101st AATSP ANNUAL CONFERENCE
TOWN AND COUNTRY HOTEL

SAN DIEGO, CA | JULY 8 – 11, 2019

JUNTOS MAIS FORTES: O ESPANHOL E O PORTUGUÊS

JUNTOS MÁS FUERTES: EL ESPAÑOL Y EL PORTUGUÉS
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101st AATSP ANNUAL CONFERENCE

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JUNTOS MAIS FORTES: O ESPANHOL E O PORTUGUÉS

JUNTOS MÁS FUERTES: EL ESPAÑOL Y EL PORTUGUÉS

Cover art adapted from Evana Dias; 12th Grade Covington Latin School; Covington, KY 2017 1st Place 9-12 Hand-Drawn Poster Contest Winner
Crystal Vicente, Coordinator, AATSP Poster Contest; Valdosta City Schools; Valdosta, GA
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### 2019 CONFERENCE PROGRAM AT A GLANCE

**SUNDAY, JULY 7**
- 8:00am - 5:00pm: AATSP Board of Directors Meeting [Invitation Only]
- 3:00pm - 7:00pm: Registration Open

**MONDAY, JULY 8 (DAY 1)**
- 7:30am – 3:30pm: Registration Open
- 8:00am – 9:15am: Session Block 1
- 8:00am – 9:15am: SHH Chapter Successes
- 9:00am – 12:00pm: Workshop 1
- 9:00am – 4:00pm: E-1: Southern California Missions
- 9:30am – 10:00am: Session Block 2
- 10:15am – 11:30am: Session Block 3
- 10:15 am – 11:30am: Community Engagement SIG
- 10:15 am – 11:30am: Poster Contest e-Poster Session
- 11:45am – 12:45pm: President’s Welcome Reception
- 11:45am – 5:00pm: Exhibit Hall Open
- 12:45pm – 3:30pm: Exhibit Break with Refreshments
- 3:00pm – 4:15pm: Sigma Delta Pi Session
- 3:30pm – 4:00pm: ACTFL Teacher of the Year Session
- 4:15pm – 5:00pm: Business Meeting

**TUESDAY, JULY 9 (DAY 2)**
- 7:30am – 12:00pm: Registration Open
- 8:00am – 2:00pm: Exhibit Hall Open
- 8:00am – 9:15am: Session Block 7
- 8:00am – 9:15am: *Hispania* How-to Session
- 8:00am – 9:15am: NSE and New NSA Assessment Session
- 8:00am – 9:15am: Vista Higher Learning Session
- 8:00am – 9:45am: Chapter Assembly
- 8:00am – 12:00pm: SHH/SHA Advisory Board Meeting [Invitation Only]
- 9:00am – 12:00pm: Workshop 3
- 9:30am – 10:15am: Exhibit Break with Refreshments
- 10:15am – 11:15am: **Keynote:** Zoe Well, *The World Becomes What We Teach*
- 11:30am – 12:00pm: Session Block 8
- 12:00pm – 3:15pm: E-2: Colonial San Diego
- 12:15pm – 12:45pm: Session Block 9
- 12:45pm – 2:00pm: Exhibit Break/Closing of Exhibit Hall with Refreshments

**WEDNESDAY, JULY 10 (DAY 3)**
- 8:00am – 3:00pm: Registration Open
- 8:00am – 9:15am: Session Block 10
- 8:00am – 9:15am: *Albricias* Session
- 8:00am – 9:15am: Past Presidents Meeting [Invitation Only]
- 8:00am – 9:15am: Portuguese Advocacy Meeting
- 8:00am – 9:15am: SIELE Session
- 9:00am – 12:00pm: Workshop 4
- 9:30am – 10:00am: Session Block 11
- 9:30am – 10:00am: Spanish and Portuguese Review Session
- 10:15am – 11:15am: **Plenary:** On the Borders and Bridges of Portuguese—including with Spanish
- 11:30am – 12:45pm: Session Block 12
- 11:30am – 12:45pm: Community College Business Meeting
- 11:30am – 12:45pm: K-8 Teacher Gathering
- 1:00pm – 4:00pm: Workshop 5
- 1:00pm – 1:30pm: Session Block 13
- 1:00pm – 4:30pm: NSE Board Meeting [Invitation Only]
- 1:45pm – 3:00pm: Session Block 14
- 1:45pm – 3:00pm: Sigma Delta Pi Triennial Convention
- 1:45pm – 3:00pm: Poster Contest Session
- 1:45pm – 3:00pm: *Hispania* Editorial Board Meeting [Invitation Only]
- 3:00pm – 4:30pm: Sigma Delta Pi Reception [Invitation Only]
- 3:15pm – 4:30pm: Session Block 15
- 3:15pm – 4:30pm: SHH/SHA Business Meeting
- 5:30pm – 6:30pm: Happy Hour
- 6:30pm – 8:00pm: Celebration Dinner

**THURSDAY, JULY 11 (DAY 4)**
- 8:30am – 1:00pm: Registration Open
- 8:30am – 3:00pm: Board of Directors Meeting [Invitation Only]
- 8:30am – 9:45am: Session Block 16
- 9:00am – 12:00pm: Workshop 6
- 9:00am – 1:00pm: E-4: Portuguese Connection to San Diego
- 10:00am – 10:30am: Session Block 17
- 10:45am – 11:15am: Session Block 18
- 11:30am – 12:45pm: Session Block 19
- 1:15pm – 4:45pm: Forum Language Experience Post Conference Excursion

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WELCOME TO THE

The American Association of Teachers of Spanish and Portuguese Annual Conference

July 8-11, 2019

On behalf of the citizens of San Diego, it is my pleasure to welcome you to the 2019 American Association of Teachers of Spanish and Portuguese Annual Conference.

We are delighted that you chose to host your event in our beautiful city. I am certain you will find it to be the perfect location for your conference and invite you to explore America’s Finest City during your stay here.

We are pleased to celebrate and share this experience with you. Please accept my warmest wishes for an enjoyable event in San Diego.

Best personal regards,

Kevin L. Faulconer
Mayor
Welcome/Bienvenidos/Bem-vindos to our 101st Annual AATSP Conference. The theme this year, *Stronger Together*, encompasses the spirit of renewed direction and new initiatives. Our Executive Director, Sheri Spaine Long, the AATSP Board of Directors, various committees, and staff have worked diligently to put together an engaging, practical, and relevant conference for you. The workshops, sessions, meetings, and social engagements are designed to stimulate dialogue, re-examine our best practices, and renew our commitment to quality in K–16+ education through the lens of world languages and cultures.

This year, we celebrate two milestones within our organization: the 75th anniversary of Portuguese becoming part of our Association and the centennial of Sigma Delta Pi, the National Collegiate Hispanic Honor Society. Our theme is the perfect way to acknowledge our long tradition of shared purpose and collaboration. Now more than ever, world language education should be elevated to its deserving place. We are simply not another elective—we are core content. World languages is the fifth core subject!

Our students must be exposed to multiple languages and cultures in order to become successful world citizens in today’s society and be able to enter the workforce with the advantages that multilingualism provides. I know that every AATSP educator faces challenges, but together we can make a difference in the lives of our students. Let us share our expertise, take away new and fresh ideas, and above all, let us reflect on why we are here. Let us reconnect with our colleagues and friends because undoubtedly, we will always be *Juntos más fuertes: el español y el portugués / Juntos mais fortes: o espanhol e o português.*

I look forward to meeting you at our conference as you engage with colleagues, share research, promote best practices and ideas, learn from each other, and network with peers from around our nation and abroad. Please take advantage of all the opportunities our conference has to offer.

¡Un abrazo a todos!  Um abraço a todos!

Martha L. Vásquez  
AATSP President  
District Coordinator for World Languages  
San Antonio Independent School District  
San Antonio, TX

As our conference enters its second hundred years, AATSP will continue to offer you high-quality educational and academic sessions. Our annual meeting is evolving to meet your needs. The program includes hundreds of sessions and events that reflect the trends and interests of educators. Below are a few highlights!

- Meet our keynote speaker Zoe Weil and (re)discover your power and responsibility as an educator
- Wish feliz cumpleaños to Sigma Delta Pi and learn about our honor societies—SHA, SHH and Phi Lambda Beta
- Celebrate the 75th anniversary of Portuguese with special Luso-Brazilian events such as Ricardo Vasconcellos’ plenary and dozens of other Portuguese sessions
- Learn more about credentials like the Seal of Biliteracy, Global Seal of Biliteracy, and Spain’s *Sello de Calidad*
- See the students of Oakcrest School (Virginia) deliver a presentation with their Spanish teacher Celia Chamón Zamora
- Enjoy the sounds of *Duo Falso Baiano-Choro* Music from Brazil and local Mariachis
- Attend over 20 sessions that explore heritage language teaching/learning, plus languages for specific purposes and careers
- Rub elbows with visiting dignitaries from the Universidad de Salamanca, Telefónica Digital (SIELE), and foreign embassies
- Learn about diverse literary and cultural traditions in Spanish and Portuguese
- Find out more about the AATSP’s 2019 Honorary Member, the celebrated storyteller and filmmaker Guillermo del Toro
- Come hear about our new National Spanish Assessment (NSA)
- Network and share with fellow educators of all levels and backgrounds
- Hear from the editors of our publications—*Albricias, Hispania, SPR,* and *The Portuguese Newsletter*
- Check out our Community Engagement SIG (Special Interest Group) to integrate languages and communities
- Hone your language advocacy skills at numerous sessions, including guest Dr. Bill Rivers of JNCL (Joint National Committee for Languages)
- Cheer on our own outstanding teachers and the chapter of the year

During our time together, you will learn that teachers, professors and researchers are truly stronger together! Producing my first conference with President Martha Vásquez, numerous energetic AATSP members, our generous sponsors and exhibitors, as well as the dedicated AATSP staff has been a labor of love! Enjoy!

¡Todos a una!  
Sheri Spaine Long  
AATSP Executive Director  
Birmingham, AL
CONFERENCE TRAVEL STIPEND: GRADUATE STUDENTS

Edurne Beltrán de Heredia Carmona, Arizona State University, Tempe, AZ
Yohana Gil Berrio, Temple University, Philadelphia, PA
Silvana Domaz, Arizona State University, Tempe, AZ
Luke McCarthy, University of Hawaii - Manoa, Honolulu, HI
Maria Yakushkina, Purdue University, West Lafayette, IN

CONFERENCE TRAVEL STIPEND: K-16 FACULTY

Sarah Albrecht, Empire High School, Tucson, AZ
Silvia Betti, University of Bologna, Bologna, Italy
Andie Faber, Princeton University, Franklin Park, NJ
Candiluz Holland, Strong Rock Christian School, Milner, GA
Raychel Vasseur, Texas Tech University, Lubbock, TX

CONFERENCE TRAVEL STIPEND: COMMUNITY COLLEGE FACULTY

David Engel, Central Oregon Community College, Bend, OR
Caroline Kreide, Merced College, Merced, CA
Gloria Monzon, Front Range Community College, Greeley, CO

CONFERENCE TRAVEL STIPEND: MID-CAREER FACULTY

Tom Beeman, California Virtual Academies, Tustin, CA
Celeste Mann, Drexel University, Philadelphia, PA

CONFERENCE TRAVEL STIPEND: PORTUGUESE

Jéssica Eluan Martinelli Bell’Aver, Bluffdale Elementary School, Bluffdale, UT
Leila Vieira de Jesus Gemelli, The Ohio State University, Columbus, OH

STUDY ABROAD SCHOLARSHIP RECIPIENTS

Natalia Bock, San Antonio Academy, San Antonio, TX — True Spanish Experience, Spain
Stephanie Harpring, John Stark High School, Bow, NH — Academia Latinoamericana de Español, Perú
Melanie Morton, Briarcrest Christian School, Collierville, TN — Centro Mundo Lengua, Spain
Jennifer Raupp, Valparaiso High School, Valparaiso, IN — Mester España, Spain
Patricia Brumbaugh, Blanchard Middle School, Groton, MA — United Planet, Ecuador
Marla Boyd Atkinson, Puyallup High School, Puyallup, WA — Embajada de España, Spain
Tricia Marcarian, Virginia Beach City Public Schools, Chesapeake, VA — Embajada España, Spain
Barbara King, Edgar Middle School, New Providence, NJ — Cemanahuac Querétaro, Mexico

RESEARCH SCHOLARSHIP RECIPIENT

Ana Simón Alegre, Adelphi University, Garden City, NY
AATSP 2019 Conference Sponsors

The AATSP wishes to thank the following entities who have generously donated to the 101st Annual Conference by providing products, services, and/or underwriting to help create a quality conference for all of our attendees.

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Vanderbilt University
Nashville, TN
Excursions in San Diego, California
Prepayment and Registration are required

MONDAY, JULY 8, 2019

**E1: Southern California Missions**

**Time:** 8:45am - 4:00pm  
**Cost:** $70

**Meeting Point:** Meet by 8:45am in the Town and Country Hotel Lobby; the bus will leave promptly at 9:00am. This excursion will begin and end at the Town and Country Hotel.

**Itinerary:** Join us as we visit Mission San Luis Rey. You will be transported to the past, imagining the everyday life of the Franciscan Friars and the Native Americans who inhabited the Mission. You will also see how the Mission is still used today, one of the few still in use as it was intended by the Padres. Continue on to Mission San Juan Capistrano. Famous for its swallows, today it is a monument to California’s multi-cultural history, embracing its Native American, Spanish, Mexican and European heritage. Visit the Serra Chapel, Padres Quarters, Industrial Area, Soldiers Barracks, Cemetery and The Great Stone Church.

TUESDAY, JULY 9, 2019

**E2: Colonial San Diego**

**Time:** 11:45am - 3:30pm  
**Cost:** $35

**Meeting Point:** Meet by 11:45am in the Town and Country Hotel Lobby; the bus will leave promptly at 12:00pm.

**NOTE:** Participants will be shown how to return on their own to the Town and Country Hotel via a 6-minute ride on the San Diego trolley.

**Itinerary:** Join us as we visit Cabrillo National Monument which commemorates João Rodrigues Cabrilho/Juan Rodríguez Cabrillo’s exploration of the Pacific Coast in 1542. Continue on for a docent guided tour of Misión Basílica San Diego de Alcalá, the first of the 21 California Missions founded by Fray Junípero Serra in 1769. Finally, explore Old Town State Historic Park which preserves aspects of San Diego’s Mexican and early-American heritage from 1821 to 1872.

THURSDAY, JULY 11, 2019

**E4: Portuguese Connection to San Diego**

**Time:** 8:45am – 1:00pm  
**Cost:** $50

**Meeting Point:** Meet by 8:45am in the Town and Country Hotel Lobby; the bus will leave promptly at 9:00am. This excursion will begin and end at the Town and Country Hotel.

**Itinerary:** Was the first explorer of California a Spanish Cabrillo or a Portuguese Cabrilho? Join us as we unfold this mystery by a visit to a national monument dedicated to this explorer and experience the best view of the San Diego skyline. Continue on for a visit to the Little Portugal area of San Diego and visit the Portuguese Historical Society, a Portuguese chapel and church, a market that sells items from Portugal, and finally the Tunaman’s memorial erected to honor the Portuguese community of San Diego. Lunch will be on your own at Point Loma Seafoods.

ADDITIONAL EXCURSION OPPORTUNITY OFFERED BY FORUM LANGUAGE EXPERIENCE

**San Diego Maritime Museum Excursion/Lunch:** Thursday, July 11, 2018 from 1:15pm-4:45pm

Contact Julia McWhirter at Forum Language Experience  
directly: julia@forumbyprometour.com  1-888-282-0991 for additional information

The AATSP does not assume liability for the scheduling and services provided by Forum Language Experience.
Earning Graduate Credit at the Annual AATSP Conference

AATSP has partnered with New Mexico State University to offer a unique opportunity for 2019 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 things that they have learned at the conference in a practical way following the appropriate re-focus and new work presented in any of the indicated NMSU workshops and sessions.

Course Requirements

- Conference Registration and Attendance.
- At-conference, work will include the following:
  - Attend the appropriate half-day workshops W-2 or W-3 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-2:** “Yo hablo el español de mi pueblo”: Un currículo consciente para los hablantes de herencia

Monday, 1:00pm – 4:00pm Pacific Salon 2

_Presenter:_ Gabriela Moreno; New Mexico State University

**W-3:** Turn on Spanish and Portuguese learning experiences in your classroom using technology your students already bring with them!

Monday, 9:00am – 12:00pm Pacific Salon 2

_Presenter:_ Jeff Longwell; New Mexico State University

Post-conference work completed online includes, but is not limited to: journal entries online in BLOG format, thought/research paper and/or projects. Please see individual course syllabi for details. (Syllabi will be provided in either hardcopy or electronic format as part of the appropriate session/workshop).

*If you are not able to participate in this opportunity in 2019, watch for it again in 2020 in Puerto Rico!*
Appropriate Conduct at the AATSP Annual Conference

As the largest conference of educators in Spanish and Portuguese, the AATSP brings together hundreds of members to discuss teaching, research, participate in workshops, and build their professional networks. The AATSP is committed to providing an inclusive and harassment-free environment for everyone, regardless of gender, race, sexual orientation, gender identity, gender expression, disability, physical appearance, ethnicity, religion, or other group identity.

Behaviors that are unacceptable by attendees and staff at the AATSP conference include:

- Harassment or intimidation based on gender, race, sexual orientation, gender identity, gender expression, disability, physical appearance, ethnicity, religion, or other group identity
- Sexual harassment or intimidation, including unwelcome sexual attention, stalking (physical or virtual), or unsolicited physical contact
- Shouting down or threatening speakers
- Speakers are asked to frame discussions as openly and inclusively as possible and to be aware of how language or images may be perceived by others
- Attendees may exercise their option to leave a session or a conversation
- Exhibitors must follow all AATSP exhibits rules, regulations, and policies

All attendees are expected to follow these guidelines in all conference venues, including online venues, and at convention social events. Attendees asked to stop a hostile or harassing behavior are expected to comply immediately. Please report any physical assault or threats to the local police department.

Adapted from the guidelines of the Modern Language Association

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 by telephone at 205-855-0604 by May 15, 2019 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.

Share the knowledge!

Tweet about the conference at #AATSP19
CONFERENCE PROGRAM OVERVIEW

The AATSP Conference is composed of a wide 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** — Sessions address 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.

**FEATURED CONFERENCE STRANDS FOR 2019**

- Innovative Curriculum
- Heritage Language (HL) Instruction and Learning
- Language Advocacy
- Evaluations, Accreditations, Seals and Certifications
- Languages & Communities
- Languages & Humanitarian Education
- Languages for the Professions/Careers

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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 and 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 Conference in the search bar to begin your conference planning.
Parabéns, português!

A AATSP tem o imenso prazer de comemorar o asupicioso aniversário de 75 da língua portuguesa ser oficialmente incorporada à organização (1944–2019). Um brinde à nossa união e a mais 75 anos de parceria e sucesso mútuo!

While we are celebrating the 75th year of Portuguese as an official part of the AATSP’s name, a quick glance at history shows us that Portuguese has indeed been embraced by the organization for much longer. In 1919 when the then AATS was a little over a year old, John Casper Branner penned an article for Hispania’s second volume titled “The Importance of the Study of the Portuguese Language” in which he highlighted the economic and strategic benefits of the language. In 1922, during the annual AATS conference in Los Angeles, a resolution regarding the teaching of Portuguese was formally adopted, at the suggestion of Professor M. B. Jones of Pomona College, stating: “BE IT RESOLVED by this body that the study of the Portuguese language and literature in the United States should in every way be stimulated and encouraged.”

Thus, it is fitting that we are back in the state of California, commemorating seventy-five years of Portuguese as the P in the AATSP. Join us in marking this special occasion by attending a special plenary by Dr. Ricardo Vasconcelos, “On the borders and bridges of Portuguese programs-including with Spanish,” participating in the numerous sessions on Portuguese and Luso-Brazilian culture, going on an excursion exploring the Portuguese connection to San Diego, and celebrating the special issue of Hispania that focuses on research and teaching related to the language, literatures, and cultures of Lusophone areas across the globe.

We look forward to many more years together! Juntos mais fortes! – ¡Juntos más fuertes!

Rachel Mamiya Hernandez
AATSP Portuguese Representative
University of Hawai’i

En nombre de todos los miembros de la Asociación Estadounidense de Profesores de Español y Portugués, deseamos expresar nuestras más sinceras y entusiastas felicitaciones a Sigma Delta Pi en su centenario.

Expresamos nuestros mejores deseos de éxito continuo, liderazgo y trabajo colaborativo con la Sociedad Nacional Honoraria Hispánica.

Spanias Didaguei Proagomen
¡Todos a una!
Come Explore

Visit Cambridge Univeristy Press, in the exhibit hall, to learn more about our Spanish programs for Primary, Secondary and Higher Education.

To learn more about our programs contact your World Language Specialist at cambridgespanish@cambridge.org
Monday Highlights

Registration Open
7:30am – 3:30pm
Grand Hall Foyer

Session 012
SHH Chapter Successes
8:00am – 9:15am
Pacific Salon 4

Session 034
Community Engagement SIG
10:15am – 11:30am
Royal Palm 6

Session 040
Poster Contest e-Poster Session
10:15am – 11:30am
Pacific Salon 7

Session 041
President’s Welcome Reception
Recognition of Conference Travel Stipends and Scholarship Winners
11:45am – 12:45pm
Grand Hall

Exhibit Hall Open
11:45am – 5:00pm
Grand Hall

Session 055
Plenary: Sigma Delta Pi Honor Societies & Student Excellence 1919-2019
1:30pm – 2:45pm
Town and Country Room

Session 070
Exhibit Break
2:45pm – 3:30pm
Grand Hall
Refreshments provided by Editorial Difusión
difusión.us

Session 071
Sigma Delta Pi Best Practices and Informative Session
3:00pm – 4:15pm
Town and Country Room

Session 082
AATSP Business Meeting
All attendees are encouraged to participate. Keep abreast of the latest AATSP news and learn how we are working to better serve you. Please join us!
4:15pm – 5:00pm
San Diego Room

NOTE: OPEN TO EVERYONE — Meet the 2019 candidates for the AATSP Board of Directors on Tuesday, July 9 at 9:00 am in the San Diego Room.
Sessions

001  Sunday, July 7  8:00am-5:00pm  Royal Palm 1 & 2

Board of Directors Meeting

By invitation only.

002  Monday, July 8  8:00am-9:15am  San Diego Rm

El desarrollo de la competencia intercultural en un curso de español para las ciencias de la salud

Presenter: Alicia Muñoz Sánchez; University of California San Diego; La Jolla, CA

Audience Level: Community College | Higher Ed
Theme: Content-Related Instruction
Proposal Strand: Innovative Curriculum

Presentaremos las pautas que usamos en la creación de los materiales de un nuevo curso para profesionales de salud pública y global. En este curso los estudiantes desarrollan su competencia intercultural mientras investigan temas de salud y preparan tareas comunicativas que usarán en sus prácticas o trabajo de campo. Daremos ejemplos de los materiales que creamos. Argumentaremos que el enfoque y la temática propuesta se presta de manera única para el desarrollo de la competencia intercultural.

003  Monday, July 8  8:00am-9:15am  Royal Palm 1

Literature Translation and Oral History: Pedagogical Approaches to the Teaching of Spanish Language and Culture

Presenter: Raychel Vasseur; Texas Tech University; Lubbock, TX

Audience Level: Secondary (9-12) | Community College | Higher Ed
Theme: Culture
Proposal Strand: Innovative Curriculum

Developing Intercultural Competence through Videoconferencing Conversations with Native Speakers. Drawing on Byram’s (2000) intercultural competence (IC) framework, this study examines how recurring videoconferencing conversations with native speakers prompts fourth-semester learners (n=10) to demonstrate and develop IC. Four reflection papers and two interviews were collected and analyzed using iterative and recursive content analysis. Results reveal that several factors play a role in shaping learners’ IC development, mainly their initial perceptions of the target culture and their ability to interpret and evaluate the information gleaned from their interlocutors.

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

Audience Level: Higher Ed
Theme: Linguistics
Proposal Strand: Innovative Curriculum
Forjando Identidades en una clase de lengua extranjera. Esta presentación muestra las identidades que estudiantes de una lengua extranjera de dos países diferentes muestran en conversaciones que se llevan a cabo via Blackboard Collaborate Ultra empleando el marco teórico de Mary Bucholtz y Kira Hall (2005). Dos semanas de conversaciones son analizadas cualitativa para determinar si los estudiantes emplean marcadores locales que los identifiquen con su región o prefieren emplear referencias cosmopolitas. Hallazgos preliminares indican una diferencia de género entre los estudiantes del país sudamericano.

Presenters: Diana Mabel Ruggiero; University of Memphis; Memphis TN; Carmen King de Ramirez; University of Arizona; Tucson, AZ

Audience Level: Higher Ed
Theme: Instructional Materials
Proposal Strand: Innovative Curriculum

Re-Conceptualizing Professional Development & Networking Opportunities through an Interactive Podcast Series. This presentation will provide an overview of how the original podcast series WorldLanguages21 has provided enhanced interactions between students and established scholars/practitioners in the field of world languages. Presenters will provide a brief overview of the interactive webpage that compliments the podcast and share the results of pilot studies in which this podcast series was implemented in academic course curriculum. This session will challenge participants to reconsider traditional modalities of disseminating academic knowledge.

006
Monday, July 8 8:00am-9:15am Royal Palm 4
AP Spanish Literature and Culture-Overview Trends and New Resources for the Course and Exam

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

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

Whether you already teach AP Spanish Literature and Culture or you are considering teaching it in the future, this session provides valuable information about the course and exam. Participants will explore an overview of the course and exam, gain information on trends in student performance and exam volumes, and learn about the new, free, and flexible College Board instructional resources and teacher support that will be available in August 2019.

007
Monday, July 8 8:00am-9:15am Royal Palm 5
Using Virtual Reality Tools in the Language Classroom to Engage and Inspire You and Your Students

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

Audience Level: K-6|Middle/Junior High|Secondary (9-12) |Community College|Higher Ed
Theme: Technology
Proposal Strand: Innovative Curriculum

Do you want to more effectively engage your students' interest by bringing target culture places and practices to life? If so, using technology tools for virtual and augmented reality may be for you. This session will demonstrate free resources available online including Google Arts & Culture resources, offer hands-on experiences with Google Tour Builder and Google Earth, and showcase the potential of HP Reveal (formerly called Aurasma) for language and cultural learning.

008
Monday, July 8 8:00am-9:15am Royal Palm 6
From Surviving to Thriving: Developing Real-World Conversation Skills

Presenters: Norah Lulich Jones; Fluency Consulting LLC; Gladys, VA; Parthena Draggett; Community School of Naples; Naples, FL

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

Teach your students how to get a real conversation going—and survive to have another one! In this highly interactive session, participants will experience three key, practical immersion strategies to train students in culturally—and linguistically—appropriate interpersonal speaking from the very first day of class through advanced studies. Learn precisely how and why to train students to engage in natural, sustained conversations that also provide them with a sense of authentic cultural belonging.

Earn 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 and workshops. 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.

New York only: See p. 68 for special instructions for CTLE.
What the Past Can Teach Us About the Present: Lessons from Theme:

Audience Level: Higher Ed
Theme: Applied Linguistics/Second Language Acquisition

Does the Perceived Gender of Words in English Interact with the Grammatical Gender of Spanish Words? In English, some nouns (e.g., locomotive) are perceived as masculine, while others (e.g., necklace) as feminine. In a study of college students with at least one year of L2 Spanish, we found that participants were more accurate in selecting the correct article (el vs la) for a Spanish word when its grammatical gender matched the perceived gender of its English translation. This suggests that perceived gender in English plays a role in acquiring grammatical gender in Spanish.

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

What the Past Can Teach Us About the Present: Lessons from Spanish Historical Linguistics. Have you ever wondered why the masculine article el is used with feminine nouns like agua and hambre, or why the 2nd-person pronouns usted/ustedes are used with 3rd-person verbs? Have you asked why stem changes occur in four forms of the present tense, but only two forms of the preterit, or why the latter is true only for -ir verbs? Understanding how things came to be the way they are today can help us remember these idiosyncrasies of Spanish grammar.

Proposal Strand: Innovative Curriculum

Video Production to Deliver Confidence: Project-Based Activity for Any Level Language Learners. Heritage learner or not, students can deliver oral and written production creatively without feeling intimidated (even during the first semester of learning a language). Be it produced with a camera, a cell phone, or even more sophisticated devices, students take charge of the whole process, from choosing the topic to writing their script. This presentational skill is built up throughout the semester and participants of this presentation will be able to experience the results.

Presenter: Maria Teresa Valdez; University of Rochester, Rochester, NY
Audience Level: K-6 | Middle/Junior High | Secondary (9-12) | Community College | Higher Ed
Theme: Content-Related Instruction

Learning Portuguese while Cooking Pastéis de Nata: a TBLT Class for Teaching Commands in Portuguese. Task-Based Learning and Teaching (TBLT) emphasizes learning a language by focusing on authentic uses while performing a meaningful task (Fotos & Ellis, 1991; Littlewood, 2004; Prabhu, 1987). Ellis (1990) included grammar in the TBLT spectrum. Teaching commands in Portuguese can and should be brought to the kitchen setting, as this is one of the primary spaces of instruction. This presentation shows how TBLT can be used in an uncommon setting in order to reach the intended learning goal.

Proposal Strand: Innovative Curriculum

Commercial products or services displayed or presented as a part of the conference are not considered to be endorsed by the AATSP.
La integración de las artes escénicas y visuales en la enseñanza de la lengua la literatura y la cultura españolas

Presenter: Jennifer Duffy; Booker T. Washington High School for the Performing and Visual Arts; Dallas, TX

Audience Level: Secondary (9-12)|Community College

Theme: Curriculum

Proposal Strand: Innovative Curriculum

El propósito de esta sesión será darles a los participantes varias maneras concretas de integrar las artes escénicas y visuales en la enseñanza de la lengua, la literatura y la cultura españolas. Los enfoques incluirán el arte, el cine y la música como herramientas de aprendizaje y cómo incorporar recursos audiovisuales auténticos: música, publicidad, cortometrajes y las series de televisión en sus clases de lengua y literatura. También tendrán la oportunidad de colaborar y explorar los recursos compartidos.

“Evoking Memories:” Public Speaking for Intermediate Spanish and Portuguese Learners

Presenter: Celeste Dolores Mann; Drexel University; Philadelphia, PA

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

“Evoking Memories” incubates stories and performances by intermediate learners in Spanish or Portuguese. Based on a professional storytelling workshop, this interactive project includes initial description of a memento and stages leading to polished public presentation or video. For this session, participants should bring a personal object and experience some of the steps in Portuguese, Spanish, or English. Participants observe written and spoken samples of learners’ stories in Spanish and Portuguese, as well as rubrics and students’ reflections on the process.

Teaching Culture with Early California Spanish Documents: Lessons and Perspectives

Presenter: Damian Bacich; San José State University; San José, CA

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

Theme: Culture

Proposal Strand: Heritage Language (HL) Instruction and Learning

A presentation on the use of authentic texts from the Spanish-Mexican period in California. These documents provide a unique starting point for examining linguistic and cultural issues pertaining to the use of Spanish in California, past and present. The session will provide a brief overview of the historical context and will follow with a look at the materials and artifacts available to educators and how these texts can enlighten and empower heritage speakers.

Proposals for the 2020 AATSP Conference in San Juan, Puerto Rico

SUBMISSION BEGINS THIS FALL

Visit www.aatsp.org for more information
016
Monday, July 8  9:30am-10:00am Royal Palm 1
El dictado, los trabalenguas y otras epistemologías tradicionales en el siglo 21

_Presenter:_ Juan Carlos Domecq; GEMS World Academy; Chicago, IL

_Audience Level:_ K-6|Middle/Junior High|Secondary (9-12)

_Theme:_ Methods/Techniques/Strategies

_Proposal Strand:_ Innovative Curriculum

Con el constante argumento sobre la tecnología en el salón de clase y el aprendizaje en el siglo 21, se van dejando atrás prácticas pedagógicas que han sido herramientas eficaces en el aprendizaje durante muchos años. Por ejemplo, los trabalenguas han sido utilizados en América Latina durante generaciones como apoyo en la fonética y la lectura. Esta sesión presenta esta y otras herramientas que pueden ser utilizadas con éxito en el aprendizaje del español.

017
Monday, July 8  9:30am-10:00am Royal Palm 2
La telecomunicación: Promesas y sorpresas

_Presenters:_ Herlinda Saitz; Professor Emeritus-University of Massachusetts; Lowell, MA

_Audience Level:_ Middle/Junior High|Secondary (9-12)|Community College|Higher Ed

_Theme:_ Methods/Techniques/Strategies

Se procura demostrar cómo un texto en formato paralelo bilingüe (español-inglés) para estudiantes del segundo o tercer nivel de español contribuye a aumentar el vocabulario, a la vez que afianza la gramática y la sintaxis, sin monopolizar el fin principal de la lectura: generar ideas que estimulen la conversación. En el caso del texto estudiado, generar ideas que crean consciencia sobre las consecuencias positivas y negativas del progreso vertiginoso de la telecomunicación y el uso del ciberespacio.

018
Monday, July 8  9:30am-10:00am Royal Palm 3
Reinas sin corona: Actividades de input estructurado y su subestimada función en la instrucción

_Presenter:_ Claudia R. Fernández; University of Illinois-Chicago; Chicago, IL

_Audience Level:_ Community College|Higher Ed

_Theme:_ Instructional Materials

_Proposal Strand:_ Innovative Curriculum

En su publicación de 1996 titulada _Input Processing and Grammar Instruction_, VanPatten afirmó que dada la naturaleza de las actividades de input estructurado, éstas podrían usarse fuera del salón de clase dentro de un enfoque comunicativo. En esta presentación se reportará qué tanto se han incluido estas actividades en los materiales en línea de los cinco libros de texto más vendidos en Estados Unidos. Los resultados indican que su incorporación en materiales comerciales sigue siendo bastante pobre.

019
Monday, July 8  9:30am-10:00am Royal Palm 4
Cervantes y Franco serializados: La clase de español con _El Ministerio del Tiempo_

_Presenters:_ Conxita Domènech; University of Wyoming; Laramie, WY; Jennifer Brady; University of Minnesota Duluth; Duluth, MN

_Audience Level:_ Secondary (9-12)|Community College|Higher Ed

_Theme:_ Instructional Materials

_Proposal Strand:_ Innovative Curriculum

¿A qué profesor no le gustaría utilizar una serie que sirva para enseñar lengua, cultura, historia y literatura? El Ministerio del Tiempo puede integrarse fácilmente en tu clase de español. Los estudiantes aprenderán a través de una serie bien elaborada, en la que se encuentran episodios tradicionales y no tan tradicionales. En esta sesión te mostraremos qué episodios puedes incorporar, actividades complementarias a la serie y mucho más.

020
Monday, July 8  9:30am-10:00am Royal Palm 5
El discurso oral del docente de lenguas: Análisis y reflexión para el desarrollo pedagógico

_Presenters:_ Alfredo Urzúa; San Diego State University; San Diego, CA; Claudia Woodard; San Diego State University; San Diego, CA; Gisselle Velarde; San Diego State University; San Diego, CA

_Audience Level:_ Community College|Higher Ed

_Theme:_ Teacher Preparation/Development

El discurso oral del docente (teacher talk) puede facilitar o inhibir la comprensión, la participación y las interacciones de los estudiantes. Por ello, es primordial reflexionar sobre este tipo de discurso para promover un uso adecuado (Walsh, 2002). En esta sesión, se describe un proyecto de apoyo a instructores principiantes cuyo objetivo es promover la reflexión a través de entrevistas, análisis del discurso áulico propio y conversaciones grupales. El proyecto busca contribuir a la identificación de prácticas eficientes.

021
Monday, July 8  9:30am-10:00am Royal Palm 6
The Effects of Teaching Metacognitive Strategies on Listening Comprehension in a Second Language

_Presenter:_ Emily Ellen Tolliver; Northern Arizona University; Flagstaff, AZ

_Audience Level:_ Middle/Junior High|Secondary (9-12)|Community College|Higher Ed

_Theme:_ Methods/Techniques/Strategies

_Proposal Strand:_ Innovative Curriculum

Studies show that listening is often considered the most difficult language skill to teach and learn. In this presentation, participants will explore current theories about teaching listening, particularly the effects of metacognitive listening strategies on listening comprehension and self-efficacy. The information is based on
recent studies, including a study done by the presenter on first-year university Spanish students. These results are relevant to improving students’ listening skills to become more balanced with the other three core language skills.

022
Monday, July 8 9:30am-10:00am Terrace 2
Transnational Literature I

**Presenter:** Natalia Santamaria Laorden; Ramapo College of New Jersey; Mahwah, NJ

**Audience Level:** Community College | Higher Ed

**Theme:** Teaching of Literature

**Proposition Strand:** Propuestas teóricas para la producción literaria en español

**Audience:** International Education/Study Abroad

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

**Proposal Strand:** Innovative Curriculum

El tema de este trabajo tiene en enfoque aspectos relacionados a la interculturalidad que causan interferencia en la práctica pedagógica del docente. El conocimiento que la cultura pone en evidencia, lo que somos y la manera en que usamos la lengua, puede ser un importante factor en el contacto con el estudiante del español y el portugués como lengua extranjera. Por ende, este estudio toma en cuenta las distintas perspectivas culturales que se relacionan para facilitar la enseñanza del portugués.

023
Monday, July 8 9:30am-10:00am Terrace 3
Visiones dinámicas de la cultura local en el paisaje lingüístico: Estudio de caso en el centro de Madrid

**Presenter:** Alberto Bruzos; Princeton University; Princeton, NJ

**Audience Level:** Higher Ed

**Theme:** International Education/Study Abroad

**Proposal Strand:** Innovative Curriculum

Este artículo describe un proyecto en el que los estudiantes de un programa internacional exploran y contrastan el paisaje lingüístico de cinco barrios del centro de Madrid. A diferencia de visiones de los estudios internacionales que enfatizan experiencia, inmersión y autenticidad, el paisaje lingüístico es un enfoque ideal para fomentar la reflexión y la distancia crítica. Implica investigar, en vez de hacer turismo. Además, sitúa el aprendizaje en contextos complejos en los que se entrecruzan significados sociales, políticos, culturales e históricos.
Monday, July 8  9:30am-10:00am  Pacific Salon 5

Advocacy and You

*Presenter: Tom Beeman;* California Virtual Academies; Simi Valley, CA

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

*Theme: Advocacy/Policy*

*Proposal Strand: Advocacy*

The California Language Teachers’ Association Advocacy Chair will present current issues in Advocacy from various states and at the national level as well as ways participants can become language advocates from their own campus all the way to Capitol Hill.

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Monday, July 8  9:30am-10:00am  Pacific Salon 7

Towards a Radical Empathy: Teaching on Violence Trauma and Human Rights in Central America

*Presenter: Therese Tardio;* Carnegie Mellon University; Pittsburgh, PA

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

*Theme: Culture*

*Proposal Strand: Innovative Curriculum*

This presentation will share results from a pilot study carried out in a course on Violence and Human Rights in Central America. A study was conducted to examine how students respond to different presentations of violence and human rights abuses, such as in print form, still images, or video, and to question what might be most effective in promoting cultural understanding and empathy for the traumas that mark the lives of thousands of Central Americans.

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Monday, July 8  10:15am-11:30am  Royal Palm 1

Using Backward and Open Architecture Curricular Design to Organize Unit and Lesson Plans

*Presenters: Christine M. Campbell;* Campbell Language Consultants; Salinas, CA; *Mildred Rivera Martinez;* MRM Language Services; Alexandria, VA; *Deanna Tovar;* The Defense Language Institute Foreign Language Center; Presidio of Monterey, CA

*Audience Level: Community College | Higher Ed*

*Theme: Curriculum*

*Proposal Strand: Innovative Curriculum*

In this interactive session, presenters will engage participants in constructing knowledge while exploring the application of two complimentary approaches to curricular design Backward and Open Architecture (OA) in an online or blended/hybrid course. Backward design is rooted in course outcomes; Open Architecture promotes modification of the existing curricular framework based on learner needs. Both designs encourage learner-teacher negotiation on aspects of the standards-based curricular framework, where authentic materials are the foundation of the theme-based syllabus.

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Monday, July 8  10:15am-11:30am  Royal Palm 2

Cuerpo y Gastronomía: Claves para la enseñanza de la cultura hispanoamericana

*Presenters: Valentina Velázquez-Zvierkova;* Amherst College;  *Marina Guntsche;* Ball State University

*Audience Level: Higher Ed*

*Theme: Culture*

El panel ofrece algunas claves para abordar la cultura a través de una perspectiva temática, desde la época prehispánica hasta la actualidad. La exploración de una genealogía de la identidad ofrece una aproximación novedosa al estudio de la historia cultural de México. La gastronomía depara un contexto, delicioso y eficaz, para una clase de cultura hispanoamericana que, centrada en ingredientes y comidas típicas, permite destacar distintos momentos claves de la historia hispanoamericana.

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Monday, July 8  10:15am-11:30am  Royal Palm 3

Promoting Student Development in the Intermediate Spanish Classroom

*Presenter: Molly Falsetti-Yu;* Smith College; Northampton, MA

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

*Theme: Instructional Materials*

*Proposal Strand: Innovative Curriculum*

This session will explore how the presenter designs college-level Spanish materials based on authentic texts, as well as questions and questionnaires that address metacognition, both of which promote student development and personalized learning by having each student engage with texts and with others with their individual complexity, fluency, and accuracy.
032
Monday, July 8  10:15am-11:30am  Royal Palm 4

Actividades para dinamizar las clases de hablantes de herencia y/o de nivel intermedio:
Gramática escritura y lectura de una manera divertidísima

**Presenter:** Mercedes Meier; Miami Dade College; Miami, FL

**Audience Level:** Community College | Higher Ed

**Theme:** Methods/Techniques/Strategies

**Proposal Strand:** Heritage Language (HL) Instruction and Learning

Sesión interactiva donde los asistentes participarán de manera dinámica en actividades para trabajar temas como el pretérito e imperfecto, el subjuntivo y más. Se realizarán y compartirán una variedad de actividades para incrementar la interacción entre los alumnos y mejorar las destrezas orales, de lectura, escritura e identidad sociocultural. Las actividades incluyen formatos con dinámicas parecidas a “speed dating”, lecturas breves que motivan al alumno a escribir, conversaciones y debates para incrementar la sensibilidad cultural y de auto estima.

033
Monday, July 8  10:15am-11:30am  Royal Palm 5

La ANLE: Congreso publicaciones proyectos

**Presenters:** Silvia Betti; Alma Mater—Università di Bologna y ANLE; Bologna, Italy; Frank Nuessel; University of Louisville; Louisville, KY

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

**Theme:** Advocacy/Policy

**Proposal Strand:** Advocacy

El objetivo del panel es informar sobre las actividades, publicaciones y proyectos que se desarrollan en la Academia Norteamericana de la Lengua Española. Esta sesión especial de la ANLE tiene interés tanto para maestros de escuelas secundarias como para profesores universitarios, es decir, para un amplio público interesado en la lengua española y las culturas hispánicas en los Estados Unidos. También se hablará del segundo congreso de ANLE Washington, DC (Octubre 2018). Se dedica esta sesión a la memoria de Laurie Piña.

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[www.aatsp.org](http://www.aatsp.org)

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Assessing many students, many levels
[www.nationalspanishexams.org](http://www.nationalspanishexams.org)

**National Spanish Assessments (NSA)**

Assessing many students, many levels
[www.nationalspanishexams.org](http://www.nationalspanishexams.org)

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Service organization for K-8 students
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Open to all Spanish and Portuguese student grades K-12
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The present study examines oral narratives produced by Spanish Second Language and Heritage Learners. The present study examines oral narratives produced by Spanish second language and heritage learners to identify what morphosyntactic features and structures, such as null subjects and concord, characterize their production. Preliminary results suggest that speech rate correlates with lexical and grammatical proficiency. The discussion will consider how errors relate to age and context of acquisition, and how form-focused instruction and more classroom opportunities for oral practice can benefit both types of learners.

Presenter: Flavia Belpoliti; Texas A&M Commerce; Commerce, TX

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

Proposal Strand: Heritage Language (HL) Instruction and Learning

Reading in Spanish as a Heritage Language: The Impact of a Strategy-Based Curriculum in Three Levels of Reading Comprehension. This presentation discusses the impact of a strategy-based Spanish as a Heritage Language curriculum in students’ reading competence in Spanish. Twenty-five heritage learners completed the Bilingual Language Profile Questionnaire (Birdsong et al., 2012), and an 18-question reading task designed to measure literal, inferential, and evaluative reading comprehension. Comparison between entry and exit results of the two-semester program indicated significant gains at the inferential and evaluative reading comprehension levels in Spanish.

Presenter: Anel Brandl; The Florida State University; Tallahassee, FL

Audience Level: Higher Ed

Theme: Applied Linguistics/Second Language Acquisition
Proposal Strand: Heritage Language (HL) Instruction and Learning

The Case of HL Speakers in Language for Specific Purposes Courses: Business and Finance. This project contrasts a group of heritage language speakers with a group of second language learners in completing online activities as requirement for an LSP course in Spanish. Results will be discussed in light of heritage multi-literacy pedagogy (Torres, Pascual y Cabo, & Beusterien, 2017). Even when HLs may have an advantage in early bilingualism (Cuza & López-Otero, 2016), they display internal variability and there is no consensus on their final linguistic outcomes. Additional support is needed to work toward multi-modal literacy development.

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

Audience Level: Community College | Higher Ed

Theme: Applied Linguistics/Second Language Acquisition
Proposal Strand: Heritage Language (HL) Instruction and Learning

Grammatical Features and Structures in the Oral Production of Spanish Second Language and Heritage Learners. Additional support is needed to work on internal variability and there is no consensus on their final linguistic outcomes. The present study re-examines data (Brantmeier et al., 2012), that did not consider gender and only included achievement of an advanced course, in order to answer new research questions about the evolution of abilities related to L2 reading comprehension.

Presenters: Carola Alicia Goldenberg; The George Washington University; Washington, DC; María José de la Fuente; The George Washington University; Washington, DC

Audience Level: Community College | Higher Ed

Theme: Applied Linguistics/Second Language Acquisition
Proposal Strand: Innovative Curriculum

L2 Vocabulary Testing and Adaptive Learning: Educational Apps and Spaced Rehearsal for Vocabulary Retention. This study develops an online vocabulary breadth test that assesses L2 Spanish learners’ knowledge of the 3,000 most frequent words and uses the results to develop a vocabulary teaching program via Cerego, an app that uses spaced rehearsal as the basis for vocabulary retention. For data collection, 800 L2 Spanish students completed a vocabulary receptive test with 108 multiple-choice items. Results indicate that even students who are enrolled in the most advanced courses lack considerable knowledge of these words.

Presenters: Cindy Brantmeier; Washington University in St. Louis; Olivia Balmaceda M; Washington University in St. Louis; St. Louis, MO; Yanjie Li; Washington University in St. Louis; St. Louis, MO

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

Theme: Applied Linguistics/Second Language Acquisition

The Male Minority and University Spanish: Revisiting Gender and L2 Reading. The disciplines of science and mathematics are male dominated and the female minority has been the center of research (Schmenk, 2002). We argue that the male minority in the Spanish major across the US merits concern. The present study re-examines data (Brantmeier et al., 2012), that did not consider gender and only included achievement from an advanced course, in order to answer new research questions about the evolution of abilities related to L2 reading comprehension.

Presenters: Pablo Robles-García; University of California Davis; Davis, CA; Claudia Helena Sánchez-Gutiérrez; University of California Davis; Davis, CA

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

Theme: Applied Linguistics/Second Language Acquisition
Proposal Strand: Innovative Curriculum

Second Language Acquisition and Applied Linguistics I

Monday, July 8 10:15am-11:30am Terrace 2

Heritage Language and Learners I

Monday, July 8 10:15am-11:30am Terrace 3

035
036

24 — 2019 AATSP Conference
Teaching Portuguese Vocabulary

**Presenter:** Fernanda Bueno; Baylor University; Waco, TX

**Audience Level:** Community College | Higher Ed

**Theme:** Methods/Techniques/Strategies

Vamos lá! Jogo de mesa que acompanha Ponto de Encontro. Ao integrar vocabulário, estruturas, desafios, perguntas culturais, este jogo tem o propósito de ser mais um veículo de prática e aprendizado do português nos níveis básico e intermediário. Acompanhando a sequência do livro Ponto de Encontro, foram selecionadas as cartas de vocabulário, estrutura e cultura, que podem ser combinadas com várias lições ou usadas separadamente. O aspecto cultural é relevante, uma vez que as mexidas do jogo são visitas a países de língua portuguesa, expondo simultaneamente a variedade de culturas e regiões onde o português é falado.

**Presenters:** Fernanda Ferreira; Bridgewater State University; Bridgewater, MA; Paul Michael Chandler; University of Hawai‘i at Mānoa; Honolulu, HI

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

**Theme:** Assessment

A Productive Portuguese Vocabulary Levels Test. This session presents a productive vocabulary levels test. We share the development, implementation, and piloting of a test drawn from the 5,000 most frequently used Portuguese words. The test demonstrates how much vocabulary students have learned in a course and may help with pedagogical decisions (e.g., updating vocabulary learning goals), as well as student placement. Pilot tests results from two universities will be shared. Attendees will receive sample tests for discussion, use, or adaptation.

Language Learning and Interculturality: Stronger Together with Project-Based Language Learning

**Presenters:** Ricardo L. Calderón; United Nations International School; New York, NY; Rachel Mamiya Hernandez; University of Hawai‘i at Manoa; Honolulu, HI; Stacy Mamiya Amling; Des Moines Area Community College; Ankeny, IA

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

**Theme:** Methods/Techniques/Strategies

**Proposal Strand:** Innovative Curriculum

The three presenters will share a variety of strategies for integrating interculturality in high-quality project-based language learning (PBLL). Through the PBLL process of creating published books or visual essays, students in Spanish and Portuguese classes at different levels (K-12, community college, and university) have engaged with language and culture in innovative ways to learn and to share their work publicly with an audience. Examples and student reflections will also be used to illustrate these strategies.
042
Monday, July 8 12:45pm-1:15pm  San Diego Rm
Taking It to the Street: DTLA Bicycle Art Tour
 Presenter: Gayle Fiedler Vierma; University of Southern California; Los Angeles, CA
 Audience Level: Secondary (9-12)|Community College|Higher Ed
 Theme: Culture
This presentation describes how a portfolio task, originally based on the IPA model, evolved into a curriculum-driven cultural unit. The unit focuses on public art as cultural representations. Students participate in an art tour on bicycles, led by a local expert, to explore the downtown Los Angeles murals and select a work to research for the portfolio, which consists of research on the artist, the context of the work, the message communicated, and a cultural/linguistic reflection on the experience.

043
Monday, July 8 12:45pm-1:15pm  Royal Palm 1
Making Sense of Standards Can-Do Statements 5 C’s Proficiency Guidelines and Literacy Skills: An Introduction
 Presenter: Caroline Kreide; Merced College; Merced, CA
 Audience Level: K-6|Middle/Junior High|Secondary (9-12)|Community College|Higher Ed
 Theme: Standards
The teaching of grammar alone is not the main focus of language learning any longer. Learn how the above terms combine to create the interweave of curricular elements that should guide any language learning program. Above terms will be presented via a concept map that shows the interconnections among each other.

044
Monday, July 8 12:45pm-1:15pm  Royal Palm 2
Educating for Action: Film and Social Justice in the Spanish Classroom
 Presenter: Lisa Ann Twomey; Concordia College; Moorhead, MN
 Audience Level: Secondary (9-12)|Community College|Higher Ed
 Theme: Film/Film Studies
 Proposal Strand: Innovative Curriculum
Film is an excellent medium for introducing students to issues of social justice around the world and close to home. This session details a high-intermediate Spanish conversation course designed around film and topics of social urgency. Online interviews with native speakers complement the classroom discussions and activities. No textbook and a focus on student-centered learning have resulted in an intense learning experience that actively engages students in the Spanish-speaking world as they consider the social challenges of their own communities.

045
Monday, July 8 12:45pm-1:15pm  Royal Palm 3
Curso de Introducción a la lectura: Leer y mucho más
 Presenter: Sandra Ortiz Valencia; Spanish Graduate Assistant; Laramie, WY
 Audience Level: Community College|Higher Ed
 Theme: Instructional Materials
¿Es posible mostrar, en un semestre, textos de diferentes tipos y de diferentes rincones del mundo hispanohablante? ¿Un curso estimulante pero complejo, enriquecedor pero desafiante? Su propósito es mejorar las habilidades perceptivas y productivas a través del análisis crítico. A partir de los éxitos y los fracasos de este curso, esta sesión entablará un diálogo sobre cómo afrontar los desafíos que uno encuentra en un aula con niveles dispares y cómo mejorar la adquisición del español mediante materiales reales.

046
Monday, July 8 12:45pm-1:15pm  Royal Palm 4
Reducing Foreign Language Anxiety and Increasing Engagement in Spanish Heritage Students
 Presenter: Michael Tallon; University of the Incarnate Word; San Antonio, TX
 Audience Level: Higher Ed
 Theme: Learner Variables/Diverse Learners
 Proposal Strand: Heritage Language (HL) Instruction and Learning
Previous research has suggested that, just like traditional foreign language students, heritage learners of Spanish can also experience foreign language anxiety (FLA) in the classroom. This presentation will include: (1) a definition of FLA, (2) reasons why FLA is important, (3) an instrument that can be used to measure FLA, (4) sources of FLA, and, most importantly, (5) what teachers can do to reduce anxiety and help Spanish heritage students be more engaged and more successful language learners.

047
Monday, July 8 12:45pm-1:15pm  Royal Palm 5
What if? Creativity with Counterfactual Conditionals
 Presenter: Linda M. Willem; Butler University; Indianapolis, IN
 Audience Level: Secondary (9-12)|Community College|Higher Ed
 Theme: Teaching of Literature
Many short stories from Spain and Latin America mention a possible course of action that could have been taken by a character, but was not. This has been called “side-shadowing.” I will outline an activity that turns side-shadows into counterfactual conditionals (contrary-to-fact if/then situations). Combining creativity with analysis, students imagine what could have happened if those possibilities had been realized. Examples, a list of side-shadowed stories, and a grading rubric will be provided.
048
Monday, July 8 12:45pm-1:15pm Royal Palm 6
News about the Seal of Biliteracy (US) and the Sello de Calidad para Centros Bilingües (Spain)

Moderator: Martha Vásquez; SAISD; San Antonio TX
Presenters: Xavier Gisbert; Asociación Enseñanza Bilingüe; Madrid, España; Arthur Chou; SealofBiliteracy.org; El Monte, CA
Audience Level: K-6 | Middle/Junior High | Secondary (9-12) | Community College | Higher Ed
Theme: Advocacy/Policy
Proposal Strand: Advocacy

SoBL's founder Arthur Chou will update AATSP members about this important movement that offers students an opportunity to credential their languages at high school graduation. President of Spain's Asociación Enseñanza Bilingüe Xavier Gisbert will inform AATSP members about how bilingual education (also called dual language) programs and centers can now earn the new Sello de Calidad para Centros Bilingües in Spain. Gisbert will outline this new innovative approach to improving the quality of bilingual education.

049
Monday, July 8 12:45pm-1:15pm Terrace 2
Accelerated Learning and Differentiated Language Instruction in Spanish Immersion Schools

Presenter: Ivanna Kusijanovic; Sioux Falls School District; Sioux Falls, SD
Audience Level: Middle/Junior High
Theme: Applied Linguistics/Second Language Acquisition
Proposal Strand: Advocacy

I currently teach in a Spanish Immersion program. The program is still growing and I am encountering the issue of having students in a level advanced enough to read El Cid and students, in the same class, that still don’t know the difference between ser and estar. In this paper, I will be exploring ideas to handle this difference.

050
Monday, July 8 12:45pm-1:15pm Pacific Salon 3
Curso de língua e cultura na Escola Brasileira de Português e Artes em San Diego, CA

Presenter: Claudia Lyra; Brazilian Portuguese and Arts School; San Diego, CA

O BRaPA é um centro de ensino da língua Portuguesa e Artes do Brasil servindo a comunidade de San Diego desde 2008. Desde então, programas de Português para crianças e adultos vêm sendo oferecidos, seguindo normas de ensino da ACTFL e outras organizações. Capoeira e cultura são extensões do programa com o intuito de unir e engajar os alunos no aprendizado do idioma e da cultura brasileira em um só programa. As aulas acontecem no BRaPA, nas escolas fundamentais em San Diego e região, e em cursos online. Venham conhecer este trabalho!

051
Monday, July 8 12:45pm-1:15pm Pacific Salon 1
Student-Centered Design in Intermediate Portuguese: Incorporating Surveys in a Hybrid Course

Presenter: Fernanda Ferreira; Bridgewater State University; Bridgewater, MA
Audience Level: Higher Ed
Theme: Higher Ed
Proposal Strand: Advocacy
Proposal Strand: Heritage Language (HL) Instruction and Learning

In-depth analyses of student surveys taken in an intermediate-level Portuguese class indicate significant differences among students’ goals. Heritage language learners and Cape Verdean Creole speakers express preference for grammar instruction and writing practice. In contrast, traditional L2 learners prefer training in oral fluency and listening comprehension. Mid-semester design changes incorporated input from these groups, to better meet all students’ needs and expectations. The audience will be provided with a list of effective tasks in this hybrid course.
052
Monday, July 8 12:45pm-1:15pm Pacific Salon 4
Heritage Language and Learners II

Presenter: Joanna Birnbaum; The Graduate Center CUNY; New York, NY
Audiene Level: K-6|Middle/Junior High|Secondary (9-12)
|Community College|Higher Ed
Theme: Linguistics
Proposal Strand: Heritage Language (HL) Instruction and Learning
Gender and Generation Together Drive Language Change in New York: The Treatment of the Spanish Subjunctive by Bilingual New Yorkers. This study investigates the role of gender and generation in NYC Spanish/English bilinguals’ treatment of the Spanish subjunctive. The likelihood that speakers use the linguistic contexts that prompt the subjunctive mood has not been examined. We find that the occurrence of certain linguistic contexts affects speakers’ subjunctive rates, and that their choices are shaped by their socio-demographic characteristics; for instance, bilingual women who were born and/or raised in NYC are the ones to drive language change in the city.

Presenter: Maria Yakushkina; Purdue University; West Lafayette, IN
Audiene Level: Community College|Higher Ed
Theme: Content-Related Instruction
Proposal Strand: Heritage Language (HL) Instruction and Learning
Promoting Bilingualism: The Role of Context and Culture in Heritage Language Development. The presenter will address the importance of a context-based approach and emphasis on a cultural component in a heritage language classroom for more effective heritage language development. The discussion will be based on empirical data (written questionnaires and sociolinguistic interviews) collected from 48 representatives of second-generation Cuban heritage speakers in Miami, whose example clearly indicates the beneficial influence of such factors as environment (context) and ethnic community for sustaining connections with heritage culture and language.

052 - Exhibitor Session
Monday, July 8 12:45pm-1:15pm Pacific Salon 6
¡Aprende Español Disfruta México!

Presenters: Yegail Montiel Villegas; Universidad Autónoma de Nayarit; Tepic, México; Itztlí Paola Ríos González; Universidad Autónoma de Nayarit; Tepic, México; Sang Cheol Yun; Universidad Autónoma de Nayarit; Tepic, México
Audiene Level: Middle/Junior High|Secondary (9-12)
|Community College|Higher Ed
Theme: International Education/Study Abroad
La Universidad Autónoma de Nayarit es la máxima casa de estudios profesionales en el estado de Nayarit, México. Ofrece el Programa de Español para Extranjeros (PREX) en estas modalidades: intensivo, ordinario, verano y por módulos. Asimismo se incluyen experiencias de desarrollo sociocultural a través de visitas empresariales, viajes cortos y talleres culturales. Por otro lado, estamos próximos a la zona turística Riviera Nayarit, conocida como el Tesoro del Pacífico Mexicano, la cual es el destino de playa de moda en México. ¡Aprende Español, Disfruta México!

054
Monday, July 8 12:45pm-1:15pm Pacific Salon 7
“We Can Do It” Greater Collaboration & Effectiveness with Can-Do Statements & Integrated Performance Assessment

Presenter: Holly Jayne Hayer; Juniata College; Huntingdon, PA
Audiene Level: K-6|Middle/Junior High|Secondary (9-12)
|Community College|Higher Ed
Theme: Assessment
Proposal Strand: Innovative Curriculum
The presenter will describe the journey in attempting to encourage department colleagues to use more recent ACTFL publications in planning curriculum, creating rubrics, and developing tasks and assessments within the Communication Goal Area. The presenter applied a backward design model to a first-semester and a third-semester Spanish course at a small, private, liberal arts college. The electronic poster presentation materials will be relevant to any world language taught in the United States.

W-2
Monday, July 8 1:00pm-4:00pm Pacific Salon 2
“Yo hablo el español de mi pueblo”: Un currículo consciente para los hablantes de herencia

Presenter: Gabriela Moreno; New Mexico State University; Las Cruces, NM
Audiene Level: K-6|Middle/Junior High|Secondary (9-12)
|Community College|Higher Ed
Theme: Methods/Techniques/Strategies
Proposal Strand: Heritage Language (HL) Instruction and Learning
Un currículo eficiente cumple con las necesidades del estudiante hablante de herencia e imparte desde una conciencia cultural y lingüística, implementa un marco teórico que incluye la validación y afirmación de la lengua del estudiante, y presenta metodología que forma puentes entre diferentes ámbitos. El siguiente taller propone explorar estrategias que se utilizan para ofrecer un curso consciente a las sensibilidades del estudiante. Se brindan herramientas, recursos y prácticas para crear actividades efectivas.

Those receiving credit via NMSU for attending the conference must attend either W-2 or W-3. 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.

28 — 2019 AATSP Conference
Session Block 5  
Monday, July 8  
1:30pm – 2:45pm

055  
Monday, July 8  1:30pm-2:45pm  Town & Country Rm  
Plenary: “A Century of Recognizing Student Excellence: Sigma Delta Pi (1919-2019) and the Honor Society”  
Presenters: Mark P. Del Mastro; College of Charleston; Charleston, SC; Kelly Scheetz; Franklin High School; Franklin, TN; James Remington Krause; Brigham Young University; Provo, UT  
Audience Level: K-6|Middle/Junior High|Secondary (9-12)|Community College|Higher Ed  
Theme: Advocacy/Policy  
Proposal Strand: Advocacy  
See p. 30 for details

056  
Monday, July 8  1:30pm-2:45pm  Royal Palm 1  
Creando caminos para la diversidad lingüística: Pedagogías inclusivas para hablantes de herencia del español  
Presenters: María Gutiérrez Gómez; University of California Riverside; Riverside, CA; Covadonga Lamar Prieto; University of California Riverside; Riverside, CA; Miriam Villazón Valbuena; University of California Riverside; Riverside, CA  
Audience Level: K-6|Middle/Junior High|Secondary (9-12)|Community College|Higher Ed  
Theme: Service Learning/Community Engagement  
Proposal Strand: Heritage Language (HL) Instruction and Learning  
Se elabora sobre el diseño e implementación de diferentes técnicas pedagógicas críticas innovadoras para la enseñanza del español a hablantes de herencia. Se examinan diferentes posibilidades de empoderamiento sociolingüístico que surgen de reapropiar la norma estándar a través de dialectos no normativizados. Ese empoderamiento permite la aplicación de nuevas estrategias en el servicio comunitario, así como la implementación de herramientas digitales en la proyección individual y colectiva de los hablantes de español en los EEUU.

057  
Monday, July 8  1:30pm-2:45pm  Royal Palm 2  
Spanish in San Diego: Bridging Linguistic Cultural Political and Educational Borders  
Presenters: Ana Celia Zentella; University of California San Diego; San Diego, CA; Cristian R. Aquino Sterling; San Diego State University; San Diego, CA; Michelle F. Ramos Pellicia; California State University San Marcos; San Diego, CA; Rodolfo Mata; Western Washington University; Bellingham, WA  
Audience Level: Secondary (9-12)|Community College|Higher Ed  
Theme: Advocacy/Policy  
Proposal Strand: Advocacy  
San Diego’s location on the border with México offers unique opportunities to study the impact of linguistic and cultural contact. Employing linguistic, anthropological, and educational analyses, panelists discuss their respective (yet intersectional) research on (a) transgenerational and transborder family Spanish practices, (b) counteracting languagelessness and linguistic racialization via the study of linguistic landscapes in North San Diego, (c) Spanish as mediator of Puerto Rican identity, and (d) bridging linguistic ideologies in a bilingual teacher education course.

058 - Exhibitor Session  
Monday, July 8  1:30pm-2:45pm  Royal Palm 3  
Turning Spanish Listeners and Speakers into Truly Biliterate Students  
Presenter: Patricia Acosta; Vista Higher Learning; Boston, MA  
Audience Level: Secondary (9-12)|Higher Ed  
Theme: Methods/Techniques/Strategies  
Proposal Strand: Heritage Language (HL) Instruction and Learning  
Heritage and native Spanish speakers are finding motivation to develop their language skills as more communities and businesses understand the value of fully bilingual citizens and employees. We open the doors to their success when we systematically develop reading and writing to go along in their language toolkit with listening and speaking. This workshop provides specific approaches, strategies, and content to develop all skill areas for heritage and native Spanish speakers to ensure their biliterate future.

059  
Monday, July 8  1:30pm-2:45pm  Royal Palm 4  
STEMnergizing Your World Language Classroom: Ideas to Promote Communication in the Target Language  
Presenter: Haydee Taylor-Arnold; Ladue Horton Watkins High School; St. Louis, MO  
Audience Level: Secondary (9-12)  
Theme: Methods/Techniques/Strategies  
Proposal Strand: Innovative Curriculum  
The purpose of this session is to provide teachers with transdisciplinary, STEM-focused ideas and hands-on activities that they can use to support the 4Cs of the 21st-century skills (communication, creativity, critical thinking and collaboration) and the 5Cs (Standards for Foreign Language Learning) in their World Languages classrooms. In addition, the presenter will discuss tools and strategies that can be implemented within the curriculum to create an engaging learning environment for their students to use the target language.
The plenary session begins with a 35-40-minute titular presentation followed by a mini-panel that includes Kelly Scheetz, Director of the Sociedad Honoraria Hispánica, and James Krause, Director of Phi Lambda Beta, Portuguese Collegiate Honor Society.

MARK P. DEL MASTRO  
Executive Director, Sigma Delta Pi

KELLY SCHEETZ  
Director, Sociedad Honoraria Hispánica

JAMES KRAUSE  
Director, Phi Lambda Beta, Portuguese Collegiate Honor Society

Following Del Mastro's plenary presentation, Kelly Scheetz and James Krause will each give a brief presentation on the importance of their respective honor societies as they relate to student recognitions and incentives, culminating in a discussion with the audience.
060
Monday, July 8 1:30pm-2:45pm Royal Palm 5

Presenters: Holly J. Nibert; The Ohio State University; Columbus, OH; Richard Henrickson; The Ohio State University; Columbus, OH; Anthony Palmisano; The Ohio State University; Columbus, OH; Leila Vieira; The Ohio State University; Columbus, OH

Audience Level: Secondary (9-12) | Community College | Higher Ed
Theme: Technology
Proposal Strand: Innovative Curriculum

Recently our university embarked on a digital initiative to increase student engagement and digital literacy through active learning. Since Autumn 2018, first-year students receive a free iPad with learning apps. Presenters will share their process to date leveraging various apps for the Spanish language curriculum. Which ones are the most effective for 21st-century second language teaching and learning? Various apps will be evaluated for their ease of use, potential for creativity, and potential for seamless integration into the curriculum.

061
Monday, July 8 1:30pm-2:45pm Royal Palm 6
¿Quieres saber más sobre CLIL? Aprende a utilizar este enfoque metodológico en tu clase de español.

Presenter: Virginia Vinuesa Benítez; Universidad Rey Juan Carlos; Madrid, España

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

Muchas de las metodologías utilizadas hasta ahora para la enseñanza de una lengua extranjera han demostrado no ser suficientemente eficaces para desarrollar un buen nivel de competencia lingüística en los alumnos. El objetivo de esta sesión es explicar los principios del enfoque metodológico conocido como CLIL (Content and Language Integrated Learning) combinando los aspectos teóricos con la práctica para integrar CLIL en la clase de español. Se proporcionará al asistente el material necesario para realizar actividades prácticas relacionadas con este enfoque.

062
Monday, July 8 1:30pm-2:45pm Terrace 2
Literatures of the Americas I

Presenter: Gene H. Bell-Villada; Williams College; Williamstown, MA

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

Sobre el Boom Macondo García Márquez—y este humilde servidor. En esta ponencia personal, comentaré sobre aspectos de mi relación con el Boom y con Gabo: el surgimiento del Boom novelístico de los años 60 y el reto que éste planteaba al “canon” eurooccidental; el impacto que tuvo “Cien años de soledad” en la literatura y en este servidor; mi entrevista al novelista en 1982; mis dos reveladores viajes por su patria chica caribeña; y lo que su obra total ha significado para mí como docente, estudioso, escritor—y como producto además del Caribe. En fin, una mirada retrospectiva a una figura cumbre de la cultura hispana y mundial.

Presenter: William Flores; Southern Connecticut State University; New Haven, CT

Audience Level: Community College | Higher Ed
Theme: Literature/Literary Criticism/Literary Theory

Dark Ecology and Gabriel García Márquez’s Love in the Time of Cholera. This essay examines the notions of dark ecology, the Capitalocene, apocalyptic environmental imagination, and Hyperobjects to delve into a re-reading of Gabriel García Márquez’s Love in the Time of Cholera that interrogates how that literary work provides valuable ecological awareness for the present era. The presentation provides a brief examination of new developments in ecocritical theory. Audience participation is welcome to discuss the utilization of these recent theoretical concepts for the analysis of modern Latin American literature.

Presenter: William Cho; Independent Scholar; Seongnamsi, Republic of Korea

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

Assimilation in Julio Cortázar’s “Axolotl.” There has been considerable debate about Julio Cortázar’s short story “Axolotl,” especially concerning the picture it paints of the treatment of Latin American culture by Western powers. Levinson has argued that “Axolotl” depicts Latin American culture as something that has been assimilated imperfectly into Western culture, preventing even Latin Americans themselves from recognizing the extent of their own assimilation. This paper argues that Latin American culture as presented in “Axolotl” is not undergoing extreme assimilation but simply isolation and exclusion.
Heritage Language and Learners III

**Presenter:** Patricia MacGregor-Mendoza; New Mexico State University; Las Cruces, NM

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

**Theme:** Culture  
**Proposal Strand:** Heritage Language (HL) Instruction and Learning

Enfoques culturales y lingüísticos apropiados a la enseñanza del español como lengua de herencia. Durante los últimos 30 años la preparación de maestros y prácticas en el salón de idiomas han enfatizado el desarrollo de destrezas lingüísticas específicas para alumnos de L2 (e.g., McAlpine & Dhonau, 2006). La consideración de las necesidades de estudiantes de herencia se ha rezagado (Carreira & Kagan, 2017). Influída por Carreira & Kagan y estudios propios, esta presentación ofrece estrategias que adoptan perspectivas lingüística y culturalmente apropiadas para la enseñanza de estudiantes de español como lengua de herencia.

**Presenter:** Manuel Castillejos; Mt. San Antonio College; Pomona, CA

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

**Theme:** Linguistics  
**Proposal Strand:** Heritage Language (HL) Instruction and Learning

Teaching Accents by the Rule or the Exception that is the Question. The method used throughout history and by the *Real Academia* in Spanish-speaking countries gives an accent mark to words that follow a certain rule of pronunciation. On the other hand, the method used to teach Spanish pronunciation to second language learners can be very successful, when teaching accentuation to heritage students. This process gives an accent mark to words that break a rule. Methods and techniques will be compared and shared.

064

Service Learning and Community Engagement

**Presenter:** Heidy Cuervo Carruthers; Southern Illinois University  
Edwardsville; Edwardsville, IL

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

**Theme:** Service Learning/Community Engagement  
**Proposal Strand:** Innovative Curriculum

An Interdisciplinary Service-Learning Experience for Spanish Students Participating in Health Clinics for Latinx Communities. An interdisciplinary service-learning experience was developed for college students majoring in Spanish and health-related fields to participate in two health clinics serving underserved Latinx communities. Spanish students volunteered as interpreters to facilitate the communication among the students in the health fields and the Latinx patients. The study found positive perceptions about the importance of communication, the value of interpreters, and the benefits of collaboration.

**Presenter:** Alice A. Miano; Stanford University; Stanford, CA

**Audience Level:** Community College | Higher Ed

**Theme:** Service Learning/Community Engagement  
**Proposal Strand:** Innovative Curriculum

It’s Not All About Us: What Do Our Community Partners Gain From Our Community Engaged Language Learning Experience? This paper describes the study of a community engaged language learning (CELL) program that pairs third-year university students of Spanish with Spanish-speaking campus workers in the creation of digital stories about the workers’ lives. Using grounded theory interviews of both workers and students, the paper discusses not only what students gain from the CELL experience, but also workers. The paper underlines the necessity of reciprocity in CELL and of curricula that emphasize students’ appreciation of community partners’ contributions and cultural wealth.

**Presenter:** Brianne Stambaugh; Covenant College; Lookout Mountain, GA

**Audience Level:** Community College | Higher Ed

**Theme:** Methods/Techniques/Strategies  
**Proposal Strand:** Innovative Curriculum

Connecting Students with Language Communities: Creating Lifelong Language Learners. In order for students to achieve success when learning another language, it is imperative that they connect to the communities where the target language is spoken, which, in turn, also helps students become lifelong language learners. This presentation will explore ways in which instructors can encourage students to both connect to the Spanish-speaking community around them and develop the habit of practicing the language outside the classroom. Example assignments and classroom activities will be included in the presentation.

065

Applied Learning in Portuguese Literature  
Linguistics and Pedagogy

**Presenters:** Anna-Lisa Halling; Brigham Young University; Provo, UT; Vanessa R. Swenson; University of Georgia; Athens, GA; Michael W. Child; Brigham Young University; Provo, UT

**Audience Level:** Community College | Higher Ed

**Theme:** Methods/Techniques/Strategies  
**Proposal Strand:** Innovative Curriculum

The presenters will discuss the innovative ways they encourage applied learning in their classrooms. Literature: Utilizing theater as a pedagogical tool and the ways that drama can be adapted to fit the needs of the course. Linguistics: Including fieldwork assignments at all course levels to help students better grasp various theories. Pedagogy: Specific ways to help learners understand their actual level of oral proficiency and how to progress on to the next level/sub-level of proficiency.

066

Interpretive Assessments with Authentic Sources in Portuguese and Spanish—Stronger Together!

**Audience Level:** Community College | Higher Ed

**Theme:** Service Learning/Community Engagement  
**Proposal Strand:** Innovative Curriculum

The presenters will discuss the innovative ways they encourage applied learning in their classrooms. Literature: Utilizing theater as a pedagogical tool and the ways that drama can be adapted to fit the needs of the course. Linguistics: Including fieldwork assignments at all course levels to help students better grasp various theories. Pedagogy: Specific ways to help learners understand their actual level of oral proficiency and how to progress on to the next level/sub-level of proficiency.
is the innovative solution to current exchange at your school! Attendees will see examples of authentic audio and Infographics used for Interpretive Listening and Reading as part of Integrated Performance Assessments. There will be examples in Portuguese and Spanish. Attendees will be able to identify the type of authentic text students will interpret and will be able to identify the tasks students will complete to demonstrate comprehension. Attendees will create their own Interpretive Assessment.

067 - Exhibitor Session
Monday, July 8 1:30pm-2:45pm Pacific Salon 5
Amig@s por siempre: Unique Groundbreaking Book Program that Responds to our Students’ Needs; Very Affordable & Engaging. Great Implementation Results!

Presenters: Juan Casillas Núñez; Santa Barbara City College; Santa Barbara, CA; Mercedes Meier; Miami Dade College; Miami, FL

Audience Level: Community College|Higher Ed
Theme: Instructional Materials
Proposal Strand: Innovative Curriculum

Amig@s por siempre is the innovative solution to current challenges of L2 acquisition: (1) unsustainable pricing models, (2) rigidity of content, (3) unfriendliness of materials housed in platforms foreign to our institutions. A group of authors, closely co-authoring with instructional, graphic-web designers and editors, have produced an affordable program consisting of quality materials, which get embedded in your LMS (Canvas, Bb). Smart, content-rich curriculum, constantly updated to maintain relevance. Designed for hybrid, F2F and online courses.

068 - Exhibitor Session
Monday, July 8 1:30pm-2:45pm Pacific Salon 6
How to Develop a School-to-School Exchange Partnership

Presenter: Andree-Anne Tardif; Forum Language Experience; San Diego, CA

Audience Level: Middle/Junior High|Secondary (9-12)
Theme: International Education/Study Abroad
Proposal Strand: Innovative Curriculum

Learn how to develop a successful group exchange with a sister school abroad and empower your students to develop their language skills and cultural proficiency while transforming your school into a truly global campus. You will receive a step-by-step planning guide to identify best practices in establishing an exchange partnership and walk away inspired to start a group exchange at your school!
072
Monday, July 8 3:30pm-4:00pm Royal Palm 1
Teaching Online or F2F and Your Students Do Not Have Enough Oral Practice? Resources and Tools to Increment the Oral Skills of Your Students
Presenter: Mercedes Meier; Miami Dade College; Miami, FL
Audience Level: Community College|Higher Ed
Theme: Teacher Preparation/Development
Getting away from homework activities that are automatically grading grammar and handouts to fill-out blanks. Strategies to increment the oral skills (entry level students or heritage learners). Those interested in working toward reaching a stage where you won’t hear: Hola, mi llamo es - I took a year of Spanish, but I can’t speak. Presentation of strategies for online, blended or F2F using free tools like Teletandem, and/or paid services like LinguaMeeting and TalkAbroad. I will share my experience using these services plus results which include student feedback.

073 - Exhibitor Session
Monday, July 8 3:30pm-4:00pm Royal Palm 2
Teaching and Learning Spanish with Editorial Difusión
Presenter: Agustín Garmendia; Difusión; Barcelona, Spain
Audience Level: Secondary (9-12)|Community College|Higher Ed
Theme: Applied Linguistics/Second Language Acquisition
Come learn about teaching Spanish with Editorial Difusión! More than 400,000 students worldwide learn Spanish as a second/foreign language with our instructional materials (K-16+). Have your students experience audio, videos, games through our interactive and engaging materials. We will highlight our most popular learning programs, including our free webinars for professional development on a variety of topics (la clase invertida, la tecnología y el aprendizaje, etc.) targeted to Spanish instructors of all levels.

074
Monday, July 8 3:30pm-4:00pm Royal Palm 3
Uso de materiales auténticos en actividades interactivas dentro del laboratorio de cómputo
Presenter: Anabel Soto; San Diego State University; San Diego, CA
Audience Level: Community College|Higher Ed
Theme: Instructional Materials
En esta sesión se describen actividades interactivas donde se utiliza material auténtico para la enseñanza de español como lengua extranjera dentro de un laboratorio de cómputo. Estas actividades fomentan el trabajo colaborativo y los materiales promueven no solo la práctica de la lengua sino también la comunicación dentro de contextos culturales apropiados (Glisan & Donato, 2017). A través de esta práctica se busca optimizar el uso de los recursos en el laboratorio de cómputo y de materiales auténticos que reflejen el uso de la lengua en la vida real.

075
Monday, July 8 3:30pm-4:00pm Royal Palm 4
Organizational and Formational Structures of the Monolingual and Multilingual Mental Lexicon: A State-Of-The-Art through Systematic Review
Presenter: Luke Arthur McCarthy; University of Hawai‘i at Mānoa; Honolulu, HI
Audience Level: Community College|Higher Ed
Theme: Linguistics
A systematic exploration and structured review of 100 pieces of research written on the mental lexicon in an attempt to present an accurate representation and evaluation of where global research efforts have led us in terms of how linguists understand, organize, and represent the mental lexicon. Focuses include framework, approaches, morphosyntactic information, multilingualism, and a special emphasis on networks within the mental lexicon, primarily how they can innovate language acquisition, learning and processing.
077
Monday, July 8 3:30pm-4:00pm Royal Palm 6
Strategies for Differentiation from the ACTFL National Language Teacher of the Year’s Classroom

Presenter: Rebecca Aubrey; Ashford School; Ashford, CT
Audience Level: K-6|Middle/Junior High|Secondary (9-12) | Community College | Higher Ed
Theme: Learner Variables/Diverse Learners

Every learner has unique learning needs, bringing strengths and areas of challenge to language learning. Enter the classroom of the ACTFL National Language Teacher of the Year to experience language learning that engages and motivates students. Acquire differentiation strategies to support all learners to connect language and culture, develop collaboration and critical thinking, and showcase growth in language performance. Be inspired with ideas ready to apply and adapt for all languages and levels.

078
Monday, July 8 3:30pm-4:00pm Terrace 2
Latin for Latinas: Analyzing the Outcomes of Heritage Spanish Speakers in Latin Language Classes

Presenters: Celia Chomón Zamora; Oakcrest School; Vienna, VA; Helen Molteni; Oakcrest School; Vienna, VA; Sofia Summitt; Oakcrest School; Vienna, VA; Julianna Syska; Oakcrest School; Vienna, VA; Natalia Gomez-Quintero; Oakcrest School; Vienna, VA
Audience Level: Middle/Junior High|Secondary (9-12)
Theme: Applied Linguistics/Second Language Acquisition
Proposal Strand: Heritage Language (HL) Instruction and Learning

Myriad secondary private schools, unable to accommodate the rising heritage Spanish speaker (HSS) population, place HSS in Classical Latin classes instead of Spanish for the purposes of (1) teaching them a new language, (2) hoping that it will aid them in their Spanish, and (3) keeping HSS from having an unfair advantage in foreign language Spanish classes. This study, conducted by high school Spanish students in a sociolinguistic class, seeks to analyze the effects and outcomes of HSS in Latin classes.

079
Monday, July 8 3:30pm-4:00pm Terrace 3
La ciudad de Madrid: Innovación en el aula con ejemplos de cine literatura y cultura popular

Presenters: Benjamin Fraser; The University of Arizona; Tucson, AZ; Gloria Camarero Gómez; Universidad Carlos III de Madrid; Madrid, Spain; Sheri Spaine Long; AATSP; Birmingham, AL
Audience Level: Secondary (9-12) | Community College | Higher Ed
Theme: Methods/Techniques/Strategies
Proposal Strand: Innovative Curriculum

En esta sesión exploraremos los métodos, temas y ventajas de organizar cursos centrados en la ciudad de Madrid, España. Cada ponente hablará brevemente de un proyecto de investigación en particular y su posible resonancia en el aula. Durante el tiempo restante, el público será invitado a compartir sus propias experiencias e ideas, manteniendo el enfoque en la ciudad de Madrid como representación en el cine, literatura y cultura popular.

080
Monday, July 8 3:30pm-4:00pm Pacific Salon 1
Cartografía y memoria cultural: Una visión estética de la comuna 13 de Medellín

Presenters: Martha Vásquez; SAISD; San Antonio, TX; Carmenza Sierra Hernández; Institución Educativa Perpetuo Socorro; Medellín, Colombia
Audience Level: K-6|Middle/Junior High|Secondary (9-12) | Community College
Theme: Culture
Proposal Strand: Innovative Curriculum

Durante esta sesión se compartirá el desarrollo de un proyecto transversal artístico que involucró a la comunidad educativa de una institución en Colombia. Esta experiencia fue base para reconstruir tejido social en una zona oprimida por la violencia, drogadicción y delincuencia, y en donde existe un alto porcentaje de madres cabeza de familia. El objetivo central fue propiciar el diálogo, la convivencia, y el respeto dentro de la comunidad. Dicho Proyecto culminó con una obra de danza teatro.

081
Monday, July 8 3:30pm-4:00pm Pacific Salon 7
Higher Education: Supporting Heritage Language (HL) Development through a Culturally Inclusive Approach to Access and Discoverability

Presenter: Alejandra Gutiérrez Barbón; University of Miami; Miami, FL
Audience Level: Secondary (9-12) | Community College | Higher Ed
Theme: Technology
Proposal Strand: Heritage Language (HL) Instruction and Learning

The presenter, a Cataloging and Metadata Librarian (Spanish Language Specialist) from the University of Miami, will lead an interactive presentation about the challenges and importance of interpreting and producing with authority descriptive metadata and subject analysis of Spanish and Portuguese language materials, its semantic effect, and the developing trends to support Heritage Language (HL) learners toward a culturally inclusive approach to the access and discoverability of library resources and collections, and its impact in Higher Education.

082
Monday, July 8 4:15pm–5:00pm San Diego Rm

AATSP Business Meeting

We invite all members to attend.
Tuesday Highlights

Registration Open
7:30am – 12:00pm
Grand Hall Foyer

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

Session 083
Chapter Assembly
8:00am – 9:45am
San Diego Room

OPEN TO EVERYONE — Meet the 2019 candidates for the AATSP Board of Directors on Tuesday, July 9 at 9:00am.

Session 089
NSE and New NSA Assessment Session
8:00am – 9:15am
Royal Palm 6

Session 094
Hispania How-to Session
8:00am – 9:15am
Pacific Salon 4

Session 098
Exhibit Break
9:30am – 10:15am
Grand Hall

Refereements provided by College Board AP

Session 099
Keynote: Zoe Weil
The World Becomes What We Teach
10:15am – 11:15am
Town and Country Room

Session 125
Exhibit Break/Closing of Exhibit Hall
12:45pm – 2:00pm
Grand Hall
Refereements provided by AATSP
Tuesday, July 9
Registration Open
7:30am – 12:00pm

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

083
Tuesday, July 9 8:00am-9:45am San Diego Rm
AATSP Chapter Assembly & Introductions of the Candidates for AATSP Board of Directors

_Presenter:_ Dieter A. Waldvogel; AATSP; Birmingham, AL

_Audience Level:_ K-6|Middle/Junior High|Secondary (9-12)|Community College|Higher Ed

_Theme:_ Advocacy/Policy

The AATSP Chapter Assembly will take place for the first hour. It is an opportunity for chapter representatives to hear from the AATSP leadership, network and share ideas with other chapters, and ask questions or share concerns. At 9:00am, doors will open to all AATSP members and candidates in the 2019 BOD elections will have an opportunity to introduce themselves and share their goals and ideas for the future AATSP.

085
Tuesday, July 9 8:00am-9:15am Royal Palm 2
Not Your Parents’ World Language Classroom

_Presenter:_ Andrea Arabia Nazelli; Detroit Country Day Middle School; Beverly Hills, MI

_Audience Level:_ K-6|Middle/Junior High|Secondary (9-12)|Community College|Higher Ed

_Theme:_ Technology

_Proposal Strand:_ Innovative Curriculum

Students need to experience world language in more ways than via a textbook or grammar exercises. Google Tools allow for experiential learning without leaving the classroom! Explore activities designed for PK-AP instruction. Also learn of various other ways to promote and assess student learning. Teachers of all levels are welcome!

086
Tuesday, July 9 8:00am-9:15am Royal Palm 3
Mental Health and Study Abroad: Empowering Students to Engage in a Community of Care

_Presenters:_ Angie Woods; University of Cincinnati; Cincinnati, OH; Teresa Roig Torres; Cincinnati, OH; Sue Sipple; Cincinnati, OH

_Audience Level:_ Secondary (9-12)|Community College|Higher Ed

_Theme:_ International Education/Study Abroad

_Proposal Strand:_ Innovative Curriculum

According to a nationally recognized survey, college students are experiencing increasing levels of emotional distress and mental illness. When they travel abroad, these issues can intensify. In this session, faculty leaders will share their experiences with student mental health issues abroad and explain how these incidents led to the creation of a pre-departure activity and workshop to help students become more self-aware of their stressors and coping mechanisms. In this interactive session, participants will complete modified versions of the workshop activities.

087 - Exhibitor Session
Tuesday, July 9 8:00am-9:15am Royal Palm 4
How to Use Authentic Media from Day 1

_Presenter:_ Norah Lulich Jones; Vista Higher Learning; Boston, MA

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

_Theme:_ Methods/Techniques/Strategies

_Proposal Strand:_ Innovative Curriculum

We have heard the phrase, “change the task, not the text.” How do we do that so that we specifically seek out all the ambiguous, culturally-specific, blazingly-fast video and audio texts that we have avoided in the past? How, specifically, do we do that in a personalized, scaffolded, motivating way? And how do we do that from Year 1, Day 1? Come experience how, taking away new approaches and ways of approaching authenticity you can apply to all your courses.
Growing Language Programs and Learner Successes with the Seal of Biliteracy

**Presenters:** Linda L. Egnatz; Lincoln Way West High School; Frankfort, IL; Parthena L. Draggett; Community School of Naples; Naples, IL

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

**Theme:** Advocacy/Policy

**Proposal Strand:** Advocacy

The Seal of Biliteracy is sweeping the country. Learn how to implement a program and maximize its power to increase retention, grow language learner proficiency outcomes, capture administrative and community interest in your program while building student intrinsic motivation and excitement about becoming #2bilit2quit. Join a World Languages Department Chair and the Global Seal of Biliteracy Executive Director as they share, step by step, how to use this simple tool to energize and transform a language program.

Victims of Terrorism as Portrayed in the Novel *El ángulo ciego* by Luisa Etxenike. This paper will examine how the victims of ETA terrorism are portrayed in the novel *El ángulo ciego*, by Luisa Etxenike. I will posit that in the XXI century there has been a shift on the narratives written by Basque authors. Terrorism is not conceptualized and the terrorist’s acts are omitted from the novel. Instead, the reader becomes aware of the trauma, and often guilt that the victims experience.

Memoria trauma y violencia en *Cielos de barro* de Dulce Chacón. *Cielos de barro*, cuya historia se sitúa en un cortijo extremeño, es una novela importante sobre el rescate de la memoria personal y la colectiva de la Guerra Civil Española. El presente estudio pretende analizar cómo los personajes se recuperan de traumas para reconstruir sus memoria personal y colectiva de la Guerra Civil Española. También examinaremos la reclamación de justicia social y la restauración del orden ético de memorias individuales e históricas, mediante el recuerdo y el testimonio de un personaje social y económicamente marginado.

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El sistema de la pesquisa sobre crenças de learning outcomes and ways to assess them. The presentation will include classroom activities and study materials on, including consecutive interpreting and sight translation, as essential to identify the most useful skills for students to focus professionals. Instructor’s hands-on experience in the field was of an advanced level Spanish course for future health care Medical Interpreter, will share with the audience the design the course will also be shared. 

Proposals for the 2020 AATSP Conference in San Juan, Puerto Rico

SUBMISSION BEGINS THIS FALL

Visit www.aatsp.org for more information
This paper discusses the benefits and challenges of including narratives and analyzing their historical and cultural context. The presentation advocates for integrating the work of Cervantes and Sor Juana. This poster advocates for teaching social inequality by using place-based and experiential learning within the framework of Freirian pedagogy. By talking about the experience of partnering with community members to build learning environments, this paper provides an example of how study abroad can be used to teach where students and community members can benefit.

**Proposal Strand:** Innovative Curriculum

**Theme:** International Education/Study Abroad

**Audience Level:** Higher Ed

**Title:** Syllabus Matters: The Impact of Course Design on Oral Proficiency Gains Abroad

**Presenters:**
- Jorge H. Cubillos; University of Delaware; Newark, DE
- Anthony J. Barnum; The University of Arizona; Tucson, AZ
- Benjamin Fraser; University of Minnesota Duluth; Duluth, MN
- Conxita Domènech; University of Wyoming; Laramie, WY
- Domnita Dumitrescu; California State University, Los Angeles; Los Angeles, CA

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

**Theme:** Instructional Materials

This session involves audience members in a discussion of where *Hispania* is headed and provides information on how to publish in the flagship journal of the AATSP. Information on research articles, short-form articles, book reviews, and peer reviewers will be shared and discussion will be driven by audience questions. All are encouraged to attend!

**Audience Level:** Community College | Higher Ed

**Proposal Strand:** Innovative Curriculum

**Theme:** International Education/Study Abroad

**Title:** Syllabus Matters: The Impact of Course Design on Oral Proficiency Gains Abroad

**Presenters:**
- Benjamin Fraser; The University of Arizona; Tucson, AZ
- Jennifer Brady; University of Minnesota Duluth; Duluth, MN
- Conxita Domènech; University of Wyoming; Laramie, WY
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**Audience Level:** Community College | Higher Ed

**Proposal Strand:** Innovative Curriculum

**Theme:** International Education/Study Abroad

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**Audience Level:** Community College | Higher Ed

**Proposal Strand:** Innovative Curriculum

**Theme:** International Education/Study Abroad

**Title:** Syllabus Matters: The Impact of Course Design on Oral Proficiency Gains Abroad

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- Domnita Dumitrescu; California State University, Los Angeles; Los Angeles, CA

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

**Theme:** Instructional Materials

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W-3
Tuesday, July 9 9:00am-12:00pm Pacific Salon 2

Turn on Spanish and Portuguese Learning Experiences in Your Classroom Using Technology Your Students Already Bring with Them!

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

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

**Theme:** Technology

**Proposal Strand:** Innovative Curriculum

This workshop encourages Spanish and Portuguese teachers to have students use their technology in and outside the classroom, thus encouraging them to extend their learning of languages beyond the classroom in their everyday lives. We will see how to make activities, use readily available apps and other programs to engage with languages and cultures. Participants are encouraged to bring their own devices, pictures, selfies, videos, etc. to put it to use in this hands-on experience!

Those receiving credit via NMSU for attending the conference must attend either W-2 or W-3. 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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**Exhibit Break**
9:30am – 10:15am
Grand Hall
Refreshments provided by College Board AP

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099
Tuesday, July 9 10:15am-11:15am Town & Country Rm

**Keynote:**

The World Becomes What We Teach

**Presenter:** Zoe Weil; Institute for Humane Education; Surry, ME

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

See p. 42 for details

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PREX
PROGRAMA DE ESPAÑOL PARA EXTRANJEROS

A Mexican public university based in the city of Tepic, Nayarit. UAN is the top educational institution in Nayarit, and has 17,011 undergraduate students studying in its multiple campuses throughout the state.

UAN’s International Department offers the Spanish as a Second Language (PREX) in 4 different modalities:

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+52 (311) 269 17 75
Keynote Speaker
Zoe Weil

The World Becomes What We Teach

Imagine students utilizing their emerging Spanish and Portuguese skills to address real-world issues such as racism, immigration, rainforest destruction, and more. Zoe Weil will offer ideas for bringing relevant concerns to students, so that they can utilize language skills to be solutionaries for a better future.

Zoe Weil is the co-founder and president of the Institute for Humane Education (IHE), which offers online graduate degrees, a Solutionary Program for youth, teachers’ workshops, and an award-winning resource center. Zoe has given six TEDx talks including her acclaimed TEDx “The World Becomes What You Teach.” She is the author of seven books including The World Becomes What We Teach: Educating a Generation of Solutionaries; Nautilus silver medal winner Most Good, Least Harm, and Moonbeam gold medal winner Claude and Medea. Zoe was named one of Maine Magazine’s 50 independent leaders transforming their communities and the state; is a recipient of the Unity College Women in Environmental Leadership award, and was a subject of the Americans Who Tell the Truth portrait series. She holds master’s degrees from Harvard Divinity School and the University of Pennsylvania and was awarded an honorary doctorate from Valparaiso University.

Zoe Weil will autograph and sell her book “The World Becomes What We Teach” after her presentation.

HumaneEducation.org
100
Tuesday, July 9  
11:30am–12:00pm
San Diego Rm

Stronger Together: AATSP Retirees Rewired not Retired!

Moderator: Cheryl Fuentes Wagner; Retired, Kempner High School; Sugar Land, TX

Presenters: Christine Campbell; Campbell Language Consultants; Defense Language Institute (Emerita); Monterey, CA; Elaine Davis; Retired; Madison High School; Madison, NJ; Anne Fountain; San José State University (Emerita); San José, CA; Mary-Anne Vetterling; Regis College (Emerita); Weston, MA

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

Theme: Advocacy/Policy
Proposal Strand: Advocacy

A panel of retired members will share how they stay active in the profession and as a vital part of the AATSP and their communities. If you are retired or close to retirement, please join us as we share experiences and ideas for future involvement including advocacy, travel, mentoring, and more!

101
Tuesday, July 9  
11:30am-12:00pm
Royal Palm 1

Languages for All: Mapping Success onto America’s Languages

Presenter: Bill Rivers; Joint National Committee for Languages; Garrett Park, MD

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

Theme: Advocacy/Policy
Proposal Strand: Advocacy

In February 2017, the Commission on Language Learning of the American Academy of Arts & Sciences published, *America’s Languages: Investing in Language Education for the 21st Century*. Upon its release, AAAS established the America’s Languages Working Group to carry forward its recommendations. The Working Group is now developing a map of promising practices aligned to the recommendations in order to demonstrate to national, state, and local leaders and funders that improving our language capacity is feasible and deserves investment.

102
Tuesday, July 9  
11:30am-12:00pm
Royal Palm 2

Teaching AP Spanish Language and Culture through Service-Learning

Presenter: Daniel López; Colorado Academy; Golden, CO

Audience Level: Secondary (9-12)

Theme: Service Learning/Community Engagement
Proposal Strand: Innovative Curriculum

During the 2018/19 school year, the presenter joined a cohort of teachers around the United States to implement the College Board’s “AP with We Service” program in order to “help students apply their classroom work to the real world through service-learning.” In this session, the presenter will highlight the rewards and challenges he faced while undertaking this pedagogical shift. He will also share specific recommendations about how to transform one’s teaching practices, both inside and outside the classroom.

103
Tuesday, July 9  
11:30am-12:00pm
Royal Palm 3

Communication and the Online Beginning Spanish Program

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

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

Theme: Methods/Techniques/Strategies
Proposal Strand: Innovative Curriculum

This presentation will describe the design of an online college-level Beginning Spanish program in light of the definition of communication (the expression, interpretation, and negotiation of meaning). Examples of specific online activity types will be presented and discussed. These activities will include learner opportunities to interpret both oral and visual input and to produce meaningful oral and written output.

104
Tuesday, July 9  
11:30am-12:00pm
Royal Palm 4

Strategies for Teaching Picasso’s *Guernica* and its Legacy

Presenter: Debra Ames; Valparaiso University; Valparaiso, IN

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

Theme: Methods/Techniques/Strategies
Proposal Strand: Innovative Curriculum

Picasso’s *Guernica*, while based on a specific historical event, has become a timeless condemnation of war that can be a springboard for lessons that blend cultural history, current social issues, and language practice. This session provides activities that encourage students to connect more deeply with the individual figures in the painting and understand its universality. We will also look at the work’s legacy to see how artists and activists have appropriated *Guernica*’s figures to denounce more recent social conflicts.
Constructing a Database of Spanish Texts Rated by Difficulty for Spanish Teachers

Presenter: David Beard; Miami University; Oxford, OH

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

Theme: Technology

In this presentation we will showcase a new and freely accessible app, Texts in Spanish for Teachers (TST) that we have created and packed full of searchable Spanish texts for teachers to assist in planning effective and engaging lessons while minimizing the time it takes to do so. With a user-friendly interface, instructors can find texts in Spanish for all levels and ages of language learners. They have been classified by difficulty, genre, topic, length, featured vocabulary, grammatical structures, and more.

106 – Exhibitor Session

Tuesday, July 9 11:30am-12:00pm Royal Palm 6

“Virtual Immersion” Language Practice: Using Jeenie’s Video Platform to Supplement Classroom Learning

Presenter: Hans Fenstermacher; Jeenie; Washington, DC

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

Theme: Technology

Technology can provide many opportunities for language learners to increase proficiency, but fitting language practice into learners’ busy lives can be a challenge. Jeenie is an on-demand video-synchronous communication platform that lets learners supplement classroom instruction at their convenience on a smartphone or iPad. By connecting with bilingual speakers anytime of day or night, learners can get help in a virtually immersive environment, increasing their language speaking time and enhancing their oral fluency. This session includes a live demo of the platform.

Using the US Military Academy’s Department of Foreign Language to Win in a Complex World

Presenters: George Gurrola; United States Military Academy; West Point, NY; William Sack; United States Military Academy; West Point, NY

Audience Level: Community College | Higher Ed

Theme: Language for Specific Purposes

Proposal Strand: Innovative Curriculum

In 2015 the Army created an operating concept to address the world’s complexities. From these experiences we invite you to attend our session. During this session we will show how the DFL approaches second language acquisition to meet its students’ needs in future missions. We will discuss our focus on offering short-term immersion experiences, teaching in the target language, and providing cultural experiences in the classroom.

Mexican Consulate, San Diego

The Mexican Consul General in San Diego will offer a brief introduction and description of the San Diego Mexican Consulate’s mission.

Using the US Military Academy’s Department of Foreign Language to Win in a Complex World

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Audience Level: Community College | Higher Ed

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Tuesday, July 9 | 12:15pm–12:45pm | Royal Palm 1
Developing Student Character and Integrity in the World Language Classroom

Presenter: Candiluz Moreno Holland; Strong Rock Christian School; Locust Grove, GA
Audience Level: Secondary (9-12)
Theme: Service Learning/Community Engagement

We as educators invest in our students’ lives in order to influence, mentor, and even change students’ outlooks on life. Why not use this opportunity to teach character and positively influence students to do the right thing? Why not, along with academics, also instill in students a desire to live morally? In this session, we discuss how students can gain an insight of the Golden Rule and begin to make moral decisions as they reach adulthood.

Tuesday, July 9 | 12:15pm-12:45pm | Royal Palm 3
Technology and Visual Arts for the Authentic Performance of Global Competence

Presenter: Diego Ernesto Fernández; College of the Holy Cross; Worcester, MA
Audience Level: Secondary (9-12) | Community College | Higher Ed
Theme: Methods/Techniques/Strategies
Proposal Strand: Innovative Curriculum

This presentation explores research-based curriculum and assessment tools for measuring intercultural or global competence in language students at high-intermediate to advanced levels. Participants will learn strategies for (1) increasing student motivation toward intercultural lessons and assignments, (2) using accessible technological tools to interact with culturally authentic products, and (3) measuring transferability of intercultural competence through various forms of assessment.

Have a voice and a vote in L2 education nationwide!
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www.aatsp.org
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116
Tuesday, July 9 12:15pm-12:45pm Royal Palm 5

Debunking Stereotypes with ePortfolios

*Presenter*: Marina Escamez Ballesta; University of Virginia; Charlottesville, VA

*Audience Level*: Middle/Junior High|Secondary (9-12) |Community College|Higher Ed
*Theme*: Technology
*Proposal Strand*: Innovative Curriculum

How can students use ePortfolios to debunk stereotypes of the Spanish culture? Can they find a voice within the foreign world? What do they have to offer to native speakers? I will present the evolution and process of creating accurate guidelines for a cultural project that directs intermediate-advanced Spanish students to successfully create authentic cultural products. These artifacts push their language ability, link with their field of study, and develop their digital literacy, among other 21st-century skills.

117
Tuesday, July 9 12:15pm-12:45pm Royal Palm 6

Processing for Second Language Acquisition and the Parallel Architecture Framework: Application to Spanish

*Presenter*: Carlos Benavides; University of Massachusetts Dartmouth; Dartmouth, MA

*Audience Level*: Higher Ed
*Theme*: Applied Linguistics/Second Language Acquisition

The Parallel Architecture’s (PA) processing model is adapted and enhanced to account for processing for L2 acquisition, as opposed to parsing strictly for comprehension and production. This is done through the use of principles taken from the PLAD (Parser as Language Acquisition Device) hypothesis, a processing model that is geared to SLA and that, like the PA, assumes a generative grammar constrained by Universal Grammar principles. Data from L2 learners of Spanish are used to exemplify the implementation of the model.

118
Tuesday, July 9 12:15pm-12:45pm Terrace 2

A New Role for Foreign Language Education in College Requirements for Critical Thinking: Heritage Spanish and Portuguese as FL

*Presenter*: Piers Armstrong; California State University, Los Angeles; Los Angeles, CA

*Audience Level*: Secondary (9-12)|Community College|Higher Ed
*Theme*: Curriculum
*Proposal Strand*: Advocacy

Critical Thinking (CT) requirements for bachelor’s degrees in the US are dominated by composition courses and English departments, securing their institutional power, whereas foreign language (FL) enrollments have eroded. But the CT paradigm is changing; engagement with the “Other” is now expected to be demonstrated by subject-specific knowledge of an “Other” culture. FL instruction can have an enlarged and unique role here. We will explore heritage Spanish and FL Portuguese as distinct case studies.

119
Tuesday, July 9 12:15pm-12:45pm Terrace 3

Negotiating Meaning in L2 Conversation Partner Sessions: Error Types Feedback and Implications across Proficiency Levels

*Presenters*: Marie Mangold; University of Wisconsin-La Crosse; La Crosse, WI; Kimberly Morris; University of Wisconsin-La Crosse; La Crosse, WI

*Audience Level*: Community College|Higher Ed
*Theme*: Applied Linguistics/Second Language Acquisition
*Proposal Strand*: Innovative Curriculum

While research in the field of SLA confirms various advantages of peer tutoring, the types of errors committed by L2 students and the negotiation and feedback practices of peer dyads remain underexplored. This study researches these themes in a university conversation partner program by analyzing audio recordings of tutoring sessions along with tutor reports of error types among novice students across proficiency levels. By reviewing the performance and practices of these students, we share insights on how to maximize tutoring sessions and program design.

120
Tuesday, July 9 12:15pm-12:45pm Pacific Salon 1

Aprendiendo sobre el flamenco a través de la literatura en las aulas de hablantes de herencia

*Presenter*: Erika Zavala; Texas Tech University; Lubbock, TX

*Audience Level*: Middle/Junior High|Secondary (9-12) |Community College|Higher Ed
*Theme*: Culture
*Proposal Strand*: Heritage Language (HL) Instruction and Learning

Aprender sobre cultura es fundamental en cualquier clase de lenguas. Del mismo modo, esta sesión pretende ofrecer algunas estrategias para enseñar cultura con el uso de algunos pasajes de la literatura hispana. Así, se mostrará cómo diseñar un aula divertida en donde los hablantes de herencia podrán disfrutar y aprender de una forma crítica y colectiva sobre la magia del flamenco.

121
Tuesday, July 9 12:15pm-12:45pm Pacific Salon 3

The Use of Counterbalanced Instruction in DLI Portuguese Classrooms

*Presenters*: Edson de Lima Rabelo; Jordan School District; Bluffdale, UT; Jésica Eluan Martinelli Bell’Aver; Jordan School District; Bluffdale, UT

*Audience Level*: K-6|Middle/Junior High
*Theme*: Methods/Techniques/Strategies
Due to the relevance of the discussions of the use of counterbalance for content-based and form-focused second language instruction, the purpose of this study is to present some pedagogical strategies to teach and reinforce the correct use of articles, gender, and number of nouns in Portuguese when teaching Language and Arts (1st grade) and Science (6th grade) in the Dual Language Immersion program in Utah. This practice has shown positive results in speaking and writing skills of students.

122
Tuesday, July 9  12:15pm-12:45pm  Pacific Salon 4

The Mayans Among Us: Migrant Women and Meatpacking on the Great Plains

Presenter: Ann Sittig; Shasta College; Redding, CA

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

Theme: Culture
Proposal Strand: Heritage Language (HL) Instruction and Learning

The Mayans Among Us (co-authored with Martha Florinda González; now in paperback) narrates immigrant Mayan women’s stories of their journey to find economic security by leaving Guatemala to seek labor opportunities in the meatpacking plants of eastern Nebraska. Our book gives voice to these dedicated workers and sheds light on the realities that the Mayans and their children face navigating their new country. During the session excerpts from the book will be shared, followed by a discussion of the topic.

123 - Exhibitor Session
Tuesday, July 9  12:15pm-12:45pm  Pacific Salon 6

The Effects of Study Abroad: How to Draft an Innovative Language and Cultural Immersion Experience

Presenter: Claudia Barquet; don Quijote/Enforex; Madrid, España

Audience Level: Community College|Higher Ed
Theme: International Education/Study Abroad
Proposal Strand: Innovative Curriculum

The number of students earning a degree outside their home country or looking for international experiences abroad increases every year. The advantages of second language acquisition can be measured at the end of the immersion, but the lifetime benefits are also tangible in personal and professional development. Teachers and faculty are the drivers and innovators in this field. Drafting the right immersion abroad is crucial. Learn, get inspired, and share best practices about taking your students abroad.

124
Tuesday, July 9  12:15pm-12:45pm  Pacific Salon 7

Manual de expresiones en español: Reinforcing the Value of Language in Our Students’ Future Careers

Presenter: Milvia Hernández; University of Maryland, Baltimore County; Baltimore, MD

Audience Level: Community College|Higher Ed
Theme: Instructional Materials

End-of-the-semester group-project to reinforce the value of language in students’ future professional career and job market through the use of real-life tasks. In this two-week project, students apply their Spanish abilities beyond the classroom setting, analyzing situations that they would encounter in their future careers and jobs and developing a personal resource (Manual de expresiones en español) ready to be used with the Hispanic/Latinx community.

125
Tuesday, July 9  12:45pm-2:00pm  Grand Hall

Exhibitor Break
Close of Exhibit Hall

Refreshments provided by AATSP

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 and workshops. 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.

CONFERENCE/SESSION/WORKSHOP EVALUATIONS

We encourage all participants to provide feedback on the conference, sessions, workshops and excursions. You have access to the AATSP mobile app, Guidebook. please download the app and rate your experiences. This will help us to ensure that the AATSP Conference Program is maintaining a quality conference that continues to meet your needs.
Wednesday Highlights

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

Session 134
Albricias Session
8:00am – 9:15am
Terrace 3

Session 136
Portuguese Advocacy Meeting
8:00am – 9:15am
Pacific Salon 3

Session 148
Spanish and Portuguese Review Session
9:30am – 10:00am
Terrace 2

Session 151
SHA Chapter Successes
9:30am – 10:00am
Pacific Salon 4

Session 155
Plenary: On the Borders and Bridges of Portuguese Programs—including with Spanish
10:15am-11:15am
Town & Country Room

Committee Meetings
Session 167
Community College Business Meeting
11:30am – 12:45pm
Pacific Salon 4

Session 168
K–8 Teacher Gathering
11:30am – 12:45pm
Pacific Salon 5

Session 190
Sigma Delta Pi Triennial Convention
1:45pm – 3:00pm
Royal Palm 6

Session 198
Sigma Delta Pi Reception
(Reception for Sigma Delta Pi and SHLE members and guests)
3:00pm – 4:30pm
Royal Palm Terrace 6

Session 195
Poster Contest Session
1:45pm – 3:00pm
Pacific Salon 5

Happy Hour
5:30pm – 6:30pm
Golden Pacific Ballroom Foyer (Cash Bar)

Session 212
AATSP Celebration Dinner
(Pre-registration required)
6:30pm – 8:00pm
Golden Pacific Ballroom
**Language and (Multi)Literacies Development through Genre-Based Curricula**

**Presenter:** Ana López; Haverford College; Haverford, PA  
**Audience Level:** Secondary (9-12) | Community College | Higher Ed  
**Theme:** Curriculum  

Genres exemplify the connections among language, social and cultural context that foreign languages programs strive to make clear to students (particularly following the MLA 2007 report). Because they are also ideally suited for modeling (Byrnes, Maxim & Norris, 2010, p. 83), genres have been increasingly used, particularly in North American German Higher Education, to rethink L2 pedagogies and achieve integrated curricula. This presentation takes the principles of genre-based approaches and uses them in the design of Spanish departmental curricula.

**Los animales en la cultura hispánica**

**Presenter:** Maria V. Luque; DePauw University; Greencastle, IN  
**Audience Level:** Secondary (9-12) | Community College | Higher Ed  
**Theme:** Culture  

El propósito de esta presentación es examinar las creencias y valores que las personas tienen de los animales y su efecto en la cultura hispánica. La importancia de estos animales se ve reflejada en las percepciones y costumbres que la gente tiene en sus comunidades. Se presentarán ejemplos de literatura, arte, proverbios, chistes, canciones y expresiones. También se incluyen actividades prácticas para los diferentes niveles de la enseñanza de la lengua.

**AP Spanish Language and Culture-Overview Trends and New Resources for the Course and Exam**

**Presenter:** Marcia Brown Arndt; The College Board; Waltham, MA  
**Audience Level:** Secondary (9-12)  
**Theme:** Assessment  

Whether you already teach AP Spanish Language and Culture or you are considering teaching it in the future, this session provides valuable information about the course and exam. Participants will explore an overview of the course and exam, gain information on trends in student performance and exam volumes, and learn about the new, free, and flexible College Board instructional resources and teacher support that will be available in August 2019.
The presenters will report on the results of a beliefs and attitudes survey of 203 L2 learners enrolled in the language lab component of first- and second-semester Spanish courses. Given the emphasis placed on oral proficiency development, this lab focuses primarily on communicative activities. The students’ attitudes toward their experiences in the lab and their perceptions of the lab’s value inform our decisions regarding lab format and syllabus design. The presenters will offer recommendations regarding best practices for language lab syllabus design.

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

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

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

**Proposal Strand:** Innovative Curriculum

The presenters will offer recommendations regarding best practices for language lab syllabus design.

**Presenter:** Yvette Fuentes; Nova Southeastern University; Fort Lauderdale, FL; Joanne Pol Urréchaga; Nova Southeastern University; Fort Lauderdale, FL

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

**Theme:** Technology

**Proposal Strand:** Heritage Language (HL) Instruction and Learning

With the advent of new and evolving technologies, foreign language instructors are now increasingly expected to develop and teach online courses. Even instructors with a solid grasp of technology find themselves overwhelmed by the design and instruction of these courses. How do you know if a student understands the material? How do we adapt and assess classroom assignments to an online format? The presenters will share research, practical tips, assignments and resources for teaching HL online.

**Presenter:** Albert Matesanz Utrilla; SIELE; Madrid, Spain; Sara Brihuega; SIELE; San Diego, CA

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

**Theme:** Assessment

The SIELE online exam and certification was created by an international consortium of academic partners that includes global leaders in Spanish language education: the Instituto Cervantes, Universidad de Salamanca, Universidad Nacional Autónoma de México, and Universidad de Buenos Aires. It currently maintains a network of 800 authorized exam centers in 85 countries.

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**Presenter:** Gayle Jeffers; Texas Tech University; Lubbock, TX

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

**Theme:** Teacher Preparation/Development

**Proposal Strand:** Innovative Curriculum

Communicative Language Teaching: The Gateway to Achieving Communicative Competence in Second Language Classrooms. Since the introduction of the Communicative Language Teaching Approach, scholars and educators have differed in their definitions of the its approach in second language classrooms. As a result, there have been several misconceptions of CLT and its practical application in the classroom. In this paper, I argue that CLT is an approach between direct instruction and language use within the framework of communicative competence.

**Presenter:** Faith Blackhurst; Editor of *Albricias* 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 and Outreach coordinators will lead a discussion on best practices for helping students create and submit work for possible publication in the journal, as well as seek feedback from current SHH sponsors. Updates to the submission process, upcoming multimedia submissions, and new online rubrics will also be discussed.
135
Wednesday, July 10  8:00am-9:15am   Pacific Salon 1
Equipando a los estudiantes en el aula de español con aptitudes globales e interculturales a través de la óptica de justicia social

Presenters: Cristina Daley Butler; Montgomery College; Rockville, MD; Ivonne Esther Bruneau-Botello; Montgomery College; Takoma Park, MD

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

Theme: Content-related Instruction

Proposal Strand: Innovative Curriculum

Esta sesión explora la lógica de integrar conceptos de justicia social en la enseñanza del español y provee a los participantes estrategias para desarrollar e integrar estos principios en sus lecciones. Las conferencistas utilizan diapositivas con material audiovisual para promover la exploración del tema y el desarrollo de actividades con objetivos de justicia social que fortalecen al cuerpo estudiantil, y a la vez equipan y empoderan a los estudiantes para expresarse y confrontar sus opiniones e ideas.

136
Wednesday, July 10  8:00am-9:15am   Pacific Salon 3
Portuguese Advocacy Meeting

Presenter: Rachel Mamiya Hernandez; University of Hawai‘i at Mānoa; Honolulu, HI

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

Current Portuguese instructors and anyone interested in teaching courses about Portuguese and Luso-Brazilian cultures are invited to attend this meeting. We will discuss the variety of AATSP initiatives available to help grow Portuguese language programs at the K-16 levels and encourage the sharing of news and events on campuses around the country.

137
Wednesday, July 10  8:00am-9:15am   Pacific Salon 4
Past Presidents Meeting

By invitation only.

138
Wednesday, July 10  8:00am-9:15am   Pacific Salon 5
El arte de Oswaldo Guayasamín: Una visita a la Capilla del Hombre para explorar el horror y la esperanza de la humanidad

Presenters: Susan Ranft; Niles North High School; Skokie, IL; Gladys María Wisniewski; Retired UW Oshkosh/Oshkosh Area School District; Oshkosh, WI

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

Theme: Culture

Proposal Strand: Innovative Curriculum

Haremos una visita virtual al mágico museo quiteño donde se encuentran las obras maestras de Guayasamín, el “Pintor de Iberoamérica”. Por medio de su arte vamos a investigar unos de los eventos más importantes de la humanidad, tanto los más horribles como otros que nos imparten una tremenda esperanza para el futuro. Las presentadoras compartirán estrategias para ayudar a los alumnos a entender y considerar algunos temas sobre la justicia social. Los participantes recibirán una unidad pedagógica completa.

139
Wednesday, July 10  8:00am-9:15am   Pacific Salon 6
Culturally-Specific Expressions of Gratitude: Research Leading to Innovative Curricula

Presenters: Lori Czerwionka; Purdue University; West Lafayette, IN; Sydney Dickerson; Purdue University; West Lafayette, IN

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

Theme: Applied Linguistics/Second Language Acquisition

Proposal Strand: Innovative Curriculum

People use language in culturally-constrained ways (Blum-Kulka, House, & Kasper, 1989). Understanding cross-cultural language use facilitates effective communication with diverse interlocutors. Consequently, the current presentation aims to (1) teach culturally-specific ways of expressing gratitude in English and Spanish in different contexts, (2) present findings from an investigation about the acquisition of sociopragmatic gratitude expressions in Spanish during study abroad, and (3) discuss how to innovate the curriculum to enhance learners’ communication.

140
Wednesday, July 10  8:00am-9:15am   Pacific Salon 7
Dinámicas participativas para generar situaciones comunicativas en cursos de español dirigidos a los negocios y a medios de comunicación

Presenter: Janett Martínez Amador; Carleton University; Ottawa, Canada

Audience Level: Community College | Higher Ed

Theme: Language for Specific Purposes

Proposal Strand: Innovative Curriculum

En esta sesión de e-Poster se presentarán dinámicas diseñadas para cursos de español con fines específicos (Business Spanish, Spanish Media) orientados al ámbito empresarial o a los medios de comunicación para perfeccionar el conocimiento de prácticas comerciales y empresariales en culturas hispanas y la comunicación oral y escrita, mediante el análisis de noticias, viñetas, anuncios, etc. Se analizarán también recursos expresivos del lenguaje usados en titulares y noticias que le dan más colorido y brillantez a la información presentada.
This paper will focus on the results of an in-depth revision of the final project assignment done in a business/culture Spanish class. The revision emphasizes the use of collaborative learning, problem-based learning, and Wikis in order to create a more engaging and creative experience for the students. Since Wikis show exactly who created each component part of the whole, it is also hoped that it will increase accountability among student groups and make group work less frustrating.

143
Wednesday, July 10 9:30am-10:00am Royal Palm 2
Aprendizaje del español a través de tareas colaborativas y la interacción sincrónica mediada por computadora

Presenters: Gisselle Velarde; San Diego State University; San Diego, CA; Alfredo Urzúa; San Diego State University; San Diego, CA; Claudia Woodard; San Diego State University; San Diego, CA

Audience Level: Community College | Higher Ed

Theme: Technology

Promover el discurso participativo y significativo entre estudiantes es una meta primordial en la enseñanza de lenguas. Dadas las posibilidades de interacción que brindan las nuevas tecnologías, en esta sesión se plantea el uso de actividades sincrónicas mediadas por computadora. El diseño de las actividades refleja principios de aprendizaje en tareas colaborativas (task-based learning) organizadas en fases: input, preparación, actuación y seguimiento (Norris, 2011). Los presentadores comparten sus experiencias con estas tareas en clases de español básico e intermedio.

144
Wednesday, July 10 9:30am-10:00am Royal Palm 3
Gendered Language and Inclusive Classrooms

Presenter: Katherine Ostrom; Emory University; Atlanta, GA

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

Theme: Learner Variables/Diverse Learners

Proposal Strand: Innovative Curriculum

How can educators create welcoming spaces for everyone—including gay, lesbian, bisexual, queer, transgender, and non-binary students—while teaching languages that use a strict gender binary for all nouns including those that refer to people? This session reviews common classroom situations that may cause LGBTQ+ people (and their friends and family members) to feel tongue-tied or excluded. We will discuss practical solutions with an eye toward flexibility and the use of culturally authentic material from Spanish- and Portuguese-speaking cultures.

145
Wednesday, July 10 9:30am-10:00am Royal Palm 4
Building Language Skills Using a Team-Based Learning Approach

Presenter: Milvia Hernandez; University of Maryland Baltimore County; Baltimore, MD

Audience Level: Community College | Higher Ed

Theme: Methods/Techniques/Strategies

Proposal Strand: Innovative Curriculum
Team-Based Learning (TBL) is a pedagogical approach widely used in science courses in many universities nationwide which emphasizes teamwork to enhance learning. This session explores the implications of using TBL in an Elementary Spanish Review Course to enhance the students’ language learning. TBL format uses sequences of individual work, group work, and immediate feedback in order to create a motivational framework that helps students be more prepared and contribute more to in-class activities.

146
Wednesday, July 10 9:30am-10:00am Royal Palm 65
Curriculum Redesign of a University Spanish Program: Moving toward Global Competence
Presenters: Kimberly Morris; University of Wisconsin La Crosse; La Crosse, WI; Rose Brougham; University of Wisconsin La Crosse; La Crosse, WI
Audience Level: Community College | Higher Ed
Theme: Innovative Curriculum
Proposal Strand: Innovative Curriculum

Globalization continues to alter the landscape of world language education. This session summarizes both the process and product of redesigning the curriculum of a university Spanish program via a content-based approach that meets the needs of 21st-century learners. Grounded in empirical research in SLA and aligned with national standards (ACTFL, 2015), this model provides teachers and program directors with insights on how to maximize L2 learners’ global competence in Spanish at the college level.

147 - Exhibitor Session
Wednesday, July 10 9:30am-10:00am Royal Palm 6
Universidad de Salamanca: A World of Opportunities
Presenter: José Miguel Sánchez Llorente; Universidad de Salamanca Cursos Internacionales; Salamanca, Spain
Audience Level: K-6 | Middle/Junior High | Secondary (9-12) | Community College | Higher Ed
Theme: International Education/Study Abroad

Leaders of the Universidad de Salamanca’s Cursos Internacionales will share multiple ways to study with/at their prestigious institution. These will include online and face-to-face professional development opportunities for teachers and options for students as well. Leaders of both USAL and the AATSP will be honoring the long-standing relationship between our institutions during the session. Free online courses at USAL will be given away to lucky attendees! Two scholarships to study in person at USAL will also be awarded!

Proposals for the 2020 AATSP Conference in San Juan, Puerto Rico
SUBMISSION BEGINS THIS FALL
Visit www.aatsp.org for more information

148
Wednesday, July 10 9:30am-10:00am Terrace 2
Spanish and Portuguese Review: Graduate Student Mentorship in Academic Publishing
Presenters: Cory Duclos; Colgate University; Hamilton, NY; Stacey Margarita Johnson; Vanderbilt University; Nashville, TN; Edurne Beltrán de Heredia; Arizona State University; Tempe, AZ; Anna-Lisa Haling; Brigham Young University; Provo, UT
Audience Level: Higher Ed
Theme: Literature/Literary Criticism/Literary Theory

Spanish and Portuguese Review is entering its fifth year as the official graduate student journal of the AATSP. In this panel, we will discuss the journal and its role in mentoring young academics in their early forays into publishing their research. Panelists will include former and current Editors, a graduate student Associate Editor, and a current Manager Editor and professor of Portuguese who will discuss the importance of Portuguese studies in the journal.

149
Wednesday, July 10 9:30am-10:00am Terrace 3
O menino e o mundo: caleidoscópio de emoções
Presenter: Fernanda Bueno; Baylor University; Waco, TX
Audience Level: Higher Ed
Theme: Film/Film Studies

O menino e o mundo (2013), de Alê Abreu, conta a conhecida história da globalização e do deslocamento migratório. O filme é um poema audiovisual, um caleidoscópio de sequências sintagmáticas forjando emoções através do desenho infantil, do olhar da criança e dos ritmos musicais. O diretor expõe a circularidade da existência comunicando ao espectador a humanidade e a fragilidade do ser engolfado nesta sociedade sobre a qual não tem voz nem participação ativa. Adorno propõe: “Only he understands what the poem says who perceives in its solitude the voice of humanity.”

150
Wednesday, July 10 9:30am-10:00am Pacific Salon 3
Experience Latin America in Your Classroom
Presenter: Mary Risner; University of Florida; Gainesville, FL
Audience Level: K-6 | Middle/Junior High | Secondary (9-12) | Community College
Theme: Instructional Materials
Proposal Strand: Innovative Curriculum

Looking for ways to enhance your classroom? Do you want to integrate cross-curricular themes related to Latin America? In this session, you will learn about a multitude of professional development opportunities and interdisciplinary classroom resources available through a network of Latin American National Resource Centers (NRCs). We will hear from teachers who have benefited from these resources and encourage the exchange of ideas among session participants. Sample lesson plans will be provided.
151
Wednesday, July 10  9:30am-10:00am   Pacific Salon 4
SHA: ¡Éxitos!
*Presenters:* Beth Gaunce; AATSP; Harrodsburg, KY
*Audience Level:* K-6|Middle/Junior High|Secondary (9-12)
*Theme:* Service Learning/Community Engagement
Calling all SHA sponsors to come together and share our successes! Feel free to bring a presentation, photos, or just a positive story to share with other sponsors (and prospective sponsors!) about your students’ work.

152
Wednesday, July 10  9:30am-10:00am   Pacific Salon 5
Inter-American Conversation Partnerships: ICC & Telecollaboration 2.0
*Presenters:* Carrie Ann Bramlet; SOS International; Honolulu, HI; Sissi Gryzbowki Gainza; Universidad Mayor de San Andrés; La Paz, Bolivia
*Audience Level:* Middle/Junior High|Secondary (9-12)
|Community College|Higher Ed
*Theme:* Culture
*Proposal Strand:* Innovative Curriculum
A course titled Cultural Conversations: Bolivia enabled American students at the University of Virginia to gather an interdisciplinary taste of the historical, political, geographical, and sociocultural aspects of Bolivia and to work toward acquisition of Spanish language and intercultural identity by pairing them up with conversation partners in a classroom at the Universidad Mayor de San Andrés in La Paz, Bolivia, who were learning English.

153
Wednesday, July 10  9:30am-10:00am   Pacific Salon 6
The Development of Speaking and Writing: A Longitudinal Study of University FL Spanish Learners
*Presenter:* Michael Hubert; Washington State University; Pullman, WA
*Audience Level:* Secondary (9-12)|Higher Ed
*Theme:* Applied Linguistics/Second Language Acquisition
The relationship between speaking and writing proficiencies by FL learners is not yet well understood, nor is the effect that increased skill in one modality has on the development of the other. The study detailed in this presentation followed a cohort of FL Spanish students over four years of university study, analyzing the language produced by these learners. The presenter will highlight how to use these results to allow good writers to improve their speaking abilities and vice versa.

154
Wednesday, July 10  9:30am-10:00am   Pacific Salon 7
Manifiestos de la vanguardia: Propuesta para Integrar las humanidades digitales en la clase de español
*Presenter:* José Luis Moreno Gonzalez; Creighton Preparatory School; Omaha, NE
*Audience Level:* Primary|Secondary (9-12)|Community College|Higher Ed
*Theme:* Advocacy/Policy
*Proposal Strand:* Innovative Curriculum
Posiblemente, el anglocentrismo ha sido señalado como una de las facetas más criticables dentro de la celebrada revolución digital en las humanidades. La presente propuesta presenta los resultados y el proceso de creación de un proyecto digital en español (losmanifiestos.com), el cual constituye un ejemplo de materiales digitales que apoyan un currículo educativo innovador. Este tipo de materiales didácticos digitales cumple con dos objetivos: promover la alfabetización digital en español y contrarrestar la tendencia al anglocentrismo de las humanidades digitales.

155
Wednesday, July 10  10:15am-11:15am   Town & Country Rm
Plenary: On the Borders and Bridges of Portuguese Programs—including with Spanish
*Presenter:* Ricardo Vasconcelos; San Diego State University; San Diego, California
*Audience Level:* Primary|Secondary (9-12)|Community College|Higher Ed
*Theme:* Curriculum
See p. 55 for details

156
Wednesday, July 10  11:30am – 12:45pm   San Diego Rm
Propuesta curricular de un curso para hispanohablantes en las escuelas preparatorias
*Presenter:* Fernando Andrés Pabón-Ferro; Denver Public Schools; Denver, CO
*Audience Level:* Secondary (9-12)
*Theme:* Curriculum
*Proposal Strand:* Heritage Language (HL) Instruction and Learning
Encontrar estudiantes de herencia en clases regulares de español no era extraño para un equipo de docentes de las escuelas públicas de Denver. Por tal razón, se escribió un currículo que pudiera satisfacer las necesidades reales de los hispanohablantes. Para ello se tomaron los programas de AP lengua y literatura como pilares y se diseñaron cursos para cada nivel de la escuela media y alta. Después de cuatro años de planeación y ejecución de los programas, es momento de compartir los resultados.
Plenary II

Ricardo Vasconcelos

On the borders and bridges of Portuguese programs - including with Spanish

The development of Portuguese language and Luso-Afro-Brazilian studies programs often presents what are perceived as borders too difficult to cross, frequently associated with zero-sum perspectives. This presentation is a rough guide on turning those barriers into bridges, by discussing methodological, programmatic, or even territorial dichotomies such as language vs. literature/culture; stereotyping vs. critical analysis; single-nation approach vs. multi-nation approach. Furthermore, it will focus on ways to enhance the Portuguese/Spanish links in our programs.

*Presentation will be delivered in Portuguese, Spanish, and English.

Ricardo Vasconcelos is an Associate Professor of Portuguese Language and Luso-Brazilian Studies at San Diego State University, where he directs the Minor in Portuguese and Brazilian Studies. He holds a Ph.D. in Hispanic Languages and Literatures/Luso-Brazilian Studies, with an Emphasis in Applied Linguistics, from the University of California - Santa Barbara (2010), and an M.A. and a B.A. from the Faculdade de Letras da Universidade do Porto (Portugal). He has been a language teacher for the last twenty years, always seeking to empower students in their efforts to reinvent themselves through language so as to build their global identities and cause global impacts.
157
Wednesday, July 10  11:30am-12:45pm    Royal Palm 1
¿Se puede y debe incluir el aprendizaje-servicio en las clases básicas de español?

*Presenters:* Cynthia Meléndrez; California State University San Marcos; San Marcos, CA; Marya Toledo-Yildiz; California State University San Marcos; San Marcos, CA; Verónica Arenas; California State University San Marcos; San Marcos, CA

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

*Theme:* Methods/Techniques/Strategies

*Proposal Strand:* Innovative Curriculum

Se sabe que el aprendizaje-servicio es un método para conectar de manera efectiva el aprendizaje con el compromiso social. Con esto en mente, este panel presentará las adversidades y beneficios de su incorporación en clases de español nivel 100 hasta nivel 500. Además se discutirá la(s) metodología(s) aplicada(s) y los resultados obtenidos; a la par, también se hablará de las diferencias entre las clases de español como segunda lengua SLA y las clases de herencia (SHL).

158
Wednesday, July 10  11:30am-12:45pm   Royal Palm 2
Languages for Specific Purposes II

*Presenters:* Jamie Forcellini; The Florida State University; Tallahassee FL; Anel Brandl; The Florida State University; Tallahassee FL

*Audience Level:* Higher Ed

*Theme:* Language for Specific Purposes

*Proposal Strand:* Innovative Curriculum

Instructor and Student Roles in Spanish for Specific Purpose Courses: Business and Finance. This project documents the development of a hybrid LSP course taught at a large research university in North Florida. The course provides students at the intermediate Spanish level with opportunities to improve their communication skills for business purposes. Students learn and interact with vocabulary related to business and finance, and complete oral and written assessments. Face-to-face interaction is also expanded by completion of online tasks as an additional course requirement.

*Presenters:* Carmen King de Ramirez; University of Arizona; Tucson, AZ; Barbara Lafford; Arizona State University; Phoenix, AZ

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

*Theme:* Language for Specific Purposes

*Proposal Strand:* Innovative Curriculum

Teaching Transferable Skills through World Language Education. The “Crisis of the Humanities” in the 21st century has encouraged world language educators to conceptualize and rebrand what they teach in class and how they promote course content. In order to address this issue, this presentation will highlight curricular modifications that facilitate the application of transferable skills acquired in world language and culture courses (including those focused on professional language use) to the workplace to meet employers’ expectations (as identified by surveys from P21, NACE).

*Presenters:* Diana Mabel Ruggiero; University of Memphis; Memphis, TN

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

*Theme:* Language for Specific Purposes

*Proposal Strand:* Innovative Curriculum

What’s Next in World Languages for Specific Purposes? Ideas for the Future and an Invitation to Approach the Field Regardless of Background. This presentation considers the future of world languages for specific purposes (WLSP) and invites scholars and educators of all backgrounds to engage in this inter- and trans-disciplinary field. Though its’ relevance to the world language curriculum is noted, there remain obstacles to the field’s growth. Among them are unconscious limiting beliefs regarding the scope and aims of the field and who is qualified to teach and research WLSP. This presentation illuminates and breaks down those perceptions.

159
Wednesday, July 10  11:30am-12:45pm     Royal Palm 3
Unleash Creativity and Diverse Thinking through Poetry Writing and Performance

*Presenters:* Sandra Adriana Garcia Sanborn; CSU Stanislaus; Turlock, CA

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

*Theme:* Language for Specific Purposes

*Proposal Strand:* Innovative Curriculum

ACTFL’s 21st Century Skills Map highlight Creativity and Innovation as one of the pillars for developing communicative competence as they foster being open and responsive to new and diverse ideas. Engage your students in fun and motivating activities and tips that lead them beyond the traditional reading and analysis of a poem into writing and performing their own poetry, thus enhancing creativity, critical thinking, and collaboration as they develop their linguistic skills and perceptive attitude.

160
Wednesday, July 10  11:30am-12:45pm     Royal Palm 4
Crear clases que empoderen e impacten

*Presenters:* Andrea Gonzalez Fructos; Instituto Espanhol; Londrina, Brazil

*Audience Level:* Higher Ed

*Theme:* Teacher Preparation/Development

*Proposal Strand:* Innovative Curriculum

A través de la convivencia diaria con el alumno, conseguimos detectar sus dificultades y frustraciones a la hora de aprender un idioma. A partir de este punto, podemos desarrollar clases que vayan más allá de la gramática, a clases que empoderen y que ayuden a vencer estos miedos. Creamos estrategias para un aprendizaje de impacto, de reflexión, de intercambio y de desarrollo de las habilidades personales.
Can We Do This Again? Exploring the World with Virtual Reality: Innovative Ways to Teach Language and Culture

Presenter: Katie Ginsbach; St. Norbert College; De Pere, WI

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

Theme: Technology

Proposal Strand: Innovative Curriculum

This session will include an overview of a variety of virtual reality platforms and applications in order to demonstrate how they can be used as pedagogical tools to teach language and culture. After discussing how this immersive technology engages students in the material, this interactive presentation will show participants how to use the virtual reality platforms reviewed. Attendees are encouraged to bring their smartphones to experience virtual reality for themselves and explore the possibilities of its use in the classroom!

Interpreters’ Training to Assist in ARD Meetings

Presenter: Sandra Noemi Salgado; Austin Independent School District; Austin, TX

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

Theme: Language for Specific Purposes

Proposal Strand: Advocacy

The purpose of this session is to provide standard and uniform instruction for interpreters such as teachers and personnel in schools using appropriate and correct terminology.

Innovative Curriculum I

Presenter: Mariana Bono; Princeton University; Princeton, NJ

Audience Level: Community College | Higher Ed

Theme: Linguistics

Proposal Strand: Innovative Curriculum

Provenance and Possession: Rethinking the Mother Tongue. The paper focuses on the dynamics of privilege and subordination powered by nativist approaches to language. I argue that the notion of a “mother tongue” creates a problematic social and political frame for those who have known or will know several (linguistic) homes in the course of their lives, and that a new way of thinking about language(s) is needed to recognize multilingual first language acquisition and the complex, nuanced and multi-faceted repertoires of speakers of more than one language.

Presenter: Grant Goodall; University of California San Diego; La Jolla, CA

Audience Level: Community College | Higher Ed

Theme: Curriculum

Proposal Strand: Innovative Curriculum

Using Student Self-Assessment to Measure the Effects of Curricular Innovation. This presentation shows how a university first-year Spanish program used student self-assessment of proficiency to measure the effects of a major change to the curriculum. The change involved watching video of spontaneous speech, form-focused instruction with “desirable difficulty,” and rigorous sequencing of input and output activities. Students from both before and after the change did self-assessments at the end of every term. The after cohort showed higher levels of proficiency, suggesting that self-assessment was able to detect the positive effects of the change.

Presenter: Elizabeth C. Martinez; DePaul University; Chicago, IL

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

Theme: Culture

Proposal Strand: Innovative Curriculum

Considerations on How We Teach Spanish in the 21st Century. Spanish has long been categorized as a European language. But the experience and heritage that students bring to the classroom reaches beyond standard textbooks. Some instructors correct archaic form when used by students, others seek to increase cultural awareness by engaging students in conversations about Spanish deposited here centuries ago and still in use in remote areas, and the value and rich presence of Native-origin vocabulary present in the Americas. Discussion of how Spanish is not (only) a “European” language.
164
Wednesday, July 10 11:30am-12:45pm  Terrace 3
Literature of the Americas II
Presenter: Rosario Swanson; Marlboro College; Haydenville, MA
Audience Level: Community College | Higher Ed
Theme: Literature/Literary Criticism/Literary Theory

De espacios negados y silencios discretos a embrollos gruecos: Intelectualidad sexualidad y homosexualidad en Rosario Castellanos. La escritora mexicana Rosario Castellanos ha sido reconocida como una de las pioneras del feminismo. Sin embargo, varios de sus trabajos examinan a fondo la representación de sexualidades disidentes en su obra, o sexualidades que no encajan dentro de las normas esperadas en la sociedad de su tiempo. Este trabajo estudia la representación de la homosexualidad y de sexualidades disidentes en la colección de cuentos Álbum de familia (1971), la farsa El eterno femenino (1975) y la novela Rito de iniciación (1994) publicada póstumamente.

Presenter: Suria Ceja Vazquez; University of Redlands; Perris, CA
Audience Level: Community College | Higher Ed
Theme: Literature/Literary Criticism/Literary Theory

Bohemian Rhapsody eco del caos de la condición humana. Alberto Fuguet menciona que la perdurabilidad de la obra de Andrés Caicedo continúa presente en esta era tecnológica ya que la problemática tanto social como emocional que Caicedo mencionaba se mantienen vigentes. Carlos Pardo Viña en su novela Bohemian Rhapsody, describe el mundo caótico actual. En un mundo desolador los personajes son seres incapaces de actuar, sumergidos en una realidad monótona. Cuestionarse ¿Quién soy? Ya no entra dentro de los parámetros existenciales, pues el ser humano ha perdido su individualidad.

Presenter: Ana Fernández; University of Ottawa; Ottawa, Canada
Audience Level: Higher Ed
Theme: Culture

A Reading on the Fictional Verónica: Toward a Better Understanding on Decoloniality in the New Millennium. This presentation reflects on the main character Verónica Cruz and Decoloniality to develop a better understanding of the effects of neoliberalism in the context of Jujuy Province, Northwest Argentina. It follows the path of Freire, Quijamo, and Mignolo and studies the relationship between a Qulla rural student (Verónica) and his urban elementary school teacher. It argues that the combination of both fictional universes, the short story and the movie, offers a meaningful opportunity to examine the side effects of neoliberalism in Jujuy.

165
Wednesday, July 10 11:30am-12:45pm  Pacific Salon 1
El ritmo del lenguaje: La música y la danza en el aula de español
Presenters: Rita Chase; Satellite High School; Satellite Beach, FL; Miroslava Alvarado; Southwestern Community College; Chula Vista, CA
Audience Level: K-6 | Middle/Junior High | Secondary (9-12)
| Community College | Higher Ed
Theme: Culture

La cultura es una parte vital de la enseñanza del español. Los estudiantes están más comprometidos a aprender el español cuando se les enseña la cultura. La música permite reducir el nivel de ansiedad que los estudiantes a veces experimentan cuando aprenden una segunda lengua. Durante esta presentación demostraremos “paso a paso” cómo lograr el éxito total a través de la enseñanza de los diversos ritmos y movimientos de la música latinoamericana.

166
Wednesday, July 10 11:30am-12:45pm  Pacific Salon 3
Language Learning and Gamification
Presenters: Ismênia Sales De Souza; US Air Force Academy; Colorado Springs, CO; Patricia Sales De Souza; Pikes Peak Community College; Colorado Springs, CO
Audience Level: K-6 | Middle/Junior High | Secondary (9-12)
| Community College
Theme: Applied Linguistics/Second Language Acquisition

Using Gamification and Technological Approaches in the Second Language and Cultural Acquisition. Globalization has changed the landscape of Second Language Acquisition and cultural proficiency with gamification and innovative technologies that have significantly improved the ways languages are taught and learned. As a result, these tools allow students to acquire language proficiency faster and retain it longer. The pedagogy of teaching foreign languages has always presented unique challenges. Therefore, the objective of this paper is to demonstrate and analyze different approaches and innovative uses of technology within second language acquisition pedagogy.

Presenter: Silvana Lourenço Domaz; Arizona State University; Tempe, AZ
Audience Level: Middle/Junior High | Secondary (9-12)
| Community College | Higher Ed
Theme: Technology
Proposal Strand: Innovative Curriculum

Race to Proficiency: Augmented Reality Game in the Second Language Classroom. This project proposes the use of an augmented reality mobile game to foster oral proficiency beyond the language classroom. Participants in a Portuguese class are placed in groups of two and complete challenges by using the application developed by the researcher. Students must complete tasks triggered by a text, an image, a video, or a clue (QR codes) placed in different areas on the campus. Students must interact and collaborate with each other, fictional characters, and real people in the community to master authentic tasks in a contextualized-learning environment.

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Wednesday, July 10 11:30am-12:45pm  Pacific Salon 6
Consejos para solicitar las becas que ofrece la Sociedad Honoraria Hispánica

**Presenters:** Erica Nathan-Gamauf; Marist High School; Chicago, IL; Susan Ranft; Niles North High School; Skokie, IL

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

**Theme:** Advocacy/Policy

**Proposal Strand:** Advocacy

¿Estás aprovechando de todas las oportunidades para tus estudiantes y para tu desarrollo profesional? Las presentadoras les ofrecen consejos a los asesores actuales y a las personas interesadas en tener un capítulo de la SHH para el proceso de solicitar becas estudiantiles. Les explicarán las nuevas rúbricas evaluativas para ayudarles a escoger los mejores candidatos para solicitar las dos becas que se ofrecen. ¡Asegúrate que no te pierdas ninguna oportunidad ni para tus estudiantes ni para ti!

Wednesday, July 10 11:30am-12:45pm  Pacific Salon 7
Incorporating Culture in the Secondary Language Classroom

**Presenter:** Sarah K. Albrecht; Empire High School; Tucson, AZ

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

**Theme:** Culture

Language and culture go hand-in-hand, but many high school language teachers struggle with finding time to incorporate culture into their lessons. This presentation offers ideas that are easy to add into a lesson and which range from requiring just a couple of minutes to discuss to lengthier activities.

Globalization in the 21st century has created new interconnected challenges. Language learning can open students’ eyes to new social, economic, and environmental issues around the world. The presenter will share her experience with a thematic writing course focusing on food practices and sustainability perspectives in the Spanish-speaking world. Through the reading of authentic texts and writing assignments, students are able to improve their writing skills, vocabulary, and linguistic competence while critically discussing and analyzing these topics in Spanish.

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These students have a deficit in phonological processing that makes learning how to encode and decode their native language difficult. Then we ask them to take a world language in high school. This session will detail the challenges that dyslexic students will face while taking a world language. It will also provide insight into accommodations that you as the instructor can provide to ensure the success of these students.

175
Wednesday, July 10  1:00pm-1:30pm  Royal Palm 4
A Mindshift: Curriculum Design Driven by Department Vision and Mission

Presenters: Chistine Jauregui; Cambridge University Press; New York, NY; Samantha Radovich; Cambridge University Press; New York, NY

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

This session provides a foundation for school leadership to proactively prepare for new program implementation and strengthen department cohesiveness. Participants learn how to build a shared vision of learning and teaching, strategize with their department on ACTFL guidelines and a communicative classroom, and promote a reflective environment.

176
Wednesday, July 10  1:00pm-1:30pm  Royal Palm 5
Collaborative and Individual Digital Storytelling in the Second Language Classroom

Presenter: Cheryl H. Maqueda; William Carey University; Hattiesburg, MS

Audience Level: K-6|Middle/Junior High|Secondary (9-12)
Audience Level: Community College|Higher Ed
Theme: Technology
Proposal Strand: Innovative Curriculum

This presentation outlines the theory and design of a dissertation project in which students created individual and collaborative digital stories. In the first digital story, student pairs researched immigration topics and created simple narratives, which they later transformed to voice-over scripts they recorded, adding images and sound. The second followed the same format, but participants wrote individually from primary sources. The presenter will discuss the results of her study, the challenges of the genre, and some tips for success.

177
Wednesday, July 10  1:00pm-1:30pm  Terrace 2
La Ramona de José Martí y el sur de California

Presenter: Anne Fountain; San José State University (Emerita); San José, CA

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

Esta sesión se enfoca en la traducción que hizo José Martí en 1888 de la novela Ramona de Helen Hunt Jackson. Los presentadores enseñarán cómo la traducción martiana puede animar a los alumnos de cursos avanzados de español y en especial a los alumnos mexicano-americanos. Darán ejemplos de las múltiples...
conexiones que tiene la Ramona en español con el mundo de cine, la televisión hispana y la historia del sur de California.

178
Wednesday, July 10 1:00pm-1:30pm Pacific Salon 1
Teaching About Social Activism through Music and Songs for High School Spanish Language Learners

Presenter: Frances H. Mecartty; The Pingry School; Basking Ridge, NJ

Audience Level: Secondary (9-12)|Higher Ed
Theme: Curriculum
Proposal Strand: Innovative Curriculum

This session will highlight how I have exposed students to social justice issues through songs and music by various international artists. I utilize the framework of teaching languages through the lens of social justice to implement the pedagogical content. The presentation will include a description of the materials, content, objectives, and assessment that I have used. I will provide examples of students’ capstone projects to illustrate how they analyze social justice themes of the artists through the presentational mode in Spanish.

179
Wednesday, July 10 1:00pm-1:30pm Pacific Salon 3
Just Tell Me the Difference: Spanish and Portuguese Taught through a Contrastive Approach

Presenter: Boris Yelin; Northeastern University; Boston, MA

Audience Level: Secondary (9-12)|Community College|Higher Ed
Theme: Methods/Techniques/Strategies
Proposal Strand: Innovative Curriculum

Given that Spanish and Portuguese are highly similar, many aspects may be taken for granted when teaching one language to speakers of the other, e.g., familiarity with conjugations. Adopting a contrastive approach in which you raise the learner’s consciousness of the differences is a more efficient route to proficiency and eliminating common cross-linguistic influence in terms of the pronunciation, lexicon, syntax, etc. This session will explore how to assess differences and build lessons around these differences.

180
Wednesday, July 10 1:00pm-4:30pm Pacific Salon 4
National Spanish and Portuguese Examinations Board Meeting

Presenters: Kevin Cessna-Buscemi; AATSP/National Spanish Examinations; Chesterton, IN; Kara Majchrowicz; AATSP/National Spanish Examinations; Chesterton, IN; Lesli Mikenas; AATSP/National Spanish Examinations; Chesterton, IN; Melanie Flick; AATSP/National Spanish Examinations; Chesterton, IN;

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

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

181
Wednesday, July 10 1:00pm-1:30pm Pacific Salon 5
Aprender y hablar español en los Estados Unidos: ¿oportunidad privilegio o derecho?

Presenter: Víctor Alfredo Valdivia Ruiz; The George Washington University; Washington, DC

Audience Level: Higher Ed
Theme: Learner Variables/Diverse Learners
Proposal Strand: Advocacy

Cada año, informes y reportajes publicados por organizaciones de distinta índole resaltan el crecimiento del español en EEUU y, sobre todo, su importancia y potencial económicos. Usando datos cualitativos y cuantitativos, este trabajo explora: (1) si la oportunidad económica que supone hablar español es el motivo principal para estudiar la lengua, (2) si hay otras razones igualmente importantes y, (3) si hay alguna relación entre dichas motivaciones, el uso del español en espacios públicos y la herencia lingüística de los participantes.

182
Wednesday, July 10 1:00pm-1:30pm Pacific Salon 6
Calentamiento Global 101: Content-Based Instruction for the Spanish Classroom

Presenter: Caroline Kreide; Merced College; Merced, CA

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

The environment, and increasingly global warming, is a topic that regularly appears in Spanish textbooks. The Connections Goal Area of the 5 C’s encourages Foreign Language teachers to take up topics of an interdisciplinary nature. This session will help teachers understand the basic mechanism of global warming—its causes, consequences, and solutions. It will provide some exercises in Spanish to increase the comfort level of teachers when they have to evaluate student work and/or opinions regarding the topic.

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183
Wednesday, July 10  1:00pm-1:30pm   Pacific Salon 7
The Language Classroom as a Battle: Finding Metaphor in Spanish Heritage Language Students' Writing

Presenter: Lorraine Marie Ramos; University of California, Merced; Merced, CA
Audience Level: Community College|Higher Ed
Theme: Linguistics
Proposal Strand: Heritage Language (HL) Instruction and Learning
This paper examines the metaphors used by third and fourth year university Spanish students within the narrative genre. I argue that heritage language students use a variety of culturally specific metaphors, transferred from both languages, to conceptualize their linguistic development. Students frequently use war metaphors in relation to their language learning experiences. The use of conceptual metaphors in heritage language learners has yet to be studied and can give instructors important insights on how students feel about their language development.

W-5
Wednesday, July 10  1:00pm-4:00pm   Pacific Salon 2
Motivating the 21st-Century Language Learner: Making Spanish as a Second Language Desirable Once Again!

Presenters: Lee-ann M. Pierre; Bishop Anstey Association; Trinicity, Trinidad & Tobago; Jadelle Holder; Bishop Anstey Association; Trinicity, Trinidad & Tobago;
Audience Level: K-6|Middle/Junior High|Secondary (9-12)
Theme: Technology
Proposal Strand: Innovative Curriculum
According to a 2015 article in The Atlantic, the number of language enrollments in higher education in the US declined by more than 111,000 spots between 2009 and 2013, the first drop since 1995. There is mounting evidence that fewer students are pursuing language studies once they are no longer mandatory. This workshop intends to equip Spanish teachers with instructional skills to motivate students to voluntarily pursue foreign languages beyond the mandatory years.

184
Wednesday, July 10  1:45pm-3:00pm   San Diego Rm
High-Tech to No Tech Ways to Spice Up Your Foreign Language Classroom and Reach All Learners!

Presenters: Michelle Lange; SD 74; Chicago, IL; Maria Ricotta; SD 74; Chicago, IL
Audience Level: K-6|Middle/Junior High|Secondary (9-12) |Community College
Theme: Learner Variables/Diverse Learners
Proposal Strand: Innovative Curriculum
Learn some 21st-century strategies to liven up the foreign language classroom! In this hands-on workshop, participants will learn a number of brain-based activities to engage a wide variety of language learners using free and low-cost tools. Topics include how to incorporate culture and art projects, low prep games, and tech that can be used in the classroom and beyond. This session is BYOD.

185
Wednesday, July 10  1:45pm-3:00pm   Royal Palm 1
El español para estudiantes de herencia: Estrategias y acercamientos

Presenters: Cynthia Meléndrez; California State University San Marcos; San Marcos, CA; Amalia V. Garzón; Northern Arizona University-Yuma Branch; Yuma, AZ; Eduardo Caro Meléndez; Arizona State University; Arizona, AZ
Audience Level: Secondary (9-12)|Community College|Higher Ed
Theme: Methods/Techniques/Strategies
Proposal Strand: Heritage Language (HL) Instruction and Learning
Este panel comentará sobre la complejidad de las metodologías existentes en la enseñanza del español para hablantes de herencia en los EEUU. Se hablará de los retos que enfrentan los estudiantes al tomar el examen CLEP. Además se presentarán las maneras en que las disciplinas de los estudios culturales-literarios y el español se complementan tanto a nivel de contenidos como de aplicaciones prácticas y/o metodologías para alcanzar el enriquecimiento lingüístico/cultural/literario de los estudiantes de herencia en las clases a nivel 200 y 300.

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187
Wednesday, July 10 1:45pm-3:00pm Royal Palm 3
Professional Skills and Career Preparation: How to Integrate Workplace Skills into Language Courses and Language Skills into the Job Search

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

Audience Level: Secondary (9-12) | Community College | Higher Ed
Theme: Language for Specific Purposes
Proposal Strand: Innovative Curriculum

What would help you administer your courses? Clear, professional written communications from students? Efficient, polished reporting back from group work? What do students need to translate their language and cultures experience for resumes, cover letters, and interview preparation? This session will cover both topics so that language educators know how to integrate everyday workplace skills into already-existing courses as well as prepare students for the college-to-career transition. Pick and choose from suggested activities to meet your and your students’ needs.

188
Wednesday, July 10 1:45pm-3:00pm Royal Palm 4
Bridging the Gap between Secondary and Post-Secondary Spanish Education

Presenter: Tom Beeman; California Virtual Academies; Simi Valley, CA

Audience Level: Secondary (9-12) | Community College | Higher Ed
Theme: Teacher Preparation/Development
Proposal Strand: Advocacy

A gap exists between secondary and post-secondary language teaching. This presentation will address current issues in the gap in which language is taught between high school and college courses and results of a survey among language educators from both levels. Participants will then have a chance to propose and discuss possible solutions so that high school students are better prepared for university studies and college professors are better prepared as to the kinds of students that will be taking their courses.

189
Wednesday, July 10 1:45pm-3:00pm Royal Palm 5
Scaffolded Approaches to Intercambios Virtuales: Linking Computer-Mediated Communication to Course Objectives

Presenters: Megan Jeanette Myers; Iowa State University; Ames, IA; Christina Agostinelli-Fucile; Northeastern University; Stoughton, MA; Jennifer Karash-Eastman; St. Bonaventure University; Allegany, NY

Audience Level: Secondary (9-12) | Community College | Higher Ed
Theme: Technology
Proposal Strand: Innovative Curriculum

In this session, three Spanish instructors share their experiences, focused on course objectives and student outcomes, using video conferencing platforms in the intermediate- to advanced-level language classroom. Presenters focus on how these virtual language exchanges have a positive impact on student output in the L2, consider how the use of such platforms encourages students to be co-constructors of Spanish-language conversations, and comment on strategies for instructors to guide the topic(s) of the authentic conversations to relate directly to course content.

190
Wednesday, July 10 1:45pm-3:00pm Royal Palm 6
Sigma Delta Pi National Collegiate Hispanic Honor Society: Triennial Convention

Moderadores: Mark P. Del Mastro; Director Ejecutivo Sigma Delta Pi; College of Charleston; Charleston, SC; Lucy F. Lee; Presidenta Sigma Delta Pi; Truman State University; Kirksville, MO

Audience Level: Community College | Higher Ed
Theme: Advocacy/Policy

Asamblea plenaria de delegados a la Convención Trienal de Sigma Delta Pi.

AATSP Career Center

Have a job opening? Need to get the word out?
AATSP’s Career Center is a convenient way for school districts, colleges, universities, and businesses to announce job openings.

Looking for a new position?
AATSP’s Career Center has postings for a variety of positions, putting you in contact with the people who are hiring.

Visit www.aatsp.org and click on “Career Center” under Resources to place an ad or view current listings.
Las plantaciones de caña de azúcar

Wednesday, July 10 1:45pm-3:00pm Terrace 2

Transnational Literature II

Presenter: Daniel Emil Colón; Marin Academy; San Rafael, CA

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

The Postmodern Narrator in Ignacio de Loyola Branda’s Zero. An analysis of the identity and role of the narrator in Brandão’s cult classic Zero is the starting point for an alternative framework for postmodern narration. Working from L. Hutcheon’s definition, I argue that Zero parodies the television viewing experience and that the narrator is a TV viewer who confuses experience and observation, the two elements of W. Benjamin’s narrator. With F. Jameson’s analysis of video as the cultural hegemon of the 20C, I contextualize the implications of confusing experience and observation under the Brazilian dictatorship and in the 21C.

Presenter: Rafael Ocasio; Agnes Scott College; Atlanta, GA

Audience Level: Community College|Higher Ed
Theme: Literature/Literary Criticism/Literary Theory

El transcurso del tiempo como significante abolicionista: Los artículos costumbristas sobre un ingenio azucarero cubano por Anselmo Suárez y Romero. Las plantaciones de caña de azúcar transformaron la producción mundial del azúcar durante el siglo diecinueve. Los ingenios se convirtieron en el mayor empleador de trabajadores; de hecho, la esclavitud sería asociada literalmente con faenas agrarias como braceros en el cultivo de la caña. Esta artículo examina el transcurso del tiempo en los artículos costumbristas por Anselmo Suárez y Romero, localizados en un ingenio azucarero habitado por trabajadores esclavizados. Sus referencias a los atardeceres y a las noches fueron subterfugios abolicionistas.

Presenter: Carlos Ramos; Wellesley College; Wellesley, MA

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

Lorca y “las cosas del otro lado”: Una semana en Vermont. La estancia de Lorca en EEUU es un episodio medular de su obra. Esta semana en Vermont, Federico se entrega a la reflexión introspectiva y escribe el “Poema doble del lago Eden”, cargado de alusiones personales y con un protagonista vulnerable que busca salida a su confusión.

Presenter: Cristina Pérez-Guilot; Language Centre, Universitat Politècnica de València; Valencia, Spain; Julia Zabala-Delgado; Language Centre, Universitat Politècnica de València; Valencia, Spain

Audience Level: Secondary (9-12)|Community College|Higher Ed
Theme: Assessment
Proposal Strand: Innovative Curriculum

Language Accreditation for Universities: A Framework Designed by Universities for University Communities. University Language Centers are providers of services for the university community. The Spanish Association of Language Centers in Higher Education (ACLES) has developed a framework for language accreditation: CertACles. CertACles is governed by respect to university autonomy and diversity, sustainability, transparency, and efficiency. All while adhering to the principles of language assessment of validity, reliability, practicality, authenticity, and fairness. This presentations will introduce the framework and its implementation at national and international levels.

Presenter: Elisa Gironzetti; University of Maryland; College Park, MD

Audience Level: Middle/Junior High|Secondary (9-12)
|Community College|Higher Ed
Theme: Applied Linguistics/Second Language Acquisition
Proposal Strand: Innovative Curriculum

Spanish Language Teaching (SLT): Metodologías Contextos y recursos para la enseñanza del español L2. En esta sesión se presenta una panorámica sobre la enseñanza del español L2 desde una perspectiva internacional, con información teórica y pautas pedagógicas. Asimismo, se ofrece una perspectiva interdisciplinaria de la lingüística aplicada hispánica con ejemplos extraídos del proyecto Handbook of Spanish Language Teaching (Muñoz-Basols, Gironzetti y Lacorte, 2019) que abarcan perspectivas metodológicas y curriculares, destrezas lingüísticas y comunicativas, aspectos socioculturales, contextos sociales y culturales, y herramientas didácticas y profesionales.

Presenter: Giulia Cortiana; University of Western Ontario; London, Ontario, Canada

Audience Level: Community College|Higher Ed
Theme: Applied Linguistics/Second Language Acquisition
Proposal Strand: Innovative Curriculum

How Textbooks Published in Europe and in the US Explain the Spanish Subjunctive: A Comparative Study. This paper aims to be a comparative study of two corpora regarding textbooks used to teach Spanish as additional language. Corpus 1 includes 20 textbooks, used in Italy and Spain, while Corpus 2 includes 20 textbooks, used in the US and Canada. The investigation analyzes how course-book authors decide to explain the Spanish subjunctive. Results show that textbook writers in Europe address a different kind of student population than those of the US and Canada.

Audience Level: Higher Ed
Theme: Higher Ed
Proposal Strand: Innovative Curriculum

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Audience Level: Higher Ed
Theme: Assessment
Proposal Strand: Innovative Curriculum

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texto, vocabulario español/español, cuestionario, prácticas de vocabulario y examen objetivo. Tanto la presentación como los materiales educativos que recibirán serán en español.

194
Wednesday, July 10 1:45pm-3:00pm Pacific Salon 3
Race and Place in Latin America

Presenters: John Thomas Maddox IV; University of Alabama at Birmingham; Birmingham, AL; Diana Mabel Ruggiero; University of Memphis; Memphis, TN; Thomas M. Stephens; Rutgers University; New Brunswick, NJ

Audience Level: Higher Ed
Theme: Linguistics

Analyzes identity, race, and space in Latin America from an interdisciplinary perspective. Ruggiero and Maddox are literary scholars. Maddox and linguist Tom Stephens are finalizing The Dictionary of Latin American Identities, a lexicon of terms related to race, ethnicity, gender, and sexuality. Maddox gives an overview of the dictionary. Stephens discusses how Latin American terms for residents of capital cities relate to race, class, and gender. Ruggiero will discuss how contemporary discourse regarding “Afro-descent” in Ecuador emerged and how it is used to empower the marginalized.

195
Wednesday, July 10 1:45pm-3:00pm Pacific Salon 5
AATSP Poster Contest: Insider’s Secrets to Winning

Presenter: Crystal Vicente; Valdosta City Schools W.G. Nunn Elementary; Valdosta, GA

Audience Level: K-6|Middle/Junior High|Secondary (9-12)
Theme: Advocacy/Policy
Proposal Strand: Advocacy

Posters are more than just another project; they are an artistic expression in the language classroom. 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. Session provided by the AATSP National Poster Contest Coordinator. PRIZES AND TIPS FOR WINNING PROVIDED.

196
Wednesday, July 10 1:45pm-3:00pm Pacific Salon 6
Hispania Editorial Board Meeting

Presenter: Benjamin Fraser; The University of Arizona; Tucson, AZ

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

197
Wednesday, July 10 1:45pm-3:00pm Pacific Salon 7
The Benefits of Using an App to Create Videos in Online Spanish Courses

Presenters: Miriam Carrasquel-Nagy; Front Range Community College; Fort Collins, CO; Gloria M. Monzón; Front Range Community College; Fort Collins, CO; Fanny Chacón; Front Range Community College; Fort Collins, CO

Audience Level: Community College|Higher Ed
Theme: Technology
Proposal Strand: Innovative Curriculum

Teaching languages online presents several challenges. One is evaluating oral production. Although Skype is a way to interact with students, it is not always possible for the class to be online with the teacher at the same time. To bridge this gap, we started using Recap, an asynchronous question-led chat tool that allows students to create videos using their mobile phones or their computers. Students can access class activities, record their own videos, listen to others’ recorded videos, and provide comments.

198
Wednesday, July 10 3:00pm-4:30pm Royal Palm Terrace 6
Recepción de Sigma Delta Pi la Sociedad Nacional Honoraria Hispánica

Presenters: Mark P. Del Mastro; College of Charleston; Charleston, SC; Lucy F. Lee; Truman State University; Kirkville, MO

Reception for Sigma Delta Pi and SHLE members and guests.

199
Wednesday, July 10 3:15pm-4:30pm San Diego Rm
Integrating AP Spanish Literature Works into the Spanish Language Course

Presenter: Maritza Sloan; Ladue Horton Watkins High School; Saint Louis, MO

Audience Level: Middle/Junior High|Secondary (9-12)
Theme: Literature/Literary Criticism/Literary Theory
Proposal Strand: Innovative Curriculum

In many language classes, interpretive and writing skills are often still treated and practiced independently. Nevertheless, the interpretive and presentational modes of communication are highly connected and support each other in language learning. This session offers techniques to help students connect the interpretive and presentational modes and expand their critical reading and analytical writing abilities by incorporating some works from the AP Spanish Literature and Culture course into thematic units for any language classes.
200
Wednesday, July 10 3:15pm-4:30pm Royal Palm 1
Transgressing Patriarchal Borders: Women in Early 20th-Century Hispanic Print Culture

Presenters: Brenda Ortiz-Loyola; CSU Stanislaus; Turlock, CA; Maritza Peralta; San José State; San José, CA; Ashley Paola Quintanilla; San José State; San José, CA

Audience Level: Community College | Higher Ed
Theme: Culture

This panel explores how women used journals such as Fémina (Santo Domingo 1922–24), Mundo Femenino (Spain 1921–36), and Revista de Avance (La Habana 1927–30) to advance a feminist agenda and influence politics and high culture. Special attention will be given to the discursive means used by women to claim a nominal space through art, poetry, and publicity; to coalesce feminist and nationalist ideals; and to promote early childhood education to achieve an egalitarian society.

201
Wednesday, July 10 3:15pm-4:30pm Royal Palm 2
From Injustice to Inequity: Images of Immigrants in Hispanic Film

Presenters: Joy Renjilian-Burgy; Wellesley College; Wellesley, MA; Patricia Pogal; Morehouse College; Atlanta, GA; Ada Ortúzar-Young; Drew University; New York, NY; Susan M. Mraz; UMass Boston; Boston, MA

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

Presenters address insidious injuries—emotional and physical—that Hispanic children/adolescents endure emigrating from Central America and Cuba. Inspired by literature, fictional/documentary films reveal the racial and socioeconomic discrimination suffered. References to immigrants’ homelands embroiled in war and political turmoil will be included. Participants will observe materials integration in language, literature, and culture courses.

202
Wednesday, July 10 3:15pm-4:30pm Royal Palm 3
Spanish for Foreign Service Personnel

Presenters: Manuel Luis Muñoz Romero; Department of State; Arlington, VA

Audience Level: Higher Ed
Theme: Language for Specific Purposes
Proposal Strand: Innovative Curriculum

Demonstration: See Foreign Service Institute’s innovative Spanish program, Hacia adelante. Organized by Nation’s four strands (meaningful input, meaningful output, fluency, and language focus), the program leverages a recent needs analysis to identify job-related tasks, targets acquisition of the 3,000 most frequent Spanish words (spaced repetition) and career-track vocabulary, and features an extensive reading component. After a brief overview, most of the session will be devoted to a demonstration of the materials, delivered via Google’s Education Suite platform.

203
Wednesday, July 10 3:15pm-4:30pm Royal Palm 4
Spanish Teachers’ Beliefs about the Effectiveness of their Teacher Education Programs

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

Audience Level: K-6 | Middle/Junior High | Secondary (9-12) | Community College | Higher Ed
Theme: Teacher Preparation/Development
Proposal Strand: Advocacy

An online self-efficacy survey was administered to 150 high school and lower-level college Spanish teachers. With respect to the teacher education programs where they were trained, 2.44% of them believed they were very ineffective, 7.32% considered them ineffective, 12.2% said they were neither effective nor ineffective, 60.97% reported that they were effective, and 17.07% thought they were very effective. A follow-up survey ascertained which specific aspects they believed were effective or ineffective. The responses as well as possible solutions will be discussed.

204
Wednesday, July 10 3:15pm-4:30pm Royal Palm 5
Creating Proficiency-Based Formative Assessments: A Guide for Foreign Language Teachers

Presenter: Trina Philpot Montaño; Defense Language Institute; Monterey, CA

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

This session addresses challenges foreign language teachers face in assessing language ability. It provides a rationale for integrating assessment for learning into the FL classroom. Participants will share their experiences in using various assessment tools. The presenter will demonstrate the components of a web-based assessment tool that measures reading, listening, and grammar proficiency. The presenter will illustrate that the basic top-down and bottom-up approach to language processing is applicable and adaptable to different instructional settings.

205
Wednesday, July 10 3:15pm-4:30pm Terrace 2
Literature and Film I

Presenter: Maria Pilar Damron; Northwest Vista College; San Antonio, TX

Audience Level: Secondary (9-12) | Community College | Higher Ed
Theme: Culture
Proposal Strand: Innovative Curriculum

Cuando lo difícil es comunicarse: El cine como mediador intercultural en la clase de español. La narración cinematográfica posee la cualidad de poder representar múltiples realidades de la sociedad y al mismo tiempo ofrecer al estudiante una mirada global de las distintas formas de vida alejada de estereotipos. El cine en la clase dirige la mirada del estudiante hacia la
dificultad de descodificar eficazmente la información cultural en ciertas situaciones. Esta presentación se centrará en ejemplos específicos de películas que reflejan ese malestar derivado del choque entre culturas.

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

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

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

**Proposal Strand:** Innovative Curriculum

**Life-Writing Biopic Postmoderno y Animación: Eva de la Argentina de María Seoane.** Este ensayo discute el film biográfico de Eva Perón en animación, *Eva de la Argentina* (2013) dirigido por el periodista y escritora argentina María Seoane. Narración fílmica del género de animación que construye la vida de esta figura política femenina de pasión y excepción desde contextos históricos que narran, muestran, recrean, celebran y construyen su vida, el amor incondicional por sus descamisados, su cadáver nómada y su compromiso por la justicia social desde la narración misteriosa y detectivesca del famoso escritor Rodolfo Walsh.

**Presenter:** Luis Maldonado; Southern Methodist University; Dallas, TX

**Audience Level:** Higher Ed

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

**Ópticas del deseo: Visiones de la mirada en la novela Pudor.** Uno de los elementos articuladores fundamentales en la novela Pudor de Santiago Roicaglilo es la mirada. La primacía del sentido de la vista en el texto permite entretener los conflictos de los personajes por medio de una serie de tenciones ópticas entre la visión y la ceguera, el secreto y el develamiento, la sexualidad y la fantasía, la realidad y la ficción. Cada uno de los personajes se cubre y descubre en la medida en que miran y son mirados.

**206**

Wednesday, July 10 3:15pm-4:30pm Terrace 3

**Service Learning and the Introduction to Second Language Acquisition Course**

**Presenter:** Avizia Long; San José State University; San José, CA

**Audience Level:** Community College|Higher Ed

**Theme:** Service Learning/Community Engagement

**Proposal Strand:** Innovative Curriculum

This study details findings from a one-semester undergraduate service learning course designed to introduce students to the field of second language acquisition (SLA). The effects of service learning on students’ integration of key concepts in SLA and community-based engagement with second language learners is explored, along with students’ perceptions on the service learning experience.

**207**

Wednesday, July 10 3:15pm-4:30pm Pacific Salon 1

**Exploring Thematic Connections in a Beginning Literature Course**

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

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

**Theme:** Teaching of Literature

**Proposal Strand:** Innovative Curriculum

This session explores scaffolded, literary selections and strategies for integrating thematic and cultural connections to film, art masterpieces, student art, music, geography, and history. Participants will have the opportunity to participate in the activities of selected readings and view samples of students’ creative assignments. Copies of the handouts and the PowerPoint presentation will be available.

**208**

Wednesday, July 10 3:15pm-4:30pm Pacific Salon 3

**Setenta e cinco anos de Português na AATSP: Um olhar para o passado. Reflexões para o futuro**

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

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

**Theme:** Advocacy/Policy

**Proposal Strand:** Advocacy

Nesta sessão faremos uma breve retrospectiva do papel do Português na AATSP, as possibilidades virtuais através da telecolaboração e o futuro do Português. Temos por objetivo fomentar uma discussão informativa, considerando tendências e fatores políticos, econômicos e culturais, e o peso desses para o desenvolvimento do ensino do Português como língua estrangeira nos Estados Unidos. Convidamos os participantes a uma discussão sobre estratégias para o fortalecimento do Português não só na associação, mas também nos programas de língua nos Estados Unidos.

**209**

Wednesday, July 10 3:15pm-4:30pm Pacific Salon 5

**SHH/SHA Business Meeting and Award Ceremony**

**Presenters:** Kelly Scheetz; Sociedad Honoraria Hispánica; Franklin, TN; Beth Gaunce; Sociedad Hispánica de Amistad; Harrodsburg, KY; Susan Ranft; Niles North High School; Skokie, IL

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

**Theme:** Service Learning/Community Engagement

All sponsors of the Sociedad Honoraria Hispánica or Sociedad Hispánica de Amistad are invited to attend the annual business meeting of both programs. News or changes concerning the SHH and SHA will be announced. Awards for SHH and SHA Chapter of the Year, SHH and SHA Activity of the Year, SHH Sponsors of the Year, and SHH State Director of the Year will be presented. Prospective sponsors or other representatives from schools with SHH or SHA chapters are also welcome to attend.
Meaningful Interpersonal Communication Challenges and Viable Solutions for Learning Spanish as an L2 Online

Presenter: Silvia Rodríguez Sabater; College of Charleston; Charleston, SC

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

Theme: Technology

Proposal Strand: Innovative Curriculum

How do we provide online students meaningful interpersonal oral communication activities in pairs or small groups? This talk will explore the challenges and viable solutions for interpersonal oral communication between students, between students and the instructor, and between students and other participants. The examples come from an online Intermediate Spanish course applicable to any course where interpersonal oral communication is a student learning outcome. The talk will provide an overview of some of the available tools to carry out this goal effectively.

Celebration Dinner

See p. 69 for details

Continuing Teacher and Leader Education (CTLE) Verification

The AATSP Annual Conference is a Continuing Teacher and Leader Education (CTLE) approved sponsor for New York Teachers.

Don’t forget to collect signatures from all session/workshop presenters you attend to verify your participation. At the end of the conference, bring your verification document to the AATSP Registration Desk to obtain your signed certificate with the actual number of hours clocked during 2019 AATSP Conference.

NOTE: AATSP Registration Desk Hours

Monday, July 8, 7:30am - 3:30pm
Tuesday, July 9, 7:30am - 12:00pm
Wednesday, July 10, 8:00am - 3:00pm
Thursday, July 11, 8:30am - 1:00pm

2019 AATSP ANNUAL AWARD WINNERS

Each year the AATSP offers a number of awards that recognize the achievements of its members.

Elementary Level (Grades K-8) Teacher of the Year
Sonia Puerta-Quinn, Episcopal Day School, Augusta, GA

Secondary Level (Grades 9-12) Teacher of the Year
Christy Presgrove, Greenbrier High School, Grovetown, GA

Two-year College Level Teacher of the Year
Susanna Williams, Macomb Community College, Grosse Pointe Park, MI

College or University Level Teacher of the Year
Diana Ruggiero, University of Memphis, Memphis, TN

AATSP Chapter of the Year
AATSP Chicago Chapter, Chicago, IL

Outstanding Scholarly Publication
Pilar Martínez-Quiroga, University of Illinois, Urbana-Champaign, IL

Mario Vargas Llosa Award
Melanie Gamboa, University of the South, Sewanee, TN

Plan to nominate deserving educators, researchers, and chapters next year.

Deadline: March 1, 2020
AATSP 101st Annual Conference

Happy Hour
Please join us for the Cash Bar at the Happy Hour before dinner.
Everyone is welcome to relax and mingle!

5:30pm-6:30pm
Golden Pacific Ballroom Foyer

CELEBRATION DINNER

Wednesday, July 10, 2019

6:30pm – 8:00pm
Golden Pacific Ballroom
(Pre-registration required)

Dinner hosted by 2019 AATSP President Martha Vásquez

Enjoy the music of Duo Falso Baiano—Choro Music from Brazil
sponsored by Avant Assessment to celebrate 75 years of the “P” in AATSP.

Avant

Our celebration includes greetings from the AATSP president; presentations of AATSP Teacher(s) of the Year,
Chapter of the Year, the joint Sigma Delta Pi / AATSP Mario Vargas Llosa Award, among others;
with additional recognitions by the National Spanish Examinations and Sociedad Honoraria Hispánica.
213
Thursday, July 11  8:30am-9:45am  San Diego Rm
Developing the Whole Student: Strategies for Student Success in the Language Classroom and Beyond

**Presenters:** Sarah Campbell; Montgomery College; Germantown, MD; Carla Naranjo; Montgomery College; Germantown, MD  
**Audience Level:** Secondary (9-12) | Community College | Higher Ed  
**Theme:** Methods/Techniques/Strategies  
**Proposal Strand:** Innovative Curriculum  

Instructors increasingly need to help language students develop metacognitive and life skills that enable them to approach course content more effectively and that transfer to effective strategies for future coursework and workplace responsibilities. Presenters will share how they have adapted assignments in a community college language course to help students set goals, monitor progress, and reflect on learning, while not losing essential course content. Participants will adapt a course assignment to foster students’ engagement in and awareness of their own learning.

214
Thursday, July 11  8:30am-3:00pm  Royal Palm 1  
Board of Directors Meeting  
By invitation only.

215
Thursday, July 11  8:30am-9:45am  Royal Palm 2  
Going Beneath the Surface: How Analyzing Learner Language Can Inform Teaching and Learning in the Spanish Classroom

**Presenters:** Gwendolyn Barnes-Karol; St. Olaf College; Northfield, MN; Maggie A. Broner; St. Olaf College; Northfield, MN  
**Audience Level:** Higher Ed  
**Theme:** Methods/Techniques/Strategies  

How can analyzing language produced by students in the Spanish classroom help us become more effective teachers and our students develop greater fluency and control of their own learning process? In this hands-on session, we will explore how analyzing students’ “learner language” gives teachers greater insights into their own classroom practices and students into their own developing language skills. We will analyze samples of learner language by participants and share activities that elicit students’ reflections on their own language learning.

216
Thursday, July 11  8:30am-9:45pm  Royal Palm 3  
Connecting Language Culture & Careers Across the Curriculum

**Presenter:** Mary Risner; University of Florida; Gainesville, FL  
**Audience Level:** Middle/Junior High | Secondary (9-12) | Community College | Higher Ed  
**Theme:** Language for Specific Purposes  
**Proposal Strand:** Innovative Curriculum  

Languages for Specific Purposes (LSP) courses and programs are growing at the post-secondary level, with some options in K-12. Join this session to learn about LSP models, resources, and events available for educators so you can help your students make the language, culture, and career connection without starting from scratch. We will see examples and explore ways to better bridge the gap and facilitate collaboration between language instructors and faculty in K-12 career academies/higher education professional schools.

217
Thursday, July 11  8:30am-9:45am  Royal Palm 4  
Teaching with Confidence: The Medieval Component of Your AP Spanish Literature and Culture Course

**Presenter:** Matthew Vernon Desing; University of Texas at El Paso; El Paso, TX  
**Audience Level:** Secondary (9-12) | Community College | Higher Ed  
**Theme:** Teaching of Literature  
**Proposal Strand:** Innovative Curriculum  

This session is designed to deepen content knowledge of the medieval component of the AP Spanish Literature and Culture course. Session participants will review key aspects of the Middle Ages in the Iberian Peninsula in order to contextualize the medieval works included on the course reading list. Participants will examine a number of additional medieval artifacts, both literary and visual, in order to assess their use in the classroom for preparing students for success on the AP Spanish Literature and Culture exam.

218
Thursday, July 11  8:30am-9:45am  Royal Palm 5  
**Literature and Film II**

**Presenter:** Nancy Kason Poulson; Florida Atlantic University; Boca Raton, FL  
**Audience Level:** Community College | Higher Ed  
**Theme:** Literature/Literary Criticism/Literary Theory  

La emigración en *Más allá del invierno* de Isabel Allende. La novela más reciente de Isabel Allende, *Más allá del invierno*...
(2017) explora el tema de la emigración a los EEUU, los derechos humanos, el dilema de los indocumentados y la esperanza de segundas oportunidades en la vida y en el amor. También indaga en la cuestión de la identidad de la América de hoy.

**Presenter:** Viki Zavales Eggert; Goucher College; Baltimore, MD

**Audience Level:** Community College | Higher Ed

**Theme:** Film/Film Studies

The Bad Hombres are Coming: Revisiting Orson Welles’ Classic *Touch of Evil* in the Age of Donald Trump and the Wall. Orson Welles’ 1958 film noir classic *Touch of Evil* centers around unsolved crimes and rampant corruption in the communities surrounding the Mexican and US border. Amidst the current use of incendiary rhetoric and debates about immigration, Welles’ directorial swan song to the Hollywood establishment explores the power of nationalist assumptions and xenophobia, two themes that resonate loudly in contemporary times.

**Presenter:** Walter Rudolph Archuleta; Jubilado (New Mexico Highlands University); Santa Fe, NM

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

**Theme:** Culture

Don Aurelio Espinosa coleccionando cuentos en California, en Nuevo México y en el sur de Colorado. Ponencia sobre cuentos coleccionados en California y en Nuevo Méjico por don Aurelio Espinosa, el primer redactor de la revista literaria *Hispania*. En esta ponencia voy a compartir varios cuentos que coleccionó en California de 1911 a 1919. En Nuevo Méjico, coleccionó cuentos de 1902 a 1911, frecuentemente entre 1912 y 1932, y en visitas ocasionales a la región en los 1930, 1940 y a principios de 1950.

### 219

**Thursday, July 11 8:30am-9:45am Terrace 2**

#### Innovative Curriculum II

**Presenter:** Claudia Maria Moran; College of Charleston; Charleston, SC

**Audience Level:** Higher Ed

**Theme:** Methods/Techniques/Strategies

**Proposal Strand:** Innovative Curriculum

**Launching a Successful Conversation Class Program.** Give your students the time, freedom, and comfortable environment they need to practice communicating in small groups what they learn in their larger, faster-paced lecture class! This session will go over the creation and implementation of a successful conversation program and will include endorsements from the students themselves and their instructors.

**Presenter:** Lynn Pearson; Bowling Green State University; Bowling Green, OH

**Audience Level:** Community College | Higher Ed

**Theme:** Curriculum

**Proposal Strand:** Innovative Curriculum

**Curricular Revisions in the Spanish Lower Division: Opportunities for Enhanced Learning Opportunities and Retention.** This presentation describes a project to revise the curriculum of the lower division Spanish courses implementing national initiatives for teaching and assessment, innovative pedagogies, and retention efforts at the departmental and university levels. The changes are based on needs and interest assessments of faculty and students and investigation of methods to foster active learning and social integration. The new curriculum also contributes to the university’s goal of retaining students through academic involvement and attracts support for WL courses.

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

**Audience Level:** Higher Ed

**Theme:** Curriculum

**Articulation of Spanish Students from Basic Language through the Major: Do Expectations and Reality Coincide?** The paper addresses the articulation of students to the Spanish major with analysis of exit-level expectations of language faculty, entrance-level expectations of upper division faculty, and students’ proficiency levels. Faculty surveyed about expectations via ACTFL descriptors; students via ACTFL Can-Do statements. Course syllabi analyzed for reading, writing, speaking. Majors take OPI/WPT. Data analyzed for trends in expectation across language to major continuum; quantifiables in reading, writing, speaking; proficiency of students earning BAs in Spanish.

### 220

**Thursday, July 11 8:30am-9:45am Terrace 3**

#### Pronunciation from Research to Practice

**Presenter:** Manuela González-Bueno; University of Kansas; Lawrence, KS

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

**Theme:** Instructional Materials

**Proposal Strand:** Innovative Curriculum

**Teaching Spanish Pronunciation: A case for the Lenited Allophone of Spanish Voiced Stops.** The presenter will share an innovative technique to teach Spanish sounds that pose difficulties to English-speaking learners of Spanish as an L2 in a contextualized way. In particular, the distinction between the two allophones of /d/, namely the stop [d] and the lenited [ð] (as in dedo [‘deðo]). The technique allows students to discover by themselves the distribution of [d] and [ð] in natural speech. The lenition process of /d/ will be applied in both controlled and open-ended exercises.

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

**Audience Level:** Community College | Higher Ed

**Theme:** Methods/Techniques/Strategies

**Teaching Pronunciation to Beginning Level Spanish Students: A How-To Guide.** This presentation provides participants with a two-part evidence-based pronunciation instruction guide. It includes: (1) specific advice on what to focus on in pronunciation instruction in beginning level Spanish classes, based on what previous research has shown to be particularly difficult for these learners and (2) a how-to guide on including brief explicit phonetics instruction and practice in beginning level Spanish courses that your students will understand. Focus is on college level, but all are welcome.
221
Thursday, July 11  8:30am-9:45am  Pacific Salon 1
Estudiantes críticos, estudiantes con criterio, estudiantes con cultura en el aula de ELE en los EEUU

*Presenter:* Liliana Paredes; Duke University; Durham, NC  
*Audience Level:* Community College|Higher Ed  
*Theme:* Culture  
*Proposal Strand:* Advocacy

En este taller me centraré principalmente en la enseñanza de la dimensión intercultural como motivador esencial para estudiantes universitarios estadounidenses. Hablaré sobre las diferencias de la percepción y del prestigio de la cultura hispana en los cuatro países donde he enseñado español y, a través de actividades prácticas, demostraré algunas estrategias para fomentar el interés de los estudiantes a aprender contenido cultural más y mejor, lejos de los estereotipos y con una mente alejada de prejuicios.

222
Thursday, July 11  8:30am-9:45am  Pacific Salon 3
Innovative Teaching and Learning

*Presenter:* Dunia Catalina Mendez Vallejo; Princeton University; Princeton, NJ  
*Audience Level:* Secondary (9-12)|Community College|Higher Ed  
*Theme:* Methods/Techniques/Strategies  
*Proposal Strand:* Innovative Curriculum

Exploring Issues of Sociolinguistic Variation in the Language Classroom. In this presentation, we will discuss how to design tasks that allow students to explore social, cultural, and political aspects, which forge linguistic variation. Specifically, we will show how to plan and evaluate manageable telecollaboration projects, ethnographic activities, and community-engagement tasks. We will also illustrate ways to integrate topics of sociolinguistic variation in elementary, intermediate, and advanced Spanish and Portuguese classes. Finally, we will reflect on the importance of these tasks in developing learners’ understanding of language.

*Presenters:* Adriana Merino; Princeton University; Princeton, NJ; Mariana Bono; Princeton University; Princeton, NJ; Andrea Faber; Princeton University; Princeton, NJ  
*Audience Level:* Secondary (9-12)|Community College|Higher Ed  
*Theme:* Methods/Techniques/Strategies  
*Proposal Strand:* Innovative Curriculum

Building Intercultural Competencies in the Spanish and Portuguese L2 Classroom. Intercultural pragmatics is crucial for developing cross-cultural understanding, but can it be taught in the classroom? At what stage of proficiency should we introduce it? What type of materials and strategies enhance intercultural awareness? How should we assess it? We delineate didactic actions that aim to overcome cultural crashes, pragmatic mistakes, and misunderstandings in order to achieve effective intercultural communication in the Spanish and Portuguese L2 classrooms.

W-6
Thursday, July 11  9:00am-12:00pm  Pacific Salon 2
Promoting Deep Processing in the L2 Classroom

*Presenters:* Ronald Philip Leow; Georgetown University; Washington, DC; Celia Chomón Zamora; Oakcrest School; Vienna, VA  
*Audience Level:* K-6|Middle/Junior High|Secondary (9-12) |Community College|Higher Ed  
*Theme:* Applied Linguistics/Second Language Acquisition

Want to get your students to be cognitively engaged in the classroom? We will first provide a succinct report of a theoretical model of the L2 learning process, empirical studies to underscore the role of depth of processing, and samples of tasks or activities theoretically-driven and empirically supported to promote robust learning. Attendees will then work in groups to design tasks or activities for their classrooms and share these projects with each other.
224
Thursday, July 11 10:00am-10:30am San Diego Rm
Integrating Literary Texts, Cinema and Culture in the Spanish for Specific Purposes Curriculum: Medical, Legal, Business and Engineering Spanish

*Presenter:* Claudia G. Vestal; Guilford Technical Community College; Jamestown, NC

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

*Theme:* Instructional Materials

*Proposal Strand:* Innovative Curriculum

Learning a language and culture through literary texts and cinema leads to the development of interculturality, understanding of the target cultures, and professional discourse in specific areas. Is it possible to integrate these tools in particular fields such as engineering, legal, medical, and business? Participants will engage in hands-on activities, lessons, projects, activities, and assessments that can be integrated successfully in the Spanish for Specific Purposes field.

225
Thursday, July 11 10:00am-10:30am Royal Palm 2
Bringing Big Ideas and Meaningful Content into Beginner-Level Courses

*Presenter:* Chela Crinnion; Nightingale Bamford School; New York, NY

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

*Theme:* Methods/Techniques/Strategies

*Proposal Strand:* Innovative Curriculum

One challenge that students face when learning a new language is feeling limited in their expression. Simplistic vocabulary can constrain learning to concrete ideas, centered on one’s own experience. By reframing units with essential questions and powerful key words, teachers can maintain target-language instruction while opening the door for deeper learning. Beginner-level classes can explore topics such as having vs being, luxury vs necessity, and house vs home. This session provides a sampling of activities and resources in Spanish, adaptable for other languages.

226
Thursday, July 11 10:00am-10:30am Royal Palm 3
Educando a la generación solucionaria: A Humane Education Approach to Teaching Spanish for Specific Purposes

*Presenter:* Stacy Hoult-Saros; Valparaiso University; Valparaiso, IN

*Audience Level:* Higher Ed

*Theme:* Language for Specific Purposes

*Proposal Strand:* Innovative Curriculum

This session models a Humane Education approach to teaching Spanish for specific purposes. Using a course under development at Valparaiso University as an example, I will share assignments, teaching strategies, and resources that empower students to bring a solutionary lens to their chosen service professions. Students will develop proficiency in Spanish by accessing and evaluating information on current issues; engaging in critical, creative, and systems thinking; and participating in civil dialogue in the target language.

227
Thursday, July 11 10:00am-10:30am Royal Palm 4
Estrategias y actividades para reducir el filtro afectivo y aumentar la participación oral en clases de español lengua extranjera (ELE)

*Presenter:* Denise R. Mohan; University of Guelph; Guelph, Canada

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

*Theme:* Methods/Techniques/Strategies

*Proposal Strand:* Innovative Curriculum

La enseñanza y la investigación comprueban que la expresión oral es la destreza que más provoca ansiedad en los aprendices de ELE. El alto filtro afectivo de los alumnos suele obstaculizar la producción oral. En esta sesión, se examinarán estrategias y actividades para el aula, cuyo fin es reducir el filtro afectivo de los alumnos y así aumentar su nivel de participación oral. Se discutirán actividades concretas aplicables a cursos en español, sea de idioma, literatura o cultura.

228
Thursday, July 11 10:00am-10:30am Royal Palm 5
Syncing Language Classroom with Technology

*Presenter:* Gloria M. Monzon; University of Northern Colorado; Greeley, CO

*Audience Level:* Community College | Higher Ed

*Theme:* Technology

This session will show how to use technological tools in language courses. These tools will be demonstrated in this session and will show how students can be inspired and engaged through their use. Videos and pictures are a more efficient and enjoyable way for instructors to gauge students’ progress. In addition, the students have more time to complete their work and more flexibility in showcasing their speaking, listening, writing, and readings skills in the formats offered by these apps.

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**Spanish and Portuguese Review (SPR)**

The annual graduate student journal of the AATSP has a new editor!
Stacey Margarita Johnson, Vanderbilt University
Submission information at
https://www.aatsp.org/page/spr
Hybrid Courses: Popular among Students, but Do They Work?

Presenters: Angie Woods; University of Cincinnati; Cincinnati, OH; Brian Hunter; University of Cincinnati; Cincinnati, OH; Teresa Roig-Torres; University of Cincinnati; Cincinnati, OH

Audience Level: Higher Ed
Theme: Methods/Techniques/Strategies
Proposal Strand: Innovative Curriculum

Students are increasingly more interested in hybrid learning. In an effort to accommodate these preferences and to maintain enrollment, our department redesigned sections of our first- and second-year Spanish courses as hybrid. We questioned whether students in these courses develop the same language skills as students in face-to-face courses. In this session, we will describe the changes made in the hybrid sections, the approach we took to evaluate student performance, and what we have learned in this process.

Artistic Explorations in LA LA Land: The Teaching of Latino Culture via Cultural Portfolios

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

Audience Level: Middle/Junior High|Secondary (9-12) |Community College|Higher Ed
Theme: Culture
Proposal Strand: Innovative Curriculum

Pacific Standard Time: LA/LA involved an exploration of Latin American and Latino Art in Los Angeles, California, from Sept. 2017 to Jan. 2018. These programs and exhibitions present various aspects of Latino and Latin American Art across time, from pre-Columbian art to the present day mural tradition of the urban landscape. The artists place social engagement and community involvement as the centerpieces of their work. This paper explores the use of portfolios in the teaching of Latino culture.

A Case for Teaching Vosotros: Is it necessary?

Discussion and Guide

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

Audience Level: K-6|Middle/Junior High|Secondary (9-12) |Community College|Higher Ed
Theme: Methods/Techniques/Strategies
Proposal Strand: Innovative Curriculum

Should the vosotros be taught in high school? College? This presentation will offer various reasons, ideas, and examples for the introduction and teaching of a verb form that is often ignored. The profession of Spanish education requires that we, the educators, do our best to teach and guide our students to become well-rounded scholars. Furthermore, 9.2% of undergraduate students will chose Spain as their study abroad destination and literature of the Spanish-speaking world utilizes this grammatical structure.

Sigma Delta Pi and Spanish Club: The Recruitment and Retention of Spanish Students and Promoting the Hispanic Culture

Presenter: Spencer Reemelin; University of Hawai’i at Mānoa; Honolulu, HI

Audience Level: Higher Ed
Theme: Culture
Proposal Strand: Advocacy

This presentation shares Sigma Delta Pi and Spanish Club stories and ideas from the University of Hawai’i at Mānoa for the recruitment and retention of Spanish students. This is an important time to come together as language educators and promote our Spanish language programs so as to create life-long learners who will embrace the Hispanic culture. Attendees will walk away with fresh ideas for their SDP Chapter and Spanish Club.
Innovative Curriculum: Language-learning for a Specific Purpose—Spanish for Christian Ministry

Presenter: Joan Parmer Barrett; Baylor University; Waco, TX
Audience Level: Higher Ed
Theme: Language for Specific Purposes
Proposal Strand: Innovative Curriculum

Baylor University offers several options for fourth-semester Spanish language studies. One of those is Spanish for Christian Ministry, which explores the beliefs and traditions of some world cosmovisiones. The class also reviews the life of Jesus, delves into secular literature with a spiritual theme, and covers the end of Jesus' life and the implications for modern Christians. A service project is one component of the course and has propelled students to volunteer in the Waco community.

Authentic Resources: Where They are and How to Use Them

Presenter: Michelle Midgley; Archmere Academy; Claymont, DE
Audience Level: Middle/Junior High|Secondary (9-12) |Community College|Higher Ed
Theme: Methods/Techniques/Strategies
Proposal Strand: Innovative Curriculum

This presentation will focus on how to find engaging authentic resources and how to utilize them in the 21st-century language classroom. Various vloggers, websites, TV shows, and musical outlets will be demonstrated in an effort to build captivating listening, reading, writing, and discussion activities for the classroom. Each participant will walk away from the session with a tangible outline of a lesson that they can use in their own classes.

La habilidad de poder hablar inglés y español me da mucho orgullo: Languaging my identity in Spanish class

Presenter: Claudia Pozzobon; University of Iowa; Iowa City, IA
Audience Level: Community College|Higher Ed
Theme: Learner Variables/Diverse Learners
Proposal Strand: Heritage Language (HL) Instruction and Learning

Does a college class of Spanish for heritage language speakers help students change their perceptions of themselves over time? If so, in what ways? This study analyzes whether smaller social phenomena (e.g., behavior and languaging) play into the construction of larger sociocultural meaning (language identity, construction of meaning). The main premise of this study is that the role of language is not limited to conveying thought or retrieving memory but might be defined as an agent in the production of meaning.

L2 Collaborative Writing: A Tool for Achieving Interpersonal and Presentational Communication in the Spanish Classroom

Presenter: Brian Olovson; Kennesaw State University; Kennesaw, GA
Audience Level: Middle/Junior High|Secondary (9-12) |Community College|Higher Ed
Theme: Methods/Techniques/Strategies

In this session, we'll examine the processes and products of a collaborative writing module in a Spanish language course to demonstrate how collaborative writing activities and analysis of spoken/written discourse can be used together for teaching and research purposes. Participants will: (1) practice analyzing learner language analytically and holistically, (2) discuss best practices for creating collaborative writing activities, and (3) select/use free technological tools to facilitate the collaborative writing process in their own classrooms.

Moving Beyond “lo siento”: Teaching apologies in a Virtual Spanish Class

Presenter: Kimberly Morris; University of Wisconsin La Crosse; La Crosse, WI
Audience Level: Community College|Higher Ed
Theme: Technology
Proposal Strand: Innovative Curriculum

The teaching of pragmatic norms, particularly apologies, remains underexplored in virtual language classes, despite being crucial for successful communication. This study investigates the impact of explicitly teaching apology strategies in Spanish to university L2 and heritage language learners in an intermediate online Spanish course. Analyses of a pre/post elicitation task and videochat data confirmed learners’ approximation toward target-like norms following the instructional treatment. Results suggest that apologies can be taught successfully via online courses.

AATSP’s Graduate Student Journal

Free access for all at AATSP.ORG
Flipped Classroom: un nuevo enfoque en el aula

Presenters: Mónica Comas Rodríguez; Education Office-Empassy of Spain; Los Angeles, CA; Josu Baque Ugartebru; Education Office-Empassy of Spain; Los Angeles, CA

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

Theme: Instructional Materials
Proposal Strand: Innovative Curriculum

Las lenguas se adquieren con mayor facilidad a través de la cultura, haciendo un recorrido por los entornos más cercanos y cotidianos a los estudiantes. Se analizarán elementos de la cultura como la gastronomía, las fiestas y la música, de una forma práctica y lúdica.

California History in the Target Language: Farmworkers Unit for L2 Spanish Classes

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

Audience Level: Secondary (9-12)|Community College

Theme: Content-related Instruction
Proposal Strand: Innovative Curriculum

While many excellent resources exist for secondary/college educators and students regarding the legacy of California farmworkers and political activists, almost all are in English. This unit on California history is designed for both HL and FL intermediate/advanced Spanish students, presenting lexical and syntactic structures in a context that puts a crucial cultural historical movement—not grammar as topic—at center stage. This unit can be used as a supplement or as a central text for the language classroom.

Updating Content for an Online Introductory Latin American Literature Course

Presenter: Rachel VanWieren; National University; Los Angeles, CA

Audience Level: Community College|Higher Ed

Theme: Teaching of Literature
Proposal Strand: Innovative Curriculum

The presentation will focus on examples from four aspects of this online course rewrite: readings, discussion questions, cultural activities, and the annotated bibliography assignment. The updated selection of texts and cultural activities includes diversity in authors, genres, and geographical regions. In addition, the new discussion questions link themes from the texts to current events to motivate enthusiastic student participation. The annotated bibliography develops literary research skills by requiring students to find, read, and analyze secondary sources.
la historia y la riqueza del idioma. Este conocimiento y esta experiencia aumentarán nuestra capacidad para guiar a nuestros estudiantes en su viaje del aprendizaje y nos alimentarán a nuestra pasión por la lengua. Esta sesión nos presentará a unos de los escritores de lengua española más notables y nos revelará el tesoro que contienen. Saldremos con ideas y herramientas para crear actividades que aprovechan de estos recursos preciados.

247 Thursday, July 11 11:30am-12:45pm Terrace 2
Heritage Language and Learners IV

**Presenter:** Yohana Gil Berrio; Temple University; Philadelphia, PA

**Audience Level:** Community College|Higher Ed

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

**Proposal Strand:** Heritage Language (HL) Instruction and Learning

**Habla de herencia en cursos de español como L2:** Consideraciones para el entrenamiento de instructores. Este estudio analiza los episodios relacionados al lenguaje (Swain & Lapkin, 1998) producidos por 12 estudiantes de español como segunda lengua (L2) mientras realizaban tareas comunicativas en parejas con 12 estudiantes de español como lengua de herencia (LH). Esta investigación explora argumentos que apoyen la importancia de proporcionar a los instructores, un entrenamiento adecuado que permita responder a las necesidades pedagógicas específicas de los estudiantes de español como L2 y LH registrados en una misma clase.

**Presenters:** Elisa Gironzetti; University of Maryland; College Park, MD; Flavia Belpoliti; Texas A&M University-Commerce; Commerce, TX

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

|Community College|Higher Ed

**Theme:** Teacher Preparation/Development

**Proposal Strand:** Heritage Language (HL) Instruction and Learning

**Teachers’ Voices in US Spanish Heritage Language Education.** By analyzing data from a nation-wide online survey, interviews, and focus groups, this study provides a snapshot of the realities of Spanish heritage language teachers in the US at different educational levels. The diversity of teacher profiles and instructional challenges indicates a growing need for targeted professional training and development. Based on these results, we propose teacher preparation initiatives at the undergraduate, graduate, and continuing education levels.

**Presenter:** Manuela Gonzalez-Bueno; University of Kansas; Lawrence, KS

**Audience Level:** Community College|Higher Ed

**Theme:** Learner Variables/Diverse Learners

**Proposal Strand:** Heritage Language (HL) Instruction and Learning

**From Spain to Latin America: Regional Varieties of Spanish and their Perceived Social Values.** This presentation explores the Andalusian variety of peninsular Spanish contrasted with the allegedly ubiquitous Castilian varieties present in Spain. It also describes how this variety influenced the Spanish spoken in Latin America. The audience will learn examples of phonetic features found in both sides of the Atlantic specified by country. Most importantly, the presenter will discuss the social prestige

of the Andalusian variety in Spain as well as that of the many varieties found in Latin America.

248 Thursday, July 11 11:30am-12:45pm Terrace 3
El campo interdisciplinario entre ciencia y literatura.

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

**Audience Level:** Community College|Higher Ed

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

**Proposal Strand:** Advocacy

La relación entre ciencia y literatura vislumbra una influencia interdisciplinaria que las involucra en aproximaciones cada vez más vinculadas. Los científicos necesitan de las palabras para expresarse y los literatos recrean momentos novelescos o poéticos basados en los avances científicos. Existen numerosas referencias científicas en la literatura. Generalmente el literato escribe de sucesos políticos, sociales, culturales y tecnológicos de su entorno diario o de un círculo cada vez más extendido a nivel mundial.

249 Thursday, July 11 11:30am-12:45pm Pacific Salon 1
From Headlines to Heritage: Teach Beyond the Tragedies in Puerto Rico and Venezuela

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

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

|Community College|Higher Ed

**Theme:** Culture

**Proposal Strand:** Innovative Curriculum

In light of recent natural and economic disasters, news outlets have focused attention on countries like Puerto Rico and Venezuela. But the 10 o’clock news cannot show the music, literature, and history of these communities. This session will give teachers resources to take advantage of current events and teach the whole culture rather than just the negative headlines. Participants will gain insight on how to look beyond the tragedy and help their students see the rich heritage the reporters ignore.
Writing Outside the Box: Moving Beyond Literature in Advanced Writing Courses

Presenter: Alex Zunterstein; University of Oregon; Eugene, OR

Audience Level: Higher Ed

Theme: Content-related Instruction

Advanced academic writing classes, especially in higher education, tend to focus heavily, if not entirely, on literature as the basis for major writing assignments. This presentation will discuss the use of content other than literature such as films, telenovelas, and Spanish in the media as sources for academic essays, thereby leading to greater engagement for students of diverse backgrounds (e.g., heritage learners) as well as for students undertaking double majors in Spanish and other fields. Audience participation encouraged!

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¡Enhorabuena, Guillermo del Toro!
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Guillermo del Toro (Mexico, 1964-) is a master storyteller. He has contributed to the art of film as a screenwriter, director and producer. Del Toro’s movies bridge arbitrary divisions, whether they involve nationalities (as a Mexican filmmaker exploring Spain’s Civil War in El espinazo del diablo and El laberinto del fauno), cultures (as a defender of a creature from another civilization in The Shape of Water) or codes (mediating Spanish- and English-speaking contexts). While each of his films is unique, del Toro’s filmography is coherent. His protagonists resist authoritarianism and embrace diversity. From his first film Cronos in 1993 to his recent film The Shape of Water in 2017, this filmmaker’s work is unified by the use of fantasy, horror and myth to access what is real. “What I love about fairy tales,” he once explained, is that “they tell the truth.” This quest for truth motivates and informs Guillermo del Toro’s cinematic art.

Biography
The son of an affluent businessman, Guillermo del Toro was born in Guadalajara, Jalisco, Mexico. He was interested in film from a young age and would use his father’s Super 8 camera to record adventures involving his toys. Del Toro also was interested in monsters, leading his strict Catholic grandmother to try to exorcise his demons. He studied film at the Centro de Investigación y Estudios Cinematográficos at the University of Guadalajara, graduating in 1983, and later apprenticed as a makeup artist. He began his career in Mexico with short films and the full-length Cronos. Del Toro came to the United States in 1997 for his first English-language film, Mimic. After his father was kidnapped for ransom in Mexico in 1998, del Toro moved his primary residence to Los Angeles. He bought a separate home there for his horror memorabilia.

Filmography

Awards
Guillermo del Toro has earned the most prestigious international awards in cinema. These include Academy Awards for Best Picture and Best Director in 2018 for The Shape of Water; this film also earned Academy Awards for Best Production Design and Best Score, as well as the Director’s Guild of America Award for Outstanding Direction of a Feature Film, the Producer’s Guild of America Award for Best Theatrical Motion Picture, the Golden Globe Award for Best Director, the BAFTA Award for Best Direction and the Critics’ Choice Award for Best Director. El laberinto del fauno won the 2007 BAFTA Award for Best Foreign Film and the Goya Award for Best Original Screenplay, among many other honors. Other awards include the Ariel Award for Best Direction (twice), the AMLA Award for Industry Excellence, and the American Film Editors’ 2019 Filmmaker of the Year Award.

Head over to Twitter and congratulate Guillermo del Toro (@RealGDT) on being the AATSP’s 2019 Honorary Member! #aatsp19 #CongratsGDT
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Sociedad Hispanica de Amistad (SHA): An honor society with benefits for middle/junior high students

National Spanish Examinations (NSE): A motivational competition for secondary school students / Online printable certificates for NSE

National Spanish Assessment (NSA): Additional option for testing which are written from the same specifications and standards as the NSE. The NSA are the non-contest version of the NSE

National Portuguese Exam (NPE): A motivational, extra-curricular activity and contest for students

Webinars: Free or low-cost webinars sponsored by the AATSP and its partners—New for 2019!

Announcements and Reminders: Online newsletter published approximately every 3 weeks

The Portuguese Newsletter: Published semi-annually

Career Center: Online Job Postings: Listing of available faculty teaching positions and members can post openings at no charge

Outreach: A program that brings techniques and information from Annual Meeting workshops back to the chapters and school districts

Advocacy: Association voice in the Joint National Committee on Languages

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Cursos Internacionales de la Universidad de Salamanca se ha asociado con PeopleCert, empresa matriz de LanguageCert para lanzar los exámenes de español profesional LanguageCert USAL esPro en todo el mundo. La Universidad de Salamanca lleva más de 30 años evaluando el nivel de competencia y dominio del español como lengua extranjera y es la primera institución que desarrolló exámenes de dominio del español. LanguageCert es líder en la certificación, el desarrollo de exámenes y la administración de los mismos.

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Contact: Diana Meza, M.S. ED., Program Director
Email: mezadx@jmu.edu
Phone: 540-568-5917
Town and Country Hotel Terrace Café

AATSP Lunch Special

Mix & Match – Choose Any Two Items $15
(you must wear your conference badge to receive the discount)

Soup du Jour

Mixed Green Salad
Heirloom Tomatoes, Roasted Corn, Bacon, Fire-Roasted Red peppers, House Herb Vinaigrette

Quinoa Chop Salad
Chopped Napa Cabbage, Shaved Carrot, Green Onion, Mandarin Orange, Fried Wontons, Creamy Asian Dressing

1/2 Grilled Cheese Sandwich
Brioche Bread, Chipotle Aioli, Tarragon Butter, Muenster & Gruyere Cheeses, Heirloom Tomato

Caesar Salad
Hearts of Romaine, Herb Croutons, Grated Parmesan, Caesar Dressing

Veggie Wrap
Grilled Vegetable, Watercress, Portobello, Red Pepper, Hummus, Brie

Menu items are subject to current sales tax

The following restaurants are at the Fashion Valley Mall (across the street from the Town and Country Hotel):

- Blanco Taco & Tequila
- California Pizza Kitchen
- Cheesecake Factory
- Marketplace Café at Nordstrom
- North Italia
- P.F. Chang’s
- So Sushi
- Stacked
- True Food Kitchen
- Zodiac Restaurant at Neiman Marcus
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