quijote de la Mancha* del español Miguel de Cervantes, *Sueños y discursos* y *Obras jocosas* del español Francisco de Quevedo, *La novela de Perón* del argentino Tomás Eloy Martínez, y la actual tira cómica Mayakan del guatemalteco Eric Valdés. A pesar de las distancias temporales, espaciales y genéricas, los héroes y antihéroes monstruosos de estas obras corroen la legitimidad de un héroe o arquetipo oficializado por la tradición o la historia.

Presenter: **Marina Guntsche**; Ball State University; Muncie, IN.
 La novela de Perón, de Tomás Eloy Martínez, o la novela del monstruo.

Presenter: **Stephen Walter Hessel**; Ball State University; Muncie, IN. *La monstruosidad y la misión: las transformaciones anti-heroicas de Alonso Quijano y Walter White.*

Presenter: **Scott Wesley Ward**; Ball State University; Muncie, IN. *Beauty and beast in Francisco de Quevedo's treatment of women.*

Presenter: **Elizabeth R. Bell**; Ball State University; Muncie, IN. *Defeating the forces of evil through comics: A Maya superhero.*

Theme: Literature/Literary Criticism/Literary Theory

Proposals for the 2016 AATSP Conference
in Miami

SUBMISSION BEGINS LATE SUMMER

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information

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Twitter: <http://twitter.com/AATSPglobal>

Facebook: <http://tinyurl.com/aatsp-facebook>

104

SPECIAL FOCUS SESSION

Saturday, July 18
9:30 AM – 10:30 AM
Colorado F-J

MEETING THE NEEDS OF A CHANGING PROFESSION

A panel composed of directors, editors, and coordinators of AATSP programs and publications will discuss how the AATSP is meeting the needs of a changing profession. Each speaker will outline recent changes and enhancements to his/her program and highlight the benefits of those changes. In addition, all panelists will discuss current developments and plans for the future.

ELAINE DAVIS

Moderator

President, AATSP

TRACY MILLER

Coordinator, AATSP Member Services

SHERI SPAINE LONG

Editor, *Hispania*

KEVIN CESSNA-BUSCEMI

Director, National Spanish Examinations

CAROL FLOOD

Coordinator, Online Classroom Resources

KELLY SCHEETZ

Director, Sociedad Honoraria Hispánica

DAVID WISEMAN

Director, AATSP Communications

CRYSTAL VICENTE

Coordinator, AATSP Poster Contest

MARY RISNER

Portuguese Representative to Executive Council

The 2015 AATSP Conference includes individual sessions dedicated to the programs and publications discussed in this panel. Use the Program Index to locate the name of the director, editor or coordinator and the session numbers.

108

Saturday, July 18 11:15am-12:30pm Independence

New approaches to the teaching of grammar

T Presenter: Anne Becher; University of Colorado-Boulder; Boulder, CO

Two high-engagement ideas for teaching grammar in beginning through advanced level language classes. Two methods of teaching grammatical points while avoiding explicit, teacher-centered presentations will be shared. The first builds off the PACE story-based approach and the other consists of questions for pairs or groups on previously-studied material. Both allow students to utilize their deductive and interpersonal communication skills. Both permit more student interaction and are more fun for everyone than traditional grammar lectures.

Theme: Methods/Techniques/Strategies

Presenter: Rachel Sylvia Knighten; University of Wisconsin Colleges; Menasha, WI

Pretérito e imperfecto: A new approach to a tried and true topic. The uses of the preterite and imperfect tenses are a major topic in many third- and fourth-semester Spanish courses. This session will describe an instructor-designed approach that relies on a framework that integrates (and simplifies) the multiple rules used in most textbooks in order to help students understand when to use each tense. The session will include activities, examples, and sample assessments. The presenter will also show how the lesson can be adapted to complement the explanations offered in standard textbooks.

Theme: Methods/Techniques/Strategies

109

Saturday, July 18 11:15am-12:30pm Matchless

K-8 Committee Meeting

Presenter: Crystal Vicente; Athens Academy; Athens, GA

For teachers of preschool through middle school: Join us to share methods, techniques, and strategies for teaching Spanish and Portuguese to younger learners (come with an activity to share). Discussion topics include: practical classroom applications, language initiatives, ideas to preserve K-8 programs, and professional collaboration opportunities.

 110

Saturday, July 18 11:15am-12:30pm Mattie Silks

Forty years after the end of dictatorship: Spain in 2015

This panel will explore the current panorama of Peninsular Spanish literature and culture, with an eye toward representations of regional identities, masculinities, and the 15-M movement.

Presenter: Meredith Lyn Jeffers; Metropolitan State University of Denver; Denver, CO. *Lasai, ama, kantak dira.*

Presenter: Jennifer Brady; University of Minnesota-Duluth; Duluth, MN. *Men and masculinities: Spanish literature in the twenty-first century.*

Theme: Literature/Literary Criticism/Literary Theory

111

Saturday, July 18 11:15am-12:30pm Penrose 1

Uso de recursos en línea para enseñar y aprender español

Presenter: Sonia Cabrerizo Diago, Asesor Técnico Docente; Consejería de Educación, Embajada de España; Washington, DC

Internet ofrece una multitud de posibilidades para integrar comunicación y cultura en las clases. En esta sesión se presentarán diferentes tipos de actividades para los profesores de español que ayuden a desarrollar un aprendizaje cooperativo.

Theme: Instructional Materials

 112

Saturday, July 18 11:15am-12:30pm Penrose 2

Motivating students and achieving communicative goals

Presenters: Walter P. Hopkins; Michigan State University; East Lansing, MI; Krista Bruenjes; Michigan State University; East Lansing, MI

You ask a question. Crickets. The same two students raise their hands; others avoid eye contact. Sound familiar? In this session, the presenters will share how they made this scenario a thing of the past through the use of authentic, relevant materials, and will discuss how this impacted the students' communicative skills and cultural competency.

Theme: Instructional Materials

 113

Saturday, July 18 11:15am-12:30pm Denver 3

Teaching without the textbook

Presenter: Sarah A. Desaulniers; Nashua High School North; Nashua, NH

Are you ready to leave the textbook behind? It's an adventure worth exploring. See how student learning flourishes when the tools of the class become a dictionary, a verb book, a grammar workbook, and the Internet. Instead of the textbook table of contents dictating the course description, the curriculum is based on an amalgam of National Spanish Examinations vocabulary and grammar expectations, national world language standards, and national Common Core standards.

Theme: Methods/Techniques/Strategies

114 Exhibitor Session

Saturday, July 18

11:15am-12:30pm

Denver 4

Engage pre-AP Spanish learners with authentic materials and communicative tasks

Presenter: Janet Parker; Wayside Publishing; Yarmouth, MA

This interactive session features scaffolded, communicative activities that engage students with relevant video, audio, and literature that align with the new AP and IB themes. The *Tejidos* Spanish program is standards-based and provides authentic materials accompanied by multiple, scaffolded activities, vocabulary, structures, performance tasks, and assessments integrating technology on the new Learning Site.

Theme: Content-related Instruction

115

Saturday, July 18

11:15am-12:30pm

Denver 5

Portuguese Committee Meeting

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

All Portuguese instructors and those interested in teaching Portuguese 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. Participants also will help plan for the next conference.

116

Saturday, July 18

11:15am-12:30pm

Nat Hill

Ecocritical approaches to films based on Hispanic literature and culture: Environmental exploitation and human suffering

Presenters: Joy Renjilian-Burgy; Wellesley College; Wellesley, MA; Patricia Pogal; Morehouse College; Atlanta, GA; Mary-Anne Vetterling; Regis College; Weston, MA

Presenters will analyze environmental exploitation in Hispanic film based on literature. Authentic literary and filmic examples will reveal excessive ecological exploitation, with concomitant corruption and human suffering. Participants will discuss and illustrate various methods of integrating film clips and literary selections into the curriculum. Papers will be presented in Spanish.

Theme: Film/Film Studies

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

117 Exhibitor Session

Saturday, July 18

11:15am-12:30pm

Pomeroy

The diaspora of the Sephardim in the Americas

Presenter: Claudia F. Decker; Nashua High North; Nashua, NH

The presenter will share historical information, Ladino poetry, video clips of musical performances from the September 14th celebration at the Vilna Shul Cultural Center in Boston as well as lesson plans with cross curricular themes (Spanish/Social Studies) based on the wealth of information she gathered. Attendees will learn about the diaspora of the Sephardim, the Ladino communities in Central America as well as the 'law of return', an initiative by the government of Spain inviting the Spanish Jews around the world to repatriate.

Theme: Culture

118

Saturday, July 18

11:15am-12:30pm

Spruce

Demystifying the College Board's AP Spanish programs

Presenter: Marcia Brown Arndt; The College Board, AP Program; Waltham, MA

If you have ever wanted more of an insider's view of the two AP Spanish programs offered by the College Board: AP Spanish Language and Culture and AP Spanish Literature and Culture, this session is for you! Participants will gain beneficial information about course and exam development, course and exam components, exam scoring, finding and accessing free materials on AP Central, and locating and interpreting statistical data. Question and answer time will be provided.

Theme: Assessment

119

Saturday, July 18

11:15am-11:45am

e-Poster Corner

Inferencias a través del arte

Presenter: Rhashida Xiael Hilliard; Kurt Hahn Expeditionary Learning School; Brooklyn, NY

Esta sesión trata de ayudar a los estudiantes a aprender a mejorar sus habilidades de un segundo idioma al hacer inferencias a través del uso del arte. ¿Cómo se puede utilizar el arte a sacar conclusiones acerca de la vida de un artista? ¿Cuál es el papel del marco de tiempo en el cual él o ella creó su obra o los sentimientos que estaba sintiendo? En última instancia, ¿cómo podemos avanzar en nuestras habilidades de pensamiento crítico en un segundo idioma al hacer inferencias a través del arte?

Theme: Content-related Instruction



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Sunday Highlights



Registration Open

8:00am – 3:00pm

Session 133

Keynote Address

10:30am – 11:30am

Colorado F–J

Session 153

Community College Committee Meeting

12:30pm–1:45pm

Denver 1

Session 185

Awards Banquet

6:00pm – 8:30pm

Colorado F–J

Sunday, July 18
Registration Open
8:00am – 3:00pm

W-5

Sunday, July 19 8:00am-11:00am Gold Coin

Are you up-to-date? What everyone should know about second language acquisition

Presenter: Bill VanPatten; Michigan State University; East Lansing, MI

This workshop is for those who haven't had any education in second language acquisition or for those who'd like to update their knowledge. We will review six key topics: 1. What's in your head isn't necessarily what you think is there; 2. Practice isn't what it's cracked up to be; 3. How mental representation and skill are distinct; 4. You can't automatically blame the first language; 5. It isn't always about aptitude; 6. There are no shortcuts. The workshop will involve both presentation and interaction, with lively discussion.

Theme: Applied Linguistics/Second Language Acquisition

Session Block 10

Sunday, July 19
9:00am – 10:15am

A 120

Sunday, July 19 9:00am-10:15am Homestead

Demonstrating intercultural language learning

Presenters: Stacey Margarita Johnson; Hope College; Holland, MI; Lee Forester; Hope College; Holland, MI

At the secondary and post-secondary levels, language instruction should not only promote proficiency, but should also connect students to multiple cultural perspectives. In this session, the presenters will discuss how students develop intercultural communicative competence and how that competence can be demonstrated and assessed in a first-year language program. Participants will examine instructional activities and assessments, and discuss how to apply intercultural principles in practical ways in their own classrooms.

Theme: Methods/Techniques/Strategies

120A

Sunday, July 19 9:00am-10:15am Independence

Let the students speak: Techniques for encouraging oral proficiency in the language classroom

Presenters: Alejandra Delgadillo Priest; Oklahoma City Community College; Oklahoma City, OK; Ginnett Rollins; Oklahoma City Community College; Oklahoma City, OK

In this session, participants will learn to shift the focus from the instructor to the student by providing students the tools to start using the target language from the first day of class. Attendees will apply the techniques used in the modern language classroom to foment language acquisition: simulation of the travel abroad experience, the use of circumlocution, and games that encourage oral communication. These simple, common sense techniques build confidence and improve oral proficiency in students.

Theme: Methods/Techniques/Strategies

121

Don Quijote de la Mancha: Analyses of literary elements

Sunday, July 19 9:00am-10:15am Matchless

Presenter: Rodrigo Figueroa Obregón; University of Oklahoma; Norman, OK

The use of feminine aptronyms in *Don Quijote de la Mancha*. This paper assesses how Cervantes uses aptronyms for his female characters in *Don Quijote de la Mancha* and how they can be used to make a Lacanian reading of the text. This peculiar use of aptronyms will ultimately lead to a stance regarding fiction writing that is unique to Cervantes.

Theme: Literature/Literary Criticism/Literary Theory

Presenter: Hildegard Rissel; Virginia State University; Petersburg, VA
Elementos de la novela picaresca en *El Quijote* de Miguel de Cervantes Saavedra. Este trabajo se propone analizar la influencia de la novela picaresca en la obra magna de Miguel de Cervantes Saavedra, aunque también hay elementos de las novelas bizantina y pastoril. Empero, como es consabido, Gines de Pasamonte es el único personaje que aparece en las dos partes del Quijote y eso ya de por sí resalta la importancia de este personaje de rasgos claramente picarescos creando así un aire netamente pícaro.

Theme: Literature/Literary Criticism/Literary Theory

C 122

Sunday, July 19 9:00am-10:15am Mattie Silks

Albricias: How to submit student work to the journal of the Sociedad Honoraria Hispánica

Presenter: Megan Flinchbaugh; Sociedad Honoraria Hispánica; Walled Lake, MI

Participants in this session will learn how to help student members of the Sociedad Honoraria Hispánica select, prepare, and submit materials to *Albricias*. The session will highlight and explain the recent changes to the journal's publication schedule and submission process. Time will be set aside for questions.

Theme: Methods/Techniques/Strategies

123

Sunday, July 19

9:00am-10:15am

Penrose 1

Sesión especial de ANLE. El *Diccionario de la Lengua Española (DRAE)*: ayer y hoy

En esta sesión especial de la Academia Norteamericana de la Lengua Española (ANLE) se presentará el *Nuevo Diccionario de la Lengua Española (DRAE)*. Se facilitará un recorrido por la historia del DRAE, desde sus inicios en 1780 como *Diccionario de autoridades*, hasta su última edición (la vigesimotercera) publicada a finales de 2014, haciendo hincapié en las innovaciones introducidas en la misma.

Presenter: Domnita Dumitrescu; California State University, Los Angeles; Los Angeles, CA. *Tradición e innovación en el DRAE a lo largo del tiempo.*

Presenter: Gerardo Piña-Rosales; The City University of New York (Lehman and Graduate Center); Director of ANLE; New York, NY. *La 23ª edición del Diccionario: viejos términos, nuevas acepciones.*

Presenter: Silvia Betti; Alma Mater Studiorum-Università di Bologna; Bologna, Italy. *La definición del Spanglish en la última edición del DRAE.*

Theme: Instructional Materials

T 124

Sunday, July 19

9:00am-10:15am

Penrose 2

Compañeros de conversación para promover objetivos comunicativos

Presenter: Walter P. Hopkins; Michigan State University; East Lansing, MI

¿Desea usted darles a sus estudiantes una experiencia auténtica para comunicarse con hispanohablantes nativos por medio de la tecnología? Venga a escuchar los beneficios de este tipo de experiencia y cómo se puede cumplir con los objetivos comunicativos de su programa ofreciendo a sus estudiantes la oportunidad de poner sus habilidades en uso. Los participantes escucharán ejemplos de conversaciones de estudiantes y participarán en una demostración en vivo por medio de la tecnología.

Theme: Technology

T 125

Sunday, July 19

9:00am-10:15am

Denver 1

Virtual interactions promote cultural and linguistic competency

Presenter: Diane Ceo-DiFrancesco; Xavier University; Cincinnati, OH

Today's technology provides opportunities to personalize the learning experience through virtual interactions. Students can now engage in real-world conversations with native speakers in real time, connecting the learning content to meaningful, applied experiences. This presentation describes a standards-based approach to integrating language and culture in a natural, authentic context. It includes a rationale for establishing a virtual conversation program, a review of available technology, as well as strategies for organizing and executing a successful program.

Theme: Technology

126

Sunday, July 19

9:00am-10:15am

Denver 3

Violencia, poder y lenguaje: narrativas contemporáneas en México y España

En el presente panel se explorará cómo la violencia de género, social o nacional, se encuentra representada en algunas novelas actuales de México y España. Se indagará en novelas relacionadas a eventos violentos y las consecuencias de estos en el presente y su pasado. Igualmente, se explorarán textos que han sido producidos durante un estado de constantes agresiones. Las ponencias analizarán la representación de dicha violencia en narrativas contemporáneas en México y España como intentos de conciliación o confrontación ante distintas situaciones de tensión.

Presenter: Nancy Denisse Duran; Bates College; Lewiston, ME. *Ecos violentos: enfrentándose al México actual en la narrativa mediante el cuento de hadas.*

Presenter: Julio Enríquez-Ornelas; University of Tennessee; Knoxville, TN. *Open wounds: Violent demarcations of border war histories in Texas (2013) by Carmen Boullosa.*

Presenter: Yenisei Montes de Oca; James Madison University; Harrisonburg, VA. *La violencia silenciada del pasado y su herida como huella en el presente en la narrativa de Javier Marías.*

Theme: Literature/Literary Criticism/Literary Theory

T 127 Exhibitor Session

Sunday, July 19

9:00am-10:15am

Denver 4

Critical thinking in the language classroom

Presenter: Emily Morgan Stewart; Cambridge University Press; New York, NY

The second language instruction needed in today's increasingly connected world must instruct learners to form opinions and synthesize and personalize information. The *Mundo Real* program, published by Cambridge University Press, helps learners acquire the academic reading, writing, listening, speaking, and critical thinking skills required for academic success and to connect to the world in which they live.

Theme: Methods/Techniques/Strategies

C 128

Sunday, July 19

9:00am-10:15am

Denver 5

Creating posters: Artistic expression in the language classroom

Presenter: Crystal Vicente; Athens Academy; Athens, GA

Posters are more than just another project. Encouraging students to produce posters allows them to express their ideas through art, cultural understanding, and language. Creating posters is an important curricular activity that highlights the artistic abilities of students and helps them conceptualize the benefits of learning other languages. Curriculum and collaboration suggestions will be discussed.

Theme: Methods/Techniques/Strategies

129

Sunday, July 19

9:00am-10:15am

Denver 6

Past President's Meeting

Attendance by invitation only.

 **130**

Sunday, July 19

9:00am-10:15am

Nat Hill

Chiquinha Gonzaga: Conductor, composer, and activist**Presenter:** Celeste Dolores Mann; Villanova University; Villanova, PA

Francisca "Chiquinha" Gonzaga is a Brazilian icon. She has a national holiday in October, a mini-series, and a website, in addition to her musical scores. Students relate to her struggle, and her music is timeless. Her life spanned from the 1840s to the 1930s, so in studying it, students learn about various important events in Brazilian history and culture. Besides explaining her life, influences, and political activism, I will mention related interactive activities that have been instrumental in learning Portuguese language and Brazilian culture.

Theme: Culture**131**

Sunday, July 19

9:00am-10:15am

Pomeroy

Hooking students with culture**Presenter:** Noah Geisel; Verses Education, LLC; Denver, CO

Interest in culture is what motivated most language teachers to learn another language and it is essential that we share this passion with students and hook them with culture. We will focus on dozens of specific avenues to pursue authentic, 24/7 culture realia. Examples are in Spanish but ideas for all language teachers are shared. NOTE: Bring a laptop and be prepared to create and collaborate with colleagues.

Theme: Culture **132**

Sunday, July 19

9:00am-10:15am

e-Poster Corner

Developing service-learning experiences for intermediate and advanced Spanish classes

Presenters: Maria A. Rey-Lopez; Metropolitan State University of Denver; Denver, CO; Samantha Kidd; John F. Kennedy High School; Denver, CO

This e-Poster presentation will display a variety of service-learning projects designed by two Spanish educators representing secondary and post-secondary institutions of the Denver area as an instructional approach to combine learning in and out of the classroom, community engagement, and reflection. The material presented will focus on creating SL experiences, student achievement and assessment through the SL experience; and assessing the success in meeting the needs of the community partner.

Theme: Service Learning/Community Engagement**W-6**

Sunday, July 19

9:00am-4:00pm

Spruce

Hands-on technology workshop: How to turn on the technology in your classroom!

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

While this workshop is primarily for beginners, attendees of all levels of digital expertise are welcome to attend. Throughout the day we will begin building our own websites; prepare activities for use with computers, tablets, and SmartPhones; review use of popular programs and apps for use in the classroom, and more! No computers, iPads or tablets, or SmartPhones will be provided. Please Bring Your Own Device (BYOD)! Internet access will be provided.

Those receiving credit via NMSU for attending the conference must attend either W-4 or W-6. If you are a NMSU graduate student, please contact Jeff Longwell at jelongwe@nmsu.edu for instructions on how to register for this workshop and receive credit.

Theme: Technology**133****Keynote Address**

Linda L. Egnatz; Lincoln-Way North High School;
Frankfort, Illinois

10:30am – 11:30am

Colorado F–J

See next page for details

Session Block 10**Sunday, July 19****11:45am – 12:15pm** **134**

Sunday, July 19

11:45am-12:15pm

Gold Coin

Teacher and student achievement triumph in inner city Phoenix**Presenter:** Gary Francisco Keller; Arizona State University; Tempe, AZ

This session will review the extensive achievements of the Falcon Robotics Club of Carl Hayden High School, a school with a predominantly Hispanic population located in the inner city of Phoenix, AZ. The accomplishments of the Robotics Club have been nationally recognized by various media outlets including *ABC Nightline*, *Time Magazine*, and *Reader's Digest*. The club has also been invited to the White House several times and the members have met President Obama. The inspiring story of the club and its members can serve as a model for other schools with large Hispanic enrollments.

Theme: Methods/Techniques/Strategies

 = Content-Related Instruction Strand  = Assessment Strand  = Technology Strand

Keynote Address



2015: Time for a 21st Century Makeover!

Our language-learners will live and work in the 21st Century, different from the 20th Century to which we are native. Their world is diverse, language is no longer a college-entrance requirement; it has become an enviable life skill. Their world is interconnected and interdependent and their ability to communicate in another language relevant outside of classroom walls. How can we help students achieve proficiency, inspire them to connect globally, and challenge them to embrace interculturality?

Linda L. Egnatz is a Spanish teacher at Lincoln-Way North High School in Frankfort, Illinois where she teaches Spanish II, AP Spanish Language and Culture, and AP Spanish Literature and Culture. She also teaches a language education methods course at DePaul University. Linda is an accomplished teacher and has received many accolades for her teaching and service. In 2011, she became one of the first two teachers in her school district to become Nationally Board Certified. Later Linda was selected as the 2014 ACTFL National Language Teacher of the Year and was an outstanding spokesperson for the profession. Linda is a popular keynote speaker and trainer at language conferences and focuses her presentations on connecting language study to 21st Century learning, preparing for the global workforce, and making cross-curricular connections. She has been a strong advocate for the Seal of Biliteracy for high school diplomas and was instrumental in its acceptance in Illinois. Linda believes that "Learning a language is not about learning a set of grammar rules, it is about communicating one's thoughts, one's ideas and one's passions. It is about expanding our cultural horizons while opening our arms to embrace the diversity of our own community."

To learn more about Linda's classroom strategies and techniques, attend her session entitled "Coaching for performance: Moving students from novice to intermediate."

Session 150: Sunday, July 19; 12:30–1:45pm in Matchless.

T 135

Sunday, July 19 11:45am-12:15pm Homestead

Going paperless in the world language classroom**Presenter:** Mary Reed; St. George's Independent School; Collierville, TN

In this session on technology for the language classroom, participants will learn about using apps, websites and software programs in the world language classroom. The presentation will focus on using technology with high school students who have access to computers during school hours. The presenter will examine sites such as *Duolingo*, *Conjuguemos*, *Quia*, and *Lingt Language* as well as apps such as *Drive*, *Forms*, *Docs*, and *Slides* to use in the classroom.

Theme: Technology**C 136**

Sunday, July 19 11:45am-12:15pm Independence

Las películas en la clase de E/LE**Presenter:** Adrián Venegas; Mena; Flagstaff, AZ

Las películas son un recurso semi-auténtico que muestran aspectos pragmáticos, paralingüísticos y culturales de la lengua. El presentador describirá su enfoque de enseñanza para incorporar películas en actividades en la clase de E/LE que enriquezcan el conocimiento de la cultura y lengua meta en estudiantes universitarios de nivel principiante.

Theme: Film/Film Studies**C 137**

Sunday, July 19 11:45am-12:15pm Matchless

Six ideas for the elementary Spanish language classroom**Presenters:** April Marshall; Pepperdine University; Malibu, CA; Frank Nuessel; University of Louisville; Louisville, KY

The six ideas for the elementary Spanish language classroom to be presented in this session include the use of artifacts: (1) apps, (2) music, (3) puzzles and games, (4) currency, (5) postage stamps, and (6) proverbs. Suggestions for assessment will be discussed. A handout will be available to the participants for immediate use in the classroom.

Theme: Instructional Materials**138**

Sunday, July 19 11:45am-12:15pm Mattie Silks

Practica la compasión: Humane education in the Spanish classroom**Presenter:** Stacy Hoult-Saros; Valparaiso University; Valparaiso, IN

This interactive session will demonstrate how humane education can enrich Spanish language instruction at all levels. Participants will learn about the principles of humane education, engage in specific activities in the target language, and explore how a humane education approach can transform student experiences in the post-secondary language classroom. Topics to be discussed include human rights; consumerism and fair trade; representations of

animals and nature in art, literature and film; and commemorations of Columbus Day.

Theme: Methods/Techniques/Strategies**C 139**

Sunday, July 19 11:45am-12:15pm Penrose 1

Spanish as a heritage language across disciplines: Where ethnic pride meets linguistic identity**Presenters:** Ana Sánchez-Muñoz; California State University, Northridge; Los Angeles, CA; Angélica Amezcua; California State University, Northridge; Los Angeles, CA

Understanding the interconnection of Heritage Language (HL) and ethnic identity can create agency among speakers who want to retain their HL but who struggle to do so. This is essential since language is a core factor of identity. This paper argues that is important for Ethnic Studies Disciplines (such as Mexican American or Chicana/o Studies) to help HL speakers develop skills in Spanish. In particular, this paper examines how a Spanish Heritage Language course in Chicana/o Studies contributes to the development of learners' ethnic identity.

Theme: Advocacy/Policy**140**

Sunday, July 19 11:45am-12:15pm Penrose 2

Teaching with augmented reality: It's here**Presenter:** Ruth Schirmer Valle; Monroe County Schools; Sweetwater, TN

The presenter will discuss how she uses apps to integrate augmented reality into the high school Spanish classroom. The presenter developed an interactive classroom environment with her students by creating video overlays for bulletin boards, student projects, word walls, and more with the new *Aurasma* app, *Green Screen*, and *Tellagami*. She produced an exciting classroom setting with discoverable animations, video and audio overlays.

Theme: Technology**A 141**

Sunday, July 19 11:45am-12:15pm Denver 1

Perfecting placement: One school's quest to build a better language placement exam through technology**Presenter:** Valerie Keller; Riverdale Country School; New York, NY

Given the importance of considering all four major skill areas (reading, writing, speaking, listening) in determining a student's language proficiency, there is a surprising dearth of educator tools that assess these skills cohesively while being scalable to the efficient placement of large numbers of new students. As a result, the presenters created their own placement exam. This session will detail the technology and pedagogy behind that process, and guide an open dialogue about how other schools can use what the presenters learned to create more efficient, accurate and comprehensive placement exams.

Theme: Assessment

A 142

Sunday, July 19

11:45am-12:15pm

Denver 3

Assessing oral proficiency in the classroom: A task-based metric for interpersonal and presentational modes of communication**Presenter:** Joan L. Brown; University of Delaware; Newark, DE

Classroom assessment of oral performance requires a metric that is clear, fair, and easy to implement. This paper describes and contextualizes a task-based oral proficiency metric that has been tested over more than a decade in intermediate Spanish conversation courses at the University of Delaware. This proven evaluation scale is applicable to student performances of interpersonal and presentational communicative tasks. Featuring a five-point rubric with transparent grading steps, this practical assessment tool can be used at many levels of language instruction.

Theme: Assessment**143**

Sunday, July 19

11:45am-12:15pm

Denver 4

Inscribing the immigrant body in contemporary Spain: The cinematic gaze**Presenter:** Ada Ortúzar-Young; Drew University; Madison, NJ

This presentation will examine how the gendered body (male and female) of the immigrant--both the Eastern European and the racial exotic other from Latin America and Africa--are being inscribed (biologically and culturally) and received in recent cinematic representations. The examination will rely on theories of postcolonial encounters, deterritorialization and reterritorialization, to examine the role these new occurrences are playing in the reconfiguration of the body of the nation and the formation of a multicultural Spain.

Theme: Film/Film Studies**C 144**

Sunday, July 19

11:45am-12:15pm

Denver 5

Português nas horas de lazer: Building your enrollment through extracurriculars**Presenter:** Megwen May Loveless; Princeton University; Princeton, NJ

Even as we hone our skills as master choreographers of the language classroom, we face a challenge that even the best of us cannot overcome: we cannot stop time or squeeze any more minutes into our weekly class meetings. This presentation will examine how the Princeton Portuguese program has boosted enrollment in part by offering diverse extracurricular activities for students. We will identify and evaluate several models with the aim of helping participants determine what kind of events might help drive up enrollment in their academic environments.

Theme: Curriculum**A 145**

Sunday, July 19

11:45am-12:15pm

Denver 6

El desarrollo de la competencia comunicativa intercultural en materiales de texto de L2**Presenter:** María Pilar Damron; Northwest Vista College; San Antonio, TX

Uno de los principales objetivos de los profesores de idiomas es dotar a nuestros estudiantes con los conocimientos lingüísticos adecuados para que puedan funcionar en cualquier situación comunicativa. Sin embargo de poco o nada sirven dichos conocimientos si luego no se aplican debidamente dentro de unos parámetros sociolingüísticos específicos. Es por eso que es necesario fomentar el desarrollo de una competencia comunicativa intercultural. En esta presentación se examinará cómo desarrollar dicha competencia intercultural dentro del aula de clase.

Theme: Culture**146**

Sunday, July 19

11:45am-12:15pm

Nat Hill

Developing and assessing the Spanish Collocation Assisted Learning Tool in corpus-based approach**Presenter:** Hui-Chuan Lu; National Cheng Kung University; Kaohsiung, Taiwan

This study aims to extend our previous outcomes of constructed corpora CEATE and CPEIC for the advancement in applying research products for effective learning. The primary tasks includes (1) the development of a Spanish Collocation Assisted Learning Tool, which could detect collocation errors, make correction suggestions and offer English and Chinese translations for the learners, who learn Spanish as a second foreign language; (2) the evaluation of the relative effects of the developed tool by conducting classroom instructed experiments and questionnaire to learners.

Theme: Technology**147**

Sunday, July 19

11:45am-12:15pm

Pomeroy

Consideraciones de la identidad cultural y la demarginalización en la narrativa policiaca española contemporánea**Presenter:** Chung-Ying Yang; National Chengchi University; Taipei, Taiwan

El presente trabajo se centra en el análisis textual de *Estudi en lila* y *Antípodes* de Maria-Antònia Oliver, *Crimen en Compostela* de Carlos González Reigosa y *Gálvez en Euskadi* de Jorge Martínez Reverte. Se explorará cómo estos tres escritores subvierten el modelo de la novela negra americana y cómo elaboran las representaciones identitarias de detective como el otro cultural a fin de mostrar la heterogeneidad, la autonomía y la demarginalización que integran en las obras estudiadas.

Theme: Literature/Literary Criticism/Literary Theory

148

Sunday, July 19

11:45am-12:15pm

e-Poster Corner

¿Qué desean? El subjuntivo y el Período Azul de Picasso se dan la mano

Presenter: Carmen Sánchez García; University of Mississippi; Oxford, MS

Esta presentación está basada en un modelo de clase de un día donde se introduce al estudiante la forma de expresar sentimientos y deseos con el uso del subjuntivo. El Período Azul de Picasso, como factor visual, se convierte en el eje conductor de la lección. La clase se enfoca en la adquisición de nuevo vocabulario, la estructura gramatical del subjuntivo de deseo y la simbología del color azul. Tres preguntas basadas en el acercamiento del *Visible Thinking*—qué veo, qué pienso y qué creo—son el leitmotiv para estimular la enseñanza de este viaje gramatical.

Theme: Instructional Materials

Session Block 11

Sunday, July 19

12:30pm – 1:45pm

C 148A

Sunday, July 19

12:30pm-1:45pm

Homestead

The NOBLE Grad Group: Interdisciplinary collaboration and global perspectives for specific needs

Presenters: Mary E. Risner; University of Florida; Gainesville, FL; Carolina Egúsqüiza; University of Antwerp; Antwerp, Belgium; Ellen Street; DSF Consulting; Washington, DC; Beatriz Sedano Cuevas; Universidad Nacional de Educación a Distancia-Spain

The Network of Business Language Educators (NOBLE) is a professional learning community focused on preparing students for the global workplace. Through the NOBLE Grad Group, students can discuss specialized language education, get feedback about research topics, share career advice, and learn about studying and working abroad. Come to this session to virtually meet the students involved and learn how to join with peers, language professionals and discipline experts to further the field of LSP.

Theme: Language for Specific Purposes

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).

149

New curricular models for content-related Spanish classes

Sunday, July 19

12:30pm-1:45pm

Independence

C Presenter: Diana Ruggiero; University of Memphis; Memphis, TN
Send your students to the hospital! Flipping the classroom for a medical LSP course. The presenter will introduce a new model for a medical Spanish LSP course. Flipping both the instructional mode (by moving explicit instruction and individual preparation and practice out of the classroom) and the source of curricular content (by tapping into online materials made by and for training personnel within the very industry that the students are developing their language skills for), this model addresses and resolves some of the key common challenges of LSP programs.

Theme: Language for Specific Purposes

Presenter: Oscar Armando Pérez; Beloit College; Beloit, WI
Designing an advanced course of Spanish for science and engineering majors. This session will discuss some of the unique challenges of designing an advanced Spanish course for college students majoring in science and engineering fields. The main goal was to create a content-based language course that followed the national Standards for Language Learning. The session will present a suggested scope for such a course as well as its implementation process. It will discuss the development of learning objectives and assessments, and examples of assignments, reading materials, and resources will be shown.

Theme: Language for Specific Purposes

150

Sunday, July 19

12:30pm-1:45pm

Matchless

Coaching for performance: Moving students from novice to intermediate

Presenter: Linda L. Egnatz; Lincoln-Way North High School; Frankfort, IL

Become your students' language coach. After a brief overview of language proficiency levels, participants will learn practical classroom strategies that move students from novice to intermediate in both speaking and writing. Activities presented have been designed to focus on language functions and how to spiral activities to increase student use of the target language and proficiency. This session focuses on student growth for those in states with the Seal of Biliteracy or student-growth evaluation measures.

Theme: Methods/Techniques/Strategies

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150A

Sunday, July 19

12:30pm-1:45pm

Mattie Silks

Location, location, location: The roles of internal cognitive processes in L2 learning

This panel addresses learners' internal cognitive processes reported to promote robust learning. The first empirical study probes deeper into the role of depth of processing by addressing the role of comprehension during L2 processing. The second study investigates students' ability to generalize a phonological rule (e.g., *el agua*) while performing a problem-solving task. The third presentation provides a pedagogical task designed to encourage students' usage of crucial learner processes (e.g., learner attention, depth of processing, levels of awareness, and activation of prior knowledge) to promote deeper learning of the problematic Spanish *gustar* verb.

Presenter: Allison Caras; Georgetown University; Washington, DC.
Depth of processing, comprehension, and L2 processing.

Presenter: Katherine Vadella; Georgetown University; Washington, DC.
Awareness, phonology, and system learning.

Presenter: Ronald Leow; Georgetown University; Washington, DC.
Promoting more robust L2 learning: One psycholinguistic-based CALL sample.

Theme: Applied Linguistics/Second Language Acquisition

 **151**

Sunday, July 19

12:30pm-1:45pm

Penrose 1

Spanish at the secondary level and the Common Core: What are the curricular implications?

Presenter: Mario Núñez; Santillana USA Publishing; Miami, FL

Participants will explore the ELA National Common Core Standards (CCSS, 2010) and their implications for the secondary-level Spanish language classroom, including its alignment with the national Standards, and the Common Core en español. Participants will also explore the immediate impact of the implementation of the ELA CCSS in the Spanish classroom, its curriculum implications, as well as the criteria that instructional materials must meet to comply with the requirements of the CCSS.

Theme: Instructional Materials

152

Sunday, July 19

12:30pm-1:45pm

Penrose 2

Designing task-based lessons for an authentic context

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

Studies have demonstrated that the teaching of grammar does not enhance—and may actually impede—language acquisition. If grammar ceases to be a focus of instruction, what then should the classroom look like? This interactive session will present many examples of task-based activities and will outline systematic ways to design lessons that engage learners of all levels in meaningful language development and usage.

Theme: Methods/Techniques/Strategies

153

Sunday, July 19

12:30pm-1:45pm

Denver 1

Meeting of the Community College Committee

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

A presentation and open discussion forum on topics relevant to two-year institutions: assessment, student retention, course completion, placement testing, credit by examination, new courses, and how the AATSP can help with our needs and concerns. All community college faculty are encouraged to attend and get involved.

154

Sunday, July 19

12:30pm-1:45pm

Denver 3

Exploring a critical sociolinguistic approach in a Spanish grammar classroom

This panel proposes teaching advanced grammar using a critical sociolinguistic approach that acknowledges and celebrates linguistic variety. This approach may address the unique needs of heritage and native speakers. Presenters share lessons designed to raise students' awareness of dialect variation, its sociocultural contexts, and the roles of the prescriptive standard inside and outside the classroom. Student activities include contrasting grammar across dialects (e.g. comparing uses of *ser* vs. *estar* and synthetic vs. periphrastic future), writing personal linguistic histories, and collecting and analyzing sociolinguistic data from local communities.

Presenter: Julia Echternach; University of New Mexico; Albuquerque, NM. *Utilizing critical pedagogy to explore sociocultural contexts of variation.*

Presenter: Sarah Schulman; University of New Mexico; Albuquerque, NM. *Acquiring and questioning the standard dialect in the variation-centered classroom.*

Presenter: Viviane Faria; University of New Mexico; Albuquerque, NM. *Integrating multiple forms of media into the grammar classroom.*

Presenter: Alejandro Cisneros; University of New Mexico; Albuquerque, NM. *Critically exploring grammar through sociolinguistic data collection and analysis.*

Theme: Methods/Techniques/Strategies

155 Exhibitor Session

Sunday, July 19

12:30pm-1:45pm

Denver 4

Los cuentos en la instrucción del español como LE: su didáctica dentro de la Enseñanza Mediante Tareas

Presenter: Maria Eugenia Gamboa; Pandora Languages, LLC; Superior, CO

Se presentará el uso de cuentos para la enseñanza del español como LE (nivel A1). Se discutirán sus ventajas y características y se

expondrán estrategias para su uso en el aula. Se pondrá especial énfasis en el manejo de cuentos como parte de unidades didácticas dentro del marco de Enseñanza Mediante Tareas. La presentación incluirá numerosos ejemplos. Además de los cuentos, se mostrarán otros productos para la enseñanza del español como LE traídos por Pandora Languages, LLC.

Theme: Methods/Techniques/Strategies

A 156

Sunday, July 19 12:30pm-1:45pm Denver 5

National Portuguese Examination: An overview

Presenter: Débora Ferreira; Utah Valley University; Orem, UT

This session will focus on the content and administration of the National Portuguese Examination. We will address the transition from paper and pencil assessment to online evaluations. In addition, we will discuss content by level, registration procedures, and student recognition.

Theme: Assessment

C 157

Sunday, July 19 12:30pm-1:45pm Denver 6

From concept to curriculum: Creating a minor in Spanish for Modern Business

Presenters: Karen L. Rauch; Kutztown University of Pennsylvania; Kutztown, PA; Carolina Moctezuma; Kutztown University of Pennsylvania; Kutztown, PA; Dawn Slack; Kutztown University of Pennsylvania; Kutztown, PA

This interactive presentation details how student interest in a Commercial Spanish elective became a 21-credit hour Spanish for Modern Business minor, a unique program that prepares students to function in the Spanish-speaking professional world. Presenters will share detailed information on course/program objectives, projects that help students achieve the learning goals, as well as the rubrics used for assessment purposes.

Theme: Language for Specific Purposes

158

Sunday, July 19 12:30pm-1:45pm Nat Hill

What Spanish teachers should know about indigenous languages of the Americas

Presenters: Anne Fountain; San Jose State University; San Jose, CA; Catherine Fountain; Appalachian State University; Boone, NC

Indigenous languages of the Americas have not disappeared although their numbers and circumstances vary greatly. This session will focus on how Maya, Quechua, and Nahuatl continue to be part of the cultural and linguistic life of Spanish-speaking countries. The presenters will share examples that can be used in high school and college classrooms. They will also ask those in attendance to tell what they think teachers would like to know about these languages.

Theme: Linguistics

C 159

Sunday, July 19 12:30pm-1:45pm Pomeroy

Meeting the needs of a changing profession: Making connections in a beginning literature class

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

The focus of this session is to create an enjoyable literary journey for beginning students. Highlights of the presentation include an *Hoja de información* for introducing literary analysis, activities with an emphasis on the three language modes, and recommendations for connecting to current and historical/cultural facets. A handout of the PowerPoint presentation will be available.

Theme: Methods/Techniques/Strategies

W-7

Sunday, July 19 1:00pm-4:00pm Gold Coin

Planning and assessing authentic activities in the foreign language classroom

Presenters: Deborah Gill; Pennsylvania State University, DuBois; DuBois, PA; Gayle Vierma; University of Southern California; Los Angeles, CA

Using themes and grammar points commonly taught at all levels, the proposed workshop will explain how to plan authentic activities to meet and assess (using discrete and non-discrete point criteria) specific goals and objectives. Participants will use a sample chapter to work through creating an activity and its possible assessments, with a discussion to follow. Participants will receive a packet of information with step-by-step instructions, examples, and a bibliography of information.

Theme: Curriculum

Session Block 12

Sunday, July 10

2:00pm – 2:30pm

T 161

Sunday, July 19 2:00pm-2:30pm Independence

IN KAHOTS: Game-ifying Spanish

Presenter: James Michael Vaughn; Brookfield Academy; Brookfield, WI

Kahoot! is a freeware app that allows teachers to draft interactive multiple-choice quizzes with items that students can answer using a computer, tablet, or phone. Participants will be provided with examples of *Kahoot!* quiz show games created by the presenter, and using these as templates, create their own.

Theme: Technology



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162

Sunday, July 19

2:00pm-2:30pm

Matchless

The challenge of teaching the Spanish subjunctive: A phenomenological study in Salamanca, Spain

Presenter: Spencer Laine Key; Lubbock High School; Lubbock, TX

The session will involve detailed discussion of a study carried out with various faculty at language centers and universities in Salamanca, Spain. Results of the study show the teaching strategies and methods that Spaniards use to teach the subjunctive to foreign students and where the subjunctive appears in terms of scope and sequence at the university level for non-native speakers. Attendees will have the opportunity to discuss the possible application of Spain's methods and strategies to their own foreign language/L2 classrooms.

Theme: Curriculum

163

Sunday, July 19

2:00pm-2:30pm

Mattie Silks

Local homestays and community engagement: The benefits of study abroad right in our own backyard

Presenter: Julianne L. Bryant; Biola University; La Mirada, CA

As the number of Spanish-speakers in the US is ever increasing, utilizing the local Hispanic community has become an invaluable resource for the second language learner of Spanish. Recent research on study abroad programs has demonstrated positive benefits for students in terms of gains in both oral proficiency in the target language as well as development of intercultural competence. This paper explores the benefits of local homestays in Los Angeles County as an alternative to study abroad.

Theme: Service Learning/Community Engagement

164

Sunday, July 19

2:00pm-2:30pm

Penrose 1

Online classroom resources for the world language classroom

Presenter: Carol E. Galvin Flood; Coordinator of AATSP Online Classroom Resources; Walled Lake, MI

As BYOT and 1:1 initiatives expand to many school districts, laptops, tablets, smartphones, and other devices have become essential tools in world language learning and teaching. The online AATSP Classroom Resources can help you manage and develop instructional materials to use with these devices.

Theme: Instructional Materials

☆ Election of AATSP office conducted on-line ☆

Watch for election information in early autumn

165

Sunday, July 19

2:00pm-2:30pm

Penrose 2

The development of speaking and writing in the Spanish classroom: A large-scale empirical study

Presenter: Michael Hubert; Washington State University; Pullman, WA

The relationship between the development of speaking and writing in SLA is poorly understood. While the productive modalities appear to develop at different rates for most learners, we do not know which of the two tends to be stronger among more learners at any given time, or the effects that improvements in speaking may have on writing and vice versa. The presenter will offer an analysis of proficiency data collected from hundreds of university students studying Spanish at different levels of instruction, along with ideas on integrating speaking and writing in the classroom.

Theme: Applied Linguistics/Second Language Acquisition

166

Sunday, July 19

2:00pm-2:30pm

Denver 1

Team teaching the content-based Spanish language course

Presenters: Stephanie Enseñat Davis; Isidore Newman School; New Orleans, LA; Melanie Krob; Isidore Newman School; New Orleans, LA

Team teaching is an excellent way to blend content expertise with language instruction in a content-based language course. But how does team teaching function in practical terms? In this session a high school Spanish teacher and a high school history teacher who have been successfully team teaching for several years, will share strategies for team teaching a content-based language course. Information on strategies for course planning, course delivery, and assessment will be discussed.

Theme: Content-related Instruction

T 167

Sunday, July 19

2:00pm-2:30pm

Denver 3

Traductores en línea como herramienta pedagógica en la clase de español: individualizando la revisión por pares

Presenter: Maite Correa; Colorado State University; Fort Collins, CO

La deshonestidad académica en la clase de lengua extranjera difiere de la que se puede encontrar en otras disciplinas en dos aspectos: (a) edición no autorizada por parte de un nativo hablante y (b) uso de traductores en línea (TL). En esta sesión se examina y discute el uso de los TL: ¿En qué se diferencian de los diccionarios en línea? ¿Cómo se pueden detectar? ¿Cómo se puede prevenir su uso? Finalmente se propone utilizarlos como herramienta pedagógica para minimizar/disuadir su uso y para desarrollar la conciencia metalingüística de los estudiantes de ELE.

Theme: Methods/Techniques/Strategies

168

Sunday, July 19

2:00pm-2:30pm

Denver 4

Floating urban geographies: Trauma, detachment, and dislocation in the novel *Going Under* by Virgil Suárez

Presenter: Crescencio López-González; Utah State University; Logan, UT

The urban imaginary narrated in the novel *Going Under* by Virgil Suárez is a symbolic representation of a perceived urban reality by a second generation of Cuban-Americans, who find themselves adrift at the crossroads of urban capitalism and cultural assimilation in the city of Miami. Utilizing urban theory, this investigation focuses on the narrator's description of the physical and social space and how this description helps us understand the interconnections between trauma, memory, and geography.

Theme: Literature/Literary Criticism/Literary Theory

169

Sunday, July 19

2:00pm-2:30pm

Denver 5

Uma problema complicado: Grammatical gender among Spanish speakers, heritage learners, and L2 learners of Portuguese

Presenters: Gláucia Silva; University of Massachusetts Dartmouth; Dartmouth, MA; Viviane Gontijo; Harvard University; Watertown, MA

Languages with grammatical gender pose problems to learners. This study compares the production of Spanish speakers, heritage learners, and L2 learners of Portuguese in what concerns gender assignment (to nouns) and agreement (with adjectives). Results confirm issues found in other languages. However, these challenges are not necessarily the same for the three groups of learners. The paper closes with suggestions for pedagogical approaches to gender assignment and agreement.

Theme: Applied Linguistics/Second Language Acquisition

170

Sunday, July 19

2:00pm-2:30pm

Denver 6

Badge of pride: Sociolinguistic variation in literature of migration

Presenter: Mariadelaluz Matus-Mendoza; Drexel University; Philadelphia, PA

Even linguistics science has shown that every language variety is linguistically complex and governed by rules; language users have strong beliefs about other languages and their speakers. In other words, citizens in a society perceive language varieties and their speakers from their world view and mainly exhibit power relations in that particular society. The use of language from this perspective is analyzed in two collections of short stories on migration published in Spain: *Inmenso estrecho* and *Inmenso estrecho II*.

Theme: Linguistics

T 171

Sunday, July 19

2:00pm-2:30pm

Nat Hill

Using online materials to engage students in the world language classroom

Presenter: John White; Cayman International School; George Town, Cayman Islands

This presentation will introduce online resources that bring realia and authenticity to the classroom. Materials will engage students in the Spanish-speaking culture and the learning process. Participants will learn to use these authentic materials to help make the language pertinent and real for students and make lesson planning more enjoyable.

Theme: Technology

A 172

Sunday, July 19

2:00pm-2:30pm

Pomeroy

Assessing conversational skills in a Spanish conversation course

Presenter: Montserrat Mir; Illinois State University; Normal, IL

In this presentation, the assessment of conversational skills will be discussed by analyzing recorded conversations of students from a Spanish conversation class. Specifically, the elements of confidence and engagement will be examined as a way to assess what constitutes a good conversationalist. Confidence will be assessed by evaluating fluency of speech and clear construction of ideas. Engagement will be assessed by examining turn taking and meaning negotiation sequences.

Theme: Assessment

C 173

Sunday, July 19

2:00pm-2:30pm

e-Poster Corner

Seven sure-fire activities to accompany *La lengua de las mariposas*

Presenter: Sara Lynn Pozzi; Friends Academy; Locust Valley, NY

This presentation focuses on the film *La lengua de las mariposas*, a 1999 Spanish film by José Luis Cuerda, and provides reliable, ready-to-go activities for classroom use. This presenter will demonstrate seven easy-to-access activities to help set the scene and provide meaningful cultural and communication activities for use in the Spanish 2, 3, or 4 classroom. The activities include two viewing activities, a collaborative research activity on significant historical events of Spain in the 1930s, poetry writing, potential research topics, and two speaking activities.

Theme: Content-related Instruction



On Twitter:

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174

Sunday, July 19

2:45pm-4:00pm

Homestead

Hispania Editorial Board Meeting

Presider: Sheri Spaine Long, Editor *Hispania*

Presenters: Sheri Spaine Long; *Hispania* Editor; University of North Carolina at Charlotte; Charlotte, NC; **Domnita Dumitrescu**; Book/Media Review Editor, *Hispania*; California State University, Los Angeles, CA; **Jennifer Brady**; Managing Editor, *Hispania*; University of Minnesota-Duluth

This meeting of the Editorial Board of *Hispania* includes editors, associate editors, and invited guests.

Attendance is by invitation only.

Session Block 13

Sunday, July 19

2:45pm-4:00pm

175

New approaches to the teaching of writing

Sunday, July 19

2:45pm-4:00pm

Independence

Presenter: Eliana Maria Petersen; Viera High School; Viera, FL

The journey of teaching presentational writing from Spanish 1 to AP. The process of learning how to write in Spanish involves many steps. The process described in this session begins with learning how to write a simple sentence up and ends with learning to write a persuasive essay according to the requirement in the presentational writing section of the AP® Spanish Language and Culture Exam. This presentation will offer strategies on how to prepare students for this journey by demonstrating a variety of strategies for increasing writing proficiency for different levels.

Theme: Methods/Techniques/Strategies

Presenters: Daniel G. Tight; University of St. Thomas; St. Paul, MN; Mary-Catherine A. Schmidt; University of St. Thomas (student); St. Paul, MN

Characteristics of low-stakes Spanish writing in the computer classroom. This study describes the behaviors of 6th-semester college L2 Spanish learners (N = 12) completing low-stakes (i.e., ungraded) writing assignments in a computer lab. *Echo360* software was used to create screen recordings of 4 compositions per subject over a 3-month period. Quantitative and qualitative results detail how much students wrote, the web resources they consulted, how they made diacritics, their use of spell-check and grammar-check, the number and nature of their errors, and their mental processes as they wrote, as revealed by a think-aloud protocol.

Theme: Applied Linguistics/Second Language Acquisition

176

Sunday, July 19

2:45pm-4:00pm

Matchless

Día Internacional de la eliminación de la violencia contra la mujer: las Mirabal y Rigoberta Menchú

Presenter: Gladys María Wisniewski; Oshkosh Area Educational District/UW Oshkosh; Oshkosh, WI

Esta presentación se centrará en la repercusión del asesinato de las hermanas Mirabal en la República Dominicana, y las contribuciones en beneficio de las mujeres hechas por Menchú, la guatemalteca galardonada con el Premio Nobel de La Paz en 1992 y el premio Príncipe de Asturias de Cooperación Internacional en 1998. Los participantes recibirán unidades pedagógicas sobre el tema y abundantes materiales para usar en sus clases.

Theme: Instructional Materials

177

Sunday, July 19

2:45pm-4:00pm

Mattie Silks

Preparing students with 21st-century workplace skills: Some sample initiatives

Presenters: Mary E. Risner; University of Florida; Gainesville, FL; Linda Markley; Vista Higher Learning; Merritt Island, FL; Rita Leduc; Universidad Aberta; Lisbon, Portugal

This session features a panel of speakers presenting three initiatives in Language for Specific Purposes (LSP) for a global workplace. Each initiative represents an LSP model tailored to different contexts and levels to be applied in Spanish or Portuguese. Examples to be shared are (1) a short-term study abroad model in Brazil, (2) a text of high school lesson plans and course models, and (3) an intercultural model for online Business Portuguese courses (presented by a virtual guest).

Theme: Language for Specific Purposes

178

Sunday, July 19

2:45pm-4:00pm

Penrose 1

Sociedad Honoraria Hispánica Swap Shop: Sharing of ideas for starting and maintaining active chapters

Presenter: Kelly Scheetz; Sociedad Honoraria Hispánica; Franklin, TN

Whether you are a seasoned SHH sponsor or just thinking about starting a chapter of the honor society for high school students of Spanish and Portuguese, you will want to attend this session. Current sponsors and SHH Board members will be introduced. Award-winning ideas will be presented, and sponsors are invited to share ideas for activities and methods for running successful chapters.

Theme: Service Learning/Community Engagement

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179

Sunday, July 19

2:45pm-4:00pm

Penrose 2

Didáctica de la expresión oral en la enseñanza del español

Presenter: Alberto García Salinero, Asesor Técnico Docente; Consejería de Educación, Embajada de España; Washington, DC

Esta sesión está dedicada para aquellos docentes que desean que sus alumnos se comuniquen más entre ellos en español. Se trabajarán diferentes ejercicios que permitan una mayor participación por parte de los alumnos en la clase y que sean sencillos de preparar para el docente.

Theme: Methods/Techniques/Strategies

181 Exhibitor Session

Sunday, July 19

2:45pm-4:00pm

Denver 4

Historical use of film and video in the Spanish language classroom

Presenters: David Joseph Curland; Microangelo Educational Media; Santa Barbara, CA; Francisco Lomeli; University of California, Santa Barbara; Santa Barbara, CA

This session will reflect the history of using film and video in the Spanish language classroom at both high school and university levels. Film and video segments will be projected to demonstrate how such visual materials when integrated with appropriate text can be used in teaching syntax, culture, pronunciation and dialects. The evolution of technology will also demonstrate how these materials have developed from use with reel-to-reel, VCR and DVD projection, enhancing flexibility and effectiveness.

Theme: Instructional Materials

182

Sunday, July 19

2:45pm-4:00pm

Denver 5

Activities for the social classroom

Presenter: Aaron Mullins; Parkview High School; Lilburn, GA

This presentation offers a group of highly engaging activities. Each activity provides students with comprehensible input while focusing conversations on language learning. These activities have been successful in working with at-risk, socially-minded students. The intended audience is secondary language teachers. Handouts explain how the presenter has used each activity and how Microsoft Office can minimize preparation time.

Theme: Methods/Techniques/Strategies

A 183

Sunday, July 19

2:45pm-4:00pm

Nat Hill

Project-based learning in the Spanish classroom: An integrated approach

Presenter: Sharon Kay Stout; The Episcopal School of Dallas; Dallas, TX

Using the six Cs of 21st century learning (creativity, collaboration, critical thinking, cosmopolitanism/cross-cultural competency,

character, and communication) proposed by Pat Basset, former president of the National Association of Independent Schools, project design for the Spanish language classroom will be presented from start to finish. Rubric design and project evaluation will be covered, and there will be a strong emphasis on the integration of technology, grammar, culture, interdisciplinary learning, global awareness, ethical responsibility, and social issues.

Theme: Assessment

T 184

Sunday, July 19

2:45pm-4:00pm

Pomeroy

Flipped and hybrid classrooms: Revisiting best practices in addressing learner differences in electronic environments

Presenters: Sharon Ahern Fechter; Montgomery College; Rockville, MD; Roberta Z. Lavine; University of Maryland College Park; College Park, MD

Best practices and insights from research have sometimes been ignored in the haste to create online offerings and materials. While the communicative classroom has always been “flipped” in practice, the application of best communicative and learner-centered practices in online and hybrid offerings bears examination. In this presentation, participants will consider flipped and hybrid materials in the context of learner variables, share a template for creating learner centered technological materials, and view examples of student work from diverse learners.

Theme: Technology

184A

Sunday, July 19

2:45pm-4:00pm

Denver 1

Three New Mexican writers who write/wrote in Spanish or English based on cultural themes

Presenter: Walter Rudolfo Archuleta; New Mexico Highlands University; Santa Fe, NM

The presenter will explore the writings of three writers from New Mexico who write/wrote in both Spanish and English and explored cultural themes related to their native home state or *querencia*. The cultural themes explored include language and culture, agriculture, and folklore. The presenter will also demonstrate how these same themes can be incorporated into a Spanish language class.

Theme: Culture

185

Sunday, July 19

6:00pm-8:30pm

Colorado F-J

Awards Banquet

See p. 60 for details

AATSP 97th Annual Conference

AWARDS BANQUET

Sunday, July 19, 2015

Dinner and Awards Program

6:00pm – 8:30pm

Colorado F-J

Presidential Address

Elaine Davis, 2015 AATSP President

TELL ME ABOUT THE CHANGES

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 Study-Abroad Scholarships

AATSP Special Awards

Monday, July 20

Registration Open

8:30am – 10:00am

Session Block 14

Monday, July 20

8:00am – 9:15am

C 186

Monday, July 20

8:00am-9:15am

Gold Coin

Increasing grammatical competency through an inductive approach to grammar instruction

Presenter: James Patrick Francis; Toms River Regional Schools; Toms River, NJ

In order to reach the highest levels of competency on the ACTFL Proficiency scale, students must acquire grammatical structures to perform tasks at these levels. In this session, participants will learn strategies to help their students acquire these grammatical structures through an inductive approach to grammatical instruction based upon consciousness-raising activities, focused paired practice and student led discussions as an alternative to teacher focused explicit grammatical instruction in the first language and pattern drilling.

Theme: Methods/Techniques/Strategies

187

Monday, July 20

8:00am-9:15am

Homestead

Acercamiento lúdico a la intertextualidad de Borges en un cuento de José Emilio Pacheco

Presenter: Ruth Escamilla Monroy; Tecnológico de Monterrey, Prepa Tec Santa Anita; Guadalajara, Mexico

La sesión propicia el acercamiento lúdico al cuento "Aqueronte" de José Emilio Pacheco, con la intención de aplicarlo en la enseñanza de la lengua y la literatura, tanto para hablantes nativos como para estudiantes de español como lengua extranjera. La actividad favorece la apropiación de vocabulario, la conversación sobre temas culturales, la lectoescritura, el análisis comparativo y la apreciación de dos de las figuras más importantes de la literatura latinoamericana del siglo XX; Pacheco y Borges, este último, autor del cuento breve que originó "Aqueronte".

Theme: Teaching of Literature

189

Monday, July 20

8:00am-12:00pm

Mattie Silks

AATSP Executive Council Meeting

By invitation only.

190

Monday, July 20

8:00am-9:15am

Penrose 1

Latino/a and Hispanic narratives of marginality and meaning

Literary narrative interrogates the language used to describe Latino/a/Hispanic lives, particularly regarding "margins within margins," lesser studied Latino populations, and individuals that challenge previous notions of Hispanic/Latino/a identity. A Colombian writer has many "(Afro-)Latino moments" in the 1940/50s United States, a Central American exile's short stories show that consumerism is a greater threat to her protagonists' citizenship than civil war, and Caribbean authors and characters struggling with chronic illness challenge stereotypes of virile Latino men.

Presenter: John Thomas Maddox IV; University of Alabama at Birmingham; Birmingham, AL. Manuel Zapata Olivella's *Afro-Latino moments in the United States*.

Presenter: Benjamin Galina; Vanderbilt University; Nashville, TN. *Original disorder: Cancer, HIV/AIDS and the diseased Caribbean diaspora*.

Presenter: Denise Callejas; Spring Hill College; Mobile, MI. *In the margins of marginality: Transnational citizenship and democracy in Carmen Naranjo's Otro rumbo para la rumba*.

Theme: Literature/Literary Criticism/Literary Theory

C 191

Monday, July 20

8:00am-9:15am

Penrose 2

Pre-communicative activities: An essential tool in communicative language teaching

Presenters: Comfort Pratt; Texas Tech University; Lubbock, TX; Spencer Key; Texas Tech University; Lubbock, TX

Despite the renewed interest in the correct implementation of Communicative Language Teaching (CLT) as an approach to achieving communicative competence, pre-communicative activities remain missing in the methodological framework of CLT used in many second language programs. This creates a significant void in the readiness of students as well as in the ability of teachers to implement the approach effectively. This session will discuss the place of pre-communicative activities in the CLT classroom and provide participants with effective tools for their design and incorporation.

Theme: Teacher Preparation/Development

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C 192

Monday, July 20

8:00am-9:15am

Denver 1

Close reading, not just for text anymore**Presenter:** Deana Armelia Zorko; Madison West High School; Madison, WI

Participants will learn to distinguish between reading and close reading which can be accomplished with text as well as with art and media. The presenter will define close reading and use examples in Spanish to demonstrate close reading of infographics, paintings, and media commonly used in the world language classroom. This session will provide participants with a scaffolded approach to developing close reading activities using a gradual release of responsibility to write the purpose, directions, text-dependent questions, and assessments for all levels of learners.

Theme: Methods/Techniques/Strategies**T 193**

Monday, July 20

8:00am-9:15am

Denver 3

Four communicative skills + technology + fun = Centros**Presenter:** Michelle Fulwider-Westall; Wake Technical Community College; Raleigh, NC

Have you ever wondered how the classroom curriculum could be made more lively? Do you want to learn to infuse culture and technology into the classroom without being an expert? Participants in this session will learn to utilize *Centros*, strategies that engage diverse learners with hands-on activities based on content-related instructional materials that are not part of a particular textbook. NOTE: Participants should bring a laptop in order to access and practice the activities. Other devices, such as tablets, may not allow access to all the software demonstrated in this session.

Theme: Technology**T 194**

Monday, July 20

8:00am-9:15am

Denver 4

Teaching without a textbook: Free online language-learning sites for the Spanish classroom**Presenter:** Dorrie Lai Nang; Nichols College; Dudley, MA

Teachers will learn about numerous free online language-learning sites to teach both language and culture. The presenter will highlight several of the online sites that work well in the classroom to teach pronunciation, language structures and cultural topics. Attendees will receive tips on organizing a course without a textbook, learn how much material they might cover and obtain strategies prompting their students to use the vocabulary in ways that showcase their strengths.

Theme: Instructional Materials**195**

Monday, July 20

8:00am-9:15am

Denver 5

Speaking in two voices: The pedagogical potential of bilingual poems**Presenter:** Dulce de Castro; Collin College; Plano, TX

The presenter will show how bilingual poems written by Latino/a authors can be used in the classroom to promote cross-cultural understanding, improve language proficiency and metalinguistic awareness, and encourage experimentation with language. The presenter will discuss the various strategies used by Latino/a authors to express their bilingual and bicultural experience and will describe several ways to create engaging activities for the effective use of bilingual poems in the classroom.

Theme: Methods/Techniques/Strategies**C 196**

Monday, July 20

8:00am-9:15am

Denver 6

Tips and strategies for a strong AP Spanish Language and Culture course**Presenter:** Wendy D. Brownell; KIPP Denver Collegiate High School; Denver, CO

The presenter will provide a wealth of resources for building lessons and assessments as well as address strategies for teaching each part of the AP Spanish Language and Culture exam. In addition, the presenter will share tips for using all that is available on the College Board site and for administering the exam. This session is also applicable to those teaching Spanish as a heritage language.

Theme: Content-related Instruction**C 197**

Monday, July 20

8:00am-9:15am

Nat Hill

Authentic classrooms: Leading students toward proficiency**Presenters:** Anna Uhl Chamot; The George Washington University; Washington, DC; Sheila W. Cockey; NCLRC@GW; Washington, DC

In authentic classrooms languages and cultures meet in a swirl of activity surrounding learners with sounds and meanings of the language. Materials of and from the culture are key to helping students become proficient in using their new language. Using the free educational resource *Teaching World Languages: A Practical Guide*, this session examines principles supporting effective teaching practices and demonstrates how these practices can be applied to the 5 Cs and the Can-Do Statements of language learning.

Theme: Culture

C 198

Monday, July 20

8:00am-9:15am

Pomeroy

Tools and techniques that makes authentic texts comprehensible across all levels**Presenter:** Maritza Sloan; Ladue Horton Watkins High School; Saint Louis, MO

This presentation will present ideas and strategies for strengthening student reading, viewing and listening comprehension skills. These strategies can be adapted for any level so that students can better comprehend authentic reading, audio and audiovisual materials and use them for communicating in both written and spoken modes of communication. Examples will be provided in Spanish.

Theme: Content-related Instruction**T 199**

Monday, July 20

8:00am-9:15am

e-Poster Corner

Learning while having fun is now possible**Presenter:** Liza Suarez Turker; St. Martin Episcopal School; Atlanta, GA

In this session, world language teachers will learn to integrate appealing and engaging technology programs into their lesson plans in order to encourage student participation. The following programs will be demonstrated: games from *Kahoot!*, animated presentations from *Powtoon*, fun videos in *iMovie* and teacher/student friendly activities using a Smart Board. Participants are encouraged to bring a device to this session in order to access the programs and technology examined.

Theme: Technology**W-8**

Monday, July 20

8:00am-11:00am

Spruce

Increasing student involvement and achievement through gamification**Presenter:** Joe Roberts; International Leadership of Texas; Fort Worth, TX

Most language teachers have used games at one time or another in the classroom, but what does it mean to “gamify” your entire curriculum? Bring your own laptop or mobile device and learn how to engage and motivate your students to greater proficiency by turning your course into a competitive game! Workshop participants will receive an overview of Gamification and how it works, as well as a toolbox of ideas and resources to implement Gamification in their own classrooms. During the workshop, participants will create a complete, gamified lesson to take back to the classroom.

Theme: Methods/Techniques/Strategies**Session Block 15****Monday, July 20****9:30am – 10:00am****T 200**

Monday, July 20

9:30am-10:00am

Gold Coin

Getting the most out of online discussion boards**Presenter:** Stacey Margarita Johnson; Hope College; Holland, MI

Web-based learning management systems come with many built-in tools—the discussion forum among the most important. However, facilitating dynamic online discussions is challenging with language learners. In this session, participants will explore best practices in discussion board use in beginning and intermediate language courses. With research-based suggestions for creating engaging online discussions, the presenter will share concrete examples of how to create discussion prompts, encourage peer interaction, and assess participation.

Theme: Technology**A 201**

Monday, July 20

9:30am-10:00am

Homestead

The effects of instruction on the linguistic development of heritage Spanish speakers**Presenter:** Irma Veronica Alarcon; Wake Forest University; Winston-Salem, NC

This study demonstrates that heritage language teaching has an important role to play in the (re)acquisition, development and maintenance of heritage languages. Explicit instruction in Spanish grammar, orthography, and writing that addressed the specific language goals, interests, and needs of heritage learners had an impact on the students’ implicit knowledge systems and overall writing abilities.

Theme: Assessment**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).

M
O
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202

Monday, July 20

9:30am-10:00am

Independence

Two to tango: The relationship of meaningful content and motivation in the world language classroom

Presenters: **Pablo Marcelo Oliva-Parera**; Monterey Institute of International Studies; Monterey, CA; **María Pilar Nuñez Delgado**; Universidad de Granada; Granada

This study arose from a need to modify curriculum for a graduate-level Spanish class at a US university and aimed at exploring the synergies between a Spanish class that adopted the Content-Based Instruction (CBI) methodology and its impact on motivation. One group followed the CBI format and the course content consisted of familiar topics relevant to students' Master's degrees (international policy, environment, education). The other group used a more traditional format of learning and a well-known textbook. The results showed that students who followed CBI experienced higher motivation.

Theme: Content-related Instruction

203

Monday, July 20

9:30am-10:00am

Matchless

An inspirational approach to teaching culture for proficiency

Presenter: **Deborah Van Damme**; College of Southern Nevada; Las Vegas, NV

The Inspirational Approach to Teaching Culture (IATC) originates from a union of proficiency-oriented instruction and cultural competency. This method focuses on developing and strengthening cultural knowledge and language proficiency through incorporation of student-centered curriculum. Students are encouraged to develop their unique individual talents by linking these with similar aspects found in the target culture. The connecting and weaving of student talents into course curriculum, reinforces cultural understanding and creates a form of cultural syncretism.

Theme: Methods/Techniques/Strategies

204

Monday, July 20

9:30am-10:00am

Penrose 1

Grammatical gender morphology in L2 Spanish: Is it processed?

Presenter: **Paul B. Mandell**; University of Houston Downtown; Houston, TX

This paper presents the results of an empirical study addressing the question of whether adult L2 learners of Spanish process gender morphology, a basic topic of all beginning Spanish classes. Specifically, this on-line study examined beginning and intermediate learners' reaction times while reading sentences containing grammatical gender morphology in matched and mis-matched conditions. Implications based on the findings for the classroom are discussed.

Theme: Applied Linguistics/Second Language Acquisition

205

Monday, July 20

9:30am-10:00am

Penrose 2

Meeting the needs of health care workers: Functional spoken Spanish

Presenter: **Fabian Faccio**; Montgomery College; Rockville, MD

Health care practitioners understand that effective communication is essential in order to provide medical services to the Hispanic community, and with increasing numbers of Spanish-speaking patients entering the healthcare system every year, it's more crucial than ever to learn medical Spanish. This session would showcase a Montgomery College course that has been designed for health professionals. Whether students are new to the Spanish language or just want a refresher, this course provides them with the basic tools they need to bridge the communication gap.

Theme: Language for Specific Purposes

206

Monday, July 20

9:30am-10:00am

Denver 1

Identidades rotas en *El príncipe y la bella cubana*, reciente novela de Roberto G. Fernández

Presenter: **Isabel Alvarez Borland**; College of the Holy Cross; Worcester, MA

En *El príncipe y la bella cubana* (2014), la más reciente novela de Roberto G. Fernández, el autor trabaja con la tradición literaria haciendo con ella imágenes nuevas. Este análisis intentará leer en episodios representativos de la novela las distintas actitudes y la vigencia del valor asignado al costumbrismo por nuestro autor con el fin de explorar la poética del texto.

Theme: Literature/Literary Criticism/Literary Theory

207

Monday, July 20

9:30am-10:00am

Denver 3

Differentiation in an international Spanish classroom

Presenter: **Le Mans André Ashford**; Independent Schools Riau; Duri, Indonesia

This session explores differentiation in an international school in Indonesia that uses Spanish as a linguistic focus. Participants will learn what is done to differentiate and individualize instruction for the students, who range from pre-K through Grade 8, and from "no Spanish ever before" to fluent heritage language learners. Issues such as language of instruction, cultural literacy, instructional and assessment tasks, and technology integration will be explored.

Theme: Instructional Materials



Monday, July 20 9:30am-10:00am Denver 4

A nerd in paradise: Udo Berger's Dilemma in Roberto Bolaño's *El tercer reich*

Presenter: Chris Schulenburg; University of Wisconsin-Platteville; Platteville, WI

This paper seeks to investigate the simultaneous globalization of a so-called "nerd phenomenon" as developed in Roberto Bolaño's novel *El tercer reich* (2010) and the increasing frustrations of these war gamers as they lose a monopoly on their own hermetic rules.

Theme: Literature/Literary Criticism/Literary Theory

209 Exhibitor Session

Monday, July 20 9:30am-10:00am Denver 5

An audio-visual method for learning an adult Spanish vocabulary

Presenter: Ivan Botskor; University of Neu-Ulm, Japaninfo Verlag; Ulm, Germany

A psychologically efficient method for learning an everyday Spanish vocabulary is presented. The *Diccionario Pictórico Español* has topical groupings with 106 themes and covers the interests of adults and young adults. The objects, verbs and qualities are represented with illustrations and recorded on CDs for direct association and storage in the memory. This brings far better results than learning a translation list. The use of the CD-ROM for teachers in conversation classes with the same thematic illustrations as the book is explained.

Theme: Instructional Materials



Monday, July 20 9:30am-10:00am Denver 6

Products, practices, perspectives: Acquiring cultural competency in a world language

Presenter: Cynthia Brooks Doutrich; York College of Pennsylvania; York, PA

This session focuses on a project successfully implemented in a college-level Culture and Civilization class to facilitate the acquisition of cultural competency as defined by Standards 2.1 and 2.2 of the national Standards for Foreign Language Learning. Using backward design, the presenter developed learning experiences that lead to deeper understanding of cultural perspectives. A rubric to assess student performance gives students a clear understanding of expectations for the project and helps guide the research process. The project can be adapted to lower language levels.

Theme: Culture



Monday, July 20 9:30am-10:00am Nat Hill

Aproximaciones ecocríticas a la enseñanza de literatura moderna latinoamericana

Presenter: William Flores; California Baptist University; Riverside, CA

Esta sesión facilita material pedagógico incluyendo ideas para discusión en grupos, sugerencias de material audiovisual para presentar, e ideas para debates y escritura creativa que pueda desarrollar una clase a nivel pregrado. Para la porción teórica se presentará el libro *Ecocrítica poscolonial y la narrativa moderna latinoamericana* como base retórica para discusiones sobre ecocrítica en clases de literatura. El método de la sesión es interactivo para mayor enriquecimiento pedagógico de los participantes.

Theme: Teaching of Literature



Monday, July 20 9:30am-10:00am Pomeroy

How to use a creative final exam in lieu of a written final exam

Presenter: Maria Teresa Beatrice Moinette; University of Central Oklahoma; Edmond, OK

A creative final is one that allows students to use their creative energy to produce an artifact such as a painting, poem, musical act, short-story or drama to serve as an assessment of their knowledge in place of the traditional written final. These types of projects can be implemented into various types of courses which will be discussed and modeled during the session. Rubrics used to assess a creative final will also be demonstrated to help attendees understand how a creative final can fit into an academic environment.

Theme: Assessment



Monday, July 20 9:30am-10:00am e-Poster Corner

A corpus-based study on L3 acquisition of the Spanish past tense

Presenter: Hui-Chuan Lu; National Cheng Kung University; Kaohsiung, Taiwan

This study focuses on the acquisition of the Spanish past tense by analyzing 143 written and 86 spoken productions of Taiwanese learners of Spanish (L3) with the Lexical Aspect Hypothesis. The results showed the overall accuracy rate of the preterit was higher than that of the imperfect. Learners of all levels used accomplishment and achievement verbs more correctly than stative verbs in the preterit while the opposite order appeared in the imperfect aspect. Chinese-speaking learners showed a similar pattern of developmental stages as that of English-speaking learners.

Theme: Applied Linguistics/Second Language Acquisition

Session Block 16
Monday, July 20
10:15am – 10:45am

214

Monday, July 20 10:15am-10:45am Gold Coin

Teaching culture through film in the beginning and intermediate Spanish classroom

Presenter: Mary Reed; St. George's Independent School; Collierville, TN

Participants in this session will learn how to incorporate film into beginning- and intermediate-level Spanish classrooms while simultaneously optimizing student understanding of the products, practices, and perspectives of the Spanish-speaking community presented. The specific films to be discussed include two sports-themed movies (*Pelotero* and *Rumbo a las grandes ligas*) as well as two films representing traditional legends from Latin American culture (*La leyenda de la Nahuala* and *La leyenda de la llorona*).

Theme: Film/Film Studies

215

Monday, July 20 10:15am-10:45am Homestead

Diferencias aspectuales entre el español y el japonés

Presenter: María de la Luz Munguía; UNAM-CEPE; Mexico City, Mexico

Se compartirá el análisis lingüístico y su interpretación de las producciones orales de un corpus de 32 alumnos que aprendían español como segunda lengua en México. Se incitó a los alumnos a responder a un cuestionario en el que debían usar principalmente el pretérito y el copretérito; por lo que esta presentación se centra en las diferencias aspectuales encontradas entre el español y el japonés.

Theme: Applied Linguistics/Second Language Acquisition

216

Monday, July 20 10:15am-10:45am Independence

El formato paralelo bilingüe: la gripe y el ébola

Presenter: Herlinda Charpentier Saitz; Professor Emeritus University of Massachusetts; Lowell; Stoneham, MA

Se demostrará cómo las traducciones paralelas bilingües sirven para afianzar la gramática, la sintaxis y el vocabulario. Los textos utilizados, *El gran griposo* y *El cólera azul* de Ramón Gómez de la Serna estimulan la comunicación y ayudan a crear consciencia para prevenir el contagio de infecciones persistentes en nuestras vidas tales como la gripe y el ébola.

Theme: Content-related Instruction

217

Monday, July 20 10:15am-10:45am Matchless

Hedging one's bets: *Chino blanco, blanco coca cola, afro-argentino, blanca al parecer*, and other middle-ground hyponyms in the quest for naming race

Presenters: Mary Makris; University of Louisville; Louisville, KY; Thomas M. Stephens; Rutgers University; New Brunswick, NJ

Skin color only penetrates the surface of the issues involved with using color to define someone's racial category. In much of Spanish America, people hedge by giving a metaphorical shaking of the hand verbally when suggesting skin color as racial marker. Based on the lexical evidence, speakers evade directness when describing the color of other persons in racially-charged societies. This paper will consider the words/phrases employed by speakers of varieties of Spanish American Spanish while engaging in theoretical concerns regarding these lexical expressions.

Theme: Language for Specific Purposes

218

Monday, July 20 10:15am-10:45am Penrose 1

SHA Swap Shop and Meeting

Presenter: Katie MacMillan; The Hill School/ AATSP; Pottstown, PA

The Sociedad Hispánica de Amistad (SHA) is an elementary and middle school Spanish society of friendship whose mission is to teach others about the Spanish language and Hispanic culture through service projects. In the swap shop meeting we will be discussing projects that have been done by chapters, the projects that earned the Chapter of the Year and Project of the Year awards for this school year, how to induct students, and more. Current and potential chapter sponsors are invited to attend in order to obtain and share ideas for chapter activities.

Theme: Service Learning/Community Engagement

219

Monday, July 20 10:15am-10:45am Penrose 2

The Spanish Language Education Policy for the primary level in Jamaica

Presenter: Nadine Barnett; University of the West Indies; Kingston, Jamaica

Spanish as a foreign language has traditionally been a stable subject at the secondary level in Jamaica for decades. However, in 2004 the heads of government of the Caribbean Community (CARICOM) issued a mandate for the strengthening of Spanish at the primary level through its Primary Spanish Pilot Programme (PSP). Jamaica's Ministry of Education has sought to realize this mandate. Jamaica's Language Education Policy outlines the language situation and the position apportioned to Spanish. The realities of the PSP will be examined.

Theme: Advocacy/Policy

C = Content-Related Instruction Strand **A** = Assessment Strand **T** = Technology Strand

220

Monday, July 20 10:15am-10:45am Denver 1

The relevance of scripture and Christian thought in the analysis and interpretation of 20th-century Latin American literature

Presenter: Theodore O. Wentworth; Grove City College; Grove City, PA

Methods of literary analysis often fail to express the relationship of thematic content to life experience and cultural identity issues. As we analyze the universal themes and character traits which are portrayed in a literary work, it becomes apparent that our analysis must go beyond an objective, scientific approach and ultimately arrive at a theological or spiritual level of interpretation. This is accomplished by establishing parallels or similarities between the universal thematic content of the text and that of Scripture.

Theme: Literature/Literary Criticism/Literary Theory

T 221

Monday, July 20 10:15am-10:45am Denver 3

Collaborative international online learning

Presenter: Diane Ceo-DiFrancesco; Xavier University; Cincinnati, OH

Collaborative international online learning course modules engage and motivate students with meaningful content and synchronous and asynchronous interaction with native-speaker peers at institutions abroad. This paper presents a rationale for establishing online international collaborations, a description of one such program, qualitative data of outcomes, as well as strategies, techniques and advice for creating a similar model at the institutions of the participants.

Theme: Technology

A 222

Monday, July 20 10:15am-10:45am Denver 4

Speak to me: Testing students' oral competence

Presenter: John Charles Akers; Wofford College; Spartanburg, SC

Geared primarily for instructors teaching beginning Spanish at either the secondary or college level, this presentation will address the important issue of how we encourage students to use what they study by challenging them with creative oral testing and practice. The strategies covered are the outgrowth of research and practical experience developed at a liberal arts college; the methods suggested respond to ACTFL Guidelines for assessing speaking skills.

Theme: Methods/Techniques/Strategies

223

Monday, July 20 10:15am-10:45am Denver 5

"That's how my grandmother says it": Best practices and dialectal variation in the L2 Portuguese classroom

Presenter: Fernanda Ferreira; Bridgewater State University; Bridgewater, MA

Studies in Portuguese dialectal variation in the classroom indicate that students are more receptive (and feel less stress) when their instructor speaks the dialect of their heritage. The present study shows, by means of an in-class survey, how students understand and react to that dialectal variation (by instructors and textbook), and whether or not they believe it affects their performance in learning the language. Suggestions are made for further research.

Theme: Learner Variables/Diverse Learners

224

Monday, July 20 10:15am-10:45am Denver 6

El retrato de la enfermedad mental en obras teatrales de Diana de Paco, Teresa Calo y Angélica Liddell

Presenter: Barbara Foley Buedel; Lycoming College; Williamsport, PA

El teatro español contemporáneo se caracteriza por un enfoque en la actualidad desde una perspectiva global. Dentro de este marco, algunos temas universales que suelen presentarse incluyen la guerra, la injusticia social, la violencia, el materialismo y la soledad. Obras recientes de Paco, Calo y Liddell tratan de los males sociales y dramatizan la enfermedad mental como un gran desafío que amenaza el bienestar del ser humano en el siglo XXI.

Theme: Literature/Literary Criticism/Literary Theory

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C 225

Monday, July 20

10:15am-10:45am

Nat Hill

Practical magic: Effective and easy-to-implement classroom tools**Presenter:** Erin Flynn; Charlotte Preparatory School; Charlotte, NC

This session will equip participants with successful systems to cultivate intrinsic motivation, organize the curriculum, develop fluent readers, differentiate assignments and assessments for students of different levels, teach verbs and manage the classroom. All ideas are designed to make the teacher's job easier and more fun. The practical suggestions are based on theory, worked out in practice and presented with modifications for various settings and scenarios.

Theme: Methods/Techniques/Strategies**T 226**

Monday, July 20

10:15am-10:45am

Pomeroy

Confessions of a PowerPoint junkie**Presenter:** Carol J. Wallace; University of Minnesota Duluth; Duluth, MN

Have you seen other people using PowerPoint for teaching but haven't used it yourself? Or have you used it but felt like there might be more you could do with it? The presenter will share ideas gleaned from a dozen years of using PowerPoint to bring interaction and visual impact to all levels of undergraduate Spanish language, literature and culture classes.

Theme: Methods/Techniques/Strategies**Session Block 17****Monday, July 20****11:00am – 12:15pm****C 227**

Monday, July 20

11:00am-12:15pm

Gold Coin

Analysis through thematic connections and comparisons in works by Dragún and Rivera**Presenter:** Ceida Fernández Figueroa; Baldwin School of Puerto Rico; Bayamon, Puerto Rico

This session is an instructional unit developed around two works from the required reading list for the AP Spanish Literature and Culture course and exam, and specifically explores two of the mandated course and exam themes: *las sociedades en contacto* and *las relaciones interpersonales*. It is designed to guide students through a close, thematic comparative analysis that will allow them to identify textual information and its cultural context, and establish and analyze their significance in both texts.

Theme: Teaching of Literature**A 228**

Monday, July 20

11:00am-12:15pm

Homestead

Assessment is not a four-letter word: Meeting evaluation needs in the world language classroom

The papers in this panel will present relevant theory in the areas of second language acquisition, testing methodology, proficiency vs. achievement assessment, and address concerns of validity and reliability as they regard classroom world language assessment. The theoretical discussion will be accompanied by examples of classroom testing examples and models. The merits (and weaknesses) of each of the assessment modes will be examined with the goal of defining a model of "best fit" for assessment within a given setting.

Presenter: Gayle Fiedler Vierma; University of Southern California; Los Angeles, CA. *Effective and efficient: Discrete point testing in the world language classroom.***Presenter:** Deborah J. Gill; Pennsylvania State University DuBois; DuBois, PA. *Using authentic assessments in the world language classroom.***Presenter:** Ashley Roccamo; University of Southern California; Los Angeles, CA. *Classroom oral and writing achievement testing as a pathway to OPI/WPT.***Theme:** Assessment**C** = Content-Related Instruction Strand **A** = Assessment Strand **T** = Technology Strand

A 229

Monday, July 20 11:00am-12:15pm Matchless

Making a curricular match: Teaching the four skills in L2 acquisition in their order of acquisition in L1**Presenters:** Mary Ellen Kohn-Buday; Mount Mary University; Milwaukee, WI; Jane Ellen Berne; University of North Dakota - Grand Forks; Grand Forks, ND

The Spanish program at one small university has matched levels of language learning to the order in which one acquires the four skills in the first language: first listening, then speaking, followed by reading and finally writing. All skills, of course, permeate all courses, but the focus is on a certain skill per course. The presenters will explain theories of L1 and L2 acquisition and examples of class activities and assessments. An upper-level curriculum for smaller departments with many students, but few faculty members will also be addressed.

Theme: Curriculum**T 230**

Monday, July 20 11:00am-12:15pm Penrose 1

Technology and social media in a film class**Presenters:** Sue Griffin; Boston University; Boston, MA; Paola Calahorrano Gallardo; Boston University; Boston, MA

Participants in this session will learn how to use simple technology such as *Animoto*, *Glogster*, *YouTube*, and *Facebook Groups* to tap into Millennial strengths and make film analysis and production more accessible to the current generation of language students. This presentation looks at the benefits of differentiated evaluation: trailer versus poster and digital narrative versus photo essay as a means of tapping into the learning-by-doing strategy. Participants will also examine how to utilize social media to develop extended debate skills.

Theme: Technology**231**

Monday, July 20 11:00am-12:15pm Penrose 2

The convergence of language and culture: Personal stories from Central America and the Caribbean**Presenter:** Richard A. Heath; Kirkwood Community College; Iowa City, IA

The presenter will describe the linguistic and cultural language characteristics collected from interviews with native Spanish-speaking college students. These culture-specific linguistic nuances were then shared with non-native learners of Spanish so that their language-learning experience might be more beneficial and applicable to real-life situations. Some of these experiences will be explained in this session, along with learners'

expectations of how language and culture should be taught in a formal setting.

Theme: Applied Linguistics/Second Language Acquisition**C 232**

Monday, July 20 11:00am-12:15pm Denver 1

Gauchos, cachivaches, y sacrificios, oh my!: Teaching the Latin American literary Boom through short stories**Presenter:** Liz Hauck; Boston Latin School; Boston, MA

In this session, we will examine short stories by Jorge Luis Borges, Carlos Fuentes, and Julio Cortázar. We will look at the significance of the short story in the development of Latin American narrative fiction, discuss Borges' influence on the Boom movement, and offer activities and strategies to present the short stories to students. This session is designed for instructors of AP Spanish Literature and Culture courses or other advanced-level Spanish classes.

Theme: Teaching of Literature**C 233**

Monday, July 20 11:00am-12:15pm Denver 3

Games in the world language classroom**Presenter:** Lou Tolosa-Casadont; The University of GA; Athens, GA

During this workshop the presenter will share educational games (content and culture) for the World Language Classroom. Participants will have a chance to play these games and ask questions about implementing them at different levels of instruction (P-16). Participants will receive a packet of instructions and information on how to play the games and will have an opportunity to develop materials specifically tailored for their students. The presenter will be happy to share the Powerpoint that will be used during the workshop.

Theme: Instructional Materials**C 234**

Monday, July 20 11:00am-12:15pm Denver 4

The evolution of Spanish art according to young minds**Presenter:** Spencer Laine Key; Lubbock High School; Lubbock, TX

The session will detail the implementation of a project-based unit that covers the history, style, and critical interpretations of the master works of El Bosco, El Greco, Velázquez, Goya, Dalí, and Picasso. Attendees will see how 31 Spanish students were guided (entirely in the L2) toward creating their own paintings that answered the question, "If these painters were alive today, what would they paint?". The unit finishes with an art show and student presentations in Spanish to the university and community about the original artists and the students' interpretations.

Theme: Content-related Instruction

A 235

Monday, July 20 11:00am-12:15pm Denver 6

Extending skills tested by the NSE: An oral proficiency event for language learners**Presenter:** Maria Gioia Sordi; Retired; Drexel Hill, PA

In this session intended for NSE Coordinators and high school teachers, participants will learn about a program that promotes oral proficiency. Created by the Board of the Greater Philadelphia Area Chapter as a chapter contest for students who have taken the NSE, this activity offers L2 learners the opportunity to display their speaking abilities. Information will be provided on contest design, schedules, and activities so that participants will learn how to create a similar event in their own school.

Theme: Assessment**C 236**

Monday, July 20 11:00am-12:15pm Nat Hill

Making AP Spanish poetry relevant and accessible to intermediate-level native and non-native speakers**Presenter:** Rebecca Sarah Castro; Township High School District 214; Arlington Heights, IL

Participants will learn to teach the concepts presented in AP Spanish Literature at the intermediate level through the use of songs and poems. Participants will be introduced to thematic analysis using some of the literary devices covered on the AP Spanish Literature test. Participants will work individually, in small groups, and in the larger group to examine songs and poems for their poetic value and meaning in order to develop unique interpretations.

Theme: Teaching of Literature**237**

Monday, July 20 11:00am-12:15pm Pomeroy

Hablemos en serio: Strategic oral performances in the intermediate-to-advanced conversation classroom**Presenter:** Paulo Boero; Belmont University; Nashville, TN

Taking into account the specific assessment criteria used to evaluate performance using ACTFL's Oral Proficiency Interview, as well as its elicitation protocols, this session explores how the OPI shaped the design and delivery of a conversation course that targeted transitioning students from the intermediate to the advanced level of speaking proficiency. A variety of in-class and out-of-class speaking assignments, as well as several student recordings will be shared, analyzed, and discussed.

Theme: Methods/Techniques/Strategies**C 238**

Monday, July 20 11:00am-12:15pm e-Poster Corner

Enseñanza de la pronunciación: un trabajo poético**Presenter:** Aida Espinosa Vázquez; Universidad Nacional Autónoma de México-Los Angeles; Los Angeles, CA

El objetivo de esta presentación es mostrar un modelo de enseñanza de la pronunciación basado en el *Input Estructurado* de VanPatten (2012), en el *Modelo de aprendizaje del habla* de Flege (1995, 2011) y en el *Método verbo-tonal* de Renard (1972). El trabajo está dirigido a profesores de L2/LE que deseen desarrollar su creatividad para enseñar la pronunciación de una nueva lengua, sin usar terminología especializada. Para esto, se mostrarán ejercicios de percepción y producción para la enseñanza de la pronunciación del español a nativohablantes de distintas lenguas.

Theme: Methods/Techniques/Strategies**AATSP Programs and Contests for K-12 Students****AATSP Poster Contest**

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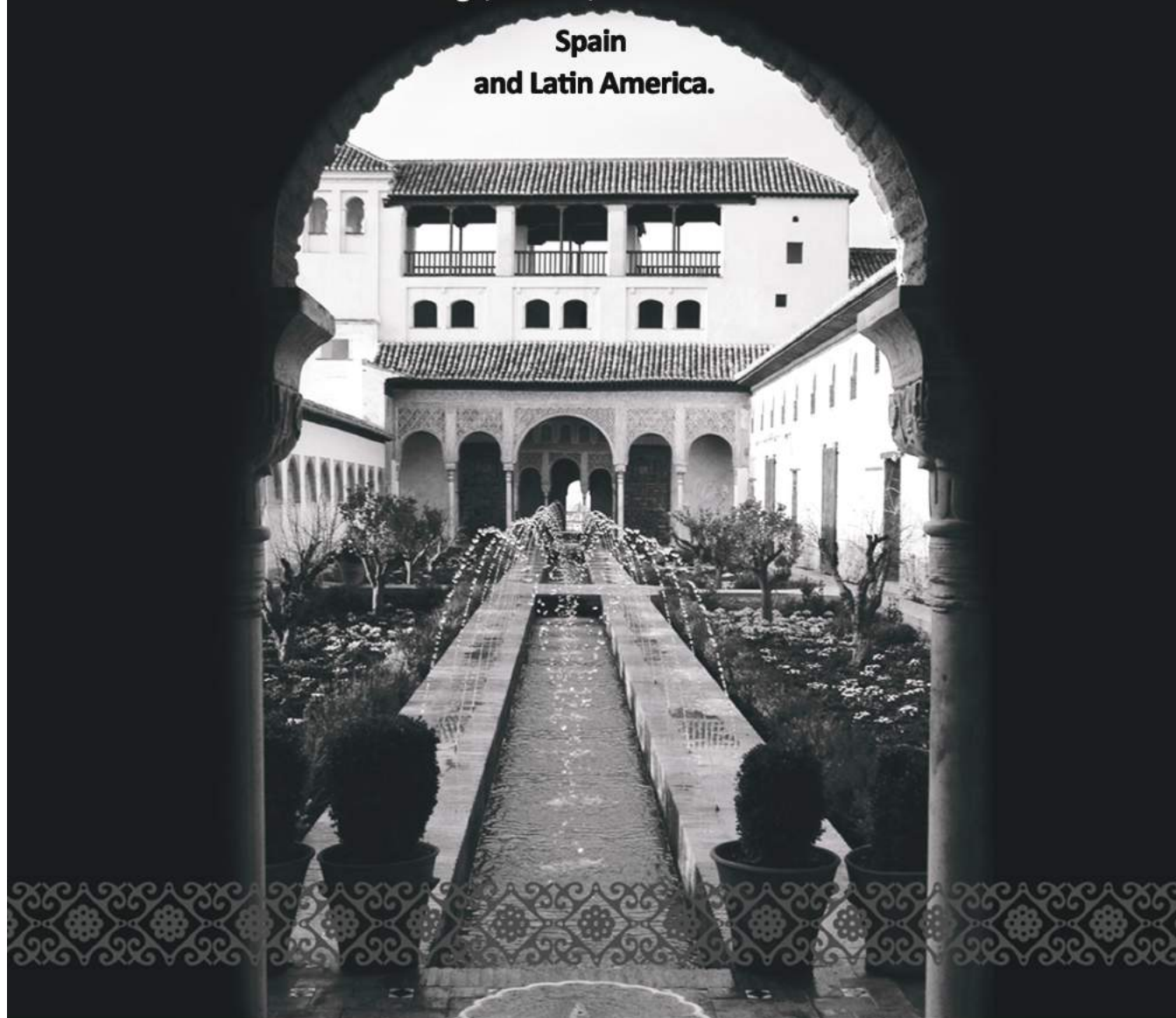
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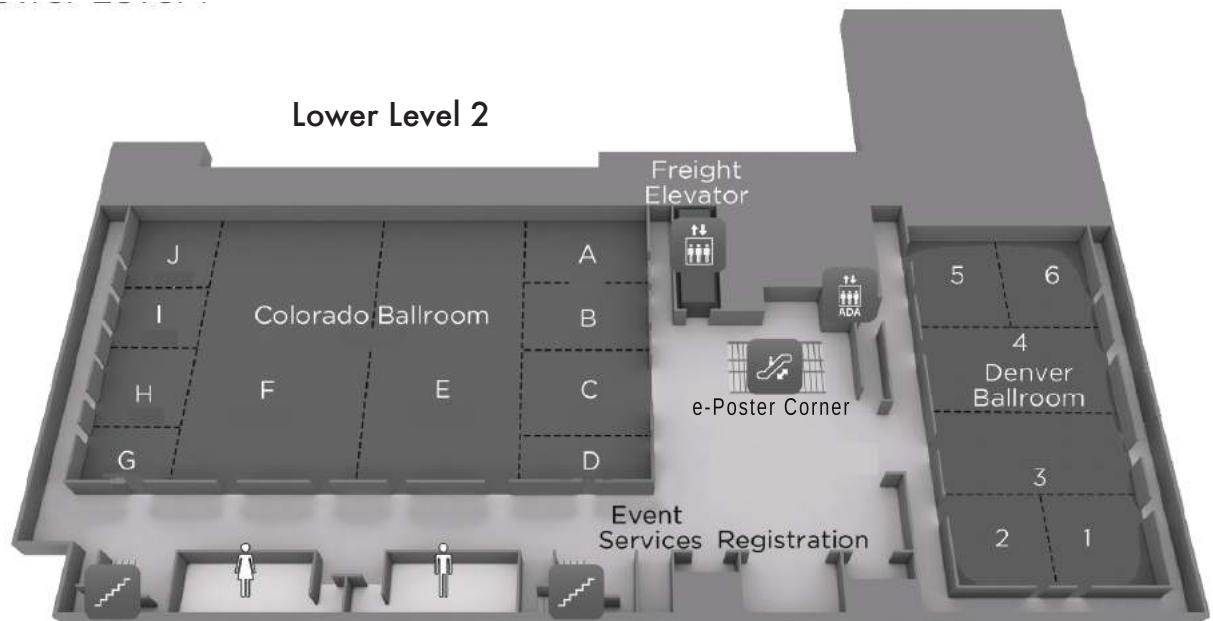


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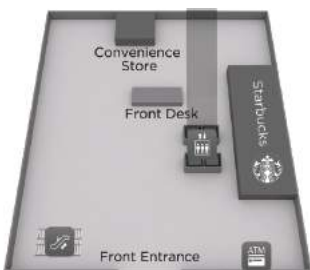
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2016 Annual Conference

AATSP



MIAMI



Miami, Florida

Miami Marriott Biscayne Bay

July 8 – 11, 2016

AATSP
The American Association of
Teachers of Spanish and Portuguese





Spanish Language and Culture Dual Master's Degree for Educators JMU•VSAL

This Dual Master's Degree in Education from James Madison University (JMU) and the University of Salamanca (USAL) is an 18-month commitment in which students will spend one summer at JMU, one summer at USAL, and three additional academic semesters (fall, spring, fall) in online classes at the students' home locations. The program focuses on in-depth study of advanced pedagogical practices in teaching, best practices in curriculum development, and current research in the field of teaching and learning. In addition, students will study content in the language and culture of Spain through course offerings supported from the expertise of faculty from USAL.

The program is delivered using both face-to-face and distance education models. Admissions information for the program can be found at www.jmu.edu/gradschool.

How to apply:

Students must submit an online application **by March 15** to the James Madison University Graduate School at: www.applyweb.com/jmug

For more information contact Dr. Diane Wilcox, Program Director at wilcoxdm@jmu.edu, 540-568-6707 or Diana Meza, M.S. Ed., Program Coordinator at mezadx@jmu.edu, 540-568-5917.

**Visit the program's website at:
www.jmu.edu/slcmasters**

Learn Spanish in Spain

Our program is the best – you live with a Spanish family, attend a school nearby that is across from the beach and that has young professional native teachers who will give your students a practical cultural experience of a lifetime



Highlights:

Day 1 – Depart USA

Day 2 - Arrive Spain –transfer to school – *churros y chocolate* welcome – meet families – lunch – afternoon visit to Nerja

Day 3 - Morning classes on Málaga - followed by visit + Picasso Museum

Day 4 – Gazpacho and flan - market shopping and cooking

Day 5 - Hands-on ceramic lessons

Day 6 – Morning classes on Granada – followed by visit

Day 7 – Flamenco practicum - paella farewell party

Day 8 – Say goodbye

There are many extra features included in this program – learning songs, seeing movies, beach activities, and more. Please call us if you would like to customize this or any of our other study or travel programs.

This program includes round trip airfare, family stay with all meals, class work, activity sessions, and visits. The low season price is \$2,489 per person and is based on five paying participants and one teacher-chaperone. Pricing depends on your group size, your home city, the time of the year you would like to travel, and the euro/dollar exchange rate. All prices are subject to change.

