2017 Annual Conference
AATSP
Creating a Pipeline from Classroom to Career

Chicago, Illinois
Hilton Chicago Hotel
July 6 - 9, 2017

Program printed compliments of Santillana USA
Santillana
ad
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, 2017 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.
THE VALUE OF CERTIFYING YOUR SPANISH

SIELE is the most comprehensive, versatile and prestigious system to assess and certify Spanish language proficiency.

SIELE’s tests reliability is guaranteed by the experience of four of the most prestigious cultural and academic institutions:
> Instituto Cervantes
> Universidad Nacional Autónoma de México
> Universidad de Salamanca
> Universidad de Buenos Aires.

More than 75 institutions in the 22 Ibero-American countries are actively involved with SIELE, performing ongoing research in Spanish language teaching, supporting content quality and providing innovative didactic materials.

SIELE PROVIDES VALUE

PRESTIGE
Contribute to an international project focused on promoting and strengthening the global presence of the Spanish language.

EMPLOYABILITY
The certainty that your students will have better professional opportunities.

GUARANTEE
The assurance that new students will have the required level of Spanish.

EFFECTIVENESS
Streamline the admissions process, by using a standard tool worldwide.

A WORLD OF OPPORTUNITIES FOR STUDENTS AND PROFESSIONALS
## 2016 CONFERENCE PROGRAM AT A GLANCE

### WEDNESDAY, JULY 5

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>8:00am - 5:00pm</td>
<td>AATSP Board of Directors Meeting</td>
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<tr>
<td>2:00pm - 4:30pm</td>
<td>Registration Open (8th North Street Lobby Level)</td>
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### THURSDAY, JULY 6 (DAY 1)

<table>
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<tr>
<th>Time</th>
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<tbody>
<tr>
<td>7:00am - 3:30pm</td>
<td>Registration Open (Grand Ballroom Foyer)</td>
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<tr>
<td>8:00am - 11:00am</td>
<td>Workshop 1</td>
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<tr>
<td>8:30am - 9:45am</td>
<td>Session Block 1</td>
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<tr>
<td>8:30am - 9:45am</td>
<td>Community Engagement SIG Meeting</td>
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<tr>
<td>8:30am - 9:45am</td>
<td>NSE Session</td>
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<tr>
<td>10:00am - 10:30am</td>
<td>Session Block 2</td>
</tr>
<tr>
<td>10:45am - 12:00pm</td>
<td>Plenary Session: AATSP Programs &amp; Publications</td>
</tr>
<tr>
<td>12:00pm - 1:00pm</td>
<td>President’s Welcome Reception</td>
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<tr>
<td>1:00pm - 4:00pm</td>
<td>Exhibit Hall Open</td>
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<tr>
<td>1:00pm - 1:30pm</td>
<td>Session Block 3</td>
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<tr>
<td>1:45pm - 3:00pm</td>
<td>Session Block 4</td>
</tr>
<tr>
<td>1:45pm - 3:00pm</td>
<td>New models for study abroad</td>
</tr>
<tr>
<td>1:45pm - 3:00pm</td>
<td>SHA Council Meeting</td>
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<tr>
<td>1:45pm - 3:00pm</td>
<td>Sigma Delta Pi Session</td>
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<tr>
<td>3:00pm - 3:45pm</td>
<td>Exhibit Break with Refreshments</td>
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<tr>
<td>3:00pm - 4:30pm</td>
<td>Sigma Delta Pi Reception</td>
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<tr>
<td>3:45pm - 4:15pm</td>
<td>Session Block 5</td>
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<tr>
<td>4:30pm - 5:30pm</td>
<td>AATSP Business Meeting</td>
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### FRIDAY, JULY 7 (DAY 2)

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<th>Time</th>
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<tbody>
<tr>
<td>7:30am - 12:00pm</td>
<td>Registration Open (Grand Ballroom Foyer)</td>
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<tr>
<td>8:00am - 2:00pm</td>
<td>Exhibit Hall Open</td>
</tr>
<tr>
<td>8:00am - 9:15am</td>
<td>Session Block 6</td>
</tr>
<tr>
<td>8:00am - 9:15am</td>
<td>Hispania How-to Session</td>
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<tr>
<td>8:00am - 9:15am</td>
<td>Poster Contest e-Poster Session</td>
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<tr>
<td>8:00am - 10:00am</td>
<td>Chapter Assembly</td>
</tr>
<tr>
<td>8:00am - 12:00pm</td>
<td>SHH Council Meeting</td>
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<tr>
<td>9:00am - 4:00pm</td>
<td>Workshop 4</td>
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<tr>
<td>9:00am - 12:00am</td>
<td>Workshop 5</td>
</tr>
<tr>
<td>9:15am - 10:00am</td>
<td>Exhibit Break with Refreshments</td>
</tr>
<tr>
<td>10:00am - 11:15am</td>
<td>Plenary Session: Español en el mundo</td>
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<tr>
<td>11:30am - 12:00pm</td>
<td>Session Block 7</td>
</tr>
<tr>
<td>11:30am - 12:00pm</td>
<td>Online Classroom Resources Session</td>
</tr>
<tr>
<td>12:15pm - 12:45pm</td>
<td>Session Block 8</td>
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### SATURDAY, JULY 8 (DAY 3)

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<th>Time</th>
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<tbody>
<tr>
<td>7:45am - 8:15am</td>
<td>Session Block 9</td>
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<tr>
<td>8:00am - 3:00pm</td>
<td>Registration Open (Grand Ballroom Foyer)</td>
</tr>
<tr>
<td>8:00am - 9:45am</td>
<td>Workshop 6</td>
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<tr>
<td>8:00am - 11:00am</td>
<td>NSE Council Meeting</td>
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<tr>
<td>8:30am - 9:45am</td>
<td>Session Block 10</td>
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<tr>
<td>8:30am - 9:45am</td>
<td>Past Presidents Meeting</td>
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<tr>
<td>8:30am - 9:45am</td>
<td>SHH/SHA Business Meeting</td>
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<tr>
<td>8:30am - 9:45am</td>
<td>Poster Contest Session</td>
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<tr>
<td>9:45am - 11:00am</td>
<td>Plenary Session: AAAS Commission Report</td>
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<tr>
<td>11:15am - 11:45am</td>
<td>Session Block 11</td>
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<tr>
<td>11:15am - 11:45am</td>
<td>Santillana USA Session</td>
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<tr>
<td>12:00pm - 1:15pm</td>
<td>Community College Committee Meeting</td>
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<tr>
<td>12:00pm - 1:15pm</td>
<td>Workshop 7</td>
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<tr>
<td>12:00pm - 1:15pm</td>
<td>Plenary Session: Happy Birthday, Hispania (1917–2017)!</td>
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<tr>
<td>2:45pm - 4:00pm</td>
<td>Session Block 13</td>
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<tr>
<td>4:15pm - 5:30pm</td>
<td>Session Block 14</td>
</tr>
<tr>
<td>4:15pm - 5:30pm</td>
<td>AATSP K-12 Reception</td>
</tr>
<tr>
<td>4:15pm - 5:30pm</td>
<td>Hispania Editorial Board Meeting</td>
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<tr>
<td>6:00pm - 8:30pm</td>
<td>Awards Banquet</td>
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### SUNDAY, JULY 9 (DAY 4)

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<td>8:30am - 10:00am</td>
<td>Registration Open (8th North Street Lobby Level)</td>
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<tr>
<td>8:00am - 11:00am</td>
<td>Workshops 8 &amp; 9</td>
</tr>
<tr>
<td>8:00am - 9:15am</td>
<td>Board of Directors Meeting</td>
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<tr>
<td>9:30am - 10:00am</td>
<td>Session Block 15</td>
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<tr>
<td>10:15am - 10:45pm</td>
<td>Session Block 17</td>
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<tr>
<td>11:00am - 12:15pm</td>
<td>Session Block 18</td>
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### MONDAY, JULY 10

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
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<tbody>
<tr>
<td>8:00am - 12:00pm</td>
<td>Board of Directors Meeting</td>
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Program printed compliments of Santillana USA
Dear Friends:

As Mayor, and on behalf of the City of Chicago, I am pleased to extend warm greetings to all of those gathered for the 99th Annual Conference of the American Association of Teachers of Spanish and Portuguese.

Established nearly a century ago, the American Association of Teachers of Spanish and Portuguese (AATSP) is an innovative educational organization dedicated to the promotion, preservation, and practice of the Spanish and Portuguese languages. The AATSP is an association of active teachers and professors spanning every level that remain committed to raising and maintaining the standards of language education and literature across the canon. With about 9,000 members in more than 70 chapters, the Association is a multifaceted organization committed to fostering cultural exchange and educational excellence among millions of students the world over. I have no doubt that that every member of the American Association of Teachers of Spanish and Portuguese upholds its enduring mission to create a better world through increased collaboration and involved language education.

This special conference offers inspired programming, workshops, and networking events that unite diverse educators while also providing the leadership the opportunity to conduct the business of the Association. And as we approach the centennial at the end of this year, it also presents the chance to celebrate the distinguished history and ongoing efforts of AATSP. Very few organizations stand as committed to improving pedagogy as they are to impacting our culture. So, I commend the American Association of Teachers of Spanish and Portuguese for their unwavering dedication to education and uplift that enables and equips students of all ages to thrive as global citizens.

After your meetings, I hope that those visiting our great city take time to experience some of the special places in Chicago. Our historic neighborhoods, iconic skyline and incredible lakefront invite you to explore all Chicago has to offer. I hope you have a chance to sample our distinguished restaurants, tour our great universities, and visit our world-class museums during your stay.

Again, thank you for choosing Chicago. I hope you have an enjoyable conference and submit my very best wishes for much continued success.

Sincerely,

Rahm Emanuel
Mayor
Bienvenidos / Bem-Vindos / Welcome to the 99th annual conference of the American Association of Teachers of Spanish and Portuguese and the launch of the AATSP Centennial Celebration.

We have planned this 2017 conference around the theme of *Building a Pipeline from Classroom to Careers*. Many of the sessions and workshops focus on educational programs that emphasize the use of Spanish or Portuguese in fields such as business, law, medicine, tourism, and translating/interpreting.

As part of this year’s program we have included four plenary sessions designed to provide information about the achievements of the AATSP and the language profession.

- **AATSP programs and publications: Celebrating our achievements** will provide an overview of the numerous important endeavors of the AATSP.

- **Celebrando nuestros logros: el español en el mundo**, will deal with the role of the AATSP on an international level and provide information about where and how Spanish is taught around the world.

- The plenary on *The AAAS Commission Report* will focus on the five important recommendations of the Report and their implications for the future.

- The final plenary session is devoted to our prestigious academic publication *Hispania* and will focus on the centenary volume of the journal.

In addition to the four plenary sessions, there are more than 260 other conference sessions, workshops and events from which to choose. We have also provided workshops and excursions that take full advantage of the Hispanic and Luso-Brazilian presence in our conference city of Chicago.

In closing, I would like to thank each of you for supporting the AATSP and its annual conference. I hope that you enjoy this celebration of our Association’s first 100 years.

Emily Spinelli
Executive Director, AATSP
The AATSP wishes to thank the following companies who have generously sponsored the 99th Annual Conference by providing products, services, and/or underwriting to help create a quality conference for all of our attendees.

President’s Welcome Reception

Conference Program

Conference Tote Bags and Course for Graduate Credit

Featured Session

Badge Holders and Lanyards

SIELE Examinations

President’s Welcome Reception

Conference Program

Conference Tote Bags and Course for Graduate Credit

Featured Session

Badge Holders and Lanyards

SIELE Examinations
The American Association of Teachers of Spanish and Portuguese

NATIONAL OFFICE
Emily Spinelli
Executive Director

Robert Miller
Director of Financial Services
Debra Nigohosian
Director of Conferences and Exhibits

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Emily Spinelli
Executive Director
AATSP

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President
Retired
Sugar Land, TX

Parthena Draggett (2018)
Secondary (9-12)
Representative; The Community School of Naples
Naples, FL

Bill VanPatten
President Elect
Michigan State University
East Lansing, MI

Sheri Spaine Long (2018)
Editor, Hispania
Birmingham, AL

Anne Fountain
Past President
San Jose State University
San Jose, CA

Kelly Scheetz (2016)
Director, Sociedad Honoraria Hispánica
Franklin, TN

Irma Bjerre (2019)
Community College Representative
Clackamas Community College
Oregon City, OR

Kevin Cessna-Buscemi (2016)
Director, National Spanish Examinations
Valparaiso, IN

Cynthia Flax (2019)
Secondary (9-12)
Representative; Retired
Clifton Park, NY

John Maddox (2019)
College/University Representative
University of Alabama-Birmingham
Birmingham, AL

Mary Risner (2017)
Portuguese Representative
University of Florida
Gainesville, FL

Mark P. Del Mastro (2017)
College/University Representative
College of Charleston
Charleston, SC

Ron Leow (2018)
College/University Representative
Georgetown University
Washington, DC

Martha Vásquez (2017)
Secondary (9-12) Representative
San Antonio ISD
San Antonio, TX

Megan Villanueva (2018)
K-8 Representative
Smith Middle School
Glastonbury, CT

Kevin Cessna-Buscemi
Director, National Spanish Examinations

Carol E. Galvin Flood
Coordinator, Online Classroom Resources

Kelly Scheetz
Director, Sociedad Honoraria Hispánica

Pam Ottenheimer
Director, Sociedad Hispana de Amistad

Crystal Vicente
Coordinator, Poster Contest

DIRECTORS AND COORDINATORS

G. Cory Duclos
Editor, Spanish and Portuguese Review

Faith Blackhurst
Editor, Albricias

Sheri Spaine Long
Editor, Hispania

Luci De Biasi Moreira
Editor, The Portuguese Newsletter

Mary-Anne Vetterling
Editor, Conference Wrap-Up

2017 AATSP Conference — 7
Excursions in Chicago, Illinois
Prepayment and Registration are required

FRIDAY, JULY 7, 2017

E1: Pilsen: Tour of Latino Murals and National Museum of Mexican Art
Time: 9:00am–12:30pm
Cost: $50.00
Meeting Point: Meet by 8:45am in the Hilton Chicago Hotel Lobby; the bus will leave promptly at 9:00am. This excursion will begin and end at the Hilton Chicago Hotel.

Itinerary: Located on Chicago’s West side, Pilsen is the heart of the Mexican-American Community and a canvas for many artists. Join other teachers for a docent-led bus and walking tour of Pilsen’s murals. Painted on the sides of both public and private buildings, the murals honor historical figures, express ideas of social and political reform, and visually communicate personal and cultural values. Then visit the National Museum of Mexican Art where you can immerse yourself in over 3,000 years of creativity from both sides of the border as well as bilingual stories that guide you through the galleries.

What to wear and bring along: It is strongly recommended that participants wear cool, comfortable clothing and walking shoes. Participants may also want to bring along a hat, sunscreen, sunglasses, and/or an umbrella in case of rain.

REMINDER: DON’T FORGET TO BRING YOUR CAMERA.

E2: Pilsen: Tour of Latino Murals and National Museum of Mexican Art
Time: 11:30am–3:00pm
Cost: $50.00
Meeting Point: Meet by 11:15am in the Hilton Chicago Hotel Lobby; the bus will leave promptly at 11:30am. This excursion will begin and end at the Hilton Chicago Hotel.

Description: See description above

E3: La arquitectura de Chicago – Un recorrido a pie en español
Time: 1:00pm – 4:00pm
Cost: $25.00
Meeting Point: Meet by 12:45pm in the Hilton Chicago Hotel Lobby. This excursion will begin and end at the Hilton Chicago Hotel.

Itinerary: Después del Gran Incendio de 1871, Chicago llegó a ser el lugar del nacimiento de los rascacielos. Este recorrido en español incluye rascacielos históricos y modernos. Siga la historia de los “edificios altos”, partiendo de modelos del siglo XIX hasta llegar a los rascacielos contemporáneos. Descubra distintos estilos arquitectónicos, desde el Beaux Arts y la Escuela de Chicago, pasando por el Modernismo de Mies van der Rohe y un edificio de Ricardo Bofill, nacido en Barcelona. El guía nos analizará estas influencias en la arquitectura de Chicago. Esta excursión comienza en el Hotel Hilton y termina en la parte norte del centro [Loop]. (AVISO: Esta excursión requiere que los participantes caminen aproximadamente 2 millas dentro de 2.5 horas.)

What to wear and bring along: Since this is a walking tour and you will be exploring various sites, it is strongly recommended that participants wear cool, comfortable clothing and walking shoes. Participants may also want to bring along a hat, sunscreen, sunglasses, and/or an umbrella in case of rain.

REMINDER: DON’T FORGET TO BRING YOUR CAMERA.

SATURDAY, JULY 8, 2017

E4: Chicago Architecture – Walking Tour
Time: 1:00pm – 4:00pm
Cost: $25.00
Meeting Point: Meet by 12:45pm in the Hilton Chicago Hotel Lobby. This excursion will begin and end at the Hilton Chicago Hotel.

Chicago became the birthplace of the skyscraper after the City was devastated by a great fire. Join us on this walking tour of Chicago’s Loop and get an illustrated view of the great late 19th and early 20th century architectural landmarks as well as the iconic modern and contemporary skyscrapers. See everything from Moorish revival and Art Deco exteriors to works by Barcelona-born Ricardo Bofill. The tour begins at the Hilton Chicago Hotel and wraps up at the north end of the Loop. (NOTE: This excursion requires participants to walk approximately 2 miles over the course of 2 ½ hours.)

What to wear and bring along: Since this is a walking tour and you will be exploring various sites, it is strongly recommended that participants wear cool, comfortable clothing and walking shoes. Participants may also want to bring along a hat, sunscreen, sunglasses, and/or an umbrella in case of rain.

REMINDER: DON’T FORGET TO BRING YOUR CAMERA.
Earning Graduate Credit at the Annual AATSP Conference

AATSP has partnered with New Mexico State University to offer a unique opportunity for 2017 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 workshops (W-3 or W-7) 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 Workshops:

**W-3: Ubicación vs capacidad: el examen de ubicación para hablantes de herencia**
Thursday, 1:00pm – 4:00pm  Conference Room 4D

**Presenters:** Gabriela Moreno; New Mexico State University; Patricia MacGregor-Mendoza; New Mexico State University

**W-7: Turn on language learning for students by using technology they already have**
Saturday, 1:00pm – 4:00pm  Conference Room 4D

**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 2017, watch for it again in 2018 in Salamanca!*
CONFERENCE PROGRAM OVERVIEW

The AATSP Conference is composed of a great variety of sessions, workshops, meetings, and special events. The following list describes the various types of presentations in an effort to help you plan your conference time and select the sessions and workshops that are most beneficial to you.

ACADEMIC PAPER
An academic paper presents research about a topic related to language, literature, culture or linguistics. An academic paper is generally 15-20 minutes in length and is scheduled in a 30-minute time block to allow for questions and discussion.

PANEL OF ACADEMIC PAPERS
An academic panel consists of 2-4 academic papers treating a similar theme or topic. An academic panel is scheduled within a 75-minute time block to allow for questions and discussion. The Chair of the panel serves as the moderator for the session and may also read a paper during the session.

e-POSTER PRESENTATION
An e-Poster presentation uses an electronic format operated from a laptop computer or other device. An e-Poster presentation consists of a brief outline of the important features or concepts of a research project, lesson plan, classroom materials, and/or cultural update. E-poster presentations can be either 30 minutes or 75 minutes in length.

SESSIONS
A session treats topics related to the teaching and learning of language, literature, linguistics and/or culture of the Spanish- or Portuguese-speaking world. Sessions can have one to three presenters who explain or describe the topic in an engaging format to the attendees. A session can be 30 minutes or 75 minutes in length.

EXHIBITOR SESSIONS
In an exhibitor session a representative from the company presents information to the attendees related to the product or service they offer. An exhibitor session can be either 30 minutes or 75 minutes in length. During the session exhibitors may not sell products or services but can explain the benefits of the product or service they offer.

WORKSHOPS
Workshops are a half day or full day in length and provide more in-depth treatment of a particular topic than could be presented in a regular session. Workshops are interactive and allow the attendees time to practice the concepts and ideas presented. Attendees pay an additional fee to attend the workshop and receive a comprehensive treatment of the topic and materials to use as classroom resources.

GUIDEBOOK
The mobile app for the AATSP Annual Conference
Bring your conference planning to a new level by downloading the AATSP mobile app today.

• The app allows you to arrange your personal conference schedule and update it as necessary.
• The App provides access to the complete conference program, information on exhibitors.
• The app will send you instant alerts for all new/cancelled sessions and much more.

To download the mobile app, just scan the QR code below or go to your app store and search for the Guidebook app. Once downloaded, search for AATSP in the search bar to begin your conference planning.
Thursday Highlights

**Registration Open**
Grand Ballroom Foyer
7:00am – 12:00pm

**Session 008**
Community Engagement SIG
8:30am–9:45am
Conference Room 4H

**Plenary Session 029**
AATSP Programs and Publications: Celebrating our achievements
10:45am –12:00pm
Williford A-B-C

**Session 030**
President’s Welcome Reception
Grand Opening Exhibit Hall
12:00pm –1:00pm
Grand Ballroom

**Exhibit Hall Open**
12:00pm – 4:00pm
Grand Ballroom

**Session 044**
Sigma Delta Pi Best Practices and Informative Session
1:45pm – 3:00pm
Williford A

**Session 060**
Sigma Delta Pi Reception
3:00pm – 4:30pm
Williford A
*All Sigma Delta Pi Members are invited to attend*

**Session 059**
Exhibit Break
3:00pm –3:45pm
Grand Ballroom

**Session 076**
AATSP Business Meeting
4:30pm – 5:30pm
Williford B-C
*All attendees are encouraged to participate. Keep abreast of the latest AATSP news and learn how we are working to better serve you.*

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**AATSP**
The American Association of Teachers of Spanish and Portuguese

2017 AATSP Conference — 11
Sessions

Thursday, July 6
Registration Open 7:00am – 3:30pm

001
Thursday, July 7  8:00am-5:00pm  Conference Room 4M
Board of Directors Meeting
By invitation only.

002
Thursday, July 6  8:30am-9:45am  Conference Room 4A
Theatre for the world language teacher: Utilizing creative play in everyday language instruction
Presenter: Megan Reynolds; Flint Hills Christian School; Manhattan, KS
Audience Level: K-6|Middle/Junior High|Secondary (9-12)|Higher Ed
Theme: Methods/Techniques/Strategies
This session will offer a repertoire of theatrical tools for any classroom as well as an approach to creating activities or customizing existing materials. Through presentation and participation, attendees will learn how to approach language instruction from a theatrical perspective and will take part in games and activities that can be utilized, customized, and adapted for use in any educational setting.

003 - Exhibitor Session
Thursday, July 6  8:30am-9:45am  Conference Room 4B
REAL SPANISH ahora mismo
Presenters: Elizabeth Roberts; REAL LANGUAGE right away; Downers Grove, I; Denise Clivaz; REAL LANGUAGE right away; Downers Grove, IL
Audience Level: K-6|Middle/Junior High|Secondary (9-12)
Theme: Methods/Techniques/Strategies
REAL LANGUAGE right away is a unique communicative method that can be used with beginners of all ages. Through the use of this conversational model, students are able to have a meaningful exchange in the target language right away. The activities presented can serve as the foundation for an elementary and middle school Spanish program and as a useful supplement for secondary programs.

004
Thursday, July 6  8:30am-9:45am  Conference Room 4C
Estudios sobre el desarrollo de la lengua en hablantes de herencia
Presenter: Lydia García; CEPE UNAM; Taxco, México
Audience Level: Higher Ed
Theme: Linguistics
El desarrollo de conocimientos gramaticales y socio-pragmáticos en un curso de español para hablantes de herencia. Los cursos de español para hablantes de herencia no deben de ser creados como LE/L2 ya que la forma en que adquirieron su lengua de herencia es diferente. Deben estar enfocados en las habilidades (gramáticas y socio-pragmáticas) que ellos mismos se consideran limitados al hablar con un nativo de la lengua. El reto es saber qué elementos gramaticales y socio-pragmáticos a partir del perfil del hablante de herencia.

W-1
Thursday, July 6  8:00am-11:00am  Conference Room 4D
Innovative technology tools and communicative techniques for the classroom
Presenters: Claudia Kechkian; Oakcrest School; McLean, VA; Elena Meschieri; The Langley School; McLean, VA
Audience Level: K-6|Middle/Junior High|Secondary (9-12)
Theme: Methods/Techniques/Strategies
Participants in this workshop will be immersed in a dynamic language-acquisition experience in which the key element is a communicative approach integrated with technology. This workshop is specifically designed for world language educators. Participants will leave fully prepared to design materials for immediate classroom use. It is recommended that participants bring their own laptop or tablet in order to fully participate in the workshop activities.

Session Block 1
Thursday, July 6
8:30am – 9:45am

004
Thursday, July 6  8:00am-5:00pm  Conference Room 4M
Innovative technology tools and communicative techniques for the classroom
Presenters: Claudia Kechkian; Oakcrest School; McLean, VA; Elena Meschieri; The Langley School; McLean, VA
Audience Level: K-6|Middle/Junior High|Secondary (9-12)
Theme: Methods/Techniques/Strategies
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Audience Level: K-6|Middle/Junior High|Secondary (9-12)
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8:30am – 9:45am

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Innovative technology tools and communicative techniques for the classroom
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Audience Level: K-6|Middle/Junior High|Secondary (9-12)
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español ha ido variando significativamente en los últimos años, con una presencia cada vez mayor de hablantes de español de herencia. Nuestra presentación viene a destacar las peculiaridades del desarrollo de la competencia pragmática de este tipo de estudiantes, analizando los casos de transferencia pragmática positiva y negativa del inglés al español.

005
Thursday, July 6 8:30am-9:45am Conference Room 4E

Poised for success: Helping language students transition from the classroom to competitive job markets

**Presenter:** Darcy Lear; University of Chicago; Chicago, IL

**Audience Level:** Secondary (9-12) | Higher Ed

**Theme:** Instructional Materials

Many students study Spanish because they plan to use it in professional contexts. Twenty-first century workplace skills can be built on everyday language course tasks: meeting and greeting, preparing brief written and verbal summaries, and in-class presentations. In this hands-on session, participants will reimagine some of these fundamental tasks with a professional spin: networking, written and verbal communication skills for the workplace, and job search basics such as cover letter writing and interview preparation.

006
Thursday, July 6 8:30am-9:45am Conference Room 4F

National Spanish Examinations: Standards-Based Online Assessments

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

**Audience Level:** Middle/Junior High | Secondary (9-12)

**Theme:** Assessment

This session will focus on the content and administration of the AATSP’s National Spanish Examinations (NSE). We will discuss exam content, how the NSE measures both performance and content standards, online test administration procedures, and how the exams can be used as formative and summative assessments.

007
Thursday, July 6 8:30am-9:45am Conference Room 4G

O ensino de cultura nas aulas de língua estrangeira

**Presenters:** Maria Luci De Biaji Moreira; College of Charleston; Charleston, SC; Mérica Flannery; University of Pennsylvania; Philadelphia, PA; Leila da Costa; University of Miami; Miami, FL

**Audience Level:** Secondary (9-12) | Higher Ed

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

A través de exemplos práticos, o objetivo deste painel é mostrar a importância do ensino de cultura nas aulas de português como língua estrangeira em todos os níveis para que os aprendizes tornem-se culturalmente proficientes. Três tópicos serão abordados: (1) o ensino de cultura através de filme, (2)

comunicações face-a-face entre falantes de línguas diferentes e através de materiais autênticos para leitura e 3) compreensão auditiva. As inúmeras possibilidades disponíveis atualmente são ferramentas que contribuem para a dinâmica das aulas, motivação e aquisição da língua e sua cultura porque, afinal, os dois elementos coexistem.

008
Thursday, July 6 8:30am-9:45am Conference Room 4H

Community Engagement SIG Business Meeting

**Presenter:** Megwen May Loveless; Tulane University; New Orleans, LA

**Audience Level:** K-6 | Middle/Junior High | Secondary (9-12) | Higher Ed

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) brainstorm ways to involve more AATSP members in the SIG and (2) consider ways to incorporate service learning experiences into future AATSP conferences. All are welcome to attend.

009
Thursday, July 6 8:30am-9:45am Conference Room 4I

Discussing sensitive current issues in the Spanish classroom: A Humane Education approach

**Presenters:** Stacy Hoult-Saros; Valparaiso University; Valparaiso, IN; Sarah Degner Riveros; Augsburg College; Minneapolis, MN

**Audience Level:** Secondary (9-12) | Higher Ed

**Theme:** Methods/Techniques/Strategies

This session offers strategies and resources for handling sensitive topics in the Spanish classroom. Mindful of the diverse backgrounds and beliefs that students bring to class, we will share teaching ideas for lowering the affective filter to facilitate balanced discussions on political change; racial, socioeconomic and religious difference; climate change; and animal protection. We propose a Humane Education approach focused on providing accurate information, fostering critical and creative thinking, and encouraging respectful dialogue across difference.

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010
Thursday, July 6  8:30am-9:45am  Conference Room 4J
Los 33 mineros chilenos soterrados en la San José en Chile

Presenter: Gladys María Wisnefski; Retired; Oshkosh, WI
Audience Level: Secondary (9-12) | Higher Ed
Theme: Culture

Los participantes recibirán una unidad pedagógica sobre este evento y podrán apreciar el esfuerzo internacional que hizo posible el rescate. Aparte del texto de lectura, la unidad incluye vocabulario, cuestionarios y ejercicios para verificar comprensión de lectura.

011
Thursday, July 6  8:30am-9:45am  Conference Room 4K
SLA evidence for explicit instruction: Learners’ difficulties with context-based grammatical structures in Spanish

Presenters: Lori Nevin; University of Florida; Gainesville, FL; Hamideh Mohammadi; University of Florida; Gainesville, FL
Audience Level: Higher Ed
Theme: Linguistics

This session will discuss results of two studies providing evidence for explicit instruction of pragmatic features in Spanish. Adult L2 learners exhibited difficulties when tasked with implementing grammatical structures (e.g. subjunctive in relative clauses and word order with the verb gustar) which vary based on contextual factors. Strategies for explicit instruction will be discussed to facilitate acquisition of structures and phenomena at the interface between syntax and pragmatics in a communicative classroom.

012
Thursday, July 6  8:30am-9:45am  Conference Room 4L
Short films and social documentaries for learning Spanish

Presenter: Eduardo García-Villada; Drake University; Des Moines, IA
Audience Level: Higher Ed
Theme: Film/Film Studies

Films in world language courses are resources used to teach culture, develop critical thinking, and enhance language skills. In this session, the presenter shares strategies for teaching contemporary social movements through films and documentaries. Following an explanation of activities that led students in an intermediate Spanish class to write and produce one-minute digital films, the presenter shows how to plan a class where students learn Latin American film history, make short films on social issues, and learn Spanish and Latin American culture using film.

013 - Exhibitor Session
Thursday, July 6  8:30am-9:45am  Conference Room 4M
Where sitting is the exception: Moving towards proficiency

Presenter: Jaclyn Hathaway Rubé; Organic World Language; Medford, OR
Audience Level: K-6 | Middle/Junior High | Secondary (9-12) | Higher Ed
Theme: Teacher Preparation/Development

In this dynamic, interactive session participants will experience first-hand how incorporating second language acquisition and fun creates a classroom community with an immersion environment. Focusing on student-generated curriculum and proficiency is the transformational cornerstone to the session which will also pedagogical implications and assessment.

014
Thursday, July 6  8:30am-9:45am  Conference Room 4P
New approaches for teaching the distinction between the preterite/imperfect

Presenter: Gayle Jeffers; Texas Tech University; Lubbock, TX
Audience Level: Higher Ed
Theme: Language for Specific Purposes

Strategies for teaching the preterite/imperfect dichotomy. Spanish language learners must learn to use the preterite and imperfect aspects in order to effectively converse and survive in the Spanish language. This study explores the validity of the use of a microwave/crock pot metaphor as an effective technique for Spanish language learners to learn to distinguish between the two aspects. The study was conducted in a study-abroad context.

Presenter: Fenfang Hwu; University of Cincinnati; Cincinnati, OH
Audience Level: Middle/Junior High | Secondary (9-12) | Higher Ed
Theme: Methods/Techniques/Strategies

Making form-meaning connections through conversational discourse for the acquisition of Spanish preterite and imperfect. Spanish preterite and imperfect are often translated as having the same meaning in English. The lack of distinct meanings conveyed by different tenses present challenges for L2 acquisition. Traditionally, the instruction of these tenses focuses on their uses in narratives, while their uses in conversations are overlooked. The presenter will show how teaching their uses in the conversational discourse, in which speakers intuitively cooperate and conform to tacit conversation principles, can help learners make form-meaning connections and select tenses through meanings.
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**018**

**Survey results: Language learning perceptions and practices**

*Presenter:* Justin P. White; Florida Atlantic University; Boca Raton, FL  
* Audience Level:* K-6|Middle/Junior High|Secondary (9-12)|Higher Ed  
* Theme:* Teacher Preparation/Development  

SLA research posits several “givens” of acquisition that, regardless of the theory or model, are accepted by researchers (VanPatten, 2003). In practice, they may not be supported by language teachers. Over 200 faculty completed a survey addressing these givens, perceptions of current language teaching practices and approaches, and familiarity with core concepts. This study offers insight into the current state of language teaching practices and language teaching perceptions. The implications for the profession including plans for training workshops are presented.

**019**

**Oh the things we can do!: Using the Can-Do Statements to engage and empower students**

*Presenter:* Rachel Sylvia Knighten; University of Wisconsin Colleges; Menasha, WI  
* Audience Level:* Higher Ed  
* Theme:* Methods/Techniques/Strategies  

The purpose of this session is to share materials developed for beginning- and intermediate-level college language classes in order to empower students in their language-learning journey. Students use the NCSSFL-ACTFL Can-do Statements to establish personal goals and document their progress in a portfolio which they present at the end of the semester. Assessment activities are aligned with the Can-do Statements. The presenter’s goal has been to assess students according to the National Standards while making those standards visible and meaningful to students.

**020**

**“Eu falei português quando fui criança”: O aprendizado de tempo-aspecto em Português como língua de herança**

*Presenter:* Gláucia Silva; University of Massachusetts-Dartmouth; Dartmouth, MA  
* Audience Level:* Secondary (9-12)|Higher Ed  
* Theme:* Applied Linguistics/Second Language Acquisition  

A diferença aspectual entre o pretérito perfeito e o imperfeito apresenta dificuldades para os falantes de inglês que aprendem uma língua neolatina (Collentine, 2003), mas pode ser problemática para falantes de herança também (Montrul & Perpiñán, 2011). Este estudo examina essa diferença entre aprendizes de português como língua de herança antes e depois de receberem instrução explícita. Embora os resultados do pós-teste sejam melhores que os do pré-teste, a diferença é pequena, sugerindo que tempo-aspecto merece atenção contínua na instrução em português como língua de herança.

**021**

**Planning to improvise: Engaging future teachers in scripting and improvisation**

*Presenter:* Charla Lorenzen; Elizabethtown College; Elizabethtown, PA  
* Audience Level:* Higher Ed  
* Theme:* Teacher Preparation/Development  

The world languages methods course is the point in the pipeline for synthesizing learning from education and language courses. The methods course is also the perfect place to learn to plan lessons in a way that balances structure and improvisation coupled with reflection to promote 90% or more target language use in the classroom and foster comprehensible input and authentic interaction.

**022**

**Activities to help students communicate effectively in the Spanish language**

*Presenter:* Grisel S. Santiago; PK Yonge Developmental Research School; Gainesville, FL  
* Audience Level:* Middle/Junior High|Secondary (9-12)  
* Theme:* Methods/Techniques/Strategies  

Students learn how to communicate in the target language when they are offered many opportunities to communicate in a variety of different ways. Attendees will receive different tools to help students use the Spanish language in presentational and informal communication. Immersing and helping students how to remember information and incorporate new and recycled vocabulary is fundamental to their success. Teaching students not to be afraid of challenges or making errors while learning the language and the culture is the key.

**023**

**Twenty-first century world language perceptions**

*Presenter:* Michael L. Crowell; Rolla Public Schools; Rolla, MO  
* Audience Level:* Secondary (9-12)  
* Theme:* Advocacy/Policy  

This session describes a case study undertaken in a Midwestern, suburban school district to discover what motivates students to enroll in a world language class and what drives enrollment. The study focusses specifically on how perceptions of students differ from those of other stakeholders, such as parents, teachers, and administrators. The findings of this study inspired a transition from traditional grading to a focus on proficiency-based grading and student-driven goal setting.
024  
Thursday, July 6  10:00am-10:30am  Conference Room 4K  
Preparing Spanish language learners for careers in business through collaborative writing  
**Presenter:** Brian Olovson; University of Iowa; Iowa City, IA  
**Audience Level:** Higher Ed  
**Theme:** Language for Specific Purposes  
Collaborative writing is a common practice in language classrooms and in the workplace. In this session participants will: (1) become familiar with the research on the benefits of using collaborative writing for learning language and content; (2) learn how to utilize collaborative activities in their own Business Spanish classes; 3) discover different online tools that can be used to facilitate the collaborative writing process in face-to-face and online settings. Handouts and example activities from a university-level Business Spanish course will be provided.

025  
Thursday, July 6  10:00am-10:30am  Conference Room 4L  
Online placement testing for university-level Spanish: Relationships between gender, vocabulary, grammar and reading  
**Presenters:** Haley N. Dolosic; Washington University in St. Louis; St. Louis, MO; Cindy Brantmeier; Washington University in St. Louis; St. Louis, MO  
**Audience Level:** Secondary (9-12)|Higher Ed  
**Theme:** Assessment  
This paper examines gender-based correlations regarding L2 vocabulary knowledge, grammar knowledge, and reading performance based on answers in an online placement test completed by 238 university-level learners of Spanish. With self-reported gender and a previously validated online placement examination, statistical analyses revealed that scores on vocabulary, grammar, and reading differed significantly by gender across all stages of acquisition. Implications for classroom instruction that account for these individual differences will be thoroughly discussed.

026  
Thursday, July 6  10:00am-10:30am  Conference Room 4M  
Black self hatred as depicted in the Afro-Ecuadorian novel El último río  
**Presenter:** Margaret Lindsay Morris; South Carolina State University; Orangeburg, SC  
**Audience Level:** Secondary (9-12)|Higher Ed  
**Theme:** Literature/Literary Criticism/Literary Theory  
Nelson Estuiñán Bass wrote *El último río* in 1966 and Ian Smart translated it in 1993 with the title *Pastrana’s Last River*. The latter version was used in preparing this work. On the surface, the story line is easy to follow. The protagonist, José Antonio Pastrana, is a Black native of Esmeralda, Ecuador. As he rises in the political and economic levels, he displays a strong self-hatred for his Blackness and takes it to a new level of lunacy. By the end of the novel, Pastrana’s views on Blackness have changed.

027  
Thursday, July 6  10:00am-10:30am  Conference Room 4P  
Teaching translation to world language students through service learning  
**Presenter:** Michael Hubert; Washington State University; Pullman, WA  
**Audience Level:** Secondary (9-12)|Higher Ed  
**Theme:** Translation and Interpretation  
This presentation describes a Spanish-English translation course for intermediate undergraduate world language students. First, training in translation theory, strategies, and computer-assisted translation tools is provided. These strategies and tools are then used by students to translate a wide variety of texts. While most source texts are translated from Spanish into English, the final project consists of a volunteer English-to-Spanish service learning translation project for a local nonprofit organization. The challenges inherent to this approach and the outcomes of this course are examined.

028  
Thursday, July 6  10:00am-10:30am  McCormick Boardroom  
Un gramo de sensatez inspirado en novellas del siglo XX de Ramón Gómez de la Serna presentadas en textos bilingües  
**Presenter:** Herlinda Charpentier Saitz; Professor Emeritus; University of Massachusetts-Lowell; Lowell, MA  
**Audience Level:** Higher Ed  
**Theme:** Methods/Techniques/Strategies  
Se demostrarán estrategias que muestran cómo *El dueño del Atomo* y *¡Hay que matar el Morse!*, en traducciones paralelas bilingües de Ramón Gómez de la Serna, facilitan la comprensión y estimulan la conversación. Ambas presentan una visión del mundo que advierte y crea conciencia sobre problemas humanos causados por el optimismo exagerado, las promesas, los peligros y las contrariedades del progreso vertiginoso de la ciencia y la telecomunicación en el siglo XXI, cuando no se tiene en cuenta la inevitabilidad de las fuerzas positivas y negativas presentes en la vida.
029  Plenary Session
Thursday, July 6  10:45am-12:00pm  Williford B-C

AATSP Programs: Celebrating our achievements
See page 19 for details

030  Thursday, July 6  12:00pm-1:00pm  Grand Ballroom
President’s Welcome Reception/
Grand Opening Exhibit Hall

W-2  Thursday, July 6  1:00pm-4:00pm  Conference Room 4M
Using art to enhance presentational communication
Presenter: Kevin Cessna-Buscemi; Director, National Spanish Examinations; Valparaiso, IN
Audience Level: Middle/Junior High|Secondary (9-12)|Higher Ed
Theme: Methods/Techniques/Strategies
This workshop will present a model for critiquing works of art by enabling students to produce oral or written communication in the presentational mode. Participants will leave with examples of both assignments and rubrics to assess presentational communication at the novice, intermediate and advanced levels. The workshop will combine a 45-minute pedagogical session with a two-hour visit to Art Institute of Chicago (AIC) where participants will be treated to a docent-led tour of works in the Spanish and Latin American collections. After the docent-led tour, participants may stay at the AIC to explore on their own. What to wear and bring along: It is strongly recommended that participants wear cool, comfortable clothing and walking shoes. Participants may also want to bring along a hat, sunscreen, sunglasses, and/or an umbrella in case of rain.

W-3  Thursday, July 6  1:00pm-4:00pm  Conference Room 4D
Ubicación vs capacidad: el examen de ubicación para hablantes de herencia
Presenters: Gabriela Moreno; New Mexico State University; Las Cruces, NM; Patricia MacGregor-Mendoza; New Mexico State University; Las Cruces, NM
Audience Level: Higher Ed
Theme: Assessment
Distinguir entre un examen de ubicación y un examen que mida la capacidad del estudiante se dificulta cuando no se tiene un examen confiable para el tipo de población estudiantil con el que se trabaja. El siguiente taller propone explorar ítems de varios exámenes de ubicación y capacidad para analizar su efectividad. Se brindan herramientas, recursos y prácticas para que el maestro pueda crear sus propios exámenes y medidas de ubicación efectivas para su población estudiantil. Those receiving credit via NMSU for attending the conference must attend either W-3 or W-7. 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.

031  Thursday, July 6  1:00pm-1:30pm  Conference Room 4A
Moodle and online Extensive Reading: Odd couple?
Presenter: Juan Pino-Silva; Evergreen Valley College; San Jose, CA
Audience Level: Higher Ed
Theme: Technology
With the advent of new literacies and the affordances of Content Management Systems (CMSs) such as Moodle, Bblearn, or Canvas, one would expect a quick growth of online Extensive Reading (ER) programs. This expectation, however, has not been fulfilled. This presentation reports a case study in which Spanish learners read web materials and reported their progress via a worksheet hosted in Moodle. Instructor’s introspective data indicate that the Moodle + ER format can serve both teachers and learners of Spanish. Advantages and disadvantages of the CMS + ER format will be discussed.

Continuing Education Units or Credits
Attendees may obtain Continuing Education Units or Credits 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.

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).
029
Plenary Session

AATSP PROGRAMS AND PUBLICATIONS:
CELEBRATING OUR ACHIEVEMENTS

Thursday, July 6
10:45am – 12:00pm
Williford B & C

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.

CHERYL FUENTES-WAGNER
Moderator
President, AATSP

KEVIN CESSNA-BUSCEMI
Director, National Spanish Examinations

CAROL E. GALVIN FLOOD
Coordinator, Online Classroom Resources

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Director, Sociedad Hispánica de Amistad

DAVID WISEMAN
Director of Communications

CRYSTAL VICENTE
Coordinator, Poster Contest

The 2017 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.
032 - Exhibitor Session
Thursday, July 6  1:00pm-1:30pm  Conference Room 4B

Top ten questions from ¿Por qué? 101 Questions about Spanish

Presenter: Judy Hochberg; Fordham University; Bronx, NY
Audience Level: Middle/Junior High| Secondary (9-12)| Higher Ed
Theme: Methods/Techniques/Strategies

How does speaking Spanish change the way you think? *Why is the “personal a” famous? *Can all native Spanish speakers roll their r’s? *Who invented the ¿ and ¡ marks? *Why isn’t there a plural version of hay? These are among the questions explored in ¿Por qué? 101 Questions about Spanish, just published by Bloomsbury. This session will present ten questions (and answers) from the book, selected with the Spanish instructor in mind. It will touch on dialects, spelling, vocabulary, phonology, and grammar, and will suggest ways to bring linguistics into your classroom.

033
Thursday, July 6  1:00pm-1:30pm  Conference Room 4C

A Spanish Vocabulary Levels Test

Presenter: Paul Michael Chandler; University of Hawaii at Manoa; Honolulu, HI
Audience Level: Secondary (9-12)| Higher Ed
Theme: Assessment

This session shares the development and implementation of the Spanish Vocabulary Levels Test drawn from the 5000 most frequently used words in the Spanish language. This levels test is intended to supplement and support diagnostic placement procedures at our university. Pilot tests have shown clear increases in vocabulary recognition across first-, second-, and third-year Spanish groups. Attendees will receive sample items for discussion purposes, which they may wish to use or adapt for use in their own Spanish programs.

034
Thursday, July 6  1:00pm-1:30pm  Conference Room 4E

Empowering language learners with asychronic video lectures: Flipping the Spanish classroom

Presenters: Adriana Soto-Corominas; Western University; London, Ontario, Canada; Ana Garcia-Allen; Western University; London, Ontario, Canada
Audience Level: Secondary (9-12)| Higher Ed
Theme: Methods/Techniques/Strategies

This presentation discusses the design and findings of an experimental study that compared the flipped classroom approach to the traditional (lecture-like) approach in 15 sections of Spanish for Beginners involving some 200 students. The results indicated significant gains in the flipped treatment as measured by test performance and demonstrate the benefits of the flipped approach regarding grammar teaching. The end-of-the-year questionnaires also demonstrated that students (and instructors) might resist this approach at first.

035
Thursday, July 6  1:00pm-1:30pm  Conference Room 4F

The impact of a five-week study-abroad experience on listening comprehension

Presenter: Goretti Prieto Botana; University of Southern California; Los Angeles, CA
Audience Level: Higher Ed
Theme: Applied Linguistics/Second Language Acquisition

A study was conducted to gauge the impact of short study-abroad stays on listening comprehension. Results from a three-part listening task administered at the beginning and end of the program suggest that participants’ overall listening comprehension improved significantly despite the brevity of their stay abroad. Individual analysis revealed that significant gains emerged from the outcome measures where topic was kept constant across the task, suggesting that context plays a crucial role in input comprehension.

036
Thursday, July 6  1:00pm-1:30pm  Conference Room 4G

The discourses of heritage language development among Brazilian mothers from the New York City region

Presenter: Fausta Bosacci; University of Massachusetts Dartmouth; Dartmouth, MA
Audience Level: K–6| Middle/Junior High |Secondary (9-12) | Higher Ed
Theme: Applied Linguistics/Second Language Acquisition

Recently, studies on heritage language have begun to discuss discourses and ideologies among immigrant families. This study draws attention to the diversity of meanings among Brazilian mothers’ discursive constructions of heritage language development and maintenance, revealing their own practices and ideologies. The qualitative data reveal contradictions between both. Using discourse analysis, this paper examines aspects of the broader study of the prospect and vitality of Brazilian Portuguese in a specific American community.

037
Thursday, July 6  1:00pm-1:30pm  Conference Room 4H

It just doesn’s add up: Grammatical number in Spanish and English

Presenter: Amy Orf; Northern Michigan University; Marquette, MI
Audience Level: Middle/Junior High| Secondary (9-12)| Higher Ed
Theme: Linguistics

This presentation examines the differences in grammatical number between Spanish and English, with respect to both the lexicon and agreement. These differences result in common errors by English-speaking students, such as yo pedí el camarón (I ordered the shrimp); tengo muchas ropas (I have a lot of clothes); mi postre favorito es las galletas (my favorite dessert is cookies); me gusta cantar y bailar (singing and dancing please me). By highlighting the differences between Spanish and English, instructors can help their students avoid these pitfalls.
Implications for study abroad and classroom learning are shared. Journal entries suggest that explicit instruction along with pragmatic performance after their study-abroad experience. Students became more target-like in some aspects of their performance in a five-week study-abroad program in Argentina. All seven the pragmatic development of seven students who participated in the completion of strategic tasks contributed to an increased awareness of the pragmatic norms of the host culture. Implications for study abroad and classroom learning are shared.

This study assessed the impact of an explicit intervention on literature writing in both languages. The session will conclude with pedagogical recommendations.

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**Study abroad and Spanish pragmatic development**

Presenters: Todd Anthony Hernández; Marquette University; Milwaukee, WI; Paulo Boero; Belmont University; Nashville, TN

**Audience Level:** Higher Ed  
**Theme:** International Education/Study Abroad

This study assessed the impact of an explicit intervention on pragmatic development of seven students who participated in a five-week study-abroad program in Argentina. All seven students became more target-like in some aspects of their pragmatic performance after their study-abroad experience. Journal entries suggest that explicit instruction along with the completion of strategic tasks contributed to an increased awareness of the pragmatic norms of the host culture. Implications for study abroad and classroom learning are shared.

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**El rol de la mujer intelectual en la posguerra civil española**

Presenter: Victoria Lizet Lau; Loyola Marymount University; Los Angeles, CA

**Audience Level:** Higher Ed  
**Theme:** Literature/Literary Criticism/Literary Theory

El ensayo se concentra en cómo la mujer intelectual española desafió el sexismos de la sociedad franquista para señalar el estado en que se encontraba. Sin embargo, también afirma que aunque su condición haya mejorado después de la dictadura, actualmente todavía se mantienen vigentes las pautas patriarcales que han dominado su condición desde siempre.

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**Analyzing lexical bundles in English and Spanish Latin American literary criticism articles**

Presenter: William Michael Lake; Georgia State University; Atlanta, GA

**Audience Level:** Higher Ed  
**Theme:** Teaching of Literature

This study analyzed the use of frequent four-word phrases in two collections (each totaling one million words) of articles on Latin American literary criticism written in English and in Spanish to explore discipline-specific writing conventions. The most frequent four-word phrases identified in each language were classified structurally and functionally and revealed a number of elements key to the composition of graduate-level literature writing in both languages. The session will conclude with pedagogical recommendations.

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**Imagining costumbrismo: Connecting ekphrastic art and the cuadro de costumbres in nineteenth-century Colombia**

Presenter: Maria Sol Echarren; Florida International University; Miami, FL

**Audience Level:** Secondary (9-12)|Higher Ed  
**Theme:** Literature/Literary Criticism/Literary Theory

The relationship between painting and literature has been expressed since Plato’s writings in what is known as ekphrasis, a vivid and detailed description of objects and persons. Yet, contemporary criticism has different definitions for the word. This study, based on the analysis of a highly visual nineteenth-century literary form, the cuadro de costumbres, will provide clarifications with which to interpret the word ekphrasis in a new light, thus exploring the relationship between ekphrastic visual costumbrismo art and literary works from nineteenth-century Colombia.

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**Los famosos: Using figures from popular culture to reinforce grammar concepts**

Presenter: Caitlin E. Samples; Baylor University; Waco, TX

**Audience Level:** Middle/Junior High|Secondary (9-12)|Higher Ed  
**Theme:** Instructional Materials

This session outlines techniques for integrating figures from popular culture into lessons on grammar concepts in beginning and intermediate Spanish courses, including descriptions, comparisons, and the past tense. Examples illustrate figures from both the United States and Spanish-speaking countries, and demonstrate methods for including authentic materials into class exercises. Communicative activities will be emphasized, as will ways for teaching students about a variety of figures from Spanish-speaking cultures.

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**Multilingual collaboration between campus and community organizations through civic engagement**

Presenter: Carole Anne Champagne; University of Maryland Eastern Shore; Princess Anne, MD

**Audience Level:** Secondary (9-12)|Higher Ed  
**Theme:** Service Learning/Community Engagement

Purposeful civic participation in a diverse society is achieved as organizations share management structures, employee and volunteer responsibilities, and outreach activities. This session will focus on the collaboration between the campus and community and demonstrate how students fulfill learning outcomes through internships, medical missions, and joint projects supervised by organizational leadership.
Session Block 4
Thursday, July 6
1:45pm – 3:00pm

**044**
Thursday, July 6  1:45pm-3:00pm  Williford A

**Sigma Delta Pi Best Practices and Informative Session**

*Presenter: Mark P. Del Mastro; College of Charleston; Charleston, SC*
*Presenter: Maya Novák-Cogdell; College of Charleston; Charleston, SC.*
*Presenter: Héctor Tricás; Queens University of Charlotte; Charlotte, NC.*

**Audience Level:** Higher Ed
**Theme:** Advocacy/Policy

Sigma Delta Pi, the National Collegiate Hispanic Honor Society, hosts student members to share their local chapters’ best practices through formal presentations. An open discussion will follow regarding the purpose and benefits of the organization as well as information about its numerous programs, procedures for founding and reactivating chapters, and ideas for chapter activities. All current and prospective chapter advisers and members of Sigma Delta Pi, as well as interested conventioneers are encouraged to attend.

**045**
Thursday, July 6  1:45pm-3:00pm  Williford B-C

**Celebrating the future: New models for study abroad**

One of the five major recommendations of the AAAS Commission Report: *America’s Languages: Investing in Language Education for the 21st Century,* is to “promote opportunities for students to learn languages in other countries by experiencing other cultures and immersing themselves in multilingual environments.” Presenters in this session will discuss models for study abroad programs that emphasize cultural and language immersion experiences.

**PRESENTERS**
*Emily Spinelli, Moderator; Executive Director, AATSP*
*Kirsten Brecht Baker; CEO and Co-Founder, Global Professional Search*
*Kevin Cessna-Buscemi; Director, National Spanish Examinations*
*Maria José Fabre González; Consejería de Educación; Embajada de España*
*Bill Rivers; Executive Director, Joint National Committee for Languages–National Council for Languages and International Studies*

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**046**
Thursday, July 6  1:45pm-3:00pm  Conference Room 4A

**From injustice to inequity: Images of immigrants in Hispanic literature and film**

*Presenters: Joy Renjilian-Burgy; Wellesley College; Wellesley, MA*
*Patricia Pogal; Morehouse College; Atlanta, GA*
*Susan M. Mraz; University of Massachusetts Boston; Boston, MA*
*Teresa Carrera-Hanley; Randolph Middle School; Randolph, MA*

**Audience Level:** Secondary (9-12)|Higher Ed
**Theme:** Film/Film Studies

Presenters address the insidious emotional and physical injuries that Hispanics endure when they emigrate to new countries. Inspired by Hispanic literature as well as fictional and documentary films, presenters explain the racial, socioeconomic, and linguistic discrimination that immigrants suffer. References to immigrants’ war-torn homelands will also be included. Participants will learn about relevant materials to include in language, literature and culture courses.

**046A - Exhibitor Session**
Thursday, July 6  1:45pm-3:00pm  Conference Room 4B

**La formación del profesorado: un reto permanente**

*Presenters: Virginia Vinuesa Benítez; Universidad Rey Juan Carlos; Madrid, España*
*Xavier Gisbert Da Cruz; Asociación Enseñanza Bilingüe; Madrid, España*

**Audience Level:** K-6|Middle/Junior High|Secondary (9-12)|Higher Ed
**Theme:** Teacher Preparation/Development

La formación del profesorado es un elemento clave para dotar de calidad a cualquier sistema educativo y fundamental para asegurar el éxito de los estudiantes. A través de ejemplos prácticos y de vídeos, esta ponencia abordará, desde la experiencia española, la importancia de qué y cómo enseñar, en la formación inicial y permanente del profesorado, para que los profesores puedan enfrentarse con seguridad al reto diario que la enseñanza supone, y conseguir que los alumnos desarrollen sus capacidades y las competencias que se les exijan en el futuro.

**047**
Thursday, July 6  1:45pm-3:00pm  Conference Room 4C

**La métrica de poemas**

*Presenter: Alberto García Salinero; Embassy of Spain - Education Office; Washington, DC*

**Audience Level:** K-6|Middle/Junior High|Secondary (9-12)|Higher Ed
**Theme:** Methods/Techniques/Strategies

En esta sesión se trabajará la métrica de los poemas en la lengua española. Se dará gran importancia a la acentuación, de gran ayuda para realizar la métrica de los poemas.

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* Watch for election information in early autumn

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AATSP elections conducted on-line
048
Thursday, July 6  1:45pm-3:00pm  Conference Room 4E
Creating a language quizbowl competition
Presenter: Jason L. Noble; Pella Christian High School; Pella, IA
Audience Level: Secondary (9-12)
Theme: Culture
Learn how the Iowa Chapter of the AATSP began its Spanish Quizbowl Competition three years ago. Presenters will share tips and tricks to create and implement a quizbowl competition with few economic resources. With hands-on help from the presenters, participants will be able to create their own Quizbowl Competition for their chapter, state or region.

049
Thursday, July 6  1:45pm-3:00pm  Conference Room 4F
Sesión especial de la Academia Norteamericana de la Lengua Española (ANLE): últimas publicaciones de la ANLE
Presenters: Silvia Betti; Università di Bologna y ANLE; Bologna, Italy; Domnita Dumitrescu; California State University, Los Angeles; Los Angeles, CA; Gerardo Piña-Rosas; CUNY Graduate Center; New York, NY
Audience Level: K-6|Middle/Junior High|Secondary (9-12)|Higher Ed
Theme: Linguistics
El objeto del panel es el de presentar tres nuevas publicaciones: el tercer volumen de Hablando bien se entiende la gente, Roles situacionales, interculturalidad y multiculturalidad en encuentros en español y Nuevas voces sobre el spanglish: una investigación polifónica, editadas por la ANLE y otras Instituciones como el Programa EDICE (Stockholm), la Universidad de Valencia (España) y la Editorial Dunken (Buenos Aires). Cada volumen presenta diferentes temas y se dirige a una amplia audiencia.

050
Thursday, July 6  1:45pm-3:00pm  Conference Room 4G
Transgressions, taboos, and subalterns in the Americas
Presenters: John Maddox; University of Alabama at Birmingham; Birmingham, AL; Mary Makris; University of Louisville; Louisville, KY; Thomas Stephens; Rutgers University; New Jersey, NJ
Audience Level: Higher Ed
Theme: Culture
This panel uses literature, linguistics, and cultural studies to analyze the terms that describe four oppressed groups of the Americas: black women, Chicanos, prostitutes, and homosexuals. Supposed violations of accepted gender, ethnic, racial, moral, and legal codes have led to ridiculous caricatures of these groups. They have typically propelled a proliferation of lexical changes that are used to mark them in Brazil, Spanish America, and the United States.

051
Thursday, July 6  1:45pm-3:00pm  Conference Room 4H
How-to use Hispania articles and reviews to inspire high school teaching
Presenters: Sheri Spaine Long; Editor of Hispania; Birmingham, AL; Megan Jeanette Myers; Iowa State University; Ames, IA; Anne Fountain; San José State University; San José, CA; Linda Egnatz; Lincoln-Way West High School; New Lenox, IL
Audience Level: Secondary (9-12)|Higher Ed
Theme: Teacher Preparation/Development
Panelists demonstrate and discuss how research articles and reviews recently published in Hispania can serve basic Spanish language classes in high school teaching. Myers incorporates business Spanish techniques from “Entrepreneurial Literacy and the Second Language Curriculum” (Rauch & Slack, 99.3). Fountain explores issues of social justice, literature and culture from the review of José Martí, the United States, and Race (Persuad, 99.4). Egnatz discusses “Expanding the Spanish Classroom: The ‘Art’ in Liberal Arts” (Díaz, 99.3).

051A
Thursday, July 6  1:45pm-3:00pm  Conference Room 4I
How do you ensure that your Language for Specific Purposes course adheres to the Standards and SLA principles?
Presenters: Martha Castañeda; Miami University; Oxford, OH; Nohelia Rojas-Miesse; Miami University; Oxford, OH; Julie Szucs; Miami University; Oxford, OH
Audience Level: Secondary (9-12)|Higher Ed
Theme: Language for Specific Purposes
In this session, the presenters will review the national World Readiness Standards as well as Ellis’ principles of Second Language Acquisition (SLA). First, presenters will showcase the content, activities and teaching practices from a medical Spanish course. Then, the presenters and audience will analyze the course content, activities and teaching practices to verify that they adhere to the Standards and SLA principles.

Make sure you are receiving:
Announcements and Reminders
Sent out every 2-3 weeks throughout the year
Notify us at AATSPOffice@aatsp.org to update your record.
052
Thursday, July 6  1:45pm-3:00pm  Conference Room 4J

Foreign language exemptions for students classified as learning disabled: Beliefs, myths, evidence, and best practices

Presenter: Richard Lee Sparks; Mt. St. Joseph University; Cincinnati, OH

Audience Level: Middle/Junior High|Secondary (9-12)|Higher Ed

Theme: Learner Variables/Diverse Learners

Some educators believe that learning disabled (LD) students will exhibit inordinate problems with foreign language (FL) learning and recommend that they be granted exemptions from any FL requirements. These beliefs and recommendations are not supported by empirical evidence. In this session, the presenter will examine several myths about LDs and FL learning, describe the evidence falsifying each myth, present profiles of students at-risk for FL learning problems, and review best practices for FL educators working with students who display language learning problems.

053 - Exhibitor Session
Thursday, July 6  1:45pm-3:00pm  Conference Room 4K

SIELE, the International Spanish Language Assessment Service: Behind the scenes

Presenter: Richard Bueno Hudson, Academic Director; Instituto Cervantes; Madrid, Spain

Audience Level: K-6|Middle/Junior High|Secondary (9-12)|Higher Ed

Theme: Assessment

Since its birth in 2015, SIELE has become a household name in the language assessment arena, with over 75 reputed academic institutions backing the project and a global-scale examination centre network on the increase. The know-how, expertise and joint work of four top-notch, prestigious academic institutions from the Spanish-speaking world provide the project with the consistency it needs to become a valid, reliable, viable and feasible assessment tool to ensure candidates and institutions alike that their language competency levels are being assessed by the best means.

054
Thursday, July 6  1:45pm-3:00pm  Conference Room 4L

Class, let’s get to work!

Presenters: Madeline Martínez-Santiago; University of Arkansas at Fort Smith; Fort Smith, AR; Amy Pierce; Fort Smith Public Schools; Fort Smith, AR

Audience Level: Secondary (9-12)|Higher Ed

Theme: Language for Specific Purposes

Budget constraints have eliminated many occupation-based language programs and forced students to enroll in traditional classes to meet their language requirements. With a few adjustments and the addition of authentic assessments, the traditional classroom can turn into a virtual workplace. Make the traditional lesson plan do double duty. Use vocabulary and grammar in real-life situations. Don’t teach just culture, but cultural perspectives. Make the classroom a laboratory where students can apply the academics to the workplace and connect language to livelihood.

056
Thursday, July 6  1:45pm-3:00pm  Conference Room 4P

Curricular innovation through translation and discourse analysis

Presenter: Sylvia Zetterstrand; Princeton University; Princeton, NJ

Audience Level: Higher Ed

Theme: Linguistics

In recent years, many voices have called for a unified language-and-content curriculum. However, for the most part languages are still being taught as skills for effective communication. This session will discuss two approaches to introducing critical linguistic and cultural awareness into the curriculum: translation and discourse analysis. By means of sample materials, tasks and assignments, the presenter will showcase specific ideas for the creation of engaging advanced-level courses that improve target-language skills while promoting deep translilingual and transcultural competence.

057
Thursday, July 6  1:45pm-3:00pm  McCormick Boardroom

SHA Council Meeting

Presenter: Pamela Ottenheimer; Director, Sociedad Hispánica de Amistad; Newtown, PA

Audience Level: K-6|Middle/Junior High

Participation by invitation only.

058
Thursday, July 6  1:45pm-3:00pm  e-Poster Corner

Student literacy practices as a resource in Spanish-as-a-heritage-language literacy development

Presenter: Lina María Reznicek-Parrado; University of California, Davis; Davis, CA

Audience Level: Higher Ed

Theme: Learner Variables/Diverse Learners

This session focuses on a qualitative study of the innovative, socially-relevant literacy practices that speakers of Spanish as a Heritage Language deploy through their role as academic peer tutors in an autonomous, non-traditional academic context within a Program for Spanish HL at a large public university.
Recepción de Sigma Delta Pi, la Sociedad Nacional Honoraria Hispánica

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

*Audience Level:* Higher Ed

Reception for Sigma Delta Pi members and invited guests.

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**Session Block 5**  
**Thursday, July 6**  
3:45pm – 4:15pm

**061**  
Thursday, July 6  
3:45pm-4:15pm  
Conference Room 4A

**Sabores y saberes: la cocina literaria del Lazarillo de Tormes a La famila de Pascual Duarte**

*Presenter:* Conxita Domènech; University of Wyoming; Laramie, WI

*Audience Level:* Secondary (9-12)|Higher Ed  
*Theme:* Teaching of Literature

¿Cómo darle sabor a un curso de literatura? Si los cursos de cocina, los viajes culinarios y los programas MasterChef están de moda, apliquemos la misma técnica a nuestros cursos: estudiemos la literatura y la cocina conjuntamente. En esta sesión se tratarán autores peninsulares de todas las épocas que incluyen la cocina española en sus obras: Don Juan Manuel, Quevedo, Larra, Alberti, Cela y otros. Asimismo se explicará cómo se enseña una clase de literatura sabrosamente.

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**062 - Exhibitor Session**  
Thursday, July 6  
3:45pm-4:15pm  
Conference Room 4B

**Ritmos: An innovative text for beginning college Spanish**

*Presenter:* Lee Allen Forester; Evia Learning Inc.; Holland, MI

*Audience Level:* Higher Ed  
*Theme:* Instructional Materials

*Ritmos* is a beginning college Spanish textbook that strongly promotes cultural learning in the context of a task-based proficiency approach to language learning. If you want more cultural content, a curriculum where grammar follows proficiency, better conversational skills and improved student retention in your beginning Spanish sequence, *Ritmos* may be a great option. Come find out more at this session!

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**063**  
Thursday, July 6  
3:45pm-4:15pm  
Conference Room 4C

**Thinglink and EdPuzzle: Technological applications to advance intercultural competence**

*Presenter:* Raquel Bejar-Massey; The Shipley School; Bryn Mawr, PA

*Audience Level:* Middle/Junior High|Secondary (9-12)|Higher Ed  
*Theme:* Technology

Thinglink and EdPuzzle, in combination, are two of the best free technological applications on the web to advance students’ intercultural competence. Come to this session to learn how a middle school Spanish teacher was able to expand her beginning students’ knowledge of the Spanish-speaking world by having them study Spanish and Latin American artists and their art with Thinglink. In addition, learn how these same students improved their pronunciation, grammatical accuracy and overall confidence in speaking with the audio feedback provided via EdPuzzle.

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**064**  
Thursday, July 6  
3:45pm-4:15pm  
Conference Room 4E

**Teaching Generation Z: Collaborating to create a new classroom culture**

*Presenters:* Teresa Roig-Torres; University of Cincinnati Blue Ash College; Cincinnati, OH; Angie Woods; University of Cincinnati Blue Ash College; Cincinnati, OH

*Audience Level:* Secondary (9-12)|Higher Ed  
*Theme:* Methods/Techniques/Strategies

The Generation Z student (born in 1995 or after) is high maintenance and wants high intensity in relationships with those in authority. The attention and immediate feedback these students desire can interfere with a positive classroom atmosphere. Creating classroom expectations in collaboration can help mitigate these challenges. Presenters will discuss the unique characteristics of Generation Z students as well as the process used to establish class expectations. Presenters will also share examples of reflection assignments and outcomes.
Crafting a community college Spanish course for the culinary arts

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

*Audience Level:* Higher Ed
*Theme:* Language for Specific Purposes

Within the highly successful culinary arts program at our community college, it has become evident that graduates need to be better prepared to speak with all restaurant personnel and customers, including those who speak Spanish. This session outlines the needs-analysis process and the program for a new Spanish for Specific Purposes seminar focused on culinary arts for lower-proficiency level speakers. By incorporating culturally authentic materials, this course moves beyond teaching stock phrases and strives to develop students' cultural and linguistic competence.

Portuguese Acquisition Linkages Project: University of Georgia's K-16 proficiency-driven pipeline

*Presenters:* Silvia Ramos-Sollai; University of Georgia; Athens, GA; Viviane Moore; University of Georgia; Athens, GA

*Audience Level:* K-6|Middle/Junior High|Secondary (9–12)|Higher Ed
*Theme:* Standards

The Portuguese Acquisition Linkages (PAL) project hosted at the University of Georgia, was designed to create a proficiency-driven pipeline for Portuguese teachers at the secondary level. As the program concludes, the results of the national program survey, as well as information from teacher professional development, replicable first- and second-year Portuguese curricula, and recruitment strategies targeting ACTFL Intermediate Mid to Advanced Low proficiency levels demonstrate that the PAL Project has resulted in innovative secondary-level Portuguese instruction in the United States.

 Career connections: Teaching Spanish for Business to high school students

*Presenter:* C. Denise Broda; Wooster City Schools; Wooster, OH

*Audience Level:* Secondary (9-12)
*Theme:* Content-related Instruction

Being able to communicate in a business setting in Spanish-speaking countries is an important skill for students to begin to develop. This presentation will share insight, suggestions, and authentic materials for the creation and implementation of a Spanish for Business unit for high school students. Students and parents alike express extraordinary appreciation for this practical and beneficial course component.

Argentina Chiriboga’s *Este mundo no es de las feas*: Lessons in the Black woman’s empowerment

*Presenter:* Ingrid Watson-Miller; Norfolk State University; Norfolk, VA

*Audience Level:* Higher Ed
*Theme:* Literature/Literary Criticism/Literary Theory

In her collection of short stories, *Este mundo no es de las feas*, Afro-Ecuadorian writer Luz Argentina Chiriboga pens thirteen examples of Black women struggling to break the psychological and/or emotional enslavement in relationships as well as in Ecuadorian society. This paper discusses selected short stories to demonstrate how the protagonists are examples of Black women obtaining a type of liberation as they find their identity and self-empowerment.

Spanish for Specific Purposes: Overview and examples

*Presenters:* April Marshall; Pepperdine University; Malibu, CA; Frank Nuessel; University of Louisville; Louisville, KY

*Audience Level:* Higher Ed
*Theme:* Curriculum

This presentation will provide a brief overview of Spanish for Specific Purposes. It will also discuss a linguistic model used to provide short courses on specific topics: (1) Spanish for Health Care Providers, (2) Spanish for Pharmacists and Pharmacist Assistants, (3) Spanish for Restaurant Owners and Managers, and (4) Spanish for Office and Factory Workers. A handout with the content of the paper and references will be available.

De la teoría a la práctica: diseño e interacción en los cursos de literatura

*Presenters:* Natalia Valencia; Loyola University Chicago; Chicago, IL

*Audience Level:* Secondary (9-12)|Higher Ed
*Theme:* Methods/Techniques/Strategies

En este taller trataremos con algunas estrategias pedagógicas que facilitan el estructurar un curso de literatura como un taller de aprendizaje interactivo. Tradicionalmente, los cursos de literatura tienden a favorecer un modelo de enseñanza en el cual el profesor dicta la lección. Este proyecto propone repensar ese modelo con el fin de diseñar un aula en donde se desarrolle un sentido de comunidad y predomine el aprendizaje basado en el trabajo en equipo.

Using film in language teaching

*Presenter:* Ana Isabel Capanegra; Cleveland State University; Cleveland, OH
Audience Level: Secondary (9-12) | Higher Ed
Theme: Instructional Materials

The presenter will demonstrate how the four language skills can be integrated into courses through the use of film. The presenter will share activities focusing on tasks to practice the four skills within a meaningful context. The films are tailored to the specific needs and interests of the students which in turn increases student motivation. During this session, the audience will be encouraged to contribute ideas to the topic.

072
Thursday, July 6 3:45pm-4:15pm Conference Room 4M

Exploring students’ self-reported sociolinguistic needs in post-secondary Spanish heritage language courses

Presenter: Jason A. Kemp; Wisconsin Center for Education Research; Madison, WI

Audience Level: Higher Ed
Theme: Curriculum

Shaped by García and Otheguy’s (2015) heteroglossic theory for understanding the bilingualism of U.S. Spanish-English speakers, this phenomenology explored the academic language experiences of Spanish-English bilinguals enrolled in post-secondary Spanish heritage language (HL) classes. This study examined bilinguals’ perceptions of the alignment of their self-reported sociolinguistic needs with the curriculum in their HL courses. Student-generated understandings provide insight into the ways in which we can design and revise curriculum for similar HL classes.

073
Thursday, July 6 3:45pm-4:15pm Conference Room 4P

Enseñanza de/en español para las relaciones internacionales

Presenter: Maria Rosario Blanco; Johns Hopkins University - SAIS Europe; Bologna, Italia

Audience Level: Higher Ed
Theme: Language for Specific Purposes

La presente ponencia nació como reflexión y como respuesta a las necesidades específicas de los estudiantes del Departamento de Español de la Universidad de Hanoi, siendo el resultado de un análisis colaborativo desarrollado entre discentes y docente, con el fin de crear contenidos y tareas en lengua española en el campo de las relaciones internacionales y la diplomacia.

074
Thursday, July 6 3:45pm-4:15pm McCormick Boardroom

La física y el comportamiento humano en “El hombre globo” de Espronceda

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

Audience Level: Higher Ed
Theme: Literature/Literary Criticism/Literary Theory

Basado en las explicaciones científicas de su época, José de Espronceda escribió el artículo de costumbre “El hombre globo.” En él menciona los estados de la materia: sólido, líquido y gaseoso. Ingeniosamente establece una comparación con lo que el escritor ha nombrado “hombre sólido,” “hombre líquido” y “hombre globo.” A Espronceda le parece que la clasificación que la ciencia propone para los fenómenos de los cuerpos en general, se puede aplicar a los hombres en particular.

075
Thursday, July 6 3:45pm-4:15pm e-Poster Corner

A case study of Mexican university students’ use of subjunctive after verbs of emotion

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

Audience Level: Secondary (9-12) | Higher Ed
Theme: Linguistics

This electronic presentation addresses the shift in the use of subjunctive to indicative among native Spanish speakers after verbs of emotion. The results are based on the author’s study which showed uniramous cases when the indicative was preferred over the subjunctive. The author addresses the motivation behind using indicative versus subjunctive in certain speech environments and its implications on teaching subjunctive in Spanish language classes today.

076
Thursday, July 6 3:45pm-4:15pm Williford B-C

AATSP Business Meeting
All members are welcome to attend.
4:30pm – 5:30pm

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Friday Highlights

Registration Open
7:30am - 12:00pm
Grand Ballroom Foyer

Exhibit Hall Open
8:00am – 2:00pm
Grand Ballroom

Session 077
Chapter Assembly
8:00am – 10:00am
Williford A

Session 092
Exhibit Break
9:15am – 10:00am
Grand Ballroom

Plenary Session 093
Celebrando nuestros logros: el español en el mundo
10:00am – 11:15am
Williford B-C

Session 127
Exhibit Break
12:45pm – 2:00pm
Grand Ballroom
Friday, July 7
Registration Open
7:30am – 12:00pm

077
Friday, July 7
8:00am-10:00am
Williford A
Chapter Assembly

Session Block 6
Friday, July 7
8:00am – 10:00am

078
Friday, July 7
8:00am-9:15am
Conference Room 4A

Channeling the 5Cs and modes through music and video

*Presenters: Billie R. Hulke; Baylor University; Waco, TX; Caitlin E. Samples; Baylor University; Waco, TX; Ginger Keeton; Baylor University; Waco, TX*

**Audience Level:** Secondary (9-12)|Higher Ed
**Theme:** Instructional Materials

Jazz it up a little with music as an authentic resource that highlights songs and videos from the Hispanic world! This interactive session features activities with music and viewing that connect to the 5Cs, integrate all three language modes, and provide a review of contextualized grammar. The scaffolded activities and strategies that will be presented are certain to increase your students’ enjoyment of their proficiency journey.

079 - Exhibitor Session
Friday, July 7
8:00am-9:15am
Conference Room 4B

Mobile technology to promote oral skills: The Extempore App

*Presenter: Susana Perez; Extempore App; St Paul, MN*

**Audience Level:** Middle/Junior High|Secondary (9-12)|Higher Ed
**Theme:** Technology

The Extempore App encourages unscripted speaking practice beyond the classroom and it facilitates assessment of oral skills in the classroom. It allows for individualized feedback and is compatible with student-centered pedagogical strategies such as portfolio-based self-reflection and self-assessment. Participants in this session will leave with a number of standards-based Extempore activities to promote speaking. Those with access to Android or iOS (iPhone, iPad) mobile devices will have the opportunity to experiment hands-on with the app.

080
Friday, July 7
8:00am-9:15am
Conference Room 4C

El género policiaco y la literatura contemporánea

*Presenter: Carlos Villegas-Castañeda; Adrian College; Adrian, Michigan, MI*

**Audience Level:** Secondary (9-12)|Higher Ed
**Theme:** Literature/Literary Criticism/Literary Theory

Jóvenes detectives: el género policiaco en la literatura juvenil de Hispanoamérica. Es un hecho que el género policiaco en la narrativa en castellano ha sido desde el inicio del nuevo milenio, un tema recurrente en las letras hispanoamericanas. La intención de este ensayo es exponer como el género policiaco ha incursionado en lo que se conoce como literatura juvenil, una ficción que va dirigida a un público joven. A partir de tres obras, escritas por Marcela Paz (Chile), Jaime Alfonso Sandoval (México) y Flavia Company (Argentina-España), muestro como estos relatos son alicientes para el intelecto en base al enigma y como son un medio para cultivarse.

081 - Exhibitor Session
Friday, July 7
8:00am-9:15am
Conference Room 4E

Aiming for Proficiency: You CAN-DO It!

*Presenter: Kem Opperman-Torres; AIM Language Learning; North Vancouver, Canada*

**Audience Level:** K-6|Middle/Junior High
**Theme:** Methods/Techniques/Strategies

Proficiency-based learning allows students to communicate rather than conjugate and focus on what they can do rather than what they cannot. Learn to empower students to take risks, create in the target language, and achieve a working proficiency through AIM Language Learning and the Can-Do Statements. See how a proficiency-based curriculum can allow students to transition from language study to language acquisition.

082
Friday, July 7
8:00am-9:15am
Conference Room 4F

Four Communicative Skills + Technology + Fun = Centros

*Presenter: Michelle Fulwider-Westall; Wake Technical Community College; Raleigh, NC*

**Audience Level:** K-6|Middle/Junior High|Secondary (9-12)|Higher Ed
**Theme:** Content-related Instruction

Have you ever wondered, “How do I liven up the classroom curriculum utilizing strategies that engage diverse learners with hands-on activities based on content-related instructional...
materials that aren’t beholden to a particular textbook?” Or, “How do I infuse culture and technology in my instruction without being an expert?” Or, perhaps, “Where can I find authentic, level-appropriate resources?” “Centros” may be your answer! Let’s use language via “Centros” for the specific purposes of communication and cultural enrichment. Come and find out how!

083
Friday, July 7  8:00am-9:15am  Conference Room 4H

Inmersión y práctica comunitaria en México: experiencia de aprendizaje para toda la vida

Presenter: Rommel Scorza; Centro de Enseñanza para Extranjeros UNAM-Taxco; Taxco, Mexico

Audience Level: Higher Ed

Theme: Culture

Exponer las ventajas del aprendizaje experiencial por medio de prácticas comunitarias en contextos auténticos y con actores sociales reales, las cuales representan oportunidades únicas e inolvidables para los hablantes de herencia o de cualquier estudiante que aprende una nueva lengua. Objetivos: a) proporcionar elementos prácticos que ayuden a la reapropiación de la identidad y la propia lengua, b) comprender la diversidad y complejidad de la cultura mexicana, c) conocer problemáticas sociales, económicas y culturales locales que tienen repercusión global.

084
Friday, July 7  8:00am-9:15am  Conference Room 4I

García Márquez’s Cien años de soledad: Five decades later

Presenters: Gene H. Bell-Villada; Williams College; Williamstown, MA; William Flores; California Baptist University; Riverside, CA

Audience Level: Secondary (9-12) | Higher Ed

Theme: Literature/Literary Criticism/Literary Theory

In this retrospective panel, we will focus on García Márquez’s masterpiece in the light of its socio-historical content and its implied ecological concerns. The climactic episode of banana-workers’ strike and military repression, while based on real-life historical events, also represents a distinctively new way of depicting social conflict in fiction. We will further apply ecocritical theory—including notions of dark ecology, hyperobjects, apocalyptic environmental imagination, and the Luddite tradition—in analyzing One Hundred Years of Solitude, demonstrating how that literary work provides valuable ecological awareness for the present Anthropocene era.

085
Friday, July 7  8:00am-9:15am  Conference Room 4J

Developing critical language awareness in the Spanish heritage classroom

Presenters: Sara Mariel Beaudrie; Arizona State University; Tempe, AZ; Angelica Amezquita; Arizona State University; Tempe, AZ; Sergio Loza; Arizona State University; Tempe, AZ

Audience Level: Secondary (9-12) | Higher Ed

Theme: Instructional Materials

This presentation will share with the audience a curricular innovation featuring four modules designed to develop heritage learner’s critical language awareness, a crucial aspect of speaking a minority language in the US. The modules consist of the following topics: (1) language variation and diversity; (2) language ideologies and linguistic prejudice; (3) Spanish in the US and bilingualism; (4) bilingualism and language maintenance. Each module contains goals and objectives, lessons plans, and a wide range of materials and activities.

086
Friday, July 7  8:00am-9:15am  Conference Room 4K

Hispania: Publishing your work in academic journals

Presenters: Sheri Spaine Long; Editor of Hispania; Birmingham, AL; Mark P. Del Mastro; College of Charleston; Charleston, SC; Domnita Dumitrescu; Book/Media Review Editor of Hispania; Los Angeles, CA; Conxita Domènech; Assistant Managing Editor of Hispania; Laramie, WY

Audience Level: K-6 | Middle/Junior High | Secondary (9-12) | Higher Ed

Theme: Teacher Preparation/Development

The editors of Hispania will guide you through the publication process. The session’s goal is to prepare those seeking to publish articles and reviews in the journal and/or other venues. The session includes information on (1) manuscript preparation and guidelines; (2) preparing the revised manuscript; (3) how to respond to reviewers/editors; (4) the author’s role during production; and (5) additional publication venues to help prospective authors thoughtfully decide upon the most appropriate place to submit their work.

087
Friday, July 7  8:00am-9:15am  Conference Room 4L

Incorporating literature and culture into the Spanish language classroom

Presenters: Yvette Fuentes; Nova Southeastern University; Ft. Lauderdale, FL; Joanne Pol Urrechaga; Nova Southeastern University; Ft. Lauderdale, FL

Audience Level: Secondary (9-12) | Higher Ed

Theme: Methods/Techniques/Strategies

In many foreign language courses, the focus continues to be on vocabulary and grammar, to the detriment of culture and literature. The presenters will showcase activities that can be used in Spanish language classes to introduce students to literature and culture, while simultaneously enhancing their critical thinking skills and helping them transition into specialized courses. The presenters will share their experiences incorporating authentic materials and provide sample lessons, as well as strategies that educators can use in secondary and higher education.

ON TWITTER? Tweet your colleagues about the conference at #AATSPglobal
La vocal en español: aplicación didáctica

Presenter: Alberto García Salinero; Embassy of Spain - Education Office; Washington, DC

Audience Level: K-6|Middle/Junior High|Secondary (9-12)|Higher Ed

Theme: Applied Linguistics/Second Language Acquisition

A través de esta sesión se verán las diferentes vocales en la lengua española y su forma de articulación y producción. Se presentarán estrategias didácticas para su aplicación al aula.

A task-based syllabus for Spanish for Business courses

Presenter: Anna Martha Cepeda; Florida International University; Miami, FL

Audience Level: Higher Ed

Theme: Language for Specific Purposes

The purpose of this research is to propose a new curriculum for Spanish for Business Purposes (SBP) courses. In order to revolutionize the way SBP courses are normally taught, the following study aims to propose a new syllabus based upon the Task-Based Language Teaching (TBLT) methodology as a framework for the theory, research and practice of teaching a second language as well as for the use of TBLT methodology in class.
Javier Serrano Avilés

Celebrando nuestros logros: el español en el mundo

La Federación Internacional de Asociaciones de Profesores de Español (FIAPE) está integrada por 19 asociaciones — incluida la AATSP — distribuidas entre África, América, Asia y Europa, y es una de las instituciones que mejor representa la diversidad y globalidad de la enseñanza del español como lengua extranjera (ELE). Esta presentación ofrecerá una visión panorámica de la situación actual del español en el mundo, y detallará algunas aportaciones de la FIAPE a esta globalización del ELE con ejemplos de actividades en países como Alemania, Chipre, Kenia o Rusia. Además, se apuntará cómo la creciente internacionalización de la enseñanza del español también implica una expansión de los horizontes profesionales para los profesores de español. Finalmente se presentará el próximo congreso en Salamanca en junio de 2018, que acogerá simultáneamente el Congreso de la AATSP y el VI congreso FIAPE.

Javier Serrano Avilés es presidente de la Federación Internacional de Asociaciones de Profesores de Español (FIAPE) y vicepresidente y responsable de formación de profesores de la Association of Teachers of Spanish-Kenya (ATS-K). Es Assistant Professor of Spanish and Literature en la United States International University-Africa (USIU-Africa), y cuenta con una década de experiencia en la región habiendo sido antes (2006-2009) lector en la Universidad de Makerere, Kampala (Uganda). Actualmente es también el coordinador del Programa de Lenguas de la Oficina de la Organización de las Naciones Unidas en Nairobi (UNON). Ha sido el editor del volumen La enseñanza del español en África Subsahariana (2014) publicado por el Instituto Cervantes.
092

Exhibit Break
9:15am – 10:00am
Grand Ballroom
Refreshments provided by AATSP

093

Plenary Session
Friday, July 7
10:00am-11:15am    Williford B-C
Celebrando nuestros logros: el español en el mundo
See page 33 for details.

094

Session Block 7
Friday, July 7
11:30am – 12:00pm

Developing intercultural competence in Spanish majors through the study of literary fiction: The example of Don Quijote

Presenter: Jane W. Albrecht; Wake Forest University; Winston Salem, NC
Audience Level: Higher Ed
Theme: Teaching of Literature
To develop intercultural competence is to communicate with respect and openness to language differences; demonstrate knowledge of perceptions, practices, and texts that shape cultures; recognize hierarchies of values; uphold the values of other cultures; show empathy with others; and demonstrate awareness of self and other as participants/actors in global communities. This session will present an approach to teaching the Quijote that fosters intercultural competence.

095

The rhythm is going to get you!

Presenters: Alejandro Avendaño; Newberry High School; Newberry, FL; Meruchy Haedo; Eastside High School; Gainesville, FL
Audience Level: Secondary (9-12)
Theme: Content-related Instruction
Music is a universal language common to all people and cultures. The use of music in the language classroom offers so much more than the spice of an exotic beat. This session will show participants how to meaningfully incorporate authentic music in the classroom in order to develop listening and reading skills as well as a platform to include culture for the open discussion of contemporary social issues or literature. Participants will leave with concrete examples and materials.

096 - Exhibitor Session
Friday, July 7    11:30am-12:00pm    Conference Room 4B
Español para Extranjeros en la UNAM y su certificación

Presenters: Luis Miguel Samperio Sánchez; Universidad Nacional Autónoma De México; Mexico City, Mexico; Roberto Castañón Romo; Universidad Nacional Autónoma De México; Mexico City, Mexico
Audience Level: Higher Ed
Theme: Assessment
Se presentarán las características del instrumento para la certificación del dominio del español por medio del Servicio Internacional de Certificación de la Lengua Española (SIELE) y se hablarán del desarrollo y evolución del examen. El instrumento fue construido con la participación de la UNAM, IC, USAL y UBA.

097

Friday, July 7    11:30am-12:00pm    Conference Room 4C
Spanish into English or English into Spanish? Directionality preferences in students of two translation and interpretation certificate programs

Presenter: Maria Milagros Antonini; Evergreen Valley College; San Jose, CA
Audience Level: Higher Ed
Theme: Translation and Interpretation
This paper reports the results of a preliminary study about the directionality preferences (DP) of students in two translation and interpretation (TI) certificate programs. Of particular interest is the fact that the sample includes heritage users as well as users for whom Spanish is either their first or their second language. Data were collected by means of an open questionnaire. Results point to linguistic and socio-cultural competence as the main factors determining DP and to little variation in DP as a function of modality (translation, sight translation or interpreting) and language background.
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.
Aproximación digital al español de Estados Unidos

**Presenter:** Gloria Vélez-Rendón; Purdue University Northwest; Hammond, IN

**Audience Level:** Higher Ed

**Theme:** Technology

En esta ponencia se describe un curso de español para hispanohablantes cuyo enfoque temático es el español de los Estados Unidos. En dicho curso los alumnos hacen uso de herramientas digitales tales como micro-relatos digitales para explorar el lugar del español en sus vidas; mapas de Google para trazar la trayectoria migratoria de sus familias; fotografías digitales para documentar la presencia del español en el espacio público; herramientas de Google para investigar las prácticas y actitudes lingüísticas en torno al español en su comunidad.

Cultural immersion in the intermediate classroom: Closing the language-content gap

**Presenter:** Sara Finney; University of Alabama; Tuscaloosa, AL

**Audience Level:** Secondary (9-12) | Higher Ed

**Theme:** Culture

This presentation explores how creating a cultural immersion experience in the intermediate foreign language classroom can bridge the gap between introductory language courses and advanced content courses. Specifically, this session describes a simulation in which learners imagine themselves situated in present-day Spain and solve real-world problems through peer-to-peer interaction and self-directed exploration in the target language. By outlining how to carry out this pedagogy, the presenter demonstrates how cultural immersion prepares learners for advanced levels.

La instrucción de gramática explícita en niveles básicos: el debate de la L1 y la L2

**Presenter:** Daniel Raso; Temple University; Philadelphia, PA

**Audience Level:** Higher Ed

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

Existe un debate en la lingüística aplicada sobre el uso de la primera lengua en el salón de clase. En este proyecto, se pretende continuar con este debate centrándose a la vez en la labor o el rol tanto del estudiante como del profesor. Por un lado, se va a tener en cuenta la propia percepción del profesor cuando está impartiendo una lección gramatical explícita, y se tendrán en cuenta los efectos, ya sean positivos o negativos, que el uso de la L1 durante esta exposición gramatical tiene sobre los alumnos.

High-school Spanish-immersion students taking college courses in Hispanic literature and linguistics: Reflections on the first year

**Presenter:** Daniel Woolsey; Hope College; Holland, MI

**Audience Level:** Secondary (9-12) | Higher Ed

**Theme:** Curriculum

This paper reflects on the challenges and successes of the first year of a program that offers high school juniors, with a Spanish immersion background, collegiate-level Spanish courses in literature and linguistics. The paper will share insights from program creation and implementation processes, as well as from course instruction and student advising. Perspectives from various stakeholders, from administrators and faculty colleagues to parents and students, will be included for consideration. Suggestions for improvements for the second year will be made.

Proyectos para cursos de E/FE (Español con fines específicos) en Argentina destinados a estudiantes de intercambio de ingeniería y negocios

**Presenter:** Daniela Gallo Haddad; Instituto Tecnológico de Buenos Aires; Buenos Aires, Argentina

**Audience Level:** Higher Ed

**Theme:** Language for Specific Purposes

Esta presentación muestra el trabajo desarrollado en un curso de español con fines específicos que se dicta en un programa (cuatrimestral) de inmersión en la Ciudad de Buenos Aires. Los estudiantes cursan carreras de ingeniería y pertenecen a universidades de diversos países (EE.UU., Suecia, Noruega, Francia, Alemania, Finlandia, Holanda). Se mostrarán ejemplos de las ideas y proyectos que desarrollan los alumnos en sus presentaciones y cómo esto los ayuda a mejorar en sus habilidades lingüísticas y culturales de la lengua objeto.

Establishing level-appropriate input as the priority in text selection

**Presenter:** Russell Simonsen; University of Minnesota-Twin Cities; Minneapolis, MN

**Audience Level:** Secondary (9-12) | Higher Ed

**Theme:** Instructional Materials
Using “authentic texts” in the language classroom is increasingly becoming a priority at many institutions since these texts are thought to uniquely provide “real-world language” input (ACTFL 2013). The goal of this presentation is to make it clear that it is problematic and unnecessary to talk about languages, cultures, texts, or sociolinguistic settings with regard to their realness or authenticity, and to suggest that the main criteria for selecting texts should be whether or not they are level appropriate and representative of target-like language.

111
Friday, July 7   12:15pm-12:45pm   Williford B-C

**Cuatro pintoras hispanas y las Cinco Ces**

**Presenter:** Ana M. Osan; Indiana University Northwest; Gary, IN  
**Audience Level:** Secondary (9-12) | Higher Ed  
**Theme:** Standards

Por medio de los cuadros de cuatro pintoras hispanas, Izquierdo, Kahlo, Varo, y Lomas Garza, vamos a examinar las ideas que aparecen delineadas en los *World-Readiness Standards for Learning Languages*. Trataremos de aplicar los cinco estándares a varios de estos cuadros para así efectuar un proceso de reconocimiento que permita aprender más fácilmente y retener los conceptos de la lengua española por medio de su Cultura, Comunicación, Comunidades, Comparaciones y Conexiones.

112
Friday, July 7   12:15pm-12:45pm   Conference Room 4A

**Adopting audio(visual) materials and IPAs in a Spanish college-level conversation class**

**Presenter:** Luis Lombilla; Missouri State University; Springfield, MO  
**Audience Level:** Higher Ed  
**Theme:** Assessment

In this session the presenters will discuss how a second-year college conversation class went from traditional, textbook-based instruction to a more active, engaging approach with the adoption of the Integrated Performance Assessment (IPA), among other strategies. There will be a focus on how to apply audio(visual) texts and materials for the interpretive mode thus fostering students’ listening comprehension of native speakers.

113 - Exhibitor Session
Friday, July 7   12:15pm-12:45pm   Conference Room 4B

**Language and leadership skills in study-abroad programs: What to look for in choosing short-term programs**

**Presenter:** Jim Rowe; Outward Bound Costa Rica; San Ramon de Tres Rios, Costa Rica  
**Audience Level:** Secondary (9-12) | Higher Ed  
**Theme:** International Education/Study Abroad

Soft skills need not take a back seat to language learning in study-abroad programs. Leadership skills, personal growth, and decision making can be practiced along with Spanish or Portuguese. This session focuses on how students can step into leadership roles utilizing a situational leadership wheel.

114
Friday, July 7   12:15pm-12:45pm   Conference Room 4C

**Google Hangouts on Air: A technological application for developing interpersonal communication**

**Presenter:** Raquel Bejar-Massey; The Shipley School; Bryn Mawr, PA  
**Audience Level:** K-6 | Middle/Junior High | Secondary (9-12) | Higher Ed  
**Theme:** Technology

Interpersonal communication is one of the most difficult skills for beginning language students to master. In this session the presenter will demonstrate how to use the application Google Hangouts on Air on a consistent basis to improve their students’ ability to sustain a conversation on a wide range of topics. There will be allotted time in the session for attendees to launch the Google Hangouts on Air application.

115
Friday, July 7   12:15pm-12:45pm   Conference Room 4D

**Sharing SHA chapter successes**

**Presenter:** Pamela Ottenheimer; Director, Sociedad Hispánica de Amistad; Newtown, PA  
**Audience Level:** K-6 | Middle/Junior High  
**Theme:** Service Learning/Community Engagement

The Sociedad Hispanica 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 student service projects. In this meeting we will learn of successful projects, including this year’s Chapter of the Year and Project of the Year awards. We will detail the steps needed to form and maintain an ongoing successful chapter, review newly revised guidelines and explore new SHA initiatives. Current and potential sponsors are invited to attend and share ideas.

116
Friday, July 7   12:15pm-12:45pm   Conference Room 4E

**Closing the loop: Designing, refining and retooling to offer a Legal Spanish Course for a broad audience**

**Presenter:** Lisa Huempfner; University of Wisconsin-Whitewater; Whitewater, WI  
**Audience Level:** Higher Ed  
**Theme:** Language for Specific Purposes

Four years ago, the Spanish Section at the University of Wisconsin-Whitewater set out to design an introductory legal Spanish course for students from a variety of backgrounds. Such a course, it was believed, would prepare students to work with the Spanish-speaking community in their area. After three offerings of the course, a survey of student perceptions, and various retooling and collaboration efforts on the part of the instructor, the presenter takes the process full circle to highlight the inherent challenges and rewards of providing such a course.
duda memorable.

que constituyen el secreto en sí de Artemisia como texto sin autobiográfico de la juventud (Marruecos, Granada, Salamanca) consta de tres partes y 22 semblanzas en las que se mezcla lo que ilustra y anima con gran sutileza sus escritos. Artemisia y humanista se aúna el ojo clarividente del gran fotógrafo prolífico escritor Gerardo Piña-Rosales. Al poeta, artista, músico la entrega más reciente de los 18 títulos del multifacético y El secreto de Artemisia y otras historias (Madrid, 2016) es

Theme: Literature/Literary Criticism/Literary Theory
Audience Level: Higher Ed
Presenter: Germán David Carrillo; Marquette University; Milwaukee, WI

Semblanzas, fotografías e imaginaciones en El secreto de Artemisia y otras historias de Gerardo Piña-Rosales

Presenter: Germán David Carrillo; Marquette University; Milwaukee, WI
Audience Level: Higher Ed
Theme: Literature/Literary Criticism/Literary Theory

El secreto de Artemisia y otras historias (Madrid, 2016) es la entrega más reciente de los 18 títulos del multifacético y pírfico escritor Gerardo Piña-Rosales. Al poeta, artista, músico y humanista se aña el ojo clarividente del gran fotógrafo que ilustra y anima con gran sulteza sus escritos. Artemisia consta de tres partes y 22 semblanzas en las que se mezcla lo autobiográfico de la juventud (Marruecos, Granada, Salamanca) con un breve “bestiario personal” hasta llegar a los trece relatos que constituyen el secreto en sí de Artemisia como texto sin duda memorable.
Articulation of Spanish students from basic language courses through the major

Presenter: Gayle Fiedler Vierma; University of Southern California; Los Angeles, CA

Audience Level: Higher Ed
Theme: Curriculum

This paper addresses the articulation of students through the Spanish major focusing on an analysis of entrance-level expectations of upper-division faculty, exit-level expectations of language faculty, and students’ proficiency levels. Data was collected through a variety of means including surveys of language faculty expectations using ACTFL proficiency descriptors and surveys of students using the Can Do Statements. Course syllabi were also analyzed for reading, writing, and speaking components.

The world in verse: The gift of poetry

Presenter: Barbara Jones; Santillana USA Publishing; Miami, FL

Audience Level: Middle/Junior High | Secondary (9-12)
Theme: Instructional Materials

Poetry is more than some lines of text that rhyme—the genre includes language play, formal structures and narratives. In addition, poetry gives voice to the heart of any culture. In this session, participants will have the opportunity to explore the world of children's and adolescent poetry in Spanish and learn various strategies to develop language and comprehension using authentic examples from the Spanish-speaking world.

Teaching Arrugas: Comic to classroom

Presenter: Maria T. Pao; Illinois State University; Normal, IL

Audience Level: Secondary (9-12) | Higher Ed
Theme: Content-related Instruction

Paco Roca’s Arrugas won Spain’s Premio Nacional del Cómic in 2008; a movie version appeared in 2009. The episodes take place in an assisted-living facility, whose residents are in various states of decline, from almost imperceptible deterioration to serious Alzheimer’s disease. This session will suggest ways to adapt this graphic novel to the learning objectives of secondary and post-secondary classrooms. Language-acquisition and beginning-literature students alike can benefit from Roca’s involving, poignant, and sometimes puzzling tale.

Spanish heritage students’ beliefs about learning a foreign language: A preliminary investigation

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

Audience Level: Higher Ed
Theme: Learner Variables/Diverse Learners

The purpose of this study was to investigate the beliefs of Spanish heritage students about learning a foreign language. Because these students begin the class with some knowledge of the language being studied, it is an interesting question if they will have similar or different beliefs than traditional language learners. Students completed the Beliefs about Language Learning Inventory (BALLI) (Horwitz, 1988) and their responses were analyzed. The presentation will conclude with implications for teaching and recommendations for future research.
Saturday Highlights

Registration Open
8:00am – 3:00pm
Grand Ballroom Foyer

Plenary Session 159
Celebrating the Future:
The AAAS Commission Report and its Implications
9:45am-11:00am
Williford B-C

Plenary Session 188
Happy Birthday, Hispania (1917-2017)!
1:15pm-2:30pm
Williford B-C

Session 202
AATSP Reception for K–12 Programs
4:15pm-5:30pm
All K–12 educators invited
See the many programs the AATSP has to offer
Williford A

Committee Meetings
Session 176: Community College Committee Meeting
12:00pm-1:15pm
Conference Room 4B

Session 178: K-8 Committee Meeting
12:00pm-1:15pm
Conference Room 4E

Session 180: Portuguese Committee Meeting
12:00pm-1:15pm
Conference Room 4G

Session 214
AATSP Awards Banquet
6:00pm-8:30pm
Continental Ballroom
Saturday, July 8
Registration Open
8:00am – 3:00pm

Session Block 9
Saturday, July 8
7:45am – 8:15am

128
Saturday, July 8    7:45am-8:15am    Williford A
The self and the other in the life and poetry of Langston Hughes and Nicolás Guillén
Presenter: Reginald Amo Bess; South Carolina State University; Orangeburg, SC
Audience Level: Secondary (9-12)|Higher Ed
Theme: Teaching of Literature
2017 marks the 50th Anniversary of the death of the "Negro Poet Laureate" Langston Hughes who mentored Nicolás Guillén and led him to accept Afro-Hispanism. In the first decade of the last century the poets whose life and works are the subjects of this paper, were born. In the next twenty years they honed and developed their craft while concomitantly coming to grips with their definable awareness of being black in white (or, at best, miscegenational) societies.

129 - Exhibitor Session
Saturday, July 8    7:45am-8:15am    Williford B-C
Be a part of the generation that ends extreme poverty
Presenter: Brent Whiting; Yuda Bands; Mapleton, UT
Audience Level: Middle/Junior High|Secondary (9-12)
Theme: Service Learning/Community Engagement
Today, one in eight people in the world lives in extreme poverty. We now have the ability and resources to change that. From 2000-2015, our world witnessed the most successful anti-poverty movement in history. Come learn how you and your school can join the movement that will end extreme poverty forever using tools such as education, technology, innovation, and awareness.

130
Saturday, July 8    7:45am-8:15am    Conference Room 4A
Let's get them talking!
Presenters: Meruchy Haedo; Eastside High School; Gainesville, FL; Alejandro Avendaño; Newberry High School; Newberry, FL
Audience Level: Secondary (9-12)
Theme: Content-related Instruction
Speaking is the most difficult language skill for students to acquire and feel comfortable in doing so. This session will propose ideas on how to incorporate speaking from the simple to the more sophisticated methods for both practice and assessment including the use of technology.

131
Saturday, July 8    7:45am-8:15am    Conference Room 4B
Nieves Conde's Surcos: Falangist allegory through the lens of Italian neorealismo
Presenter: Lucy F. Lee; Truman State University; Kirksville, MO
Audience Level: Higher Ed
Theme: Film/Film Studies
Considered to be the first example of social realism in post-Civil War Spanish film, Jose Antonio Nieves Conde's Surcos (1951) combines the ideological conservatism of its Falangist director with a neorealist portrayal of rural migration to a Madrid rife with corruption, violence and amorality. Through the use of distancing techniques and metacinematic devices, Nieves Conde questions both the idilio of rural life created and sustained by the Francoist regime and the espejismo of material progress represented by the urban center.

132
Saturday, July 8    7:45am-8:15am    Conference Room 4C
Questions of sight and Spanish second language acquisition
Presenter: Paul B. Mandell; University of Houston Downtown; Houston, TX
Audience Level: Higher Ed
Theme: Applied Linguistics/Second Language Acquisition
This paper will examine questions related to blindness and second language acquisition. The discussion will review current empirical findings about the variable as well as explore its relevance with on-line technology-based pedagogy.

W-6
Saturday, July 8    7:45am-8:15am    Conference Room 4D
Federico García Lorca: vida y obra
Presenter: Alberto García Salinero; Embassy of Spain - Education Office; Washington, DC
Audience Level: K-6|Middle/Junior High|Secondary (9-12)|Higher Ed
Theme: Literature/Literary Criticism/Literary Theory
Durante este taller se hará un análisis de la vida de Federico García Lorca y la relación que tuvo con su obra. Igualmente, se dará importancia a su pertenencia al grupo de la Generación del 27. Se presentarán diferentes propuestas de explotación didáctica para las aulas de lengua y literatura españolas.
133  Saturday, July 8    7:45am-8:15am    Conference Room 4E

Learners’ independent study strategies in Spanish flipped-classroom methodology of teaching

**Presenter:** Carolina Archer; Abilene Christian University; Abilene, TX  
**Audience Level:** Higher Ed  
**Theme:** Methods/Techniques/Strategies  

What are the study and learning strategies utilized by university students in Spanish flipped-method classes? A study offering insights into the disparity between the presumed and the actual role of the student within the flipped methodology and the implications on pedagogical practices. Suggestions are offered toward adopting a proactive intervention to inform and train students on actions conducive to higher achievement in their language learning within a system that necessitates participants with a clear understanding of their roles.

134  Saturday, July 8    7:45am-8:15am    Conference Room 4F

How to get the most from professional development experiences

**Presenter:** Krista S. Chambless; University of Alabama at Birmingham; Birmingham, AL  
**Audience Level:** K-6|Middle/Junior High |Secondary (9-12)  
**Theme:** Teacher Preparation/Development  

The role of professional development (PD) and its impact on teacher beliefs/practices should not be underestimated. However, most PD experiences do not integrate the core features of effective PD such as reflection/experiential learning that rely on teachers as active participants. The presenter will provide teachers with constructive methods to help them maximize their professional development experiences. The presenter will also address how teachers engage in professional development, the impact of these experiences on their own identity as teachers and their practice as growing professionals.

135  Saturday, July 8    7:45am-8:15am    Conference Room 4G

Building classroom-career pipelines across campus and beyond: How Spanish and Portuguese advance students’ professional goals

**Presenters:** Marcela van Olphen; Saint Leo University; Tampa, FL; Daleth Assad; Purdue University; West Lafayette, IN  
**Audience Level:** Secondary (9–12)|Higher Ed  
**Theme:** Content-related Instruction  

Spanish and Portuguese classrooms are perfect laboratories to prepare students for the 21st century workforce. This interactive presentation shares the interdisciplinary experiences and curricular activities of three instructors of Spanish and Portuguese in two different institutions. Specifically, presenters will share how they build the pipeline from their classrooms to college students’ resumes. The benefits of interdisciplinary work as well as building a partnership with advisors in their students’ content areas are also discussed.

136  Saturday, July 8    7:45am-8:15am    Conference Room 4H

Fostering empathy in the Spanish classroom

**Presenter:** Brianne Stambaugh; Covenant College; Lookout Mountain, GA  
**Audience Level:** Secondary (9-12)|Higher Ed  
**Theme:** Methods/Techniques/Strategies  

This session will address the importance of fostering empathy in the world language classroom in order to encourage students to consider applying their studies in the Spanish classroom to their future careers. By exposing students to ways in which studying the Spanish language and cultures is applicable to the context in which they live, students will begin to see the value in developing their linguistic proficiency for professional goals. Example activities which build empathy and expose students to using Spanish in their desired profession will be given.

137  Saturday, July 8    7:45am-8:15am    Conference Room 4I

Beyond computer-mediated communication in a world language classroom

**Presenter:** Mariadelaluz Matus-Mendoza; Drexel University; Philadelphia, PA  
**Audience Level:** Higher Ed  
**Theme:** Applied Linguistics/Second Language Acquisition  

This presentation describes a world language course that uses computer-mediated communication (CMC) to enhance students’ language abilities and cultural learning. The course involves an intermediate Spanish class in the United States that works with another intermediate English class in Chile to acquire cultural knowledge of their target language through interactive tasks with speakers of their target language. The course objectives are met using three different platforms on Blackboard.

138  Saturday, July 8    7:45am-8:15am    Conference Room 4J

Service-learning internships: A path to employment while meeting national standards

**Presenter:** Andrea Varicchio; West Chester University of Pennsylvania; West Chester, PA  
**Audience Level:** Higher Ed  
**Theme:** Service Learning/Community Engagement  

The session will describe the general academic parameters and requirements of language internships at West Chester University of PA, as well as the specific responsibilities of established non-paid internships in the community. A PowerPoint presentation will highlight specific examples from the internships to demonstrate how national standards are met in non-classroom settings. The session will include the opportunity for questions and brainstorming with handouts on general guidelines, a contract letter, syllabus, and reflection questions.
Leverage language and problem-solving skills by infusing project-based learning principles into the curriculum

*Presenter: Alicia Catherine Quintero;* Chicago Public Schools; Chicago, IL

*Audience Level: Middle/Junior High|Secondary (9-12)*

*Theme: Methods/Techniques/Strategies*

The new global skills economy has drastically reshaped the landscape of education. From promising new pedagogies to a steady stream of innovative technology, learning as we knew it, has been updated and upgraded. As world language teachers, we can combine 21st-century global skills with the soft skills of empathy and perspective-taking. This session will focus on how to synergistically combine the practices and principles of project-based learning at the novice level, teaching students how to leverage technology skill with producing meaningful and impactful output.

Julia de Burgos y las facetas divergentes de su identidad plasmadas a través de su poesía

*Presenters: María Isabel Flores;* Prince George’s County Public Schools; Capitol Heights, MD; *Doris Ortiz;* Prince George’s County Public Schools; Capitol Heights, MD

*Audience Level: Middle/Junior High|Secondary (9-12)|Higher Ed*

*Theme: Literature/Literary Criticism/Literary Theory*

Julia de Burgos es una de las poetisas puertorriqueñas más conocidas. En esta presentación estudiaremos y discutiremos las facetas de su identidad comenzando con el poema "A Julia de Burgos" y con la frase "Y fui toda en mí como fue en mí la vida." Analizaremos la antítesis que existe en el poema al usar dos frases opuestas para contraponer dos elementos o conceptos.

¿Por qué diseñar un programa de español como lengua de herencia?

*Presenters: Víctor A. Valdivia Ruiz;* The George Washington University; Washington, DC; *Ariadna Pichs;* The George Washington University; Washington, DC

*Audience Level: Higher Ed*

*Theme: Curriculum*

Esta presentación discute los resultados de una reciente encuesta realizada a estudiantes inscritos en el programa de español en George Washington University y cuyos objetivos son: (a) identificar cuántos estudiantes son hablantes nativos y/o de herencia; (b) evaluar sus destrezas y necesidades lingüísticas y (c) explorar sus actitudes hacia el español. Con los datos compilados, propondremos una serie de cursos basados en las necesidades lingüísticas e intereses culturales de este grupo de estudiantes, promoviendo así el estudio del español no sólo por su valor profesional sino también personal.

Las clases de ELE para estudiantes asiáticos

*Presenter: María de la Luz Munguía Castillo;* Centro de Enseñanza para Extranjeros; Universidad Nacional Autónoma de México; Mexico City, Mexico

*Audience Level: Higher Ed*

*Theme: Methods/Techniques/Strategies*

Con base en el análisis lingüístico de producciones orales y escritas de estudiantes asiáticos que aprenden español en inmersión, se desarrollaron algunas actividades para favorecer el desarrollo de las habilidades lingüísticas de los estudiantes. Se describirá el perfil de los estudiantes asiáticos que toman el curso, el desarrollo de habilidades lingüísticas para estudiantes asiáticos, los resultados del análisis lingüístico; así como algunas de las actividades que se pueden realizar en dicho curso.
146
Saturday, July 8 8:30am – 9:45am  Conference Room 4A

Using culture walks in the world language classroom

**Presenter:** Deborah Jean Gill; Pennsylvania State University; DuBois, PA

**Audience Level:** K-6|Middle/Junior High|Secondary (9-12)|Higher Ed

**Theme:** Culture

Want to take your students to Madrid? to Buenos Aires? to Mexico City or San José? Virtual culture walks provide an opportunity for language instructors to infuse culture into the world language classroom. Each virtual culture walk provides an opportunity to visit various cities throughout the Hispanic world. The culture walks are infused with photos, audio texts, and music and can be used either in English or in Spanish. Each culture walk is set up with a pre-test, a culture walk with learning objects at each site, and a post-test.

147
Saturday, July 8 8:30am-9:45am  Conference Room 4B

Using standards-based grading and reporting to drive program articulation

**Presenters:** Justin Fisk; Adlai E. Stevenson High School; District 125; Lincolnshire, IL; Anthony Reibel; Adlai E. Stevenson High School; District 125; Lincolnshire, IL; Patrick Grady; Adlai E. Stevenson High School; District 125; Lincolnshire, IL

**Audience Level:** K-6|Middle/Junior High|Secondary (9-12)

**Theme:** Standards

How can a shift to an assessment and reporting system based on national standards drive change and articulation across levels (and even languages)? In this session we will explore how our district developed and implemented world language curricula that have communicative modes at their core and how this process became a catalyst for articulation across our courses. Best practices in grading, assessment, and program administration will be explored.

148
Saturday, July 8 8:30am-9:45am  Conference Room 4C

Real methods to improve students’ L2 production via complexity and use of multiple tenses

**Presenters:** Erin Carlson; University of South Carolina; Columbia, SC; Stephanie Schenck; Clemson University; Clemson, SC

**Audience Level:** Secondary (9-12)|Higher Ed

**Theme:** Methods/Techniques/Strategies

Communicative instruction and assessment increase student language acquisition, but they can also leave many undersupported teachers saying, “Sure! I would love to do that...but how?” This session will give attendees a roadmap that builds a scaffold for success. Presenters will explain how to teach a concept from start to finish and provide a framework for students to produce more complex language. Presenters will also provide a guide so that students move easily and correctly between tenses.

149
Saturday, July 8 8:30am-9:45am  Conference Room 4E

La estética de la monstruosidad en la narrativa y el cine latinoamericano

**Presenters:** Marina Guntsche; Ball State University; Muncie, IN; Valentina Velázquez-Zvierkova; Ball State University; Muncie, IN

**Audience Level:** Higher Ed

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

português e outra para falantes de espanhol. O projeto envolve a criação de módulos online em uma plataforma aberta e de um espaço para a realização de atividades comunicativas. Esta iniciativa foi financiada pelo Governo dos Estados Unidos através do Programa STARTALK

**152**
Saturday, July 8  8:30am-9:45am  Conference Room 4H

Social deixis and pragmatic variation as displayed in literary discourse in changes of forms of address in Spanish: What does ‘you’ mean?

*Presenter: Diana Frantzen;* University of Wisconsin-Madison; Madison, WI

*Audience Level: Secondary (9-12)|Higher Ed*

*Theme: Teaching of Literature*

The choice of form of address conveys different social relationships, and when interlocutors change an established pattern of address, they manifest evolving relationships, information that is often lost on L2 Spanish learners. Literary discourse displays these differences, both subtly and overtly, in engaging contexts. This presentation explores ways teachers can heighten their students’ awareness of these rich conveyors of social deixis as manifested in literature and help them determine possible implications when such changes occur.

**154**
Saturday, July 8  8:30am-9:45am  Conference Room 4J

Past President’s Meeting

By invitation only.

**155**
Saturday, July 8  8:30am-9:45am  Conference Room 4K

Creating posters: Artistic expression in the language classroom

*Presenter: Crystal Vicente;* Coordinator, AATSP Poster Contest; Valdosta, GA

*Audience Level: K-6|Middle/Junior High|Secondary (9-12)*

*Theme: Advocacy/Policy*

Posters are more than just another project. Encouraging students to create posters allows them to express their abilities through art, cultural understanding, and language. Posters are an important curriculum activity that can capitalize on the artistic abilities of students and help them conceptualize the benefits of learning other languages. Curriculum and collaboration suggestions will be discussed.

**156**
Saturday, July 8  8:30am-9:45am  Conference Room 4L

Teaching digital citizenship and cultural fluency through online communication and social media

*Presenter: Melissa Marie Strong;* Viewpoint School; Calabasas, CA

*Audience Level: K-6|Middle/Junior High|Secondary (9-12)*

*Theme: Technology*

In order to successfully engage with the world and prepare for future careers, students must develop the "soft skills" of emotional intelligence, collaboration and cultural fluency, as well as digital citizenship. Participants will learn to engage and inspire their language students in grades 6-12 as they develop these fluencies through interpretation of authentic websites, advertisements, and memes and through collaborative creation of blogs and infographics. Participants should bring a mobile device in order to engage in the activities and projects demonstrated.

**157**
Saturday, July 8  8:30am-9:45am  Conference Room 4M

Videoconferencing increases interaction, motivation and intercultural competence

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

*Audience Level: Secondary (9-12)|Higher Ed*

*Theme: Culture*

Simple technology tools have altered the ways in which students can interact with native speakers in the target language. This session will focus on models of telecollaboration, sample tasks and research-based best practices for maximizing culture and language learning through the use of both synchronous and asynchronous one-to-one videoconferencing. Practical advice for organizing and facilitating virtual language interactions will be included.
Establishing a strong foundation: Strategies to help prepare students for blended learning

Presenters: Angie Woods; University of Cincinnati Blue Ash; Cincinnati, OH; Teresa Roig Torres; University of Cincinnati Blue Ash; Cincinnati, OH

Audience Level: Secondary (9-12)|Higher Ed
Theme: Methods/Techniques/Strategies

In the blended learning classroom, homework completed prior to class is often in the form of tutorials and readings that presume that students know and can transfer English grammar knowledge to the target language. But what if students can’t make this association? This presentation describes a bridging strategy the presenters used to help students understand grammatical concepts in English and connect this learning to Spanish prior to coming to class. Presenters will share examples, the impact of the strategy and students’ perceptions of it.

Surviving the shark tank: A content-based approach to teaching Spanish for business purposes

Presenter: Claire Mitchell; University of Wisconsin, La Crosse; La Crosse, WI

Audience Level: Middle/Junior High|Secondary (9-12)|Higher Ed
Theme: Content-related Instruction

This presentation discusses a content-based module that was designed to teach Spanish for business purposes. In this module, learners imagined they were applying to be on the television show, Tu Oportunidad (similar to Shark Tank), and subsequently developed knowledge of business practices and etiquette in the Spanish-speaking world as related to their individual major areas of study. The presenter will outline how this module was implemented and provide a set of ready-to-use activities for participants.

Contra el Romanticismo: la poesía amorosa de Miguel d’Ors

Presenter: Ana Eire; Stetson University; DeLand, FL

Audience Level: Secondary (9-12)|Higher Ed
Theme: Literature/Literary Criticism/Literary Theory

La poesía amorosa de Miguel d’Ors rechaza los tópicos tradicionales del género y, en particular, la visión del amor heredada del Romanticismo, que todavía hoy se exalta. D’Ors, en vez de valorar la pasión, el exotismo, y los rituales románticos, privilegia el compañerismo, la amistad y los obstáculos cotidianos que una pareja debe superar. Su poesía amorosa, con ironía y fuerza emotiva, subvierte las convenciones románticas y nos ofrece una poesía amorosa original y moderna.
Plenary Session
Celebrating the future: The AAAS Commission Report and its implications

Saturday, July 8
9:45am – 11:00am
Williford B-C


**EMILY SPINELLI**
Moderator
Executive Director, AATSP

**MARTY ABBOTT**
Executive Director, American Council on the Teaching of Foreign Languages

**BILL RIVERS**
Executive Director, Joint National Committee for Languages
National Council for Languages and International Studies

**BILL VANPATTEN**
Professor of Spanish and Second Language Studies;
Director of Romance Language Instruction
Michigan State University
Online Spanish Extensive Reading Program: Revisiting teachers’ and students’ perceptions

**Presenter:** Juan Pino Silva; Evergreen Valley College; San Jose, CA

**Audience Level:** Secondary (9-12) | Higher Ed

**Theme:** Methods/Techniques/Strategies

While the debate of whether or not reading online is worth the while still lingers, researchers at Northern Arizona University (NAU) designed a full-fledged Online Extensive Reading Program (OSERP) and evaluated its effectiveness consulting both teachers and students. Presenters will discuss the overall positive perceptions of the program as well as the issues that need to be addressed in terms of design, implementation and delivery. Presenters will also unveil five steps that may be taken to initiate an Online Extensive Reading program.

How do you say that in Spanish? Teaching communication for the professions

**Presenter:** Roberta Z. Lavine; University of Maryland; College Park, MD

**Audience Level:** Secondary (9-12) | Higher Ed

**Theme:** Methods/Techniques/Strategies

“How do you say that in Spanish?” is a frequent question in the classroom. This query is particularly pertinent to language functions such as apologizing, talking about oneself politely, or to formal discourse, all of which are generally not taught, even at the advanced level. Knowing what to say and how to say it are important skills, especially in the professional areas. The presenter will explore techniques to teach pragmatics and include examples of language functions relevant to professional communication; participants will also collaborate on relevant activities.

Teaching cultural competence through games

**Presenter:** Megwen May Loveless; Tulane University; New Orleans, LA

**Audience Level:** K-6 | Middle/Junior High | Secondary (9-12) | Higher Ed

**Theme:** Culture

This session outlines a corpus of language games that the presenter developed for the Portuguese language classroom and for extracurricular activities that focus on cultural competence in the target language. All games encourage maximum linguistic production and help introduce students to cultural traditions, artifacts, and perspectives through ludic collaboration.

Dominio social y sexual en *Gran señor y rajadíablos*

**Presenter:** Luis Gerardo Hermosilla; Kent State University; Kent, OH

**Audience Level:** Middle/Junior High | Secondary (9-12) | Higher Ed

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

En *Gran señor y rajadíablos* el dominio social y sexual ejercido por el patrón sobre el sector subordinado de las inquilinas se representa como dos facetas de un mismo proceso opresivo. La estrategia evaluativa de corte irónico empleada por Eduardo Barrios deconstruye las justificaciones ideológicas que legitiman esa práctica. Inscribe el dominio sexual como un ejercicio de poder asociado con la propiedad de la tierra y un soporte de la hegemonía del sector terrateniente chileno.

Reconsidering the role of the subjunctive in intermediate-level Spanish courses

**Presenter:** Jane Berne; University of North Dakota; Grand Forks, ND

**Audience Level:** Higher Ed

**Theme:** Curriculum

Despite the key role that intermediate-level Spanish courses play in encouraging students to pursue more advanced coursework, there seems to be little impetus for innovating either textbooks or curricula. Of particular concern is the emphasis placed on the subjunctive in these courses. This presentation will discuss an analysis of various intermediate-level Spanish courses with the purpose of encouraging participants to think critically about the predominant role of the subjunctive in these courses and about how to ensure that these courses are relevant and engaging.

Becoming a teacher of Spanish as Heritage Language: Profiles, perspectives and needs

**Presenters:** Flavia Belpoliti; Texas A&M University – Commerce; Commerce, TX

**Audience Level:** Middle/High | Secondary (9-12) | Higher Ed

**Theme:** Teacher Preparation/Development

This presentation focuses on a needs-analysis study conducted with 35 in-service teachers who are currently teaching Spanish to Hispanic students in North Texas, with the goal of better understanding the interaction among their backgrounds, perspectives and teaching practices. The study combined data from several sources: two questionnaires, interviews, and discussion-board postings related to Spanish as a Heritage Language pedagogy. The analysis details specific challenges and needs in training, resource access, and institutional support.

How the definite article expresses totality and how this can significantly enhance L2

**Presenter:** Luis González; Wake Forest University; Winston-Salem, NC

**Audience Level:** Middle/Junior High | Secondary (9-12) | Higher Ed

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

**Languages:** Spanish

**Presenters:** Luis González; Wake Forest University; Winston-Salem, NC

**Audience Level:** Middle/Junior High | Secondary (9-12) | Higher Ed

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

**Languages:** Spanish
The Naked Noun Constraint is the observation that an unmodified common noun cannot be a preverbal subject under normal conditions of stress and intonation (Suñer, 1982). Spanish has this constraint but English does not. A good understanding of the Naked Noun Constraint reduces to one several rules of the use of the definite article in Spanish. In addition, it makes understandable several apparently unrelated phenomena of the grammar of Spanish and English.

172
Saturday, July 8 11:15am-11:45am  Conference Room 4L

Acercando a nuestros estudiantes al mundo hispánico a través de diálogos virtuales

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

Audience Level: Middle/Junior High|Secondary (9-12)|Higher Ed
Theme: Applied Linguistics/Second Language Acquisition

El siguiente estudio reunió a estudiantes universitarios canadienses y hablantes guatemaltecos de la organización En Vivo. El propósito fue crear momentos de inmersión para enfocar la práctica oral del idioma. Los participantes se reunieron en línea en seis oportunidades y completaron diversas tareas. Datos cualitativos recogidos al finalizar el semestre, mostraron un alto nivel de satisfacción por parte de los estudiantes. Destacaron el hecho de poder interactuar con hablantes nativos haciendo más significativo el estudio del español.

173
Saturday, July 8 11:15am-11:45am  Conference Room 4M

Student engagement: Making learning stick in the world language classroom

Presenter: Barbara Jones; Sanllantana USA Publishing; Miami, FL

Audience Level: Middle/Junior High|Secondary (9-12)
Theme: Instructional Materials

Learning a new language requires students to manipulate enormous amounts of information and apply it within a new cultural context. In addition, college and career readiness standards have redefined what it means to be proficient in a world language. Teachers need to have a wide repertoire of instructional tools to make a new language “stick” in their students’ heads. In this interactive session, teachers will examine the nature of language learning, identify principles of student engagement and explore approaches and activities that maximize engaged learning time.

174
Saturday, July 8 11:15am-11:45am  e-Poster Corner

The Spanish Language Maze: A mobile app for improving foreign language sentence processing

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

Audience Level: Higher Ed
Theme: Technology

Research shows that the “maze task”, which is used in psycholinguistics to study sentence processing, can help Spanish students learn to construct difficult-to-process Spanish sentences more quickly and it can help develop communication skills needed for real-time interactions. Learners build sentences word-by-word as quickly as possible by making correct word choices; each word is incrementally integrated into the sentence context. This poster outlines a new Spanish learning mobile app that is based off of the maze task, and discusses student reactions to the maze.

175
Saturday, July 8 12:00pm-1:15pm  Conference Room 4A

La danza folklórica como forma de aprendizaje del idioma español

Presenter: Ana Lucia Hankins; Rancho Christian School; Temecula, CA

Audience Level: Middle/Junior High|Secondary (9-12)
Theme: Culture

Esta sesión ofrece un plan para ser presentado en escuelas de secundaria (middle y high school) y pretende mostrar las tradiciones, música, vestuario y razones detrás de danzas como el jarabe tapatío, la cumbia y la salsa. El programa viene con plan para ser incorporado en la clase, o como electiva de tres meses. Incluye plan semanal, rúbrica para la evaluación, coreografía, creación de faldas y recetas de postres fáciles de cada región y guianza para la creación de un festival escolar de danzas en escuela media.

176
Saturday, July 8 12:00pm-1:15pm  Conference Room 4B

Community College Committee Meeting

Presenters: Irma Cristina Bjerre; Clackamas Community College; Oregon City, OR; Sergio Guzmán; College of Southern Nevada; Las Vegas, NV; Susanna Williams; Macomb Community College; Warren, MI

Audience Level: Higher Ed

An open discussion forum on: (a) Topics relevant to two-year institutions such as assessment, articulation (with high schools and four-year institutions), placement testing, credit by examination, study abroad, and the upcoming honor society (Sociedad Honoraria de la Lengua Española) and (b) How the AATSP can assist us with our needs and concerns. All community college faculty members are encouraged to attend and get involved.
Factors involved in attaining true bilingualism

**Presenter:** Mary Ellen Kohn-Buday; Mount Mary University; Milwaukee, WI

**Audience Level:** Higher Ed

**Theme:** Translation and Interpretation

The researchers utilized the Bilingual Language Profile in a class of predominantly heritage speakers of Spanish, all of whom are also fluent in English. Three factors in common stood out on the surveys of the students who scored closest to being 100% bilingual. The presenters will reveal what these elements were and how language educators can utilize them in order to help our heritage speakers, native Spanish-speakers and Anglo students learning Spanish to comprehend, speak, read and write better in both English and Spanish in order to attain true bilingualism.

Language identity and use among Heritage Learners

**Presenter:** Raquel Mattson-Prieto; Temple University; Philadelphia, PA

**Audience Level:** Higher Ed

**Theme:** Learner Variables/Diverse Learners

Participants in this session will learn how a graduate degree in a modern language turned into an entrepreneurial career. This session focuses on learning about yourself, developing your professional career, and going from a graduate student to a freelance translator, educator, and business owner of a cultural communication and community relations consultancy. Learn a language to market yourself and foster communication among diverse groups.
Heritage learner instruction: Incorporating code-switching. Heritage language studies examine the relationship between identity and language use and the ways in which speakers construct, negotiate and perform their identities in educational and extracurricular contexts. This research explores how the practices of the Spanish language classroom and interaction in the L2 influence heritage learners’ (HLS) positioning and identity. This paper will shed light on interaction among HLS and FLLs, as well as analyze the linguistic practices in the classroom and the affects both have on learning outcomes, learner expectations and language use in classroom.

Presenter: Charles Wagner; Lighthouse Community Charter School; Oakland, CA

Audience Level: Secondary (9-12)
Theme: Methods/Techniques/Strategies

Heritage learner instruction: Incorporating code-switching. This action research project attempted to resolve the difficulty of teaching Heritage Learners (HLS) within the constraints imposed by the College Board AP recommendations for teaching AP Spanish Language and Culture by incorporating various aspects of code-switching in order to help students understand their own linguistic abilities.

184
Saturday, July 8 12:00pm-1:15pm Conference Room 4K

Hablemos de la Academia Norteamericana de la Lengua Española (ANLE)

Presenters: Gerardo Piña-Rosales; Academia Norteamericana de la Lengua Española; New York, NY; Domnita Dumitrescu; Academia Norteamericana de la Lengua Española; Los Angeles, CA; Silvia Betti; Academia Norteamericana de la Lengua; Bologna, Italy

Audience Level: Higher Ed
Theme: Literature/Literary Criticism/Literary Theory

Esta sesión, en la que podrán intervenir tanto los miembros de la ANLE que asistan al Congreso como el público, se dedicará a informar sobre los objetivos, logros y desafíos de la Academia Norteamericana de la Lengua Española.

185
Saturday, July 8 12:00pm-1:15pm Conference Room 4L

Teaching pronunciation and phonetics

Presenter: Enrique Ruiz; Northern Arizona University; Flagstaff, AZ

Audience Level: Middle/Junior High|Secondary (9-12)|Higher Ed
Theme: Methods/Techniques/Strategies

La enseñanza comunicativa de la pronunciación en cursos de nivel bajo de español. Esta ponencia presentará un estudio donde se aplican los principios de la enseñanza comunicativa a la enseñanza de la pronunciación. El estudio se aproxima a tal enseñanza a través de la morfología derivativa. Los fonemas enfocados serán: las oclusivas sordas y la vibrante simple/múltiple. La presentación detallará la preprueba, la intervención, la posprueba, los resultados, y las recomendaciones pedagógicas.

Presenter: Alyssa Martoccio; University of Colorado Denver; Denver, CO

Audience Level: Higher Ed
Theme: Methods/Techniques/Strategies

Use of an online oral recordings project in a Spanish phonetics course to improve student pronunciation and confidence. This presentation discusses an online oral recordings project from a Spanish phonetics course. Groups of 3-4 students completed seven oral recordings during the semester, and for each one, they carried out their own recording and provided feedback on at least one other group member’s recording. Students focused on whatever aspect of pronunciation was taught that week, and recordings varied, from individual word reading to tongue twisters to open-ended questions. Students enjoyed the project, reporting improved pronunciation and confidence at the end of the semester.

186
Saturday, July 8 12:00pm-1:15pm Conference Room 4M

Connecting to other disciplines in the language classroom

Presenter: Sharon Galt; Sterling High School; Somderdale, NJ

Audience Level: Secondary (9-12)
Theme: Culture

Contextualizing language learning: Integrating language into academic subjects. Make your lessons more interesting by integrating other academic subject areas into the language classroom. The presenter shares lively, challenging lessons and collaborative ideas that connect to other disciplines but still teach the target language. Specific examples will be from travel to Peru, Argentina and Nicaragua but the ideas can be used in any language class to create interest and to promote second language learning.

Presenter: Rebbecca Kaplan; Emory University; Atlanta, GA

Audience Level: Higher Ed
Theme: Language for Specific Purposes

Language for Specific Purposes and the Liberal Arts: A sustainable union. This session explores best practices for uniting traditional Liberal Arts curriculum with Language for Specific Purposes (LSP) courses in a way that not only enhances the LSP classroom, but also sustains interest in modern language study. Rather than being excluded from these courses, literature, film, and other cultural texts can enrich the LSP experience and challenge students to think beyond technical language acquisition by gaining important cultural knowledge, empathy, and cross-cultural communication skills.

187
Saturday, July 8 12:00pm-1:15pm e-Poster Corner

Writing Together: Online Classroom Collaboration

Presenter: Carol J. Wallace; University of Minnesota Duluth; Duluth, MN

Audience Level: K-6|Middle/Junior High|Secondary (9-12)|Higher Ed
Theme: Methods/Techniques/Strategies

This e-Poster session will share ideas for using Google Docs to help students engage in collaborative activities in the language classroom, from writing stories to reviewing for exams to exploring culture. The presenter teaches Spanish at the university level at an institution that provides Google accounts for all students.

2017 AATSP Conference — 51
Turn on language learning for students by using technology they already have

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

**Theme:** Technology

This workshop takes as a starting point that language teachers should not require students to turn off, put away, or set their devices to airplane mode in the classroom. We will discover ways to show students how to use technological devices in class that will then allow and encourage them to extend their curiosity for learning languages outside the classroom and into their everyday lives. Insights, activity samples, and rubrics will be shared for showing students how to use their current technologies, apps, and programs to engage with language learning. Those receiving credit via NMSU for attending the conference must attend either W-3 or W-7. 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.

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**W-7**

Saturday, July 8  1:00pm-4:00pm  Conference Room 4D

**Turn on language learning for students by using technology they already have**

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

**Theme:** Technology

This workshop takes as a starting point that language teachers should not require students to turn off, put away, or set their devices to airplane mode in the classroom. We will discover ways to show students how to use technological devices in class that will then allow and encourage them to extend their curiosity for learning languages outside the classroom and into their everyday lives. Insights, activity samples, and rubrics will be shared for showing students how to use their current technologies, apps, and programs to engage with language learning. Those receiving credit via NMSU for attending the conference must attend either W-3 or W-7. 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.

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**190**

Saturday, July 8  2:45pm-4:00pm  Conference Room 4B

**Spanish for the Professions in secondary school: Key steps for successful implementation**

**Presenter:** Pilar Marcé; University of Iowa; Iowa City, IA

**Audience Level:** Secondary (9-12)

**Theme:** Teacher Preparation/Development

In this session the presenter will demonstrate keys steps that teachers can follow to create meaningful lessons related to Spanish for the Professions in secondary schools, based on the Language for Specific Purposes (LSP) model. After a brief introduction to LSP, teachers will learn how to implement those key steps in order to create meaningful lessons on business, travel and medicine in their foreign language curriculum.

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**188**

Plenary Session

Saturday, July 8  1:15pm-2:30pm  Williford B-C

**Happy Birthday, Hispania (1917-2017)!**

See page 53 for details.

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**191**

Saturday, July 8  2:45pm-4:00pm  Conference Room 4C

**Transform the classroom: Teach verb conjugation without a grammar lecture**

**Presenter:** Michelle Fulwider-Westall; Wake Technical Community College; Raleigh, NC

**Audience Level:** K-6|Middle/Junior High|Secondary (9-12)|Higher Ed

**Theme:** Methods/Techniques/Strategies

If you are having difficulty getting your students to grasp the concept of conjugation, stop fretting and let me help. For some ten years I have been implementing and testing a teaching methodology that helps students of all levels (K-Adult Ed) conjugate with ease. This presentation covers the articulation of a consistent teaching approach to verb conjugation from present indicative to imperfect subjunctive.

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**189**

Saturday, July 8  2:45pm-4:00pm  Conference Room 4A

**Don’t be PowerPoint-less**

**Presenter:** Sarah Adeline Desaulniers; Nashua School District; Nashua, NH

**Audience Level:** K-6|Middle/Junior High|Secondary (9-12)|Higher Ed

**Theme:** Technology

Are you boring your students with text-heavy PowerPoint presentations? Do you wish for amazing, engaging PowerPoint lessons, but have no idea how to make it better? Do you struggle with the technology? Creativity escapes you? Not sure where to get cool resources? Whatever the reason for attending, participants will gain practical tips and step-by-step instructions on making PowerPoint presentations that are Power-ful! You’ll learn PowerPoint no-nos, and useful how-tos. You will also learn to insert items, embed clips, use interactive game templates, and construct beautiful transitions. Technophobes welcome!

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**192**

Thursday, July 6  2:45pm-4:00pm  Conference Room 4E

**Nuevas aproximaciones a la obra de José Martí**

**Presenters:** Anne Fountain; San José State University; San Jose, CA; Marlyn Zárate; San José State University; San Jose, CA; Janeth Quebrado; San José State University; San Jose, CA

**Audience Level:** Secondary (9-12)|Higher Ed

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

Esta sesión se compone de tres ponencias que exponen nuevas perspectivas sobre las crónicas martianas. Una es sobre “El terremoto de Charleston”, otra es sobre los anarquistas de Chicago y el incidente de Haymarket y la tercera examina las celebraciones de la Estatua de la Libertad. En todos los casos las ponentes aprovechan de nuevas fuentes de información para presentar interpretaciones novedosas.

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Proposals for the 2018 AATSP Conference in Salamanca

**SUBMISSION BEGINS LATE SUMMER**

Visit www.aatsp.org for more information
188
Plenary Session

Happy Birthday, *Hispania* (1917-2017)!
Saturday, July 8
1:15pm – 2:30pm
Williford B-C

Educators of all levels are invited to celebrate *Hispania*’s 100th birthday as we look forward to the journal’s future as well as providing an opportunity to reflect back on *Hispania*’s long and distinguished record of publication. Come and learn about *Hispania*’s special jubilee issue to debut in December 2017. Our panelists will also consider the overall relevancy of scholarly journals like *Hispania* in the digital age.

SHERI SPAINE LONG
Moderator
Editor of *Hispania*

FRANK NUESSEL
University of Louisville; Louisville, KY
*Hispania*’s Centenary Issue: Genesis and Development

ETHEL JORGE
Pitzer College; Claremont, CA
Communities, past and future

BILL VANPATTEN
Michigan State University; East Lansing, MI
The Changing Nature of Second Language Scholarship in *Hispania*

COMFORT PRATT
Texas Tech University; Lubbock, TX
The role of *Hispania* in the re-examination of foreign language teacher education

BEN FRASER
East Carolina University; Greenville, NC
The City as Organizing Principle in Twenty-First-Century Luso-Hispanic Studies

JOHN T. MADDOX
University of Alabama at Birmingham; Birmingham, AL
*Hispania, Hispania, Hispanic*

BORIS YELIN
Purdue University; West Lafayette, IN
The Hidden and Changing Faces of Spanish: Addressing Global Diversity

ANN ABBOTT
University of Illinois; Urbana, IL
Engaged Humanities and the Future of Spanish Programs
Albricias: Best practices for classroom use

Presenters: Faith Blackhurst; Editor of Albricias, AATSP; Provo, UT; David Wiseman; Director of Communications, AATSP; Provo, UT

Audience Level: Secondary (9-12)
Theme: Instructional Materials

Albricias, the student journal of the Sociedad Honoraria Hispánica (SHH), publishes art, essays, photography, poetry, stories, and other work created by SHH students. In this session, the Editor will lead a discussion on best practices for helping students create and submit work for possible publication in the journal. The Editor will also introduce an exciting new bank of teaching materials designed to facilitate the use of Albricias in the classroom.

Transformative Instructional Approaches for promoting proficiency growth in world languages

Presenters: Christine Marie Campbell; Campbell Language Consultants; Salinas, CA; Leah Graham; ACTFL; Alexandria, VA; Deanna Tovar; The Defense Language Institute Foreign Language Center; Presidio of Monterey, CA; Sandra Wagner; The Defense Language Institute Foreign Language Center; Presidio of Monterey, CA

Audience Level: Secondary (9-12)|Higher Ed
Theme: Methods/Techniques/Strategies

Panelists will engage participants in knowledge sharing about Transformative Instructional Approaches (TIAs) and tools for promoting proficiency growth, where the teacher is mentor/coach/advisor and the autonomous learner is doing continuous discovery learning in the learning space. Examples of TIAs include: use of authentic materials and alternative assessments, promoting collaborative learning; promotion of higher-order thinking skills; integration of colloquial language; use of a wider variety of genres; integration of non-standard language; systematic defossilization activities; and a focus on discourse analysis.

Strategy-Based Instruction and heritage language learning: Empowering learners beyond the classroom

Presenters: Elisa Gironzetti; Texas A&M University-Commerce; Commerce, TX; Flavia Belpoliti; Texas A&M University-Commerce; Commerce, TX

Audience Level: Middle/Junior High | Secondary (9-12)
Theme: Methods/Techniques/Strategies

This session focuses on implementing Strategy Based Instruction (SBI) to promote language development among heritage language learners (HLLs). Presenters will first discuss the framework of SBI and the benefits it can provide HLLs. Then, participants will engage in the analysis of different SBI classroom activities and digital tools. Finally, participants will work in groups to adapt existing teaching materials to integrate SBI according to the needs of diverse student populations. Participants are encouraged to bring laptops to be fully engaged in this session.

Identity matters in the SHL classroom: Towards a theoretical and practical model for approaching heritage language identities

Presenters: Lillian Gorman; University of Arizona; Tucson, AZ; MaryAnn Parada; California State University, Bakersfield; Bakersfield, CA

Audience Level: Secondary (9-12)|Higher Ed
Theme: Methods/Techniques/Strategies

This paper proposes a framework for approaching identity in the Spanish as a Heritage Language classroom. Although it is well established that considering heritage learner identities within the SHL classroom is essential to effective pedagogical strategies and curriculum, theoretical and practical models for doing so remain understudied. Our project proposes concrete strategies and a theoretical framework grounded in sociolinguistics and U.S. Latino/a studies that puts distinct regional communities of Spanish heritage learners into conversation with each other.

The effectiveness of cyclical lessons for real-world tasks: A comparative study

Presenter: Timothy R. Abeln; University of Missouri-St. Louis; Saint Louis, MO

Audience Level: Secondary (9-12)|Higher Ed
Theme: Methods/Techniques/Strategies

Is the cyclical approach to lesson design (interpretive, interpersonal and presentational) more effective than traditional approaches when it comes to helping students acquire the target language? This presentation attempts to answer this question based on the results collected from two groups of students: one group consists of students who participated in lesson cycles and one control group. The presentation intends to compare how cycles play a role in motivating students' participation, improving their proficiency, and preparing them for real-life tasks.

AP Spanish Literature and Culture: Updates, trends, resources and future projects for the course and exam

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

Audience Level: Secondary (9-12)
Theme: Assessment

If you have ever wanted an insider’s view of the AP Spanish Literature and Culture program, this session is for you! An overview of the expectations for the course and exam will
be provided and information about current trends in exam volume and student performance on the exam will be explored. Participants will discover how to access and use instructional resources on AP Central and learn about current and future projects at the AP program to support instruction and improve student performance in the course and on the exam.

Translation of authentic materials as a communicative activity in the Spanish classroom

Presenter: Serena Williams; University of California, Davis; Davis, CA  
Audience Level: Secondary (9-12) | Higher Ed  
Theme: Translation and Interpretation

This presentation demonstrates the efficacy of translation in an elementary Spanish class where students spend most time in pre-translation, applying traditional reading skills such as mapping semantic fields, investigating the argument structure of verbs, and interrogating usage patterns, including collocations. During the translation, editing, and proofreading stages, students translate into English. Students are trained in the use of contemporary professional tools such as computer-assisted translation tools, electronic glossaries, style guides, and translation memory.

¿Cuántos cuentos cuentas?

Presenter: Nereyda Maroot; Fresno City College; Fresno, CA  
Audience Level: Secondary (9-12) | Higher Ed  
Theme: Instructional Materials

Promoveremos la apreciación por la literatura a través de cuentos cortos que se utilizarán como estrategia para practicar la lectura, escritura, gramática, ortografía, cultura y actividades comunicativas. En esta lección se incluirán encuestas, crucigramas, busca-palabras digitales, estrategias de lectura, juegos de vocabulario, gramática y ortografía, así como la creación de poems y otros cuentos originales sacados de las historias.

Exploring practical pedagogy in Spanish Heritage Language (SHL) and Second Language (L2) classrooms

Presenters: Angélica Amezcua; Arizona State University; Tempe, AZ; Sergio Loza; Arizona State University; Tempe, AZ; Lillie Essah; Arizona State University; Tempe, AZ;  
Audience Level: Higher Ed  
Theme: Applied Linguistics/Second Language Acquisition

This panel attempts to spur a conversation on what a practical toolkit for the Spanish classroom should entail. Current research attests to the need for ramped differentiated instruction in the face of growing heterogeneity in Spanish language classrooms. These panelists draw from an inquiry into the ways materials and pedagogical practices impact students’ language awareness and maintenance and propose multiple ways to address corrective feedback, students varieties, and how literature and individualized activities can be implemented in the classroom.

Estratégias de comunicação através do VoiceThread num curso online de português

Presenter: Analia Maria Silveira Tebaldi; University of Massachusetts Dartmouth; Dartmouth, MA  
Audience Level: Higher Ed  
Theme: Technology

Em 2013, mais de 25% dos alunos matriculados em universidades eram alunos de cursos online (US Department of Education). Porém, programas de língua estrangeira resistem a essa tendência, e um dos motivos é a potencial ausência de interação, fator indispensável à aquisição de L2 (Long, 1996; Gass, 1997), e o possível não desenvolvimento da habilidade oral. Este estudo analisa a produção oral em um curso online de português através do uso do VoiceThread. Os resultados confirmam que mesmo em interações não sincronizadas é possível notar a presença de estratégias de comunicação.

AATSP Reception for K-12 Programs

All K-12 educators are invited to this reception highlighting K-12 programs offered by the AATSP. Network with colleagues and meet the directors and coordinators of AATSP programs in this informal situation.

Lúdica, saber, y fiesta: tejidos de la cultura

Presenter: Carmenza Sierra Hernández; Institución Educativa Perpetuo Socorro, Secretaría de Educación; Medellín, Colombia  
Audience Level: K-6  
Theme: Culture

El objetivo de esta ponencia es plantear el juego no como el pasatiempo tecnológico o descarga de energía anímica en una actividad imitativa de movimientos, sino como una forma donde queda reflejada la actitud humana o lo que algunos pensadores y el autor Johan Huizinga identifican como la lúdica. Examinaremos esta condición como un aspecto fundamental inherente al ser. Además, reflexionaremos sobre su relación con la vida cotidiana desde el disfrute, el goce, la transformación, la danza, el afecto, el arte, y el conocimiento.
204
Saturday, July 8 4:15pm-5:30pm  Conference Room 4B

Hispania Editorial Board Meeting

*Presenter:* Sheri Spaine Long; Editor of *Hispania*; Birmingham, AL

*Audience Level:* K-6 | Middle/Junior High | Secondary (9-12) | Higher Ed

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

205
Saturday, July 8 4:15pm-5:30pm  Conference Room 4E

Is the subjunctive disappearing?: Mood variation throughout the Spanish speaking world

*Presenter:* Hans Joerg Busch; University of Delaware; Newark, DE

*Audience Level:* Secondary (9-12) | Higher Ed

*Theme:* Methods/Techniques/Strategies

Often I hear colleagues saying that there is a tendency for the Spanish subjunctive to be used less or that it is disappearing, especially in the Latin American varieties. This session will examine questions such as (1) Is this really true or based on a lack of understanding of the place of the subjunctive within the Spanish language system? (2) Is this based on sufficient evidence or only the product of personal, sporadic and episodic experiences?; (3) Does this claim refer to all uses and forms or only to some of them?; (4) and finally, if the subjunctive verb forms are indeed disappearing, what is occupying their place?

206
Saturday, July 8 4:15pm-5:30pm  Conference Room 4F

Mayor participación y mejor colaboración en la clase con el uso de Kahoot, Quizlet y Charades

*Presenter:* Ana María González; Texas Lutheran University; Seguin, TX

*Audience Level:* K-6 | Middle/Junior High | Secondary (9-12) | Higher Ed

*Theme:* Methods/Techniques/Strategies

Los participantes van a aprender a usar plataformas gratuitas o de bajo costo tales como Kahoot, Quizlet y Charades para incrementar la participación y mejorar la colaboración de los estudiantes en el aprendizaje de lengua y cultura, a partir del empleo del teléfono celular, del iPad o de la computadora. Estas herramientas tecnológicas favorecen el dinamismo, aumentan el interés y son de uso individual o colectivo, para ejercicios de vocabulario, repasos, pruebas, discusiones o debates.

207
Saturday, July 8 4:15pm-5:30pm  Conference Room 4G

Desenvolvendo a competência simbólica em português: da leitura à criação de vídeos

*Presenter:* Ana Clotilde Thome Williams; Northwestern University; Evanston, IL

*Audience Level:* Secondary (9–12) | Higher Ed

*Theme:* Methods/Techniques/Strategies

Muito tem se falado sobre o desenvolvimento de competências no ensino de língua estrangeira. A competência simbólica é a mais complexa, pois é o aprofundamento de todas as outras, já que lida com representações e posicionamentos discursivos interculturais. Apresentarei um curso que se destina a alunos avançados em português. Seu objetivo é desenvolver a competência simbólica pela leitura, oralidade e escrita. Estudantes leem contos da literatura brasileira e o reescrevem, transformando a leitura original em vídeos que criam a partir de sua própria vivência e interculturalidade.
The presenter will discuss the integration of literature and creative writing as observed in a seminar she developed. The students study the blurry line that separates fiction/fantasy from reality by reading stories from the “Boom group” and more modern literature like Ruiz Zafón and Laura Esquivel and viewing films such as El Laberinto del Fauno. The final project of the seminar is to write a short story that mirrors the ideas, images and themes studied in the class. Student work and feedback shows a heightened level of empathy and appreciation for literature.

211
Saturday, July 8  4:15pm-5:30pm  Conference Room 4K

Developing a heritage speaker-focused Spanish discipline in the context of an Hispanic-serving institution

Presenters: Rogelia Lily Ibarra; Dominican University; River Forest, IL; Alexis Howe; Dominican University; River Forest, IL; Lisa A. Petrov; Dominican University; River Forest, IL

Audience Level: Higher Ed
Theme: Curriculum

The Spanish discipline must prepare itself for a future in which heritage speakers are not merely accommodated within an L2 context. We must rethink our placement exams, our curriculum and methods (including study abroad) as well as reconsider our role on campus. Since 2008 Dominican University has focused on creating a program that prioritizes the heritage learner majority and partners strategically with others to best serve the needs of all students. In this session the presenters will outline and share the philosophy and methods for creating this new discipline.

212
Saturday, July 8  4:15pm-5:30pm  Conference Room 4L

Effective planning of student centers to differentiate instruction for world language classrooms

Presenter: Rosa Eugenia Moreno-Ortega; Jersey City Public Schools; Jersey City, NJ

Audience Level: K-6
Theme: Methods/Techniques/Strategies

I have prepared this training to ensure that teachers receive practical, classroom-friendly resources to support their efforts toward quality instruction for all students. These materials should act as a companion to a district’s curriculum framework. My goal is to provide resources to guide teachers in applying highly effective, differentiated instructional strategies that extend the opportunities for all students to be successful within the context of the district’s curriculum.

213
Saturday, July 8  4:15pm-5:30pm  Conference Room 4M

Tapping technology: Tools for the 21st century classroom and beyond

Presenter: Maria Mykaila Muthwill; Calallen ISD; Corpus Christi, TX

Audience Level: Middle/Junior High|Secondary (9-12)|Higher Ed
Theme: Technology

Participants in this session will learn technology skills that are appropriate for the high school as well as the college-level classroom. Participants will learn about and practice with software such as Quizlet, Socrative, Kahoot, Google Docs, and Heads Up. Participants will also visit websites such as Duolingo, Punchbowl, Voki, Conjugarte, Rubistar, Zambombazo, and more. Instructions, guidelines, and examples of student projects will be provided.

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Saturday, July 8  6:00pm-8:30pm  Continental Ballroom

Awards Banquet

See page 58 for details.
AATSP 99th Annual Conference

AWARDS BANQUET

Saturday, July 8, 2017
Dinner and Awards Program
6:00pm – 8:30pm
Continental Ballroom

Presidential Address
Cheryl Fuentes-Wagner, 2017 AATSP President
“One Hundred Years of Comunidad”

Presentation of Awards
National Spanish Examinations Awards
Sociedad Honoraria Hispánica Awards
Sigma Delta Pi / AATSP Mario Vargas Llosa Award
AATSP Conference Attendee Travel Stipends
AATSP Study-Abroad Scholarships
AATSP Special Awards
**W-8**

**Sunday, July 9**  
8:00am–11:00am  
Conference Room 4D

**Using rich Internet applications to assess formal and informal language production**

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

**Audience Level:** K-6|Middle/Junior High|Secondary (9-12)|Higher Ed

**Theme:** Curriculum

This hands-on workshop will demonstrate the use of Rich Internet Applications (RIAs) and how to assess language production using these applications. We will discuss RIAs available, provide examples of activities and different levels, and finally walk through how to assess these activities. Participants will actively participate in the workshop by creating, testing, and assessing an activity. It is highly recommended that participants bring a laptop in order to fully participate in the workshop. A booklet of materials will be provided to each participant.

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**W-9**

**Sunday, July 9**  
8:00am–11:00am  
Williford A

**Introduction to legal Spanish: How to effectively communicate with Spanish-speaking clients**

**Presenter:** Alison Louise Stewart; Pepperdine University; Malibu, CA

**Audience Level:** Higher Ed

**Theme:** Language for Specific Purposes

Participants will gain an introductory knowledge of the most common legal concepts and terminology frequently used in advising and representing Spanish-speaking clients in areas of general substantive law. Participants will perform mock question and answer sessions with each other to practice the information learned in the workshop. Those wishing to take this workshop should be comfortable speaking and understanding Spanish at a basic conversational level. Participants will be expected to speak in Spanish when practicing.

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**Session Block 15**

**Sunday, July 9**  
8:00am – 9:15am

215

**Keeping students engaged and in the target language**

**Presenter:** Alissa Farias; Lincoln High School, Tacoma School District; Tacoma, WA

**Audience Level:** Middle/Junior High|Secondary (9-12)|Higher Ed

**Theme:** Methods/Techniques/Strategies

Interactive teaching strategies personalize learning, engage and encourage students and lead to increased language acquisition. The strategies, games, brain breaks and technology shared in the session inspire students to utilize the target language and become excited about learning. Many of the activities are designed to get students moving and brain research demonstrates that movement aids learning.

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**La enseñanza de lengua desde el teatro: Una guía práctica para desarrollar la motivación, expresión oral e interacción socio-cultural**

**Presenter:** Inma Raneda-Cuartero; University of Washington; Seattle, WA

**Audience Level:** Secondary (9-12)|Higher Ed

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

En esta sesión se presentarán algunos fundamentos teóricos sobre el uso de técnicas dramáticas en la clase de español. Se analizará la integración del juego dramático en la enseñanza de lengua y cómo su aplicación afecta el proceso de aprendizaje, ayuda en la motivación y facilita la dinámica de grupo. Además, se reflexionará sobre la utilidad de este recurso didáctico para desarrollar la competencia comunicativa de los alumnos, estimular la creatividad, favorecer la interacción y motivación, así como la expresión y fluidez oral de los estudiantes.

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217
Sunday, July 9 8:00am-9:15am  Conference Room 4E

Maintenance of Spanish in the US: Current situation and projections

Audience Level: Secondary (9-12) | Higher Ed
Theme: Linguistics

This panel will address issues related to the present and future of Spanish in the US, covering areas such as the language’s presence in business and education, and circumstances favoring or hindering its maintenance as a viable public language.

Presenter: Milton M. Azevedo; University of California at Berkeley; Berkeley, CA
Presenter: Devin Jenkins; University of Colorado Denver; Denver, CO. Not your father’s Estados Unidos: Maintenance, movement and growth of Spanish in the United States
Presenter: Laura Callahan; Santa Clara University; Santa Clara, CA. From Downtown to the Eastside: Spanish in a commercial linguistic landscape in San Jose, California
Presenter: Maria Carreira; California State University at Long Beach; Long Beach, CA. The future of US Spanish: Do educational institutions matter?

218
Sunday, July 9 8:00am-9:15am  Conference Room 4F

Why do world language teachers have to be reading teachers too?

Presenters: Maria Dolores Linda Villadoniga; Retired; St. Augustine, FL; Gale Jones; Duval County School District; Jacksonville, FL

Audience Level: Secondary (9-12)
Theme: Learner Variables/Diverse Learners

The importance of being a good reader is crucial for students to be successful on high stakes tests. A variety of strategies will be introduced and modeled so that attendees can help their students become more fluent readers in the target language and in English. This interactive presentation will provide participants with graphic organizers and reading strategies that can be used in their classrooms to help their students become better readers. Authentic resources and readings will be used in order to focus on culture as well as reading.

219
Sunday, July 9 8:00am-9:15am  Conference Room 4G

Graduate student journal editing and publishing with Spanish and Portuguese Review

Presenters: G. Cory Duclos; Colgate University; Hamilton, NY; Laura Colaneri; University of Chicago; Chicago, IL; Ana Tamayo; Temple University; Philadelphia, PA

Audience Level: Higher Ed
Theme: Advocacy/Policy

In this session, the participants will discuss their roles in producing and publishing Spanish and Portuguese Review, the graduate student journal of the AATSP. Participants will share how their work with the journal fit within their own academic work as graduate students and their preparation for professional careers. They will also discuss how other graduate students can get involved with the journal.

220
Sunday, July 9 8:00am-9:15am  Conference Room 4H

Intercambio de estudiantes de 9-10: ¿pronto o tarde?

Presenters: Juan Luis Yague del Real; Eurocolegio Casvi-International Private School; Madrid, Spain; Pablo Martín Sánchez; Eurocolegio Casvi-International Private School; Madrid, Spain

Audience Level: K-6 | Middle/Junior High | Secondary (9-12)
Theme: International Education/Study Abroad

Formar a niños y jóvenes desde una edad muy temprana para que sean ciudadanos del mundo es el reto de la educación en la actualidad. Cada vez es más habitual el intercambio de trabajadores entre naciones y entre continentes. Así no es de extrañar que cada vez sea más necesario el aprendizaje de diferentes idiomas. En el caso del Colegio Privado Internacional Eurocolegio Casvi desde 4º grado los estudiantes participan en los intercambios lingüísticos con estudiantes de otros países y se benefician de una educación intercultural.

221
Sunday, July 9 8:00am-9:15am  Conference Room 4I

50 shades of grades: Articulating assessments across levels

Presenters: Ryan J. Rockaitis; Deerfield High School; Deerfield, IL; Mercedes J. Koch; Deerfield High School; Deerfield, IL

Audience Level: K-6 | Middle/Junior High | Secondary (9-12)
Theme: Assessment

“Is this for a grade?” Sound familiar? Instructors must assess to assure that students are learning, but students are often too focused on grades. In this session the presenters will share their journey to create articulated assessment practices that accurately reflect student growth through the years while keeping expectations high at all levels of instruction. They will also discuss the difference between assessing and grading, how to create succinct rubrics that can be used consistently across levels, and how to motivate students without the threat of grades.

222
Sunday, July 9 8:00am-9:15am  Conference Room 4J

Non-verbal communication in academic presentations: The native model and evaluation of non-native speakers performance

Presenter: Lucia Alvarado-Cantero; Universidad de Costa Rica; San Jose, Costa Rica

Audience Level: Higher Ed
Theme: Language for Specific Purposes
How do teachers evaluate non-verbal communication in academic presentations? Do they follow the native model? If so, what is it? This session starts by presenting a model of non-verbal communication for academic presentations based on a socio-communicative perspective of gender applied to a corpus of 15 academic presentations of Spanish native speakers. The description of this model is followed by a discussion about the limitations and problems of implementing the model on the evaluation of non-native speakers oral-academic competence.

223
Sunday, July 9     8:00am-9:15am     Conference Room 4K
The transformative magic of seeing the self in children’s literature

Presenters: Rachel Parroquin; University of Notre Dame; Notre Dame, IN; Patricia Karban; South Bend Community Schools Corporation; South Bend, IN; Emily Wilson; South Bend Community Schools Corporation; South Bend, IN;

Audience Level: K-6|Higher Ed
Theme: Service Learning/Community Engagement

The presenters will describe a partnership in which college-level and Spanish-speaking K-4 students explore children’s literature. The presenters will share the following: essential steps to create a successful collaboration and integrate Community-Based Learning (CBL) into coursework; insights from community and university perspectives on the impact on learning outcomes; ideas to work with specific literatura infantil y juvenil (LIJ); time to work in small groups on your CBL ideas; research-based resources for CBL pedagogy and LIJ bibliography.

224
Sunday, July 9     8:00am-9:15am     Conference Room 4L
How to submit a successful application for the Sociedad Honoraria Hispanica scholarships and awards

Presenters: Maritza Sloan; Ladue Horton Watkins High School; Saint Louis, MO; Susan Ranft; Niles North High School; Skokie, IL; Claudia Decker; Nashua High school; Nashua, NH

Audience Level: Secondary (9-12)
Theme: Service Learning/Community Engagement

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

225
Sunday, July 9     8:00am-5:00pm     Conference Room 4M
Board of Directors Meeting

By invitation only

226
Sunday, July 9     8:00am-9:15am     Conference Room 4P
Utilizing children’s literature in the language classroom

Presenter: Jeanne Gilbert McGill; Indiana University; Bloomington, IN
Audience Level: Secondary (9-12)
Theme: Methods/Techniques/Strategies

Using and making children’s books in the high school language classroom. Children’s books provide highly comprehensible input especially for novice-level learners. All four skill areas can be practiced using children’s books and they are also a rich source of cultural information. Concrete ideas and activities using children’s books will be explored including the completion of a story map to raise the cognitive level and guide the activity. Suggestions for extending learning and finding and making L2 books will also be demonstrated.

Audience Level: K-6|Middle/Junior High|Secondary (9-12)
Theme: Content-related Instruction

Teaching culture through Latinos’ bilingual children’s literature in bilingual classrooms. To increase practice in the content-related instruction in some bilingual classrooms of the US, more Latino/a bilingual children’s literature needs to be recognized. Latinos’ bilingual children’s literature has the power to create a connection between the student and their culture. Thus, this study shows some characteristics that represent a “culturally relevant Latino bilingual text.” Additionally, this work proves how these bilingual literary artifacts serve to construct a pipeline between student and a future career.

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227
Sunday, July 9     9:30am – 10:00am     Conference Room 4A
“I’ll take you there!” Connecting language study with careers

Presenters: Tracey Jones; Baylor University; Waco, TX; Fernanda Bueno; Baylor; Waco, TX

Audience Level: Higher Ed
Theme: Service Learning/Community Engagement

What better way to connect language proficiency with real-world settings than by taking students to a Spanish-speaking country! This presentation focuses on combining career application and language proficiency. Trips organized to Nicaragua for pre-health majors and to Costa Rica for education students provide hands-on learning experiences. Native professionals develop service projects in collaboration with students. While language study is not the primary goal, natural production is elicited through cultural interaction in all language modes.

Methods/Techniques/Strategies
Theme: Service Learning/Community Engagement

Utilizing children’s literature in the high school language classroom
Migration is beautiful: Translating in the classroom for the real world  
**Presenter:** Pilar Marcé; University of Iowa; Iowa City, IA  
**Audience Level:** Higher Ed  
**Theme:** Translation and Interpretation  
The presenter will explain a translation project introduced as a unit within the syllabus of a Spanish language course at the university level. The unit offers students the opportunity to hone their translation skills as they collaborate in a meaningful real-life project that helps to showcase the lives of Latino women living in the Midwest.

Developing Spanish L2 pragmatic competence through humor  
**Presenter:** Elisa Gironzetti; Texas A&M University; Commerce, TX  
**Audience Level:** Higher Ed  
**Theme:** Linguistics  
In this presentation, a brief overview of the pragmatics of humor comprehension will be offered followed by a discussion of recent research results in the field of humor, L2 teaching, and instructional pragmatics. A concrete pedagogical proposal to promote the development of pragmatic competence in Spanish L2 through humor will be presented and the results of its implementation will be discussed.

Crimen y crítica social en la serie negra de Lorenzo Silva  
**Presenter:** Chung-Ying Yang; National Chengchi University; Taipei, Taiwan  
**Audience Level:** Higher Ed  
**Theme:** Linguistics  
El presente trabajo pretende explorar los temas del crimen y la crítica social en El alquimista impaciente, La niebla y la doncella y La marca del meridiano como textos representativos de la serie de Bevilacqua. A través del análisis textual, estudiaremos y examinaremos cómo Lorenzo Silva penetra en la España actual presentándonos ciertos problemas sociales con el fin de reflexionar sobre lo complejo y lo transgresivo del género negro.

Homecomers as a source of English lexical influence on Azorean Portuguese  
**Presenter:** Emily Linares; University of California, Berkeley; Berkeley, CA  
**Audience Level:** Higher Ed  
**Theme:** Linguistics  
This paper presents the findings from the first corpus-based study of English lexical influence on Azorean Portuguese. The data—oral narratives told by Azorean emigrants returning from residence in North America—are of interest for research in contact linguistics, language, and identity in the context of migration. Discourse analysis of three narratives reveals how code-switching reflects speakers’ symbolic capital. Further, corpus attestations of functional elements of code-switched English prompt us to consider their status in Romance languages and their potential to become lexicalized.

Democracy and dictatorship in Los días del arcoíris by Antonio Skármeta  
**Presenter:** Lila McDowell Carlsen; Pepperdine University; Malibu, CA  
**Audience Level:** Secondary (9-12)|Higher Ed  
**Theme:** Literature/Literary Criticism/Literary Theory  
Antonio Skármeta, one of Chile’s most important living novelists, returns to the conflict of democracy and dictatorship in his 2010 novel Los días del arcoíris, which follows the creation of the campaign against General Augusto Pinochet in the 1988 plebiscite. The themes of youth consumed by national crisis, the branding and marketing of democracy, and dictatorial violence directed toward the protagonists all demonstrate the utopian struggle for democracy and the dystopian reality of military rule in Chile in a specific historical moment.

Advanced writing in Spanish: Health science and legal studies  
**Presenter:** Heba An El Attar; Cleveland State University; Cleveland, OH  
**Audience Level:** Higher Ed  
**Theme:** Instructional Materials  
This session provides strategies for teaching advanced writing courses in Spanish with a special focus on medical and legal related texts and activities which incorporate authentic material and translation.

Lecturas conciliatorias de dos textos de Ariel Barría Alvarado: senderos alternos de las letras panameñas  
**Presenter:** Humberto López Cruz; University of Central Florida; Orlando, FL  
**Audience Level:** Higher Ed  
**Theme:** Literature/Literary Criticism/Literary Theory
Este trabajo intenta aproximarse a la novela *La casa que habitamos* y a los cuentos en *Al pie de la letra*, del narrador panameño Ariel Barria Alvarado, como senderos alternos de unas letras que se apartan de caminos ya trillados para incorporarse a la pluralidad literaria latinoamericana; o sea, los textos aparecen coadunados a un discurso que no está atado a convicciones previas como la generalidad de la nación. El autor logra afirmar la nación por medio de temas más globalizados, allí donde los límites del istmo, y que responden a cotidianidad literaria de la región.

### 236
**Brazos, cybraceros y jornaleros: acercamientos transfronterizos y contemporáneos a las experiencias de trabajadores migrantes desde el cine**

**Presenter:** Jonathan Alcantar; University of Northern Colorado; Greeley, CO

**Audience Level:** Secondary (9-12) | Higher Ed  
**Theme:** Film/Film Studies

Aunque la saga del trabajador migrante de origen mexicano ha sido un tema explorado reiterativamente desde la década de los años 20 a través de diferentes producciones culturales en español, a partir de la implementación del Tratado de Libre Comercio, varias producciones cinematográficas han interpretado la experiencia del trabajador migrante en los Estados Unidos. Esta presentación explora cómo distintas películas mexicanas y estadounidenses han creado espacios de reflexión sobre las problemáticas de justicia social y derechos humanos de la comunidad migrante.

### 237
**Enseñanza del español a estudiantes estadounidenses universitarios mediante la telecolaboración**

**Presenter:** Dory Elizabeth Niño López; Universidad de Caldas; Manizales, Colombia

**Audience Level:** Higher Ed  
**Theme:** International Education/Study Abroad

El Programa de Intercambio Lingüístico y Cultural Alymon: International Languages Learning iniciado hace cinco años y sustentado por investigaciones realizadas en el campo de la lingüística aplicada ha hecho posible que cerca de 1.560 estudiantes estadounidenses de español como lengua extranjera de la Universidad de Cornell y de inglés como lengua extranjera de la Universidad de Caldas en Colombia hayan progresado en el uso de la lengua y la cultura extranjera, mediante la interacción virtual.

### 238
**La narrativa de Juan Gabriel Vásquez**

**Presenter:** Carlos Torres; Casady School; Oklahoma City, OK

Juan Gabriel Vásquez (Bogotá, 1973) es quizás uno de los escritores contemporáneos que más se ha acercado a explicar la ambigüedad del pasado histórico colombiano desde comienzos del siglo XX hasta nuestros días. Este trabajo examina, pues, cómo Vásquez crea un novedoso territorio ficcional ajeno a las novelas del narcotráfico y de violencia para adentrarse en historias intimistas de personajes anónimos y públicos cuyos destinos dependen del acto de recordar.

### 239
**How does music improve students’ knowledge and retention of the most commonly used words in Spanish?**

**Presenter:** Dorrie Nang; Nichols College; Dudley, MA

**Audience Level:** K-6 | Middle/Junior High | Secondary (9-12) | Higher Ed  
**Theme:** Culture

Most world language teachers use music in the classroom to teach and reinforce vocabulary. The presenter will share plans for a future study using a Level 2 high school class to gauge their knowledge of the most commonly used words in Spanish at the beginning and end of the semester. Discussion will focus on how well various popular songs reinforce vocabulary and help students retain it and whether the most commonly used words in spoken Spanish are represented similarly in song. Participants will receive a list of songs and lyrics to aid in the discussion.

### 240
**Sight translation test-taking strategies under the magnifying glass: What can be observed?**

**Presenter:** Maria Milagros Antonini; Evergreen Valley College; San Jose, CA

**Audience Level:** Higher Ed  
**Theme:** Translation and Interpretation

This paper reports the results of an exploratory study with students of a sight translation (ST) course in a certificate program in a North California community college. The researcher examined the notes made by students on texts provided for a test as well as the corresponding recordings. The test involved sight translating texts into both Spanish and English. The test-taking and reading strategies observed are described and implications of the analysis for the teaching and testing of ST in translation and interpretation certificate programs are discussed.
Learning innovation plans: The art of collaboration in modern languages

Presenter: Marcela G. Garcini; The Episcopal School of Dallas; Dallas, TX

Audience Level: Middle/Junior High|Secondary (9-12)
Theme: Methods/Techniques/Strategies

This session explores collaboration methods used to build bridges between beginner and advanced language students. Presenters will share examples of projects that provide students with the opportunity to hone their abilities and skills. One focus of the presentation will be the use of advanced students in lower-level classrooms to serve as tutors and conversation partners. Speakers will demonstrate how educators can integrate academic service learning programs in their schools. Participants will receive collaboration tools in order to leave with strategies that can be implemented in their own classrooms.

Family ties and English-Portuguese bilingual identity: Where do I fit in?

Presenter: Silvia Ramos-Sollai; University of Georgia; Athens, GA

Audience Level: K–6|Middle/Junior High|Secondary (9–12)
Theme: Culture

This paper describes the role of family members as well as the importance of their emotions in the process of acquiring English-Portuguese bilingualism in a minority culture, such as the United States. By analyzing the contribution of the theoretical construct, and by investigating the methodology that guided the data sample collection of second and third generations, strategies are presented so that family interaction reaches the recognition of emotions that enable the maintenance of Lusophone roots.

Zoraida en el cuento del cautivo del Quijote: entre el islam y el cristianismo

Presenters: Hildegard Rissel; Virginia State University; Petersburg, VA

Audience Level: Higher Ed
Theme: Literature/Literary Criticism/Literary Theory

Este trabajo se propone estudiar el enfrentamiento entre el cristianismo y el islam en la época de Cervantes. El análisis se va a basar en el episodio de cautivo, el cual se narra en la primera parte del Quijote. Se va a hacer hincapié en el personaje de Zoraida, o sea Lela Marien, para investigar el conflicto entre el islam y el cristianismo. Por fin, se va a ver si posiblemente el fin tenga que ver con el hecho de que Zoraida sea una mujer—y no un hombre—y la importancia de Argel en la lucha de estas dos religiones.

From the Champs Élysées to Fifth Avenue: Cosmopolitanism in the chronicles and poetry of José Juan Tablada

Presenter: Rodrigo Figueroa Obregón; Texas Christian University; Fort Worth, TX

Audience Level: Higher Ed
Theme: Literature/Literary Criticism/Literary Theory

This paper analyzes José Juan Tablada's perception, as a Mexican fin-de-siècle intellectual, of New York City as the new global center of cosmopolitanism as opposed to Paris which was perceived as a derelict metropolis after the overthrow of after Porfirio Díaz.

La casa de la laguna: diálogo con la narrativa y la performance del ballet clásico

Presenter: Olga Iris Rivera; Kent State University; Kent, OH

Audience Level: Higher Ed
Theme: Literature/Literary Criticism/Literary Theory

En la narrativa de Rosario Ferré, la denuncia de las relaciones asimétricas de género y la resistencia contra la opresión femenina constituyen motivos temáticos reiterados. En La casa de la laguna se establa un diálogo intertextual con un corpus re-contextualizado de referentes del ballet clásico que impugna la posición subordinada de la mujer en la institución del matrimonio y subvierte la represión de la sexualidad femenina en la sociedad puertorriqueña reconstruida en esa novela.

Lope de Aguirre, el primer revolucionario anti-imperialista moderno de las Américas

Presenter: Alfredo Ignacio Poggi; Georgetown University; Washington, DC

Audience Level: Higher Ed
Theme: Culture

Lope de Aguirre llevó a cabo la primera revolución occidental anti-imperial de las Américas y declaró el primer estado moderno en el Nuevo Mundo. No obstante, también produjo uno de los sistemas más opresivos, tiránicos y violentos de la historia. A través del análisis de su figura y su revolución, con las teorías de la decolonización y las emociones, es posible dar luz a las siguientes preguntas: ¿Los discursos anti-imperiales son constitutivamente tiránicos y violentos? ¿Por qué las revoluciones decoloniales suelen producir sistemas políticos opresivos?
Peer review interaction in L2 Spanish writing: A qualitative analysis of the learners’ roles

Presenter: Emilia Illana Mahiques; University of Iowa; Iowa City, IA
Audience Level: Higher Ed
Theme: Methods/Techniques/Strategies

Peer review has gained importance in many L2 classrooms. However, groups do not always work productively and some researchers have adopted a critical perspective on these practices. The present research closely examines the dynamics of a pair of students in conducting peer review. The study responds to the need for more research that takes into consideration the roles of feedback-givers and receivers, an inseparable part of peer feedback. The results recognize peer review as an interaction that is highly sensitive to contextual and individual factors.

Online language and communication coaching for Spanish heritage speakers

Presenter: Jesse Abing; University of Texas at Austin; Austin, TX
Audience Level: Secondary (9-12)|Higher Ed
Theme: Applied Linguistics/Second Language Acquisition

This study examines the change in fluency and interactional confidence experienced by six Spanish heritage language learners. Learners engaged in fifteen 45-minute individual tutoring sessions with an online Spanish language coach. The sessions were customized to the needs of the individual and focused on meaningful interaction and target language development. Data from initial and final conversational tasks, confidence measures and semi-structured interviews are presented and discussed.

Prioritizing what matters most: Reorganizing the goals of heritage language education

Presenter: Jorge Méndez Seijas; Georgetown University; Washington, DC
Audience Level: Secondary (9-12)|Higher Ed
Theme: Advocacy/Policy

A common goal of heritage language (HL) education is to develop HL learners’ academic skills through the acquisition of a prestigious language variety. However, this goal may inadvertently devalue HL learners’ home language varieties by promoting ideologies that are detrimental to students affectively and linguistically. Such ideologies may lead students to reject or abandon Spanish classes. This presentation focuses on how to restructure the goals of HL courses to avoid this problem by prioritizing the development of critical language awareness and student agency.

An approach to teaching Spain’s 15-M Movement

Presenter: George Arthur Carlsen; Pepperdine University; Malibu, CA
Audience Level: Higher Ed
Theme: Culture

The presenter will discuss how to address the occupation of Madrid’s Puerta del Sol by the indignados that began the 15-M movement for a Spanish culture class. The presenter will share insights, discussion questions, relevant texts, films and evaluation techniques to create a unit on this globally resonant event that forms a major component of contemporary political and cultural Spanish thought.

Cutting textbook ties: An online platform as an alternative for language courses

Presenters: Le Anne Spino; Princeton University; Princeton, NJ; Adriana Merino; Princeton University; Princeton, NJ; Sylvia Zetterstrand; Princeton University; Princeton, NJ
Audience Level: Secondary (9-12)|Higher Ed
Theme: Instructional Materials

Commercial textbooks are not always structured to best promote acquisition; many focus heavily on mechanical tasks, output-driven activities and inauthentic materials. The presenters will demonstrate Aprendo, an online platform created for novice/intermediate Princeton University students. The presenters will discuss the use of authentic and relevant materials to promote autonomy and that allow students to explore their identities and values. Data from evaluation surveys that examine Aprendo’s effectiveness will be shared.
Las artes plásticas en el aula: aplicaciones didácticas para el desarrollo lingüístico y cultural

**Presenters:** Inés Corujo-Martín; Georgetown University; Washington, DC; Jennifer Calles; Columbia University; New York, NY; Mercedes Ontoria-Peña; Georgetown University; Washington, DC

**Audience Level:** Higher Ed  
**Theme:** Culture

Este panel muestra cómo la integración del arte en la clase de lengua extranjera constituye un marco interdisciplinar donde lengua, literatura, historia y sociedad se conjugan de manera creativa para acceder al conocimiento lingüístico y cultural. Tomando como punto de partida diversas manifestaciones artísticas hispánicas, estas presentaciones exploran cómo diseñar tareas o cursos que potencian la combinación equilibrada entre lengua y contenido.

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Teachers elementary and middle school
Spanish heritage language learners to write academic essays in Spanish

**Presenter:** Diana Gómez-Pereira; University of Pittsburgh; Pittsburgh, PA

**Audience Level:** K-6 | Middle/Junior High | Secondary (9-12)  
**Theme:** Methods/Techniques/Strategies

Spanish heritage language learners (HLLs) often develop speaking and listening skills in informal situations and as a result, students’ oral production often surpasses their writing production. This session will explore ways to meet the needs of these learners through differentiated instruction and/or the creation of a separate class or individualized instruction. The purpose of this session is to illustrate techniques in the classroom to strengthen students’ academic skills when writing essays. Attendees will be shown lessons and activities from a HL course.

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Secondary to post-secondary digital assessments in the Spanish language classroom

**Presenters:** Megan Jeanette Myers; Iowa State University; Ames, IA; G. Cory Duclos; Colgate University; Hamilton, NY; Rosie Seagraves; The Galloway School; Atlanta, GA

**Audience Level:** Secondary (9-12) | Higher Ed  
**Theme:** Technology

This panel, addressing both secondary and post-secondary digital assessments in the L2 classroom, provides various models for the use of technology in assessing student performance and participation. The presenters will discuss (1) how a secondary-level course utilizes technology to help students bridge the gap to college-level language work and (2) the use of social media for authentic discourse and communicative and community-engaged interactions in the post-secondary Spanish-language classroom.

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Bringing big ideas and meaningful content into beginner-level courses

**Presenter:** Chela Cinnion; Freelance Independent Consultant; New York, NY

**Audience Level:** Middle/Junior High | Secondary (9-12)  
**Theme:** Curriculum

By framing units with big ideas in the target language, students are empowered to engage deeply with meaningful content, even as beginners. Middle school Spanish students explore identity and values through the verbs tener and ser. In units on clothing and housing, students consider el lujo vs. la necesidad. Through structured notes, discussions, and projects, students are challenged to grow as language learners and as thinkers.

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Viernes de novela y cuaderno de bitácora: la mancuerna ideal para mejorar la lecto-escritura entre hablantes de herencia

**Presenter:** Maria Gillman; University of Washington; Seattle, WA

**Audience Level:** Secondary (9-12) | Higher Ed  
**Theme:** Instructional Materials

Esta presentación compartirá y demostrará los beneficios de leer una novela, en lugar de un cuento corto, engarzando su lectura con la elaboración de un cuaderno de bitácora. Los materiales se han diseñado con el fin de ayudar a los hablantes de herencia a (1) mejorar su comprensión lectora, (2) validar e incrementar su acervo léxico, (3) despertar su conciencia lingüística en la práctica de su registro escrito, (4) aplicar su conocimiento sociolinguístico a sus habilidades lectoras, e (5) incrementar el hábito y el gusto por la lectura en la lengua heredada.

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The integration of language and multiple cultures with professional and real-world experiences

**Presenters:** Barbara D. Lopez-Mayhew; Plymouth State University; Plymouth, NH; Wilson Garcia; Plymouth State University; Plymouth, NH

**Audience Level:** Higher Ed  
**Theme:** Language for Specific Purposes

This session will describe how a college-level Spanish program transformed its traditional world language curricula to integrate into multi-disciplinary clusters focusing on careers in the fields of justice, law, and security and medicine and health care. The cluster concept and framework will be explained along with two samples.
of projects utilizing Spanish as a channel to real-world experiences, partnerships, and careers.

258
Sunday, July 9  11:00am-12:15pm  Conference Room 4J

The intercultural classroom
Presenter: Amanda Lynne Romjue; Appalachian State University; Boone, NC
Audience Level: Middle/Junior High | Secondary (9-12) | Higher Ed
Theme: Culture

Authentic materials are key to supporting intercultural communicative competence (ICC) in the language classroom. A recent study abroad experience in Chile afforded the researchers the opportunity to create culturally relevant videos in Spanish. Participants will be given access to these videos for use in their classrooms along with instructional materials to support their use in promoting intercultural communicative competence in their classrooms.

259
Sunday, July 9  11:00am-12:15pm  Conference Room 4K

Using everyday media in the language classroom
Presenter: Maria Rodriguez; Bishop Lynch High School; Dallas, TX
Audience Level: Secondary (9-12)
Theme: Methods/Techniques/Strategies

In today's classroom, we must engage the students where they feel the most comfortable if teaching is to be effective. As a result, the use of everyday media sources as teaching tools will help students connect to the target language. This session will demonstrate how to use television, radio, Facebook, Twitter, and internet sites to engage students in a meaningful way.

260
Sunday, July 9  11:00am-12:15pm  Conference Room 4L

New approaches to teaching difficult grammatical constructions
Presenter: Luis González; Wake Forest University; Winston-Salem, NC
Audience Level: Secondary (9-12) | Higher Ed
Theme: Linguistics

Las alternaciones de acusativo/dativo en oraciones causativas y la gramática universal. Las construcciones causativas son una de las estructuras más complejas de las lenguas. La oración “Le hice cantar una canción a mi papá” puede significar “hice que le cantaran” o “lo hice cantar”. Esta presentación ofrecerá una explicación simple con poder de predicación. La misma explicación se aplica a verbos como aburrir, sorprender, preocupar. Las implicaciones de esta propuesta tienen el potencial de contribuir a la gramática universal.

Audience Level: Middle/Junior High | Secondary (9-12) | Higher Ed
Theme: Applied Linguistics/Second Language Acquisition

Teaching the pragmatics of compliment-compliment response sequences in the Spanish classroom. The presenter will describe a method for teaching grammar and culture through the pragmatics of compliment-compliment response sequences. In English and Spanish, this sequence builds or maintains solidarity and serves as a social lubricant, often opening or continuing interaction. Its functions make it important for learners' linguistic repertoire. The Spanish compliment-compliment sequence structure is relatively simple, making it ideal for early proficiency L1 English learners of Spanish. The presenter will demonstrate the effectiveness of the method through oral data.

261
Sunday, July 9  11:00am-12:15pm  Conference Room 4P

Strategies for teaching vocabulary
Presenter: Martha Rivera Moubarek; Glen A. Wilson High School; Hacienda Heights, CA
Audience Level: Secondary (9-12)
Theme: Applied Linguistics/Second Language Acquisition

The power of cognates in academic vocabulary. In this session, the presenters will explore how to increase reading comprehension through cognate recognition. Despite the similarity of the words in English and Spanish, students often fail to recognize cognate pairs. The presenters will focus on common cognate formation in English and Spanish to increase the transparency of cognate pairs and enhance students’ reading comprehension. Attendees will receive samples of lesson plans and resources.

Audience Level: Higher Ed
Theme: Applied Linguistics/Second Language Acquisition

Students’ preferences for L2 vocabulary learning strategies: How can we benefit from the results? This study presents what kind of learning strategies university students prefer to use for learning vocabulary in a Spanish as a Second Language Program and why we should vary our vocabulary teaching techniques, assignments and learning activities according to different levels. Some pedagogical implications will be suggested for session attendees to improve their teaching practices in vocabulary instruction at lower-level language learning courses and increase the lexical performance of second language learners at the upper-level content courses.

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Joan L. Brown, ed.

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