



AATSP

American Association of Teachers
of Spanish & Portuguese • *Est. 1917*



103rd

AATSP ANNUAL CONFERENCE

JULY 8-11, 2021

ATLANTA MARRIOTT MARQUIS
ATLANTA, GEORGIA

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El español y el portugués

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**2021 AATSP
Annual Conference**

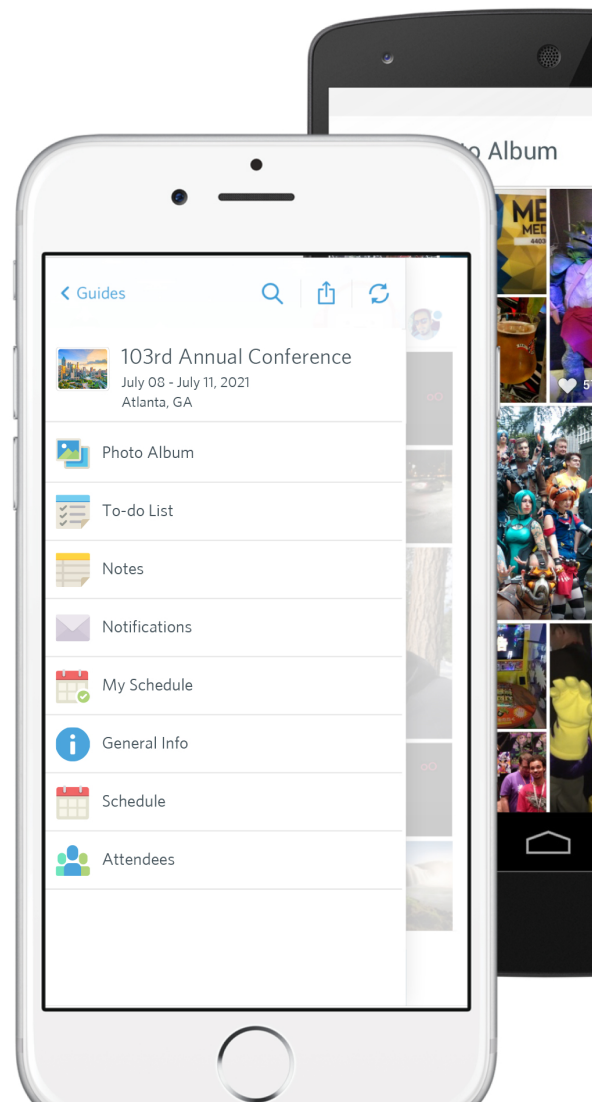


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Cover art by Megan Bynum, Mississippi Chapter
Sponsor: Edgar Serrano, Oxford University School
2020 1st Place K-3 Poster Contest Winner
Crystal Vicente, Coordinator, AATSP Poster Contest



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#AATSP21



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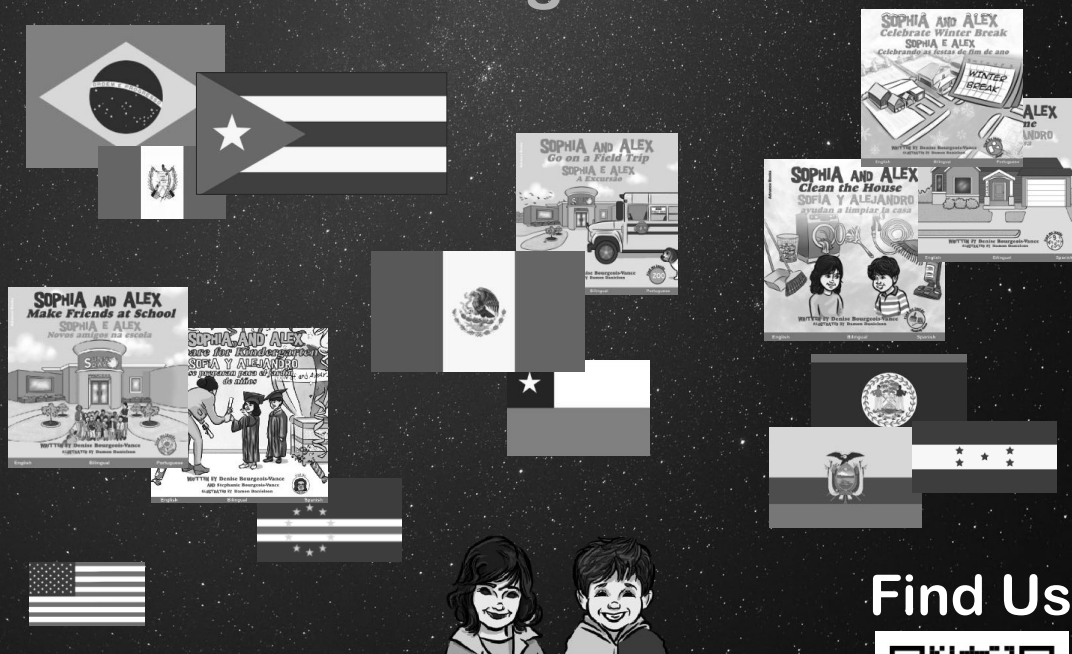
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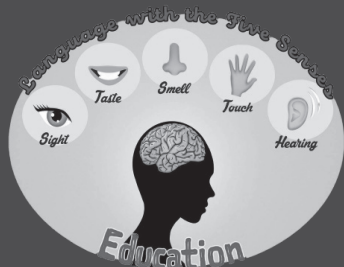
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INFORMATION PAGE

Welcome to the 103rd AATSP Annual Conference.
We are thrilled to be in the great city of Atlanta, Georgia,
for the first time in AATSP history!

ABOUT US

The American Association of Teachers of Spanish and Portuguese (AATSP) promotes the study and teaching of the Spanish and Portuguese languages and their corresponding Hispanic, Luso-Brazilian and other related literatures and cultures at all levels of education.

WELCOME TO ATLANTA

Thank you to William Pate, President and CEO of Atlanta Convention & Visitors Bureau and Pat McCoy, President of The Foreign Language Association of Georgia for their warm welcome to Atlanta. To read their complete welcome letters that include an invitation to visit world-class attractions and other entertainment experiences, visit the AATSP website (aatsp.org).

MESSAGES FROM THE AATSP PRESIDENT AND EXECUTIVE DIRECTOR

Thank you to President, Maritza Sloan and Executive Director, Sheri Spaine Long for their welcome messages to conference attendees. Visit the AATSP website (aatsp.org) to read their welcome statements that include conference highlights.

CODE OF CONDUCT

When joining the American Association of Teachers of Spanish and Portuguese (AATSP) or participating in an AATSP event, members agree to comply with the rules and guidelines set forth by the Association. The AATSP is committed to providing an inclusive and harassment-free environment for everyone. To read the complete Code of Conduct, visit the AATSP website (aatsp.org).

EARN CONTINUING EDUCATION UNITS OF CREDITS

For attendees seeking Continuing Education Units of Credits, the AATSP will provide forms for documentation of attendance at individual session 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.

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

The AATSP Annual Conference is a Continuing Teacher and Leader Education (CTLE) approved sponsor for New York Teachers. To obtain your signed certificate, bring your signatures from all session/workshop attended with the actual number of hours clocked.

PROGRAM AT A GLANCE

WEDNESDAY, JULY 7

8:30am – 5:00pm	AATSP Board of Directors Meeting [Invitation Only]
4:00pm – 7:00pm	Registration Open

THURSDAY, JULY 8 (DAY 1-Full Day)

8:00am – 4:00pm	Registration Open
8:30am – 9:15am	Session Block 1
8:30am – 9:15am	<i>Exitos</i> SHH Session
8:30am – 9:15am	Past Presidents Meeting [Invitation Only]
9:15am – 4:15pm	Exhibit Hall Open
9:30am – 10:15am	Session Block 2
9:30am – 10:15am	<i>SPR</i> Session
9:30am – 10:15am	K-8 Teacher Gathering Session
9:30am – 10:15am	9-12 Town Hall Meeting
10:30am – 11:15am	President's Welcome Reception Grand Opening Exhibit Hall
11:30am – 12:15pm	Session Block 3
11:30am – 12:15pm	Feature: Consulado General de Argentina
11:30pm – 1:15pm	Chapter Assembly Meeting
12:30pm – 1:15pm	Session Block 4
12:30pm – 1:15pm	Feature: Embajada de España
12:30pm – 1:15pm	Feature: Tips by Clarissa Adams-Fletcher
1:30pm – 2:15pm	Session Block 5
1:30pm – 2:15pm	Sigma Delta Pi Session I
2:30pm – 3:15pm	Session Block 6
2:30pm – 3:15pm	Feature: Consulado General de México
2:30pm – 3:15pm	Sigma Delta Pi Session II
2:30pm – 3:15pm	Poster Contest Session
2:30pm – 3:15pm	Feature: Best of FLAG
3:30pm – 4:15pm	Exhibit Hall Break
4:30pm – 5:15pm	Session Block 7
4:30pm – 5:15pm	Feature: Georgia Chapter Meeting
4:30pm – 5:15pm	Feature: Benefits from the AATSP and Avant Alliance

FRIDAY, JULY 9 (DAY 2-Full Day)

8:00am – 3:00pm	Registration Open
8:30am – 9:15am	Session Block 8
8:30am – 9:15am	Feature: Meet New NSE Director
9:15am – 4:30pm	Exhibit Hall Open
9:30am – 10:15am	Session Block 9*
9:30am – 10:15am	AATSP Contests & Exams (NSE)
9:30am – 10:15am	Feature: Higher Ed Administrator Panel
9:30am – 10:15am	E-Posters Session I
10:30am – 11:15am	Session Block 10*
10:30am – 11:15am	Feature: K-12 Administrator Panel

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SATURDAY, JULY 10 (DAY 3-Full Day)

8:00am – 3:00pm
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3:45pm – 4:30pm
4:45pm – 5:30pm
6:00pm – 6:30pm
6:30pm – 8:30pm

SUNDAY, JULY 11 (DAY 4-Half Day)

8:30am – 12:30pm
8:30am – 12:00pm
9:00am – 12:00pm

E-Posters Session II
Session Block 11*
E-Poster III
Feature: AATSP 2020 Presidential Session
Feature: AATSP Teaching & Learning Resources
Exhibit Hall Break
Session Block 12
AATSP Business Meeting
Session Block 13
Feature: AATSP Election 2021
Candidate Introductions
Session Block 14
Feature: AATSP Awards Ceremony
Exhibit Hall Closes (LAST CHANCE)
Session Block 15

Registration Open
Session Block 16
SHH/SHA Business Meeting
Feature: Seal of Biliteracy
Session Block 17**
Plenary: Instituto Cervantes
Richard Bueno Hudson
<i>Exitos</i> SHA Session
Portuguese Advocacy Meeting
Session Block 18**
Feature: Talk with Meredith White
Keynote Speaker:
Krishna Hines-Gaither
Session Block 19
Community College Advocacy Session
SHH/SHA Advisory Board Meeting
[Invitation Only]
Session Block 20**
Session Block 21**
<i>Hispania</i> Session
Session Block 22**
Community Engagement SIG
Session Block 23
Happy Hour
Feature: Celebration Dinner with music by Bichos Vivos

*Indicates scheduled time for **E-Posters** (Session Blocks 9, 10, 11 on Friday only).

Indicates scheduled time for **Graduate Student Day Competition (Session Blocks 17, 18, 20, 21, 22 on Saturday only).

CURATED SESSIONS

Our membership is diverse and so are the AATSP's conference sessions! We encourage all conference attendees to review the program for content that will best serve their needs. Curated sessions are arranged and/or promoted by the AATSP.

THURSDAY

Secondary (9-12) Town Hall Meeting (Session Block 2, Session 22)

Consulado de Argentina: Una forma de vivir Argentina a pura naturaleza; algunos son destinos mundialmente conocidos, otros son joyas ocultas por descubrir, presented by the Consulado General de Argentina (Session Block 3, Session 029)

Enseñanza de lengua y cultura españolas: Reflexión e innovación, presented by the Embajada de España (Session Block 4, Session 040)

Top Ten Tips to Thrive and Survive, presented by Clarissa Adams-Fletcher (Session Block 4, Session 044)

Consulado General de México: Explora México y su cultura, presented by the Consulado General de México (Session Block 6, Session 068)

Explore Benefits from the New AATSP and Avant Alliance (Session Block 7, Session 085)

FRIDAY

Meet the New Director of the National Spanish Examinations, Lisa Greenman (Session Block 8, Session 090)

Higher Education Administrator Panel (Session Block 9, Session 106)

K-12 World Language Administrations: Sharing Strategies for Effective Leadership (Session Block 10, Session 119)

E-posters I, II, and III (Session Blocks 9, 10, and 11) All E-posters are in International 4.

2020 AATSP Presidential Session: Judith Ortiz Cofer: The Storyteller Journey from Puerto Rico to Georgia, presented by Past President Ada Ortúzar-Young (Session Block 11, Session 129)

2021 AATSP Election Candidate Introductions (Session Block 13, Session 159)

AATSP Awards Ceremony (Session Blocks 14 and 15, Session 177)

SATURDAY

Seal of Biliteracy: Nurture and Recognize Language Assets, presented by Jessica Haxhi, Patrick Wallace, Arthur Chou, and Bridget Yaden (Session Block 16, Session 183)

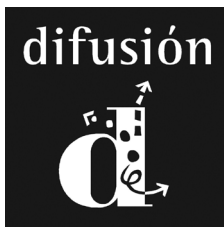
Plenary: Evolución, futuro y retos del español en el mundo: El español en Estados Unidos, presented by Richard Bueno Hudson (Session Block 17, Session 198)

Roomies, Zoomies, and Everywhere in Between: Where Do We Go from Here?, presented by Meredith White (Session Block 18, Session 212)

Keynote Address: Diversity, Diversidad, Diversidade: From Words to Action, delivered by Krishauna Hines-Gaither (Session 223)

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PRESIDENT'S WELCOME RECEPTION AND GRAND OPENING EXHIBIT HALL

026

Thursday, July 8, 2021
10:30am – 11:15pm
International 5-10



All are encouraged to attend and meet 2021 AATSP President Maritza Sloan and the 2021 Exhibitors.

Light refreshments will be served.



Thank you to the Consejería de Educación Estados Unidos y Canadá, Embajada de España, for sponsoring this event.

SESSIONS PROVIDED BY EMBASSIES AND CONSULATES

Consulado General de Argentina: Una forma de vivir Argentina a pura naturaleza; algunos son destinos mundialmente conocidos, otros son joyas ocultas por descubrir

029

**Thursday, July 8, 2021
11:30am – 12:15pm
International 3**

Úrsula Jesica Eyherabide, Consulado General de Argentina en Atlanta, Atlanta, GA

Enseñanza de lengua y cultura españolas: Reflexión e innovación

040

**Thursday, July 8, 2021
12:30pm – 1:15pm
International 3**

Jesús Fernández González, Education Office, Embassy of Spain, Washington DC
María del Mar Fresno Benito, Education Office, Embassy of Spain, Washington DC

Consulado General de México: Explora México y su cultura

068

**Thursday, July 8, 2021
2:30pm – 3:15pm
International C**

Rafael Bernal Cuevas, Consulado General de México en Atlanta, Atlanta, GA

REGISTRATION OPEN

WEDNESDAY, JULY 7, 2021
4:00PM - 7:00PM
IMPERIAL REGISTRATION AREA
(EVENT REGISTRATION 2)

001**BOARD OF DIRECTORS MEETING****Date:** Wednesday, July 7, 2021**Time:** 8:30am – 5:00pm**Location:** International 3*By invitation only***REGISTRATION OPEN**

Thursday, July 8, 2021 | 8:00am-4:00am | Imperial Registration Area (Event Registration 2)

SESSION BLOCK 1

Thursday, July 8, 2021 | 8:30am-9:15am

002

Thursday, July 8, 2021 | 8:30am-9:15am | International 1

PAST PRESIDENTS MEETINGS

[Invitation Only]

003

Thursday, July 8, 2021 | 2:30pm-1:15pm | International 2

USING CHOICE BOARDS AS FORMATIVE ASSESSMENT TOOLS

Presenter: Linda Villadóniga, Retired, Maria Villadóniga, Inc, Educational Consultant, St. Augustine, FL

Audience Level: Secondary (9-12)

Choice boards in Spanish class are a great way to provide options for your Spanish students! They can be used as a way of differentiating homework, as an in-class assignment, and as a weekly or quarterly formative assessment. This workshop will help you create great choiceboards, show you how to use them, and keep students engaged in learning. Handouts will be available.

004

Thursday, July 8, 2021 | 8:30am-9:15am | International 3

¿TRANSLANGUAGING EN LA CLASE DE ELE? RETOS, TRANSGRESIONES Y POSIBILIDADES

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

Audience Level: Community College, Higher Ed

En esta sesión, se considera la relevancia de *translanguaging* (García y Wei, 2014) en la enseñanza de lenguas, centrándose en el uso integral, fluido y estratégico de la L1 y la L2 para desarrollar la lengua meta, cuestionando así prácticas pedagógicas tradicionales. Los ponentes ilustran el potencial de *translanguaging* en cursos de español, de nivel principiante e intermedio, a través de actividades basadas en tareas cuyo fin es facilitar interacciones colaborativas que expandan la competencia comunicativa de los estudiantes.

005

Thursday, July 8, 2021 | 8:30am-9:15am | International A

ENGAGING DIVERSE TEACHERS AND STUDENTS FOR A DIVERSE WORLD

Presenter: Jessica Burns, The Weiss School, Palm Beach Gardens, FL

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

The importance of learning a foreign language should be based on innovative strategies that can allow educators to go beyond the confinements of a classroom. This session offers an innovative approach on how meaningful and memorable learning experiences can provide educators the tools to encourage the application of the target language in realistic scenarios. It will also provide educators opportunities to explore the relevance of learning a foreign language by finding ways to contribute at local, national, and international levels.

006

Thursday, July 8, 2021 | 8:30am-9:15am | International B

LA DIVERSIDAD Y LA JUSTICIA SOCIAL EN EL AULA: ABRIENDO UN ESPACIO A LA AFRODESCENDENCIA

Presenters: Rosa Bell, James Campbell High School, Ewa Beach, HI; Kevin Sledge, Waipahu High School, Waipahu, HI

Audience Level: Secondary (9-12)

Los presentadores de esta sesión compartirán las estrategias que utilizan para enseñar teniendo en cuenta la justicia social y la representación, en particular en lo que respecta

SESSIONS

a los afrodescendientes. Los participantes obtendrán una diversificación de herramientas prácticas que podrían usar en sus clases inmediatamente y con poco esfuerzo, incluyendo los diferentes niveles del español o del grupo demográfico en el cual enseñan.

007

Thursday, July 8, 2021 | 8:30am-9:15am | M101

FOSTERING COMMUNITY IN ONLINE LANGUAGE CLASSES: BUILDING RELATIONSHIPS THROUGH DISCUSSION

Presenter: Rachel Knighten, Lane Community College, Eugene, OR

Audience Level: Community College, Higher Ed

Developing a class community is a unique challenge in online language courses. This session will show how the presenter uses discussion boards to foster student-to-student interaction in order to create community in introductory-level, asynchronous, and online classes. The presenter will explain the philosophy that underlies their use of discussion boards, provide examples of successful topics, and share the evaluation tool.

008

Thursday, July 8, 2021 | 8:30am-9:15am | M102

HIGH SCHOOL TO CAREER: 12TH GRADE WORKPLACE SPANISH FOR MEDICAL INTERPRETING

Presenters: Maria Salazar, Fulton County Schools, Atlanta, GA

Audience Level: Secondary (9-12)

In Fulton County (Atlanta) Schools, we have developed a curriculum pathway to prepare students for a career in Spanish medical interpreting. This innovative program, delivered by a certified interpreter, was designed to ensure heritage speakers of Spanish have met all requirements and are ready to engage in certification testing for medical interpreting before high school graduation. This session will address the components of this program in which we provide ample opportunities for practice and expose students to

the real-world environment of medical interpreting.

009

Thursday, July 8, 2021 | 8:30am-9:15am | M103

FROM FOLK TO FICTION: GAUCHITO GIL AS ICON OF *HOMO SACER* IN MARIANA ENRÍQUEZ'S "EL CHICO SUCIO"

Presenter: Heath Wing, North Dakota State University, Fargo, ND

Audience Level: Higher Ed

Mariana Enríquez's short stories often create intertextuality between oral folk traditions and seemingly real-life stories taken from the headlines of a newsreel. In doing so, Enríquez captures a sense of fantastical horror in her fiction. This is evident in "El chico sucio", in which the story of folk saint Gauchito Gil serves as backdrop to urban violence taking place at the narrative's forefront. Gauchito Gil's presence ultimately functions as a marker of modernity's terrifying biopolitical subject whose killing is considered neither homicide nor sacrifice.

010

Thursday, July 8, 2021 | 8:30am-9:15am | M104

TEACHING SPANISH AND PORTUGUESE TO HERITAGE LANGUAGE LEARNERS AT UNIVERSITY OF CHICAGO

Presenters: Ana Maria Lima, University of Chicago, Chicago, IL; Lidwina Van den Hout, University of Chicago, Chicago, IL

Audience Level: Community College, Higher Ed

This session will discuss how problems and advantages of heritage language learners are addressed at the University of Chicago. It will present a redesigned program that is being used as a template in intermediate-level Portuguese and Spanish classes. Through the use of parallel and differentiated approach and using the strength of both categories for the benefit of the entire group, this method uses formative writing assessments, online videos, student created videos, interactive task-based activities, and student portfolios to reach course objectives.

011

Thursday, July 8, 2021 | 8:30am-9:15am | M105

ÉXITOS DE LA SOCIEDAD HONORARIA HISPÁNICA – ¡COMPARTAMOS!

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

Audience Level: Secondary (9-12)

Whether you are a seasoned SHH sponsor or just beginning to think about starting a chapter of the honor society for high school students of Spanish and Portuguese, you will want to attend this session. Current sponsors and SHH Advisory Board members will share successes from their own chapters. Award-winning ideas will

Proposal Submission for the 2022
AATSP Conference in
San Juan, Puerto Rico

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information.

be presented and sponsors are invited to share ideas for activities and methods for developing successful chapters.

012

Thursday, July 8, 2021 | 8:30am-9:15am | M106

RAPPORT IN THE FL CLASSROOM: FROM IN-PERSON TO ONLINE IN TIMES OF PANDEMIC

Presenter: Shayna Katz, University of Hawaii at Manoa, Kailua, HI

Audience Level: Community College, Higher Ed

The impact of interaction between the teacher and students on the development of positive relationships in the FL classroom are explored, one that transitioned from face-to-face (F2F) to online due to the COVID-19 pandemic. The results reveal an important relationship between the F2F classroom, feedback, and the perception of a positive teacher-student relationship, as well as between personal thematic discourse and the student-student relationship. To conclude, pedagogical implications are suggested that can be applied to both the F2F and online environments.

013

Thursday, July 8, 2021 | 8:30am-9:15am | M107

FORMACIÓN DE PROFESORES DE PORTUGUÉS EN MODALIDAD VIRTUAL: EL DESAFÍO DE FORMAR DOCENTES INCLUSIVOS Y CRÍTICOS

Presenter: Natalia Ricciardi, Universidad Nacional de Rosario, Santa Fe, Argentina

Audience Level: Community College

En 2020, las circunstancias inusuales de aislamiento social obligatorio llevaron a rediseñar las propuestas pedagógicas para la formación de profesores a través de la modalidad virtual en el profesorado universitario de portugués de Rosario, Argentina. Asumimos entonces una pedagogía crítica (Freire, 1996) reconociendo el carácter necesariamente político de la educación y la tecnología (Cobo, 2016). Serán presentadas técnicas implementadas para formar profesores de portugués capaces de adaptar propuestas que garanticen la inclusión y el uso crítico de las TIC.

014

Thursday, July 8, 2021 | 8:30am-9:15am | M109

EL FUTURO DEL SSP: LOS PUESTOS DE TRABAJO, EL MUNDO VIRTUAL Y NUEVAS ESTRATEGIAS DE RECLUTAMIENTOS

Presenters: Megan Myers, Iowa State University, Ames, IA; Carolina Rodríguez Tsouroukdissian, University of Alabama at Birmingham, Birmingham, AL; Diana Ruggiero, University of Memphis, Memphis, TN

Audience Level: Community College, Higher Ed

Este panel está centrado en el futuro de *Spanish for Specific Purposes* (SSP). Las tres panelistas actualmente están involucradas en programas de SSP/LSP y enseñan varios cursos incluyendo Español para los negocios, Español para profesionales en medicina y otros. Específicamente, van a hablar de los recursos de OER (*Open Educational Resources*) para programas de SSP, la conversión de una clase de español médico al formato virtual con miras a reclutar más estudiantes y la creación de cursos para Medicina e interpretación médica.

SESSION BLOCK 2

Thursday, July 8, 2021 | 9:30am-10:15am

015

Thursday, July 8, 2021 | 9:30am-10:15am | International 1

INDIGENOUS AMERICA IN THE TEACHING OF LANGUAGE AND CULTURE

Presenters: Anne Fountain, San José State University, San José, CA; Alice Miano, Stanford University, Palo Alto, CA

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

Two teachers give practical ideas for incorporating indigenous languages and cultures of the Americas in Spanish classes. The session includes creative ways to teach about October 12th, now often called Indigenous Peoples' Day; how indigenous languages coexist with and affect Spanish; how paper bills, coins, and stamps can provide teachable moments; and what free and accessible digital resources can offer. Handouts are shared with easy to implement ideas and digital links to resources.

016

Thursday, July 8, 2021 | 9:30am-10:15am | International 2

LANGUAGE MAINTENANCE IN UTAH: SPANISH HERITAGE SPEAKERS' ATTITUDES AND LANGUAGE USE

Presenter: Perla Escobar, Brigham Young University, Provo, UT

Audience Level: Higher Ed

The current study quantitatively and qualitatively investigated Spanish maintenance among 45 heritage Spanish language (HSL) speakers in Utah who completed a survey about their linguistic background, their attitudes toward English and Spanish, their self-perceived Spanish proficiency, and their current Spanish usage. Participants were also interviewed about their linguistic experiences.

SESSIONS

017

Thursday, July 8, 2021 | 9:30am-10:15am | International 3

SPR SESSION PROFESSIONAL OPPORTUNITIES FOR GRADUATE STUDENTS

Presenters: Stacey Johnson, Vanderbilt University, Nashville, TN; Megan Myers, Iowa State University, Ames, IA; John T. Maddox, University of Alabama at Birmingham, Birmingham, AL

Audience Level: Higher Ed

This panel will explore opportunities for professional development and academic publishing available to graduate students. For graduate students interested in developing and disseminating their scholarly work, come find out how to access mentorship, identify appropriate publication outlets, and develop your academic CV as a graduate student. In addition to the panel discussion, this will be a supportive, collegial environment where graduate students can ask any and all questions that they might have about professional development.

Chair and Presenter 1: Opportunity Abounds: Finding your Publishing Fit

Presenter 2: I wrote a paper, now what?: Filling the Gaps in Graduate Student Publishing

Presenter 3: From Classes to Publication: What Worked for Me

018

Thursday, July 8, 2021 | 9:30am-10:15am | International A

SPANISH ENROLLMENT DECLINE AND STUDENTS' BELIEFS: DOES GENDER MATTER?

Presenters: David Balmaceda, Washington University in St. Louis, St. Louis, MO; Cindy Brantmeier, Washington University in St. Louis, St. Louis, MO

Audience Level: Community College, Higher Ed

The 55% decrease in enrollment in Spanish programs (MLA 2019) and the enrollment gender gap, with a ratio of 4 women to 1 man in the Spanish classroom (Chávez 2001), warrant a thorough examination of language learners' demographic variables (Brantmeier et al. 2019). Thus, this study attempts to explore language learners' awareness, beliefs, and attitudes toward listening, speaking, reading, and writing by gender across advanced Spanish courses. Corresponding implications for teaching and enrollment at the advanced levels will be addressed in this presentation.

019

Thursday, July 8, 2021 | 9:30am-10:15am | International B

WAYS TO INTEGRATE GLOBAL HEALTH INTO WORLD LANGUAGE CURRICULUM

Presenter: Joan Clifford, Duke University, Durham, NC

Audience Level: Higher Ed

Many educators discuss family, homes, and traditions in their world language classrooms. Have you considered re-orienting the conversation and basing it around social determinants of health by studying how place and behavior affect quality of life? This approach allows the inclusion of topics like access to education and health care, transportation, public safety, and pollution. This session will show how developing an interdisciplinary narrative provides a focused way to deepen the world language curriculum and incorporate the study of social inequities.

020

Thursday, July 8, 2021 | 9:30am-10:15am | M101

K-8 TEACHER GATHERING

Presenter: Barb Pietroski, Baker Demonstration School, Buffalo Grove, IL

Audience Level: K-6, Middle/Junior

Come collaborate! Whether your program is FLES, dual language, bilingual, or immersion, bring your concerns and challenges. Learn about AATSP opportunities and resources leading to advocacy for early language learning. Participants will be encouraged to connect and share with one another on a variety of platforms to continue collaboration.

021

Thursday, July 8, 2021 | 9:30am-10:15am | M102

CINDERELLA COMO EL PARADIGMA DEL OTRO

Presenter: Maia Lamarque, Texas A&M University-Commerce, Rockwall, TX

Audience Level: Community College, Higher Ed

Un estudio etno poético de la Cenicienta en España como paradigma del Otro. El libro explora 42 versiones de Cenicienta en España. En ellas, se analizan los motivos del cuento en torno al *Zeitgeist* y a su condición metonímica. Cenicienta es la historia más contada en la historia de la humanidad apareciendo la primera versión alrededor de 900 años AC. Este estudio examina el componente ético-social de la historia en el análisis de 42 versiones españolas en diálogo con la versión medieval hasta reescrituras del siglo XXI, por ejemplo, la Cenicienta gay.

022

Thursday, July 8, 2021 | 9:30am-10:15am | M103

SECONDARY (9-12) TOWN HALL MEETING

Presenters: Erica Nathan-Gamauf, Loyola Academy, Chicago, IL; Kelly Scheetz, Franklin High School, Franklin, TN; Maritza Sloan, Ladue Horton Watkins High School, Saint Louis, MO; Anthony

Troche, Clark County School District, Las Vegas, NV; Martha Vásquez, San Antonio Independent School District, San Antonio, TX

Audience Level: Secondary (9-12)

Come meet your former and current 9-12 representatives on the AATSP Board of Directors. The purpose of this annual gathering is to dialog with 9-12 members on topics to support teachers, student instruction, and programs. Share your ideas at this interactive meeting. How can the AATSP support you better? How can you support the AATSP? *¡Todos a una! Todos por um!*

023

Thursday, July 8, 2021 | 9:30am-10:15am | M104

POPURRÍ DE ACTIVIDADES PARA LA CLASE DE ESPAÑOL

Presenters: Alejandro Lee, Santa Monica College, Santa Monica, CA; Nancy Meléndez-Ballesteros, Mount Saint Mary's University-Los Angeles, Los Angeles, CA

Audience Level: Community College, Higher Ed

En esta sesión, se compartirán actividades para estudiantes de español como segundo idioma y de lengua heredada a nivel de *community colleges*. Se incluirán actividades de gramática y cultura en clases en línea y presenciales.

024

Thursday, July 8, 2021 | 9:30am-10:15am | M105

STUDENTS' PERSPECTIVES ON TOOLS TO PROMOTE LEARNER ENGAGEMENT IN THE VIRTUAL LANGUAGE CLASSROOM: WHAT REALLY WORKS?

Presenters: Andie Anderson, University of Cincinnati, Cincinnati, OH; Jennifer Vojtko Rubí, University of Cincinnati, Cincinnati, OH

Audience Level: Community College, Higher Ed

As courses that are normally taught face-to-face have moved online due to the COVID-19 pandemic, instructors have struggled to keep students engaged in class. Fortunately, a variety of

resources are available to promote student engagement online. But which of these tools and resources do students find effective in a virtual language class? This presentation focuses on the valuable perspectives of students about the resources available in online synchronous sections of basic Spanish. These results can guide instructors in their resource use in future virtual courses.

025

Thursday, July 8, 2021 | 9:30am-10:15am | M106

PORTUGUESE TILES: A PROJECT-BASED LEARNING EXPERIENCE

Presenters: Renato Alvim, California State University, Turlock, CA; Silvia Ramos Sollai, University of Florida, Homestead, FL

Audience Level: Community College, Higher Ed

This presentation will exemplify how project-based learning (PBL) and instruction and learning can be successfully implemented in a World Language (WL) Portuguese class through a series of activities that culminate with students creating their own Portuguese style tiles. WL reflects the five Cs relevance in learner-centered and proficiency-oriented instruction (Katradis, Fox, Tian, 2017). Results show experiential learning is central for capacity building; however, implementing intercultural communication and global competence skills is still debatable.

026

Thursday, July 8, 2021 | 10:30am-11:15am | International 4-10

PRESIDENT'S WELCOME RECEPTION AND GRAND OPENING EXHIBIT HALL

Audience Level: All

All are encouraged to attend and meet President Maritza Sloan and the 2021 Exhibitors. Light refreshments will be served. Thank you to the Embajada de España for sponsoring this event.

SESSION BLOCK 3

Thursday, July 8, 2021 | 11:30am-12:15pm

027

Thursday, July 8, 2021 | 11:30am-12:15pm | International 1

NOVEDADES EN EL DICCIONARIO DE LA LENGUA ESPAÑOLA

Presenter: Domnita Dumitrescu, California State University Los Angeles, Glendale, CA

Audience Level: Community College, Higher Ed

En esta sesión, se van a presentar las últimas adiciones y enmiendas al Diccionario de la Lengua Española (DLE) que la Academia Española, en colaboración con las otras Academias,

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SESSIONS

incluye cada año en la versión en línea del diccionario. Se hará hincapié en los términos propios del español estadounidense.

028

Thursday, July 8, 2021 | 11:30am-12:15pm | International 2

THE LINGUISTIC LANDSCAPE OF COSTA RICA: *USTED, TÚ, AND VOS*

Presenters: Jean Leloup, US Air Force Academy (USAFA), Colorado Springs, CO; Barbara Schmidt-Rinehart, Ashland University, Ashland, OH

Audience Level: Secondary (9-12)

Which forms of address do you teach your students? The issues of register in general and forms of address specifically have never been more important. Each of the *World-Readiness Standards for Learning Languages* encourages us to prepare learners to interact appropriately in the linguistic landscape of a country. Presenters detail the results of their ethnographic study that show evidence of a shifting linguistic landscape in Costa Rica. This shift necessitates teaching a more complete description of their pronoun system and its uses in the world today.

029

Thursday, July 8, 2021 | 11:30am-12:15pm | International 3

FEATURE: CONSULADO GENERAL DE ARGENTINA: UNA FORMA DE VIVIR ARGENTINA A PURA NATURALEZA; ALGUNOS SON DESTINOS MUNDIALMENTE CONOCIDOS, OTROS SON JOYAS OCULTAS POR DESCUBRIR

Presenter: Úrsula Jesica Eyherabide, Consulado General de Argentina en Atlanta, Atlanta, GA

Audience Level: All

Montañas, sierras, valles, bosques, lagos, desiertos, salares, estepas, costas, selvas, glaciares, ríos y saltos de agua. Junto a su increíble flora y fauna, invitan a vivir experiencias irresistibles. Son lugares donde es posible conectarse con el entorno, respirar aire fresco y recorrer paisajes únicos con conciencia y respeto por el ambiente y la cultura local. Breve recorrido por Parques Nacionales y las áreas protegidas de Argentina del Sur argentino y Provincia de Buenos Aires.

030

Thursday, July 8, 2021 | 11:30am-12:15pm | International A

HIJA ERES Y MADRE SERÁS: DAUGHTERS AND THEIR MOTHERS IN LATINX MEMOIRS BY CHERRÍE MORAGA AND ANIKA FAJARDO

Presenter: Astrid Ochoa Campo, University of Wisconsin La Crosse, La Crosse, WI

Audience Level: Community College, Higher Ed

This presentation includes an analysis of *Native Country of the Heart* (2019) by Chicana writer Cherrie Moraga and *Magical Realism for Non-Believers* (2019) by Colombian-American author Anika Fajardo. Written from the point of view of daughters who have become mothers, these memoirs grapple with the significance of their own mothers in their lives at the same time they bring attention to other pertinent issues of Latinx communities in the US.

031

Thursday, July 8, 2021 | 11:30am-12:15pm | International B

MEDICAL SPANISH FOR FUTURE MEDICAL PROFESSIONALS: COURSE DEVELOPMENT, TEACHING, AND ASSESSMENT

Presenters: Elizabeth Contreras, University of Pittsburgh at Greensburg, Greensburg, PA; Lauren Starry, University of Pittsburgh at Greensburg, Greensburg, PA; Chad Alcorn, University of Pittsburgh at Greensburg, Greensburg, PA

Audience Level: Community College, Higher Ed

There is an increasing need for students in the medical health profession to communicate with Spanish-speaking patients or clients. Language barriers present a substantial communication challenge in the clinical setting. Introduction to Medical Spanish addresses the needs of students going into health care-related professions who have at least intermediate-level Spanish. Students learn pertinent information about Hispanic cultures to understand the needs of the diverse Spanish-speaking population.

032

Thursday, July 8, 2021 | 11:30am-12:15pm | International C

ENSEÑANZA Y APRENDIZAJE CULTURAL A TRAVÉS DEL CINE: CLASE, RAZA Y GÉNERO

Presenters: Belkis Suárez, Mount Mercy University, Cedar Rapids, IA; Bethany Darling, Mount Mercy University, Cedar Rapids, IA; Jacob Waltersdorf, Mount Mercy University, Cedar Rapids, IA

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

El cine sirve de introducción cultural y permite la fácil interacción en el aula de conceptos como clase, raza y género. Con escenas y fotos de películas, en esta sesión abordaremos estas nociones interactuando con los participantes y creando categorías de análisis aplicando diferentes lentes. Estas variaciones ampliarán las visiones culturales en las aulas de español usando el cine como medio para insertar al profesor y al estudiante a un mundo pluricultural más acorde a la realidad.

033

Thursday, July 8, 2021 | 11:30am-12:15pm | M102

ROMANCE LANGUAGE GROUP AS PATHWAY TO MULTILINGUALISM IN THE GLOBALIZED 21ST CENTURY

Presenters: Ismênia de Souza, United States Air Force Academy, Colorado Springs, CO; Robert Carriedo, United States Air Force Academy, Colorado Springs, CO

Audience Level: Higher Ed

This study analyzes the significance of Romance languages as a pathway to multilingualism in the 21st century in the United States and especially at the US Air Force Academy (USAFA). According to several studies, over 41 million people in the US speak a Romance language in the home. As a result, administrators and educators can take advantage of and capitalize on bilingual students in our programs. Awareness is imperative to recruit and maximize their linguistic and cultural skills, in particular the Spanish-speakers.

034

Thursday, July 8, 2021 | 11:30am-1:15pm | M103

FEATURE: CHAPTER ASSEMBLY MEETING

Audience Level: All

The AATSP Chapter Assembly Meeting will grant the opportunity for chapter officers' representatives to hear from the AATSP leadership, network, share ideas with other chapters, as well as ask questions and/or share concerns. This year, we will kick off the 50th anniversary of the AATSP Poster Contest.

035

Thursday, July 8, 2021 | 11:30am-12:15pm | M104

CULTURAL CHANGE AND CORONAVIRUS ANALYZED THROUGH MEMES

Presenter: Rebecca Ewing, Duke University, Durham, NC

Audience Level: Community College, Higher Ed

The novel coronavirus has changed how we live our lives and see the world, impacting cultural practices. This presentation will share how cultural studies encourage critical thought regarding what culture is and how it is changing through the pandemic. Using examples from a cultural studies course on COVID-19 and Spanish-speaking cultures, participants will question cultural practices of love and dating, burials, art, and preservation of cultural artefacts and practices, with a focus on the use of memes as cultural texts.

036

Thursday, July 8, 2021 | 11:30am-12:15pm | M105

HERITAGE SPANISH: FUNDAMENTOS, PRÁCTICA Y RETOS EN UN CAMPUS UNIVERSITARIO DE EEUU

Presenters: Raúl Llorente, Georgia State University, Atlanta, GA; María Elena Bermúdez, Georgia State University, Atlanta, GA; Óscar Moreno, Georgia State University, Atlanta, GA; Victoria Rodrigo, Georgia State University, Atlanta, GA

Audience Level: Community College, Higher Ed

Este panel aborda el tema la instrucción dirigida a hablantes de español que hablan la lengua como parte de su herencia cultural. Con la experiencia acumulada a través de los años, se desarrollarán los siguientes temas: adaptación e integración del hispano al sistema educativo anglosajón, perfiles lingüísticos de los hispanos y norma para la evaluación académica, desarrollo de la competencia lingüística de los hispanos para y por la literacidad y las nuevas tecnologías como recursos mediadores y potenciadores de la competencia lingüística.

Chair and Presenter 1: Las nuevas tecnologías como recursos mediadores y potenciadores de la competencia lingüística
Presenter 2: Adaptación e integración del hispano al sistema educativo anglosajón

Presenter 3: Perfiles lingüísticos de los hispanos y norma para la evaluación académica

Presenter 4: Desarrollo de la competencia lingüística de los hispanos para y por la literacidad

037

Thursday, July 8, 2021 | 11:30am-12:15pm | M106

TEACHING PORTUGUESE REMOTELY OR F2F WITH ENGAGING AUTHENTIC SOURCES

Presenter: Lisa Machnik, Somerville Public Schools, Somerville, MA

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

This session will explore a variety of engaging sources to teach Portuguese both remotely and F2F. Attendees will see examples of authentic sources such as podcasts, newspapers, and songs. The presenter will share examples of choice boards, authentic texts, and IPAs.

SESSION BLOCK 4

Thursday, July 8, 2021 | 12:30pm-1:15pm

038

Thursday, July 8, 2021 | 12:30pm-1:15pm | International 1

PEELING THE IDENTITY ONION

Presenters: Sue Barry, Auburn University, Auburn, AL; Cayla Barry, Tallahassee High School, Tallahassee City, AL

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

Participants will uncover their own cultural identities with an activity created for students to analyze and reflect on their layered and complicated identities. The old metaphor *layered like an onion* inspired an activity for students to reflect on themselves as individuals with a unique identity influenced by communities in which they take part, plus their unique set of life experiences.

039

Thursday, July 8, 2021 | 12:30pm-1:15pm | International 2

LA METACOGNICIÓN EN EL DESARROLLO DE LAS ESTRATEGIAS COMUNICATIVAS EN ESTUDIANTES AVANZADOS DE ESPAÑOL COMO L2

Presenter: Leiry Cipamocha Moncaleano, University of Minnesota, Twin Cities, MN

Audience Level: Community College, Higher Ed

La investigación desarrolla las estrategias comunicativas (EC) (Dörnyei & Thurrell 1991) en estudiantes de ELE. Con el uso de los escenarios (Di Pietro 1994) se dan recursos a los estudiantes de la competencia comunicativa (Savignon 1997) para mejorar sus habilidades de comunicación interpersonal (ACTFL 2015). Se trabaja la cognición de las EC creando un aprendizaje continuo (Swain et al. 2009). Con un uso reflexivo y práctico, los estudiantes trabajan la metaconsciencia para ser capaces de conocer y reconocer las EC al usarlas de forma acertada, constante y consciente.

040

Thursday, July 8, 2021 | 12:30pm-1:15pm | International 3

FEATURE: ENSEÑANZA DE LENGUA Y CULTURA ESPAÑOLAS: REFLEXIÓN E INNOVACIÓN

Presenters: Jesús Fernández González, Education Office, Embassy of Spain, Washington DC; María del Mar Fresno Benito, Education Office, Embassy of Spain, Washington DC

Audience Level: All

La Consejería de Educación de la Embajada de España, dependiente del Ministerio de Educación y Formación Profesional, promueve, dirige y gestiona la acción educativa exterior en Estados Unidos y Canadá. Estos programas tienen como finalidad el fomento y apoyo de la lengua y la cultura españolas.

AATSP BOARD OF
DIRECTORS ELECTIONS

October 2021

041

Thursday, July 8, 2021 | 12:30pm-1:15pm | International A

INCREASING STUDENT ENGAGEMENT IN MIDDLE SCHOOL WITH GOOGLE SLIDES AND PEAR DECK

Presenter: Kristine Murphy, Sacred Heart Catholic School, Robbinsdale, MN

Audience Level: K-6, Middle/Junior

Participants will experience how Google Slides and the Pear Deck add-on increase engagement for middle school students of Spanish. Pear Deck is an innovative option that can be used face-to-face or with remote instruction. Google Slides and Pear Deck are also fun, engaging options for homework assignments.

042

Thursday, July 8, 2021 | 12:30pm-1:15pm | International B

STANDING UP FOR RACIAL AND IMMIGRANT JUSTICE IN THE AMERICAS

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

Audience Level: Higher Ed

This panel will explore texts representing the struggle for recognition/rights of two of the largest minorities: Latin@s and African-Americans. The first presentation analyzes digital/cultural production from Latin America on the movement and its extension to advocacy (BLM has inspired activists to march for justice across the Americas). The second will discuss immigrant (Mexican-American) rights discourse in José Olivarez's book of poems *Citizen Illegal* (2018), which humanizes immigrants often seen as faceless and presents a hopeful vision for a post-COVID future.

043

Thursday, July 8, 2021 | 12:30pm-1:15pm | International C

EL GÉNERO DEL HORROR SOCIAL Y LO SINIESTRO EN CUENTISTAS DEL SIGLO XXI

Presenter: Magdalena Maiz-Peña, Davidson College, Davidson, NC

Audience Level: Community College, Higher Ed

Nos interesa abordar un corpus de cuentos cortos contemporáneos del siglo XXI de las escritoras argentinas Mariana Enríquez y Samantha Schweblin puertorriqueña Yolanda Arroyo Pizarro, colombiana Pilar Quintana, chilena Andrea Jeftanovic y boliviana Magela Baudoin que denuncian lo ominoso de la violencia de género. Análisis de técnicas narrativas como derrames narrativos, desviaciones textuales y giros inesperados politizando la violencia de género desde una focalización siniestra antes inédita.

Earn Graduate-level Credit through the NMSU Online MA in Spanish Program at the 2021 AATSP Annual Conference!

SESSIONS:

Thursday, July 8, 2021 – 1:30pm – 2:15pm

“Examining SHL/SNS and L2 Reading Abilities through Innovative Texts”

Saturday, July 10, 2021 – 8:30am – 9:15am

***¡Operación virtual!* Emergency Training for Teachers and Students for Rapid Transitioning to Online Learning**

WORKSHOP:

Sunday, July 11, 2021 – 9:00am – 12:00pm

W-2 “Social Justice Issues in Online Language Education: the student perspective”

ATTENDEES MUST BE REGISTERED WITH NMSU PRIOR TO CONFERENCE.

To earn credit attendees must: attend NMSU sessions and/or workshop, attend at minimum 20 hours of sessions, complete a virtual journaling of experience at conference via BLOG/Instagram/Twitter/Facebook, participate in pre and post conference online work.

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Conference on Language Teaching.

044

Thursday, July 8, 2021 | 12:30pm-1:15pm | M101

FEATURE: TOP TEN TIPS TO THRIVE AND SURVIVE**Presenter:** Clarissa Adams-Fletcher, Dunwoody High School, Dunwoody, GA**Audience Level:** Middle/Junior, Secondary (9-12)

As teachers are asked to do more with less and in uncertain times, how do you not only survive but thrive? I offer ten tips to highlight the areas that will help you to thrive and share the joy with your students through your content and strategies in your classes.

045

Thursday, July 8, 2021 | 12:30pm-1:15pm | M102

IDEAS, NOT ART: USING SKETCH NOTES IN THE INTERPRETING MODE**Presenter:** Silvia Rodriguez Sabater, College of Charleston, Charleston, SC**Audience Level:** Secondary (9-12), Higher Ed

Checking for understanding and maintaining focus while carrying out an interpreting activity can be challenging for students. The presenter will share her experience with the use of sketch notes or visual notetaking, discuss the benefits of this practice, share student examples, provide a practice exercise, and share tools and resources to start incorporating sketch notes in the language classroom to assist students becoming more active in the processing and capturing of ideas.

047

Thursday, July 8, 2021 | 12:30pm-1:15pm | M104

SMALL PRE-PLANNING ORAL TASKS ENCOURAGE SPEAKING IN BEGINNING SPANISH ONLINE STUDENTS**Presenter:** Guadalupe Madrid, South Georgia State College, Douglas, GA**Audience Level:** Community College, Higher Ed

Many questions about oral production came out when I started teaching Spanish in online classes due to the loss of face-to-face contact with the students. To solve the concern about how to promote oral presentation in online classes and based in previous studies, I designed a modality as a small pre-planning task which follow the sequence of pre-planning and oral presentation in a video recording.

048

Thursday, July 8, 2021 | 12:30pm-1:15pm | M105

ENGAGING STUDENTS TO THE MAX IN THE ONLINE CLASSROOM**Presenters:** Claudia Vestal, Alamance Community College, Waxhaw, NC; Madeline Griffin, Emory and Henry College, Strawberry Plains, TN**Audience Level:** Secondary (9-12), Community College

Let's read, write, speak, and learn grammar in an engaging online classroom. We will go over how to create great videos, lessons, blogs, integrated performance activities, and exams to design a stress-free instructor course. Bring your computer so you can leave with excellent resources.

049

Thursday, July 8, 2021 | 12:30pm-1:15pm | M106

SPANISH-TO-PORTUGUESE CONVERSION AT THE FOREIGN SERVICE INSTITUTE**Presenter:** Andreia Moraes Bradley, Department of State/Foreign Service Institute, Arlington, VA**Audience Level:** Higher Ed

This presentation will showcase the Department of State Foreign Service Institute's recently updated Spanish-to-Portuguese conversion course. The presenter will discuss the pedagogical approach to conversion, describe pronunciation shifting and daily-life and job-related tasks, and highlight instructional strategies that facilitate the acquisition of Portuguese. As captured by student feedback data, the updated curriculum makes the training more time efficient, more relevant and engaging, and results are very successful (95% achieved ILR 3/ACTFL Superior).

SESSION BLOCK 5

Thursday, July 8, 2021 | 1:30pm-2:15pm

050

Thursday, July 8, 2021 | 1:30pm-2:15pm | International 1

"HEY...I GOT THAT!" BUILDING STUDENT CONFIDENCE WITH AUTHENTIC RESOURCES**Presenters:** Norah Jones, Fluency Consulting LLC, Gladys, VA; Parthena Draggett, Independent Consultant, Naples, FL**Audience Level:** Secondary (9-12), Community College

Have you ever said to yourself, "I found a wonderful, authentic resource! How can I make sure that my students can understand and learn from it?" Let's go way beyond vocabulary and grammar points to use authentic texts, media, and products to build confidence and success in students' communication skills. Have natural, purposeful interactions with authentic resources. Experience and practice an easy, practical method to focus on proficiency in comprehension and communication, immediately applicable in face-to-face as well as remote classes.

SESSIONS

051

Thursday, July 8, 2021 | 1:30pm-2:15pm | International 2

HAMBRE CERO: UN OBJETIVO DE DESARROLLO SOSTENIBLE, UN OBJETIVO DE JUSTICIA SOCIAL

Presenters: Erica Nathan-Gamauf, Loyola Academy, Wilmette, IL; Maritza Sloan, Laude Horton Watkins High School, St. Louis, MO

Audience Level: Secondary (9-12)

Esta sesión presentará lecciones curriculares para tratar el hambre mundial en clases de español para todos los niveles. Estas lecciones enfatizan la justicia social. Se analizará este desafío global haciendo hincapié en recursos visuales como infografías, entrevistas y películas que se podrían incorporar en el salón de clase. Se tratará el consumo responsable, el desperdicio de alimentos y la relación entre la buena alimentación y el bienestar. Se concluirá con posibles actividades de servicio voluntario para llevar a cabo en conjunto con la Sociedad Honoraria Hispánica.

052

Thursday, July 8, 2021 | 1:30pm-2:15pm | International 3

LEARNING TO LEAD, LEADING TO LEARN

Presenter: Rebecca Aubrey, Timothy Edwards Middle School, South Windsor, CT

Audience Level: K-6, Middle/Junior

As teachers, we often feel like we need to be in control of everything. Students, however, are more motivated to learn when they have a sense of purpose, a voice in that purpose, and opportunities to direct their own learning. In this session, participants will learn to let go of some of the control and develop strategies for empowering students of all ages to lead their own learning, from setting individual proficiency goals, to personalizing assessments, to leading the class through learning activities.

053

Thursday, July 8, 2021 | 1:30pm-2:15pm | International A

EMBRACING GLOBAL CITIZENSHIP: EMPOWERING STUDENTS (EVEN VIRTUALLY) WITH THE PULSERA PROJECT

Presenter: Hannah Rae Joseph, Hoover City Schools, Birmingham, AL

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

Embrace Global Citizenship Education through utilization of free resources from The Pulsera Project that educate, empower, and connect your students with world citizens. Learn the importance of teaching about the world's increasingly complex web of connections and how to color your classroom with Central American realia so students can experience cultures firsthand, even

virtually! Promote global citizenship through the promotion of fair-trade partnerships and leave with prepared lessons that cultivate a desire in students to embrace the world around them.

054

Thursday, July 8, 2021 | 1:30pm-2:15pm | International B

SERVICE-LEARNING IN THE GRAMMAR CLASSROOM: FOSTERING DIVERSITY, RECIPROCITY, AND REFLECTION THROUGH SPANISH TRANSLATION

Presenter: Xabier Granja, The University of Alabama, Tuscaloosa, AL

Audience Level: Community College, Higher Ed

This study explores how service-learning translation can remove the focus on the self and enable foreign language students to move beyond their roles as language learners. It shows how students can cultivate solidarity through encounters with alternate senses of realities and disparities within their own community, even when face-to-face communication is hindered, and a remote workflow is necessary. It demonstrates students' increase in their ability to engage and offers strategies to adapt an existing traditional Spanish course to include a service-learning component.

055

Thursday, July 8, 2021 | 1:30pm-2:15pm | International C

FACE-TO-FACE TANDEM LANGUAGE EXCHANGES AS A COMPLEMENTARY COURSE COMPONENT FOR SPANISH LANGUAGE ACQUISITION

Presenter: Andrew Healey, Bloomsburg University, Scranton, PA

Audience Level: Community College, Higher Ed

Sixteen undergraduate learners enrolled in a Spanish III course and five adult learners of English from Spanish-speaking countries engaged in seven face-to-face language exchanges following the institutional tandem framework. This study utilizes a mixed-methods approach to investigate speaking performance as well as perceptions of linguistic growth, cultural knowledge, and confidence to speak Spanish. Results suggest that most participants increased in speaking competency, learned new cultural information, and further developed confidence to speak Spanish.

056

Thursday, July 8, 2021 | 1:30pm-2:15pm | M101

FEATURE: ¿CHINOLATINOS? RECURSOS PARA ENSEÑAR LA DIÁSPORA CHINA EN HISPANOAMÉRICA

Presenter: Alejandro Lee, Santa Monica College, Los Angeles, CA

Audience Level: Community College, Higher Ed

¿Chinolatinos? Recursos para enseñar la diáspora china en Hispanoamérica en el currículum y los libros de textos en español hacen hincapié en que la diversidad étnica, lingüística y cultural forma parte esencial de las civilizaciones y culturas hispanoamericanas. Tradicionalmente, se han destacado las contribuciones indígenas y africanas, dejando a lado una más reciente, la asiática. Compartiré recursos relevantes a la diáspora china y materiales educativos que les servirán para enriquecer y diversificar su programa de lengua, cultura y literatura.

057

Thursday, July 8, 2021 | 1:30pm-2:15pm | M102

EXAMINING SHL/SNS AND L2 READING ABILITIES THROUGH INNOVATIVE TEXTS

Presenters: Patricia MacGregor-Mendoza, New Mexico State University, Las Cruces, NM; Gabriela Moreno, New Mexico State University, Las Cruces, NM; Jeffrey Longwell, New Mexico State University, Las Cruces, NM

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

Scholars acknowledge that there is a dearth of SHL/SNS reading research as well as an overemphasis on texts and tasks that are more formal in nature to measure reading abilities. Formal literary passages underestimate the linguistic repertoire and literacy skills of SHL/SNS learners. This presentation will illustrate how non-traditional reading passages that emphasize authentic language use can be used to differentiate between SHL/SNS and L2 learners and reveal ranges of literacy skills of both SHL/SNS learners and L2 learners within their respective groups.

058

Thursday, July 8, 2021 | 1:30pm-2:15pm | M103

THE EFFECTS OF SUSTAINED SILENT READING (SSR) IN SECOND LANGUAGE ACQUISITION: CLASSROOM EXPERIENCES AND ACCOUNTABILITY

Presenter: Diana Cristina Williams, Waipahu High School, Honolulu, HI

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

Research indicates the power of Sustained Silent Reading (SSR) in second language acquisition. An SSR program can increase reading fluency; still, there are some questions. What kind of accountability is necessary so students grow in their proficiency and meet their learning targets? We explore an SSR Program at the novice low-high levels using different levels of accountability while tracking growth in reading comprehension and speed. For novice mid-high students, tracking individual progress between SSR and other reading activities in an online setting took priority.

059

Thursday, July 8, 2021 | 1:30pm-2:15pm | M104

PLURAL: O DESENVOLVIMENTO DE UMA PLATAFORMA PLURICÊNTRICA DE ACESSO LIVRE PARA A PROMOÇÃO DA LÍNGUA PORTUGUESA NOS ESTADOS UNIDOS

Presenters: Eugênia Fernandes, University of California, Davis, Davis, CA; Leonardo Silva, University of California, Davis, Davis, CA; Camila Almeida, University of Bologna, Bologna, Italy; Tatiana Dutra e Mello, University of San Francisco, San Francisco, CA

Audience Level: Community College, Higher Ed

Criado para oferecer debates contemporâneos em português sobre as sociedades globais, especialmente as lusófonas, a plataforma Plural: Português Pluricêntrico se caracteriza pelo desenvolvimento linguístico do português nos EUA sob três pilares linguístico-pedagógicos: a justiça social, as contribuições acadêmico-comunitárias e a complexidade na promoção de línguas críticas. Nesta sessão, apresentaremos o percurso da criação da plataforma, seus diálogos com as diretrizes do ACTFL e as expectativas de seu impacto nas universidades do país como material de acesso livre.

060

Thursday, July 8, 2021 | 1:30pm-3:15pm | M105

SIGMA DELTA PI: BEST PRACTICES AND INFORMATIVE SESSION

Presenters: Mark Del Mastro, College of Charleston, Charleston, SC; Suzy Aftabizadeh, Ohio University, Athens, OH; Johanna Mendez, Florida State University, Tallahassee, FL

Audience Level: Community College, Higher Ed

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

Chair and Presenter 1: Sigma Delta Pi Informative Session for Current and Prospective Members and Chapter Representatives
Presenter 2: Manteniendo las metas de Sigma Delta Pi a través del involucramiento de y alcance a la comunidad vía plataformas virtuales
Presenter 3: Consolidating Community Ties: How to Cultivate Graduate Engagement and Empowerment

SESSIONS

060A

Thursday, July 8, 2021 | 1:30pm-2:15pm | M106

ALBRICIAS: BEST PRACTICES AND UPDATES FOR SPONSORS

Presenter: Faith Blackhurst, University of California Davis, Davis, CA

Audience Level: Secondary (9-12)

Albricias, the student journal of the Sociedad Honoraria Hispánica (SHH), publishes art, essays, photography, poetry, stories, and other work created by SHH students in Spanish and Portuguese. In this session, the Editor will lead a discussion on best practices for helping students create and submit work for possible publication in the journal as well as seek feedback from current SHH sponsors. We will discuss multimedia submissions and new online rubrics to help you evaluate student work!

061

Thursday, July 8, 2021 | 1:30pm-2:15pm | M107

THE CARE AND FEEDING OF TEACHERS

Presenter: Jennifer Schwester, Brick Township Public Schools, Brick, NJ

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

Take some time for yourself and learn ways to help navigate your own stress and anxiety during this *new normal*. You cannot pour from an empty cup, so let's take some time to refill and recharge. Attendees will be provided with the opportunity to learn and practice some self-care tips, mindfulness, meditation, breathing techniques, and a few yoga poses to help with long hours of sitting in front of computer screens and thinking about long to-do lists. Please remember that happy teachers = happy students!

062

Thursday, July 8, 2021 | 1:30pm-2:15pm | M109

INTERACTIVE IMAGES: A TOOL FOR THE BLENDED CLASSROOM

Presenter: Chelsea Lawrence, UMS-Wright Preparatory School, Mobile, AL

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

Are you wondering how to effectively and purposefully deliver content to your students in a remote learning and/or F2F setting? This session will provide an example of incorporating the 5E Method of learning with *Genially*, a platform to create interactive images, to successfully engage, motivate, and educate your students.

SESSION BLOCK 6

Thursday, July 8, 2021 | 2:30pm-3:15pm

063

Thursday, July 8, 2021 | 2:30am-3:15pm | International 1

THE BIG THREE: MULTIPLE PATHWAYS TO PROFICIENCY

Presenter: Parthena Draggett, Vista Higher Learning, Naples, FL

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

Join us for three exciting, updated options to guide our students along the path to proficiency. The new *Descubre* and *Encuentros* along with *Senderos* are grounded in best practices for learning language in context, AP themes, Pre-AP strategies, Can-Do statements, IPA's, and much more. Culturally rich, new authentic storyline videos engage students to naturally build communication skills. Input is rich, reflecting the diversity of the Spanish-speaking world, also offering plentiful, well-scaffolded opportunities for student output in speaking and writing.

064

Thursday, July 8, 2021 | 2:30pm-3:15pm | International 2

THE BEST OF THE INCOMPARABLE GLADYS WISNEFSKI

Presenters: Claudia Decker, Nashua North High School, Nashua, NH; Susan Ranft, Loyola Academy, Wilmette, IL

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

This session is offered in honor of a beloved friend and colleague, Gladys Wisniewski, who passed away in February. Originally from Chile, Gladys taught Spanish in Wisconsin for more than forty years. She was an active AATSP member, Sociedad Honoraria Hispánica sponsor, editor of *Albricias*, and frequent presenter at conferences. Come and hear about highlights from several of her dynamic presentations and, if you knew Gladys, come and share your stories. A truly remarkable educator, Gladys would spend the year investigating topics for her sessions: from *Lazarillo de Tormes* to Gabriel García Márquez, from Pablo Neruda to Pablo Picasso, from the thirty-three Chilean miners to Oswaldo Guayasamín. The presenters will share what they have learned from Gladys, and attendees will receive a packet of lesson plans for teaching Hispanic culture in a vibrant and meaningful way.

065

Thursday, July 8, 2021 | 2:30pm-3:15pm | International 3

MINI-SERIES, MEGA-LEARNING: SPANISH LANGUAGE TV SHOWS IN THE CONVERSATION CLASSROOM

Presenters: Nancy Gates Madsen, Luther College, Decorah, IA; Julee Tate, Berry College, Rome, GA

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

The presenters will share strategies for harnessing serial programming to reinforce and practice specific grammar points as well as to help students improve in the five skills, with a particular focus on listening comprehension and speaking. A menu of options will be offered for both secondary and university teachers. As examples, the presenters will discuss two specific programs (*Altamar* and *Control Z*), both of which are on Netflix and will likely continue to be available since they are Netflix co-productions.

066

Thursday, July 8, 2021 | 2:30pm-3:15pm | International A

FEATURE: BEST OF FLAG PRESENTS DINGED FOR DIFFERENTIATION?

Presenters: Ana Díaz, Gainesville High School, Gainesville, GA; Casey Emmanuel, Mountainview High School, Lawrenceville, GA

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

Join us for a conversation about differentiation. The presenters will answer questions about what it actually is, what it really is not, and discuss ways to master this best practice. Participants will leave this session with strategies to differentiate that they can use in the classroom tomorrow. Empower yourself with a narrative for your lesson plans that will earn all of the points on the teacher evaluation rubric and hone your craft at the same time!

067

Thursday, July 8, 2021 | 2:30pm-3:15pm | International B

ENCENDAMOS EL APRENDIZAJE

Presenters: Mónica Millán, Eastern Michigan University, Ypsilanti, MI; Fernanda Cusick, Eastern Michigan University, Ypsilanti, MI

Audience Level: Community College, Higher Ed

Esta sesión interactiva propone un enfoque basado en el contenido para enseñar español con fines específicos. Utilizando servicios de *streaming*, los asistentes participarán en una discusión sobre la efectividad de diferentes enfoques de enseñanza del español para carreras relacionadas con la salud en contextos auténticos y de manera entretenida. La sesión finalizará con una planeación de una clase de muestra y sugerencias para adaptarla a las necesidades y al nivel de competencia de los estudiantes.

068

Thursday, July 8, 2021 | 2:30pm-3:15pm | International C

FEATURE: CONSULADO GENERAL DE MÉXICO: EXPLORA MÉXICO Y SU CULTURA

Presenter: Rafael Bernal Cuevas, Consulado General de México en Atlanta, Atlanta, GA

Audience Level: All

Viajar a México es una experiencia que despierta los sentidos. Exuberantes paisajes naturales, imponentes obras arquitectónicas que dan fe de siglos de grandeza histórica, música y bailes que llenan de vida las calles en celebraciones pasadas de generación a generación y sabores y olores de platillos que son un reflejo de la vasta diversidad cultural precolombina y contemporánea de nuestro país. ¡Te invitamos a explorar nuestro país, su cultura y la riqueza del idioma español!

069

Thursday, July 8, 2021 | 2:30pm-3:15pm | M101

AATSP POSTER CONTEST: ARTISTIC EXPRESSION IN THE LANGUAGE CLASSROOM

Presenter: Crystal Vicente, Valdosta City Schools, Valdosta, GA

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

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

070

Thursday, July 8, 2021 | 2:30pm-3:15pm | M102

STUDENT AND INSTRUCTOR BELIEFS ABOUT SPANISH SECOND LANGUAGE WRITING ASSIGNMENTS: A WEB-BASED SURVEY STUDY

Presenters: Bernard Issa, University of Tennessee, Knoxville, TN; Bryan Koronkiewicz, University of Alabama at Tuscaloosa, AL; Mandy Faretta-Stutenberg, Northern Illinois University, DeKalb, IL

Audience Level: Higher Ed

Second language (L2) writing assessment is ubiquitous in basic language programs, which enroll the majority of US college foreign language students (Looney & Lusin, 2018). Given this large population and the variability of such assignments, we investigated how instructor (N=28) and student (N=183) beliefs about L2 writing align or diverge. The results of an online Likert-scale and ranked-choice questionnaire revealed that there was some misalignment, but mostly agreement, including the use of a writing-to-learn approach to develop specific and broad linguistic skills.

071

Thursday, July 8, 2021 | 2:30pm-3:15pm | M103

LESSONS ON LANGUAGE, LIFE, AND LOVE LEARNED FROM LUIS RAFAEL SÁNCHEZ

SESSIONS

Presenter: Johanna Alberich, Troy University, Troy, AL

Audience Level: Community College, Higher Ed

This session will discuss lessons learned after interviewing Puerto Rican Luis Rafael Sánchez about his most famous novel, *La guaracha del Macho Camacho*. This boom novelist and playwright has lessons to teach regarding language, life in Puerto Rico, and love. His use of both the Spanish and English languages in *La guaracha* is innovative for its time. Life in Puerto Rico is historically, socially, and politically criticized in this novel. And finally, other lessons to be learned are about the love of music, mass media, cultural identity, and much more.

072

Thursday, July 8, 2021 | 2:30pm-3:15pm | M104

PORTUGUÊS COMO LÍNGUA ADICIONAL PARA HISPANO-FALANTES: UMA PROPOSTA DE EDUCAÇÃO SOB AS LENTES CRÍTICAS E INTERCULTURAIS

Presenter: Michele Saraiva Carilo, The Ohio State University, Columbus, OH

Audience Level: Higher Ed

A Pedagogia Crítica (PC) e a Pedagogia Intercultural (PI), aplicadas à educação de línguas adicionais, promovem a atualização das noções de língua, linguagem, competência e cultura para além dos propósitos comunicativos visando a formação de agentes sociais cosmopolitas. No ano acadêmico 2020-21, a sequência de Português para Hispano-falantes em contexto de ensino superior foi criada tendo PC e PI como construto teórico-pedagógico. Competências comunicativas e crítico-interculturais foram avaliadas quanto à contribuição para o desenvolvimento da proficiência na língua.

074

Thursday, July 8, 2021 | 2:30pm-3:15pm | M106

SPECTERS IN SOUTHERN CONE LITERATURE: RECONFIGURING THE PAST AND THE PRESENT

Presenter: Aviva Kana, The Nueva School, San Mateo, CA

Audience Level: Community College, Higher Ed

This presentation analyzes how Chilean and Argentine literature uses ghosts from dictatorial pasts to disrupt state narratives in the 21st century. Pola Oloixarac's *Las teorías salvajes*, Félix Bruzzone's *Los topos*, and Nona Fernández's *Space Invaders* all use spectral figures to re-imagine the way the past connects to the present. I rely on theorists such as Nelly Richard, Marianne Hirsch, and Rosi Braidotti to show how these ghosts, through their critique of state narratives, also present new ideas for a future that hovers on the thin line between utopia and dystopia.

075

Thursday, July 8, 2021 | 2:30pm-3:15pm | M107

CURRÍCULUMS TRANSFORMATIVOS: EJERCITAR LA JUSTICIA SOCIAL PARA CREAR UN CAMBIO SOCIAL DURADERO

Presenter: Leonard Martínez, Downtown Doral Charter Upper School, Miami, FL

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

Los estudiantes hispanohablantes aportan un conjunto particular de habilidades y fondos de conocimiento al aula que tienen el potencial de crear un cambio social duradero. Ejemplos de currículos dinámicos y transformativos que abordan los tres modos de comunicación y aumentan la participación de los estudiantes incluirán: la diáspora cubana y el choque cultural, el arte y los valores del grafiti mexicano-estadounidense y puertorriqueño, el orgullo latino y el examen de las normas sociales de la cultura de los cholos.

076

Thursday, July 8, 2021 | 2:30pm-3:15pm | M109

TEACHING LANGUAGES ONLINE DURING A GLOBAL PANDEMIC: PERSPECTIVES FROM LANGUAGE EDUCATORS IN HIGHER ED.

Presenters: Dieter Waldvogel, Samford University, Birmingham, AL; Tiffany Robayna, Samford University, Birmingham, AL

Audience Level: Community College, Higher Ed

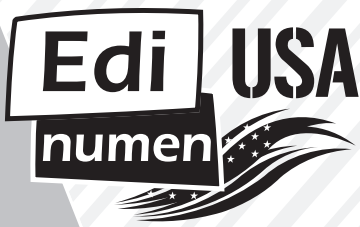
Vista Higher Learning, the AATSP, and Samford University recently collaborated on a survey study to determine how language educators at colleges and universities nationwide managed the transition from teaching face-to-face to teaching remotely using online technologies almost exclusively during the 2020 spring and fall semesters. Dieter Waldvogel and Tiffany Robayna will present the findings from the spring 2021 national survey of 574 foreign and second language educators from two-year and four-year colleges and universities in the US.

077

Thursday, July 8, 2021 | 3:30pm-4:15pm | International 4-10

EXHIBIT HALL BREAK

All are encouraged to attend and meet the 2021 Exhibitors.



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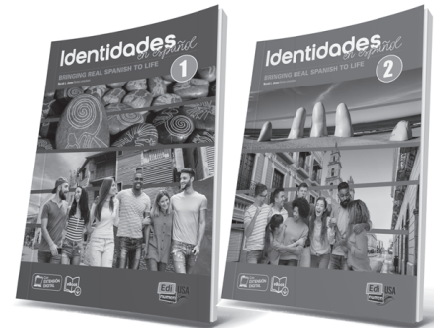


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SESSION BLOCK 7

Thursday, July 8, 2021 | 4:30pm-5:15pm

078

Thursday, July 8, 2021 | 4:30pm-5:15pm | International 1

REALLY TEACHING WORD ORDER IN THE CLASSROOM: WHY AND HOW**Presenter:** Luis González, Wake Forest University, Winston-Salem, NC**Audience Level:** Secondary (9-12), Higher Ed

Word-order theories are based on subject and direct object (DO). The putative orders are SVO, OVS, VOS, VSO, etc. There are problems with that. If taxes increased, "taxes" is an underlying DO, but a surface subject. In a computation of the frequency of *los impuestos aumentaron* vs. *aumentaron los impuestos*, is *impuestos* computed as SV or VS? Or as OV or VO? If instead of computing subject and DO, speakers are computing verber and verbed (González 2021), the answer is clear. This presentation will discuss word orders that can be used in the classroom, why, and how.

079

Thursday, July 8, 2021 | 4:30pm-5:15pm | International 2

PLANNING FOR PROJECT-BASED LEARNING IN ALL CLASSROOMS!**Presenters:** Beth Gaunce, Kentucky Educational Television, Harrodsburg, KY; Nadine Jacobsen-McLean, Chattanooga, TN**Audience Level:** K-6, Middle/Junior

Whether instruction is occurring F2F, virtually, or blended, student choice in project-based learning has the potential to provide a high engagement factor as students think critically to solve problems and apply what they are learning. Participants will explore the steps needed to create a balanced project-based learning environment in all types of classrooms and will address the challenges of keeping the focus on student engagement and diversity through increased student agency. Examples of successful project-based instruction will be presented.

080

Thursday, July 8, 2021 | 4:30pm-5:15pm | International 3

AATSP GEORGIA CHAPTER MEETING**Presenter:** Theresa Anderson, Chamblee Charter School, Chamblee, GA**Audience Level:** K-6, Middle/Junior

This is a chapter meeting for the AATSP Georgia Chapter. Members of the chapter and other AATSP state chapters are encouraged to visit and learn about chapter activities, events, and more.

081

Thursday, July 8, 2021 | 4:30pm-5:15pm | International A

TEACHING SPANISH CONVERSATION SKILLS THROUGH PODCASTS**Presenter:** Brianne Stambaugh, Covenant College, Lookout Mountain, GA**Audience Level:** Community College, Higher Ed

Given that advances in technology are affecting the ways in which students interact in the target language, language teachers must continue to address how technology can be used to enhance our teaching methodologies. This presentation will explore how podcasts were used in an Advanced Spanish Conversation course to encourage students to interact with others while also working together to gain linguistic and cultural knowledge. Example assignments, rubrics, and students' responses to the activities will be provided to session attendees.

082

Thursday, July 8, 2021 | 4:30pm-5:15pm | International B

LANGUAGE AND MULTICULTURAL EDUCATION: MOVING US FORWARD**Presenter:** Janina Klimas, Author, Houston, TX**Audience Level:** Secondary (9-12), Higher Ed

In this presentation, I will share the story of my grandfather, Benner C. Turner, the grandson of slaves. Despite earning two degrees from Harvard, he was never admitted to the bar in his native Georgia. The work of language educators as multicultural educators in moving us further away from this world will be explored as well as practical ways to create experiences to develop language and deeper intercultural understandings.

083

Thursday, July 8, 2021 | 4:30pm-5:15pm | M101

THE IMPORTANCE OF SCAFFOLDED INTERACTION IN MEDICAL SPANISH COURSES DESIGNED FOR STEM STUDENTS – APPLIED IN AT-HOME COURSES AND A STUDY ABROAD PROGRAM**Presenter:** Adèle Douglin, Georgia Institute of Technology, Atlanta, GA**Audience Level:** Community College, Higher Ed

How does one create an engaging content-based *medical* language course and relevant study abroad program for students coming from a variety of STEM majors? This session will cover the

SESSIONS

creation of such a course and study abroad program for university students. One key component was fostering scaffolded interaction that encouraged students to talk with a variety of native speakers at home, and more so, when abroad. Thus, giving students a better understanding of different public health systems while also inviting them to explore solutions to limited access to medical services.

085

Thursday, July 8, 2021 | 4:30pm-5:15pm | M103

EXPLORE YOUR BENEFITS FROM THE NEW AATSP AND AVANT ALLIANCE

Presenters: David Bong, Avant Assessment, Eugene, OR; Lisa Greenman, National Spanish Examinations, Chesterson, IN; Sheri Spaine Long, AATSP, Birmingham, AL; Linda Egnatz, The Global Seal of Biliteracy, Frankfort, IL

Audience Level: All

AATSP and Avant Assessment are working together to support the language profession. Instructors of K-12 and Higher Education can garner benefits such as a FREE STAMP test for you to document your own proficiency in the language of your choice. Also, with an AATSP membership, you can get discounts on STAMP tests for your students. Bundling the NSE and the STAMP tests can help students qualify for the Global Seal or the State Seals of Biliteracy. Come learn about these benefits and more! AVANT will provide a chance to win several ADVANCE subscriptions, and the AATSP will give away a membership. You must attend the session to win!

086

Thursday, July 8, 2021 | 4:30pm-5:15pm | M104

AUTORIA E ENGAJAMENTO: A DIMENSÃO CÍVICA DO EDUCADOR LINGÜÍSTICO

Presenter: Everton Vargas da Costa, Framingham State University, Framingham, MA

Audience Level: Higher Ed

O trabalho discute o conceito de engajamento comunitário e o papel do educador linguístico em três áreas: ensino, pesquisa e serviço. Descreve a promoção da autoria em sala de aula de língua portuguesa, na pesquisa e na formação de professores de português como língua de herança. Argumenta-se que a pedagogia de projetos e o *service learning* envolvem acadêmicos e estudantes com as comunidades circundantes e facilitam o entrelaçamento das áreas de atuação. Os participantes serão convidados a sugerir encaminhamentos e a compartilhar experiências análogas ao fim da sessão.

087

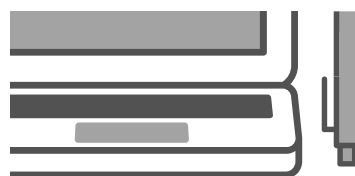
Thursday, July 8, 2021 | 4:30pm-5:15pm | M105

HOW TO SUBMIT A SUCCESSFUL SHH SCHOLARSHIP APPLICATION

Presenters: Claudia Decker, Nashua High North, Hudson, NH; Susan Ranft, Loyola Academy, Wilmette, IL; Catherine Del Valle, Russell High School, Russell, KY

Audience Level: Secondary (9-12)

¿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 les ofrecen.



Hispania

The scholarly journal of the American Association of Teachers of Spanish and Portuguese (AATSP)

CALL FOR RESEARCH ARTICLES (ONGOING)

Hispania invites the submission of original, unpublished manuscripts on language, linguistics, literature, film, culture, cultural studies, applied linguistics, and pedagogy having to do with Spanish and Portuguese. Submissions should display thorough and comprehensive knowledge of the subject and field. Further considerations in the evaluation of manuscripts include contribution to the advancement of knowledge, originality of method or focus, organization, and clarity of expression. Submissions of essays between 7,000-9,500 words may be in English, Portuguese, or Spanish. See www.aatsp.org for full submission guidelines.

CALL FOR SHORT-FORM ARTICLES (ONGOING)

Hispania is pleased to announce the creation of a new section of Short-form Articles, which will accompany our existing array of Research Articles. Short-form Articles are editorially reviewed, instead of undergoing external peer review; consist of 1,500-3,000 words of body text (no notes are permitted); frequently, but not always, provide readers with a brief list of articles for further reading; consider in-depth topics of interest to K-20 educators in the fields of Spanish and Portuguese; be thoughtfully written in Spanish, Portuguese, or English; reflect a deep understanding or longstanding interest in the topics covered; and be authored by teacher-scholars at all levels. All short-form submissions should promote an inclusive and forward-thinking vision for the second century of the AATSP and should be free of biased language, unsupported speculation, and content that might be regarded as promotional. Authors of successful submissions should be open to making changes to their Short-form Article prior to publication based on suggestions from the editorial review process. Submissions are accepted on an ongoing basis and should be sent to bfraser@aatsp.org.

CALL FOR BOOK/MEDIA REVIEWS (ONGOING)

If you are interested in reviewing books and/or media, please contact the Editor: ddumitrescu@aatsp.org. Hispania will not accept unsolicited reviews and does not publish reviews of works more than two years old.

EDITORS

Editor, **Benjamin Fraser**, University of Arizona (bfraser@aatsp.org)
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AATSP ELECTION 2021 CANDIDATE INTRODUCTIONS

1 5 9

Friday, July 9, 2021
2:30pm – 3:15pm
International 3

We invite all AATSP members to come and listen to short speeches by the 2021 candidates for the AATSP Board of Directors.

Come cheer them on!



FEATURE: AATSP AWARDS CEREMONY

177

Friday, July 9, 2021
3:30pm – 5:00pm
Imperial Salon A

Come and cheer on the winners of the AATSP's 2021 Awards!

Light refreshments will be served.



This event is sponsored by Editorial Difusión.

REGISTRATION OPEN

Friday, July 9, 2021 | 8:00am-3:00am | Imperial Registration Area (Event Registration 2)

SESSION BLOCK 8

Friday, July 9, 2021 | 8:30am-9:15am

088

Friday, July 9, 2021 | 8:30am-9:15am | International 1

EXPERIENTIAL LEARNING EVERYDAY: A MODEL FOR EFFECTIVE LESSON PLANNING

Presenter: Stacey Johnson, Vanderbilt University, Nashville, TN

Audience Level: Community College, Higher Ed

The experiential learning model involves reflecting on and revisiting experiences in order to make meaning. As a way of organizing language instruction, it also provides a useful lesson planning framework. Many instructors already associate experiential learning with cultural learning, field trips, service-learning, and other real-world activities. However, even with day-to-day language instruction, experiential learning can improve student outcomes. The presenter will discuss the four stages of experiential learning and how they play out in the language classroom.

089

Friday, July 9, 2021 | 8:30am-9:15am | International 2

CINE JUDEO-ARGENTINO CONTEMPORÁNEO: DIÁSPORA, INTEGRACIÓN, DIVERSIDAD

Presenter: Daniela Goldfine, University of Wisconsin-River Falls, River Falls, WI

Audience Level: Higher Ed

La comunidad judeo-argentina quedó firmemente establecida a fines del siglo XIX y se encuentran esporádicas representaciones de ésta en el cine argentino durante el siglo XX. No es hasta fines de aquel siglo y comienzos del siglo XXI donde vemos un auge del interés por esta comunidad en la pantalla grande. En esta exposición, tendremos la oportunidad de explorar filmes, discutir brevemente la historia judeo-argentina y sus diferentes etapas de integración, así como dialogar sobre su contribución a la diversidad argentina de este milenio.

090

Friday, July 9, 2021 | 8:30am-9:15am | International 3

FEATURE: MEET THE NEW DIRECTOR OF THE NATIONAL SPANISH EXAMINATIONS

Presenter: Lisa Greenman, National Spanish Examinations, Chesterton, IN

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

Brainstorm with the new NSE Director Lisa Greenman. This session features an informal exchange of ideas with the new NSE Director. Please bring your ideas for the NSE (National Spanish Exam), NSC (National Spanish Challenge), NPE (National Portuguese Exam), and NSA (National Spanish Assessment). Director Greenman will welcome you and share her NSE experiences as a Spanish teacher. She wants to hear about your experiences with AATSP contests and exams.

091

Friday, July 9, 2021 | 8:30am-9:15am | International A

LUCES, CÁMARA Y ACCIÓN: ENSEÑANDO LENGUA, CULTURA Y LITERATURA CON YOUTUBE, PODCASTS E INTERCAMBIOS VIRTUALES

Presenters: Rosario Vickery, Clayton State University, Morrow, GA; Cristina Tarazona, Oxford College of Emory University, Oxford, GA

Audience Level: Community College, Higher Ed

En la primera presentación de un curso de literatura infantil, se desarrollan destrezas lingüísticas y culturales mediante recursos virtuales. Se aprende y se practica al leer con cuentistas de diversas editoriales. Se graban cuentos para compartir, y se escriben resúmenes y reacciones. En la segunda presentación, se explica cómo la elaboración de *podcasts* sobre la experiencia de los hispanohablantes y los intercambios virtuales de idiomas ayudan a motivar, afianzar conocimientos y fortalecer la competencia comunicativa de la lengua meta.

092

Friday, July 9, 2021 | 8:30am-9:15am | International B

MAKING REMOTE LEARNING ENGAGING THROUGH CONTEXTUALIZED MATERIALS

Presenter: Mauricio Arango, Universidad de Antioquia, Antioquia, Colombia

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

This presentation is aimed at strengthening the Spanish language learning process by selecting and using varied technology resources. Participants gain ideas about how to enhance their online regular lessons and promote learners' engagement with tools that can be implemented into their own settings according to their individual objectives, school curricula, and the time available. Similarly, participants identify and explore the different steps and guidelines on best practice in materials design used to create each resource shared in the presentation.

SESSIONS

093

Friday, July 9, 2021 | 8:30am–9:15am | M101

NEOLIBERALISM, THE URBAN PROCESS, AND THE CULTURAL POLITICS OF *LA VAGUADA*

Presenter: Michael Martínez, Jr., Minnesota State University Moorhead, Moorhead, MN

Audience Level: Community College, Higher Ed

If we are to understand the term *culture* as a set of contested social relations, then the struggle over Spain's first modern shopping center serves as a point of entry to understand the cultural politics of the neoliberal regime of accumulation. Municipal approval for construction of *La Vaguada* in 1975 was passed despite objections from local residents. In response, concerned citizens organized a group called *La Vaguada es Nuestra*. To understand the cultural politics of this battle over urban space is to understand the international ascendancy of neoliberalism.

094

Friday, July 9, 2021 | 8:30am–9:15am | M102

LEARNING ABOUT SOCIOCULTURAL ISSUES THROUGH CINEMA AND VIRTUAL EXCHANGES

Presenter: Aurora Castillo-Scott, Georgia College & State University, Milledgeville, GA

Audience Level: Higher Ed

Virtual exchanges are learning experiences that help connect language students with native speakers in a virtual context. This presentation concentrates on using cinema and virtual communications to address the target culture's social issues. The session will show an exchange project where US students participated in weekly synchronous communications with native Spanish-speakers in Colombia. The presenter will demonstrate how to design and integrate cinema and virtual communications in the language curriculum while promoting sociocultural discussion.

095

Friday, July 9, 2021 | 8:30am–9:15am | M103

RABID DOGS AND A RAGING PROTAGONIST: THE ENIGMA OF HORACIO QUIROGA'S "EL PERRO RABIOSO"

Presenter: Michael Wong-Russell, Framingham State University (Emeritus), Brookline, MA

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

Quiroga's ambiguous tale "El perro rabioso" appears to simply copy a discovered diary's chronologically ordered first person account of the victim of a dog bite. In tandem with a study of rabies' symptomatology as documented in medical manuals, however, a close reading of the syndrome plaguing the protagonist of a tale so

rich in disorder that it weaves in and out of a range of pathologies reveals a shift in nature of the viral disorders that Quiroga has previously treated in his stories and leads the reader to other conclusions.

096

Friday, July 9, 2021 | 8:30am–9:15am | M104

THE MEDIATION OF THE CROSS: THE HERO'S JOURNEY IN *PEDRO PÁRAMO* AND *GRANDE SERTÃO: VEREDAS*

Presenter: Faith Blackhurst, University of California, Davis, Davis, CA

Audience Level: Higher Ed

Juan Rulfo and João Guimarães Rosa go far beyond the techniques of traditional regionalism, universalizing their narratives by incorporating the symbol of the cross. They employ the spatial organizing power of the cross to determine narrative structure and strengthen mythic, religious, and epic themes as they relate to the hero's journey. As in many modern narratives, however, ambiguity reigns—heavenly and devilish powers problematize their quests, leaving them unable to complete their journeys and find meaning in their lives.

097

Friday, July 9, 2021 | 8:30am–9:15am | M105

FACTORS THAT INDICATE SPANISH TEACHERS' POSITIVE IMPACT ON STUDENTS TO MAINTAIN THEIR INTEREST

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

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

Findings of a survey administered to 66 Spanish teachers revealed their belief that the factors that are indicative of their positive impact on their students to maintain their interest for long-term study of the language are the students' interest in the classes, their engagement in class activities and academic success, the motivation they demonstrate, the feedback they provide, and their relationships with their teachers. Participants will discuss the responses and add their own and examine the perceptions of advanced-level students about the teachers' beliefs.

098

Friday, July 9, 2021 | 8:30am–9:15am | M107

QUILOMBOS AND PALENQUES IN BRAZIL AND ECUADOR TODAY

Presenters: John T. Maddox, The University of Alabama at Birmingham, Birmingham, AL; Rachel Mamiya Hernandez, University of Hawai'i at Manoa, Honolulu, HI; Diana Ruggiero, University of Memphis, Memphis, TN

Audience Level: Higher Ed

Filmmakers and journalists have brought to light the struggles of black collectives in Brazil and Ecuador. Mamiya Hernandez presents on the documentary *Com a palavra, mulheres quilombolas*, in which Afro-Brazilian women discuss issues of gender and culture. Maddox discusses Ana Maria Gonçalves's news column on disputes between *quilombolas* and the Brazilian military over land rights and access to natural resources. Ruggiero reflects on her documentary on the Afro-Ecuadorian Chota-Mira region and its impact on her as a community-engaged scholar and teacher.

Chair and Presenter 1: Modern-day Quilombos in the Journalism of Ana Maria Gonçalves

Presenter 2: Com a palavra, mulheres quilombolas

Presenter 3: Community Engagement Abroad: Doing a Documentary on Afrochoteños

SESSION BLOCK 9

Friday, July 9, 2021 | 9:30am–10:15am

099

Friday, July 9, 2021 | 9:30am–10:15am | International 1

UNITY AND DIVERSITY: SPANISH COMES ALIVE AND SEARCHABLE IN THE CORPUS

Presenter: Norah Jones, Fluency Consulting LLC, Gladys, VA

Audience Level: Secondary (9–12), Higher Ed

Language is alive. The worldwide Spanish Corpus is like traveling the world for ten years, recording real, everyday language and then – here's the magic – keying those millions of sentences into a searchable database. Discover how to use the Corpus. Discover exactly how specific communities speak and write, right now. Discover how different communities approach showing respect, avoiding insults, and managing conversations. Discover exciting, accessible, in-depth examples of the dynamism and diversity of Spanish, and how to apply them in all your course levels.

101

Friday, July 9, 2021 | 9:30am–10:15am | International 3

NATIONAL SPANISH EXAMS: CONTESTS AND ASSESSMENTS

Presenter: Lisa Greenman, National Spanish Examinations, Chesterton, IN

Audience Level: K–12

This session will focus on the content, administration, and awards available from two contests: The National Spanish Exam (NSE) for secondary students and the new National Spanish Challenge (NSC) for elementary students. This session will also suggest the National Spanish Assessment (NSA) as a way to test students twice in one academic year to assess gaps from fewer instructional hours during

the pandemic and chart a course forward.

102

Friday, July 9, 2021 | 9:30am–10:15am | International A

PODER Y SUBVERSIÓN EN LA PELÍCULA PÁJAROS DE VERANO

Presenter: Bernarda Del Villar, Dublin School, Dublin, CA

Audience Level: Higher Ed

El documento propone que en la película colombiana *Pájaros de verano* de Ciro Guerra, el director recurre a la guerra entre dos familias por el control de un negocio ilícito, para mostrar el poder y la subversión de las familias Wayuu contra la demanda extranjera, y como este afán de control los lleva al caos comprometiendo así sus costumbres, tradiciones y valores creando una guerra que aniquila a todos los miembros de las dos familias.

103

Friday, July 9, 2021 | 9:30am–10:15am | International B

"THE MYSTERY HOUR": TEN CLUES TO BRING DETECTIVE STORIES ALIVE IN THE LANGUAGE CLASSROOM

Presenters: Claudia Vestal, Alamance Community College/Emory and Henry College, Waxhaw, NC; Madeline Griffin, Emory and Henry College, Strawberry Plains, TN

Audience Level: Community College, Higher Ed

Join us as we share our incredible experience of including newer detective writers in our language class. We will share ideas, videos, activities, integrated performance activities, and assessments.

104

Friday, July 9, 2021 | 9:30am–10:15am | M101

DIVERSIDADE PRÁTICA E AVALIAÇÃO DE ATIVIDADES LINGÜÍSTICAS E CULTURAIS

Presenter: Fernanda Bueno, Baylor University, Waco, TX

Audience Level: Higher Ed

O programa Teletandem tem sido relevante no aprendizado de português e da motivação dos alunos em aprender a língua e a cultura. Que projetos baseados em língua-viva podem desenvolver o aprendizado e interesse sociocultural? Que tipos de avaliação de conteúdo linguístico podem ser quantificados em tais projetos? Estas são algumas das questões discutidas com exemplos de atividades realizadas com alunos de nível *Intermediate Low*, baseado em estudos de *Project Based Language Learning* e convidando ao intercâmbio de modelos e teorias neste campo.

SESSIONS

105

Friday, July 9, 2021 | 9:30am–10:15am | M102

WHY DO WORLD LANGUAGE TEACHERS HAVE TO BE READING TEACHERS TOO?

Presenter: Linda Villadóniga, Retired, Maria Villadóniga, Inc, Educational Consultant, St. Augustine, FL

Audience Level: Secondary (9–12), Community College

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

106

Friday, July 9, 2021 | 9:30am–10:15am | M103

FEATURE: HIGHER ED ADMINISTRATOR PANEL

Presenters: Chair, Mark Del Mastro, College of Charleston, Charleston, SC; Susan Carvalho, University of Alabama, Tuscaloosa, AL; Sharon Fetcher, Montgomery College, Rockville, MD; Lunden MacDonald, Metropolitan State University of Denver, Denver, CO; April Marshall, Pepperdine University, Malibu, CA; David Slade, Berry College, Rome, GA

Audience Level: Higher Ed

What happens when professors of Spanish and Portuguese are promoted to administrative posts? Administrators in higher education reflect on interactions with their home departments. With language departments under scrutiny, how can administrators help departments? How can language faculty assist administrators? The panelists will offer commentary. Then, participants will be invited to dialog. Given the current challenges in higher education, our shared love of Spanish and Portuguese will motivate us to focus on mutually supportive strategies.

107

Friday, July 9, 2021 | 9:30am–10:15am | M104

UN CAMINO ABIERTO A LA DIVERSIDAD CULTURAL: CAMINO DE SANTIAGO

Presenter: Joan Lluís Ferrer Pérez, Education Office, Embassy of Spain, Washington DC

Audience Level: Secondary (9–12), Higher Ed

Camino de Santiago es la denominación que tienen las rutas de peregrinación de origen medieval que se dirigen a la tumba de Santiago el Mayor, situada en la catedral de Santiago de

Compostela en Galicia, España. Se trata de un camino sembrado de numerosas manifestaciones de fervor, hospitalidad, arte y cultura, que nos habla de manera elocuente de una parte de las raíces culturales del Viejo Continente. La presentación les invita a unirse a los millones de peregrinos que ya han dejado su huella en esta emblemática ruta.

108

Friday, July 9, 2021 | 9:30am–10:15am | M105

EVALUATING THE FUTURE: ARE OERS (OPEN EDUCATIONAL RESOURCES) BENEFICIAL FOR BOTH INSTRUCTORS AND LEARNERS?

Presenters: Dennis Miller, Clayton State University, Morrow, GA; Darren Broome, Gordon State College, Barnesville, GA

Audience Level: Community College, Higher Ed

This session examines the history of OERs from the 1970s to the 21st century and Angela Davis's notion of radical diversity. OERs that embrace true diversity, difference that makes a difference, remove financial barriers as well as increase language acquisition. Sample OERs from Portuguese and Spanish classes will be evaluated both for their inclusivity and how they can be used to increase second language acquisition when compared to traditional non-OER textbooks.

109

Friday, July 9, 2021 | 9:30am–10:15am | M106

ONE LANGUAGE, MANY VOICES: EXPLORING THE RICHNESS OF SPANISH IN THE 6-12 CLASSROOM

Presenter: Barbara Jones, Edinumen USA, Houston, TX

Audience Level: Middle/Junior, Secondary (9–12)

Spanish is one of the world's major languages, spoken by over 571 million people, second only to Mandarin Chinese. With so many speakers spread across the Americas, Europe, Africa, and Asia, the richness and variety of Spanish can be a gateway for the current generation of students to see itself in the Spanish speaking community. In this session, participants will experience a variety of authentic resources, including text, media, and the CORPES 21 that allow students' voices to be heard in the Spanish speaking world.

109A

Friday, July 9, 2021 | 9:30am–10:15am | M109

SELF-CARE THROUGH PILATES

Presenter: Kristine Murphy, Sacred Heart Catholic School, Robbinsdale, MN

Audience Level: Middle/Junior, Secondary (9–12)

Participants will take part in self-care through a session of Pilates. Pilates is a form of low-impact exercise that strengthens muscles and improves alignment and flexibility. Self-care is important for teachers' personal habits and the best interest of students and colleagues. Many exercises can be taken from the gym to the Spanish classroom! All abilities are welcome. Bring a mat or towel. Kris Murphy is a NETA certified Pilates instructor and teaches multiple group fitness classes in Minnesota.

110

Friday, July 9, 2021 | 9:30am–10:15am | International 4

E-POSTER: THE PACE MODEL: AN INTERACTIVE STORY-BASED APPROACH TO GRAMMAR

Presenter: Sausan El Burai Felix, DeKalb County School District, Atlanta, GA

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

The Pace Model, which stands for *Presentation, Attention, Co-Construction, and Extension*, is a story-based approach created by Donato and Adair-Hauck focused on grammar instruction. Students will learn the form of the grammatical feature and understand its meaning to be appropriately applied. This four-step model requires students to be active participants in their language learning process.

111

Friday, July 9, 2021 | 9:30am–10:15am | International 4

E-POSTER: AATSP POSTER CONTEST: CELEBRANDO LA DIVERSIDAD / CELEBRANDO A DIVERSIDADE

Presenter: Crystal Vicente, Valdosta City Schools, Valdosta, GA

Audience Level: K-6, Secondary (9-12)

The AATSP sponsors an annual themed poster contest for students K-12 enrolled in Spanish or Portuguese. Instructions for participation and Chapter Contests will be discussed. The AATSP Poster Contest promotes, celebrates, encourages the following: discussion of language, creative thinking, visual learning, artistic expression, appreciation for other languages, cross-curriculum collaboration, program advocacy, student recognition, and engaging student enthusiasm!

112

Friday, July 9, 2021 | 9:30am–10:15am | International 4

E-POSTER: A CONCEPTUAL FRAMEWORK FOR PRESENTING THE FIVE BASIC SYNTACTIC OPTIONS OF THE SPANISH LANGUAGE

Presenter: Glen Kerch, Asociados Lingüísticos, San José, Costa Rica

Audience Level: Secondary (9-12)

The framework helps students visualize, understand, and master the five basic transformations in Spanish. Classroom use of the Syntactic Options Framework focuses student attention on crucial differences between Spanish and English, both within each individual option, as well as between the five options. It is useful in meeting California WL Communication Standard 7: "Language Comparisons in Service of Communication" where students investigate, explain, and reflect on the nature of language through comparisons of similarities and differences in Spanish and English.

SESSION BLOCK 10

Friday, July 9, 2021 | 10:30am–11:15am

113

Friday, July 9, 2021 | 10:30am–11:15am | International 1

THE JAPANESE DIASPORA IN ARGENTINA: HISTORY, LITERATURE, AND SELF-REPRESENTATION

Presenter: Koichi Hagimoto, Wellesley College, Wellesley, MA

Audience Level: Community College, Higher Ed

In this paper, I examine the experience of Japanese immigrants in Argentina through historical and literary studies. The influence of the Japanese diaspora in Argentina has not received much scholarly attention to date. In order to fill this vacuum, this essay seeks to highlight the ways in which Japanese immigrants have both contributed to and challenged the grand narrative of modernity in contemporary Argentine society. My purpose is to shed new light on the important role that Asian immigrants have played in the creation of cultural diversity in Latin America.

113A

Saturday, July 10, 2021 | 10:30am–11:15am | International 2

THE MULTI-LANGUAGE ADVANTAGE: HOW TO USE STUDENTS' ADDITIONAL LANGUAGES TO HELP SPANISH AND PORTUGUESE ACQUISITION

Presenter: Boris Yelin, Northeastern University, Boston, MA

Audience Level: Community College, Higher Ed

Many US communities are multicultural and multilingual. When learning an additional language, multilingual learners can use a wider linguistic repertoire to their advantage. Knowing basic information about the languages in the community, teachers can anticipate difficulties, advantages, and possibilities for differentiated instruction to help with creating connections between language features which may otherwise not be apparent. This session will present examples using Spanish and Portuguese and other languages in your communities to show potential connections.

114

Friday, July 9, 2021 | 10:30am–11:15am | International 3

OLLA MORISCA AND MOROS Y CRISTIANOS: ON THE VIOLENT POETICS OF EATING THE MOOR

Presenter: Lamia Benyousef, Birmingham Southern College, Birmingham, AL

Audience Level: Secondary (9–12), Community College

Using the insight of Barthes and Ricoeur on the tyranny of language and the work of Lawrence on cultural genocide, this paper examines forms of symbolic violence perpetuated against the Moors in language pedagogy in the name of inclusion and multiculturalism. Study abroad programs are often advertised as a *taste of Moorish Andalusia* or a *tour of medieval Spanish cuisine*. This paper interrogates the ethics of banking on the victims of ethnic cleansing and proposes three strategies to avoid such cultural cannibalism.

115

Friday, July 9, 2021 | 10:30am–11:15am | International A

APP SMASHING WITH BOOK CREATOR TO SHOWCASE LANGUAGE AND CULTURAL PROFICIENCY

Presenters: Stacy Amling, Des Moines Area Community College, Ankeny, IA; Rachel Mamiya Hernandez, University of Hawai'i at Manoa, Honolulu, HI

Audience Level: Secondary (9–12), Higher Ed

Book Creator, a user-friendly online tool, is an engaging way to creatively demonstrate students' linguistic and cultural skills. Learners can create stories, and by leveraging other tools via *app smashing*, easily embed videos or annotate images verbally or in writing. These e-books are shareable with wider audiences in the classroom and beyond. Student-created books will be shared, and participants will leave with several examples that are easily adaptable to other levels and languages.

116

Friday, July 9, 2021 | 10:30am–11:15am | International B

¿EN QUÉ IDIOMA QUIERES QUE HABLEMOS? LANGUAGE CHOICE IN WRITING TUTORING SESSIONS IN A SPANISH WRITING CENTER

Presenter: Clara Azevedo, University of San Diego, San Diego, CA

Audience Level: Higher Ed

Tutors and tutees in English-language writing centers-based studies usually share only English as their common language. If more than one language is shared, what language would be used during the tutoring sessions? This study aims to determine what language is used in Spanish-language writing center's

sessions, where tutors and tutees share at least English and Spanish, and why. Both tutors and tutees comprised heritage and second language Spanish speakers. Results indicate a preference for English and that tutors accommodate tutee's language preferences.

117

Friday, July 9, 2021 | 10:30am–11:15am | M101

LIVROS, TELAS E REDES: LITERATURA BRASILEIRA E TECNOLOGIA NA SALA DE AULA

Presenter: Marilia Ribeiro, Emory University, Atlanta, GA

Audience Level: Higher Ed

Esta comunicação tem como objetivo refletir sobre como as tecnologias digitais têm transformado práticas de produção e leitura literárias, e como novas ferramentas digitais podem ser incorporadas ao ensino de literatura brasileira em programas de português de nível superior nos EUA. A apresentação proporrá sequências didáticas que permitem abordar, por via dos conceitos de multimodalidade, hipertextualidade e interatividade, a leitura e análise de obras literárias.

118

Friday, July 9, 2021 | 10:30am–11:15am | M102

EFFECT OF AUTHENTIC VIDEO ON THE DEVELOPMENT OF ETHNOCULTURAL EMPATHY

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

Audience Level: Secondary (9–12), Higher Ed

Ethnocultural empathy is empathy directed towards people from racial and ethnic cultural groups who are different from our own. It is an essential human quality in our diverse world. In our field, it is a necessary competence for our students to develop towards ethnic and linguistic minorities. This study explores Spanish-language learners' ethnocultural empathy levels before and after watching an authentic Spanish-language *telenovela*. Results of the study will be presented.

119

Friday, July 9, 2021 | 10:30am–11:15am | M103

FEATURE: K-12 ADMINISTRATOR PANEL K-12 WORLD LANGUAGE ADMINISTRATORS: SHARING STRATEGIES FOR EFFECTIVE LEADERSHIP

Presenters: Chair, Parthena Draggett, Independent Consultant, Naples, FL; Clarissa Adams-Fletcher, Dunwoody High School, Dunwoody, GA; Jessica Haxhi, New Haven Public Schools, New Haven, CT; Alexandra López Jiménez, Xavier College Prep, Phoenix, AZ; Kevin Rasco, South San Antonio, ISD, San Antonio, TX; Martha

Vásquez, San Antonio Independent School District, San Antonio, TX

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

What happens when teachers of Spanish and Portuguese are promoted to administrative positions? Join us as K-12 administrators (chairs, division heads, district supervisors) reflect on the key challenges for successful language teaching in their respective contexts. With language departments under pressure to produce at higher levels, especially with current challenges presented by the pandemic, let's share strategies to not only survive, but thrive! How can we be mutually supportive? The panelists will offer their initial observations. Participants are invited to exchange ideas in depth. Given the current challenges, let's consider problem solving together.

120

Friday, July 9, 2021 | 10:30am–11:15am | M104

INCORPORATING HIPS INTO THE SECOND-YEAR SPANISH CURRICULUM

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

Audience Level: Higher Ed

At many institutions, there is a growing emphasis on incorporating HIPs (High Impact Practices) into courses across the curriculum. This is seen as a way of improving student learning by having them engage in a variety of practical, hands-on, and collaborative tasks. In this session, the presenter will first outline the criteria for developing HIPs at a specific institution and then show how activities for a second-year Spanish course has been created or adapted to correspond to both the HIPs criteria and to virtual instruction.

121

Friday, July 9, 2021 | 10:30am–11:15am | M105

THE INTERFACE OF SPACE, LANGUAGE, AND FOOD: RESTAURANT NAMING IN PHILADELPHIA

Presenter: Maria de la Luz Matus-Mendoza, Drexel University, Philadelphia, PA

Audience Level: Community College, Higher Ed

This presentation explores the use of Spanish in 50 restaurant names in Philadelphia to determine the types of meanings that Spanish construes in these names and their motivation. Using Scollon and Schollon's (2003) and Blommaert's (2010) framework to differentiate ways of meaning making and Ben-Rafael's (2009) four dimensional types of motivation for the process of naming, this analysis shows that the use of Spanish functions not only as a sign of authenticity and group membership, but also as a symbol to distinguish among the Latinx groups in the city.

122

Friday, July 9, 2021 | 10:30am–11:15am | M106

CREATING A SUCCESSFUL COURSE IN SPANISH FOR THE HEALTH PROFESSIONS

Presenters: Carmen Pérez-Muñoz, Wake Forest University, Winston-Salem, NC; Alyssia Miller, The University of Tampa, Tampa, FL

Audience Level: Higher Ed

This workshop will focus on providing tools and resources to create/improve a course on Spanish for the Health Professions, including aspects such as defining learning goals, designing meaningful assignments that are well-aligned with these, creating rubrics, and including cultural content in an organic way within the rest of the material. Through our task-based approach, attendees will leave with a sample structure of what these courses would look like in their individual institutions and their place within their programs.

123

Friday, July 9, 2021 | 10:30am–11:15am | M107

HORROR FILM AS CULTURE LESSON: USING JAYRO BUSTAMANTE'S *LA LLORONA* TO TEACH THE GUATEMALAN GENOCIDE

Presenter: April Marshall, Pepperdine University, Malibu, CA

Audience Level: Community College, Higher Ed

2019's *La Llorona* is not only a retelling of the weeping woman legend; it is an effort to confront a crime against Guatemala's indigenous population. Bustamante employs a popular genre to explore a sociopolitical issue that is still taboo in Guatemala. Through his lens, we can integrate this difficult topic into the classroom at various levels. Brief historical context will be offered, and participants in this session will receive a bibliography with links to online resources and sample class activities.

124

Friday, July 9, 2021 | 10:30am–11:15am | International 4

E-POSTER: SHORT MOVIES FOR SPANISH CONVERSATION

Presenter: Maria Davis, Oxford College of Emory University, Atlanta, GA

Audience Level: Community College, Higher Ed

This poster will present about the importance of the use of short movies for Spanish conversation and the strategies that need to be used in order to support language acquisition and improve speaking ability. Movies help students learn new vocabulary, review grammar, and develop an understanding of Hispanic culture, history, and social habits.

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SESSIONS

125

Friday, July 9, 2021 | 10:30am–11:15am | International 4

E-POSTER: UNA TAREA DE IMITACIÓN ORAL COMO MEDIDA DE COMPETENCIA EQUITATIVA PARA HABLANTES DE HERENCIA Y APRENDIENTES L2 DE ESPAÑOL

Presenter: Sara Saez Fajardo, University of Illinois at Urbana-Champaign, Urbana, IL

Audience Level: Higher Ed

Necesitamos medidas de competencia adecuadas para evaluar a hablantes de herencia (HH) y aprendientes L2. Hasta ahora, los métodos usados para evaluar el nivel de los HH habían sido desarrollados con los aprendientes L2 como usuarios (DELE, ACTFL OPI, etc.) a pesar de que tienen características diferentes. Este estudio piloto busca diseñar y validar una tarea de imitación oral que permita la evaluación de hablantes de diferente competencia y nivel de alfabetización y dialecto.

126

Friday, July 9, 2021 | 10:30am–11:15am | International 4

E-POSTER: ATTITUDES OF COMMUNITY COLLEGE FACULTY TOWARD ONLINE FOREIGN LANGUAGE COURSES

Presenter: Erika Stevens, Walters State Community College, Sevierville, TN

Audience Level: Community College, Higher Ed

This study looks at attitudes of faculty from across all divisions of a Community College in East Tennessee toward online foreign language courses to help foreign language departments better understand and address the issues that may arise from these attitudes.

SESSION BLOCK 11

Friday, July 9, 2021 | 11:30am–12:15pm

127

Friday, July 9, 2021 | 11:30am–12:15pm | International 1

TROUBLED TIMES: TEACHING INTERMEDIATE LEARNERS ABOUT SOCIAL UPEHAVAL IN CHILE AND ARGENTINA

Presenter: Laura Shepin, Rolling Meadows HS, Rolling Meadows, IL

Audience Level: Secondary (9–12), Higher Ed

This presentation will describe a unit-length lesson plan for students at the mid/advanced intermediate level that explores the social tumult of 20th century Chile and Argentina. The authentic and inter-related resources include a literary text (*El delantal blanco*), two films (*Machuca*, *Infancia clandestina*), a website

(<http://abuelas.org.org/>), and song lyrics. The presentation will include strategies for making these cultural products accessible to language learners, for encouraging active reading and viewing, and for fostering critical thinking skills.

128

Friday, July 9, 2021 | 11:30am–12:15pm | International 2

TEACHING SPELLING TO HERITAGE LEARNERS: WHY, WHAT, AND HOW

Presenters: Florencia Henshaw, University of Illinois, Urbana-Champaign, Urbana, IL; Flavia Belpoliti, Texas A&M University, Commerce, TX

Audience Level: Secondary (9–12), Higher Ed

Most heritage learners express interest in improving their spelling skills in Spanish, yet most language educators have little training on effective spelling instruction. This interactive session will provide attendees with a better understanding of orthography development as well as advantages and disadvantages of different approaches. Sample activities and resources will be shared to illustrate how to integrate orthography into every lesson in a meaningful way.

129

Friday, July 9, 2021 | 11:30am–12:15pm | International 3

FEATURE: AATSP 2020 PRESIDENTIAL SESSION: JUDITH ORTIZ COFER: THE STORYTELLER JOURNEY FROM PUERTO RICO TO GEORGIA

Presenter: Ada Ortúzar-Young, Drew University (Emerita), New York, NY

Audience Level: Community College, Higher Ed

Ortiz Cofer's semi-autobiographical fiction draws from personal experiences of migration, survival, and eventual success as Professor of Creating Writing at the University of Georgia. In her award-winning writings, she balances personal memories with the oral and cultural traditions of her native island, inspired by her storyteller grandmother. Using selected examples from her fiction, personal writings, and poetry, this presentation will canvas her development as a writer, her struggles with racism and sexism, and the art of negotiating two cultures.

130

Friday, July 9, 2021 | 11:30am–12:15pm | International A

LEVELING UP TO ADVANCED: CHALLENGING HERITAGE LANGUAGE LEARNERS THROUGH STEM

Presenters: Bridget Yaden, Pacific Lutheran University, Tacoma, WA; Eduardo Viana da Silva, University of Washington, Seattle, WA

Audience Level: Secondary (9–12), Higher Ed

This session demonstrates a Portuguese program with a focus on STEM which can be replicated in Spanish or Portuguese programs in the US and abroad. The session models teaching techniques to personalize the learning according to students' needs and proficiency levels, including heritage speakers of Spanish and Portuguese. Participants will experience practical examples of how to promote student engagement and autonomy through Digital Storytelling, Lego Robotics, Geographic Information Systems, and other activities that support students moving to advanced proficiency.

131

Friday, July 9, 2021 | 11:30am–12:15pm | International B

EXAMEN AP: VAMOS A ENSEÑAR A NUESTROS ALUMNOS A INTERPRETAR TEXTOS, AUDIOS Y DE PASO... CULTURA Y VOCABULARIO

Presenter: Norma Ledesma, Katy ISD / Mayde Creek High School, Houston, TX

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

One of the problems students face when we are preparing them for taking the AP exam is the Interpretative Communication. This method aims to increase the understanding of the print or audio texts, vocabulary as well as knowledge of Hispanic culture using auditory and visual learning styles. The best of this strategy is to see, at the same time, how students improve their Interpersonal and Presentational Communication skills.

132

Friday, July 9, 2021 | 11:30am–12:15pm | International C

FEATURE: OPPORTUNITIES THROUGH THE AATSP TEACHING AND LEARNING RESOURCES

Presenters: Mary Risner, University of Florida, Gainesville, FL

Audience Level: All

Looking for ways to enhance your own curriculum or how to contribute your expertise to the teaching profession? Discover how at this session introducing the revised AATSP Teaching and Learning Resources (TLR) webpages. In the fall of 2020, the TLR provided new content as AATSP acquired a new look and branding on their overall site. This session provides an overview of resources and discuss how members can engage to help make the TLR as relevant and valuable as possible for all. Please bring your ideas for resources!

133

Friday, July 9, 2021 | 11:30am–12:15pm | M101

THE POWER OF READING: FREE VOLUNTARY READING (FVR) IN PORTUGUESE AND SPANISH

Presenters: Lisa Machnik, Somerville Public Schools, Somerville, MA; Valerie Salicrup, Somerville Public Schools, Somerville, MA

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

The session will explore the benefits of recreational reading to increase proficiency. Attendees will see examples of how to use FVR in Portuguese and Spanish classes. Presenters will share student samples and resources to support formative and summative FVR assessment, including Presentational and Interpersonal Assessments.

134

Friday, July 9, 2021 | 11:30am–12:15pm | M102

CON TANTA DIVERSIDAD LINGÜÍSTICA DE LA LENGUA ESPAÑOLA, ¿QUÉ VARIEDAD DE ESPAÑOL DEBO ENSEÑAR A MIS ALUMNOS? ¿CÓMO SÉ QUÉ VARIEDAD DE ESPAÑOL ENSEÑO?

Presenter: Cristina Rubio Hignett, Sequoyah School, Los Angeles, CA

Audience Level: K-6, Secondary (9-12)

Hay más de 20 países y territorios cuyo idioma oficial es el español. Dada la cantidad de usuarios y la extensión geográfica abarcada, el uso de nuestra lengua varía según la comunidad. A la hora de planificar un currículo de ELE (español como lengua extranjera) es imprescindible tener en cuenta la complejidad del idioma. En esta sesión, se debatirán las teorías que subyacen la elección de una variedad de español. Se facilitarán recursos científicos que dotan al asistente de la capacidad de analizar materiales didácticos y aclarar dudas sobre la variedad de español.

135

Friday, July 9, 2021 | 11:30am–12:15pm | M103

USING PUPPETS IN THE WORLD LANGUAGE CLASSROOM

Presenters: Jennifer Charles, Guntersville High School, Guntersville, AL

Audience Level: Secondary (9-12)

How do you combat student reluctance to appear on video or perform skits in class? Use puppets! Students are involved in all aspects of the process- from making the puppet to directing and producing a video. This project allows even the shyest students to work on interpersonal and presentational speaking skills that the entire class can enjoy!

136

Friday, July 9, 2021 | 11:30am–12:15pm | M104

¡ÉXITO ESTUDIANTIL! PREPARING STUDENTS FOR THE LANGUAGE CLASSROOM

Presenters: Sandrine Hope, The University of Alabama at Birmingham, Birmingham, AL; Krista Chambless, The University of Alabama at Birmingham, Birmingham, AL

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

Students and educators assume that skills from other classes will enable success in Spanish class. In addition, students expect to study grammar to reach advanced proficiency in their first year of study. Get ready to participate in activities that help prepare students for success by teaching them about proficiency, goal setting, and language learning strategies. This unit will be made available to participants.

137

Friday, July 9, 2021 | 11:30am–12:15pm | M105

EL PODER DE LA ENSEÑANZA BASADA EN DATOS

Presenters: Roger Burt, Avant Assessment, Layton, UT

Audience Level: K-6, Secondary (9-12)

Los datos que mis estudiantes y yo recibimos del examen STAMP llevó a una visión detallada de lo que tenía que hacer en mis clases. La documentación de los datos también ayudó a captar la atención de los administradores del distrito, y facilitó discusiones importantes sobre cómo mejorar la instrucción. Luego, nuestros equipos de liderazgo pudieron trabajar juntos para mejorar los resultados de los estudiantes, y mejores prácticas dentro de las aulas, basado en estos datos.

138

Friday, July 9, 2021 | 11:30am–12:15pm | M107

MINDFULNESS ACTIVITIES FOR THE HYBRID/VIRTUAL LANGUAGE CLASSROOM

Presenter: Jennifer Schwester, Brick Township Public Schools, Brick, NJ

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

Mindfulness provides educators with alternative activities that will increase interpretive skills and encourage interpersonal and production skills in the target language. These activities also help teachers and students to work on dealing with stress, anxiety, and the new normal. Mindfulness also helps to lower students' affective-filter and be more receptive to learning and participation. Attendees will be provided with opportunities to practice different mindfulness skills and techniques that can be used personally or with their students.

139

Friday, July 9, 2021 | 11:30am–12:15pm | M109

THINKING LIKE A JOURNALIST: BUILDING PROFICIENCY IN THE WORLD LANGUAGE CLASSROOM

Presenter: Chelsea Lawrence, UMS-Wright Preparatory School, Mobile, AL

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

How can I challenge my students to be active learners who are curious enough to look beyond the obvious? Get your students thinking like a journalist as they explore unpredictable topics while building vocabulary and improving interpersonal and presentational communication skills in the target language. This session is ideal for teachers of intermediate-level language learners.

140

Friday, July 9, 2021 | 11:30am–12:15pm | International 4

E-POSTER: ONLINE CLASSROOM TOOLS: WHAT WORKED AMAZINGLY AND WHAT DID NOT

Presenter: Diana Ruggiero, University of Memphis, Memphis, TN

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

In this e-poster, Ruggiero will share three strategies that she implemented in her classes during the pandemic after attending the UM3D summer institute at the University of Memphis. The strategies are:

1. Mindfulness
2. Changing the pace and format
3. Storytelling/Silence

141

Friday, July 9, 2021 | 11:30am–12:15pm | International 4

E-POSTER: "¿QUÉ CULTURA ENSEÑO?": IMPLICACIONES DE UN MUNDO GLOBALIZADO EN LA CLASE DE ESPAÑOL

Presenter: Joseba Moreno González, Creighton Preparatory School, Omaha, NE

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

El presente poster plantea la problemática de la enseñanza de cultura en la clase de español en EEUU. ¿Qué definimos como cultura (hispana)? ¿Cuáles son las implicaciones de enseñar cultura en un mundo globalizado y en un contexto angloparlante? La presentación explorará algunos de los clichés culturales en la clase de español y nuevas perspectivas sobre cómo elegir artefactos culturales apropiados para los estudiantes.

142

Friday, July 9, 2021 | 11:30am–12:15pm | International 4

E-POSTER: WHERE AND WHAT LEARNERS LOOK AT IN ONLINE LEARNING WEBSITES

Presenters: Hui-Chan Lu, National Cheng Kung University, Tainan, Taiwan; ShiShan Lu, National Cheng Kung University, Tainan, Taiwan; AnChung Cheng, University of Toledo, Toledo, OH

Audience Level: Higher Ed

The goal of this study is to examine the attention of Taiwanese learners of L3 Spanish during input processing with a Tobii screen-based eye tracker. The experiment contained various stimuli, including screen shots from five developed Spanish assisted learning tools (learners' and parallel corpora and systems of copular verbs, collocations and Hispanic culture). The results of this study will provide insights about learners' attention and their learning experience as well as suggestions for the design and development of web-based assisted learning tools in the future.

143

Friday, July 9, 2021 | 11:30am–12:15pm | International 4

E-POSTER: USING INCLUSIVE SPANISH WITH NON-BINARY STUDENTS

Presenters: Samantha Da Silva, Albright College, Reading, PA; Lennie Amores, Albright College, Reading, PA

Audience Level: Secondary (9–12), Higher Ed

Learn how to use inclusive Spanish to speak with students who identify as non-binary. Additionally, we will discuss ways to use neutral nouns that don't assume anything about your students' sexual orientation or gender roles.

144

Friday, July 9, 2021 | 12:30pm–1:15pm | International 4-10

EXHIBIT HALL BREAK

All are encouraged to attend and meet the 2021 Exhibitors.

SESSION BLOCK 12

Friday, July 9, 2021 | 1:30pm – 2:15pm

145

Friday, July 9, 2021 | 1:30pm – 2:15pm | International 1

EDUCATING A DIVERSITY OF LEARNERS USING DIFFERENTIATED INSTRUCTION

Presenter: Dina Pannone, Deer Park School District, Deer Park, NY

Audience Level: Secondary (9–12)

Differentiated instruction (DI) focuses on student engagement through meeting students' needs and recognizing their personality differences, learning styles, and preferences. This session will explore strategies that will offer creative ways to adapt current lesson plans so that the diverse learners of the world language classroom can feel more inclusion and affirmation. Examples will focus on specific strategies for DI in order to design lessons that will support diverse students during online and in-person instruction.

146

Friday, July 9, 2021 | 1:30pm – 2:15pm | International 2

A QUALITATIVE STUDY OF FOREIGN LANGUAGE ANXIETY IN SPANISH HERITAGE STUDENTS

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

Audience Level: Higher Ed

The purpose of this study was to examine the experience of foreign language anxiety in heritage students of Spanish from a qualitative perspective. The primary research question was: How do Spanish heritage students describe their feelings of anxiety about learning Spanish? Qualitative data were collected from 209 heritage students from open-ended items on a questionnaire and from telephone interviews. The presentation will include sample quotes from the students and will end with implications for teaching and recommendations for future research.

147

Friday, July 9, 2021 | 1:30pm – 2:15pm | International 3

AATSP BUSINESS MEETING

We invite **all** members to attend.

Come learn about the inner working of the AATSP. Short presentations about the Association's finances, operations, achievements, and future plans are shared with time for Q/A.

148

Friday, July 9, 2021 | 1:30pm – 2:15pm | International A

PEDAGOGÍA COMPROMETIDA: EL AULA DE ESPAÑOL Y LA INTERSECCIONALIDAD EN EL ESTUDIANTE E INSTRUCTOR

Presenter: Judit Palencia Gutiérrez, University of California, Riverside, CA

Audience Level: Community College, Higher Ed

Usualmente, los profesores de español tienen que usar los materiales establecidos por el departamento, los cuales tienden a representar los países hispanos estereotípicamente. Esta presentación analiza nociones de *bell hooks* y ejemplos prácticos de libros de texto para aprender nuevas formas de promover pensamiento crítico de los estudiantes y también a los educadores.

SESSIONS

Esto tiene implicaciones en la gestión del aula, pero también en el diseño del currículo. Con ello, se promueve la diversidad cultural y la concienciación en torno a los valores multiculturales.

149

Friday, July 9, 2021 | 1:30pm – 2:15pm | International B

PASOS INICIALES PARA TENER EN MENTE AL INTRODUCIR EL PROCESO DE LECTURA AL APRENDIZ

Presenter: Douglas Bowman, Jefferson County Schools, Evergreen, CO

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

Exposición a cómo funciona el cerebro para crear escenarios que benefician al aprendiz. Adaptación para que el aprendiz disfrute el proceso y tenga éxito. Practique los pasos que su aprendiz necesita. Identifique los pasos para ser más eficiente al aprender idiomas nuevos. Asegure a su aprendiz de los modelos nuevos sin que el primer idioma interfiere el aprendizaje. Los pasos incluyen lecturas culturales actualizadas. Aprenda el uso de escritos auténticos como ejemplos de literatura y juego con el idioma.

150

Friday, July 9, 2021 | 1:30pm – 2:15pm | International C

FIVE WEEKS OF LOW-PREP FUN IN THE LANGUAGE CLASSROOM

Presenter: Janina Klimas, Author, Houston, TX

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

Infuse your classes with these twenty-five easy-to-prepare, engaging activities and resources that get students excited about learning languages and through some of the rough parts, all while having fun. Activities from drama, gaming, card games, and play will be shared to expand the language teacher's repertoire. Most activities can be adapted to various difficulty and proficiency levels as well as to numerous themes and languages.

151

Friday, July 9, 2021 | 1:30pm – 2:15pm | M101

REVAMPING THE CULTURE OF READING FOR PORTUGUESE HERITAGE LANGUAGE MAINTENANCE AFTER COVID-19 HOMESCHOOLING REALITY

Presenter: Silvia Ramos Sollai, University of Florida, Homestead, FL

Audience Level: K-6

This study is about COVID-19 aftermath demand for indiscriminate access to homeschooling as informal education outside an established system. Results imply that heritage language maintenance at English-Portuguese Dual Language Programs reassigns caregiver and learner roles unevenly compared to the

former school-home-community reality. Revamping print access, book titles, handwriting, language brokerage, background honor is pressing for the culture of reading: integrated pattern of behaviors influenced by the majority culture reading practices as bedtime story reading.

152

Friday, July 9, 2021 | 1:30pm – 2:15pm | M102

¿NO SOMOS NATIVOS? HOW MUCH CPA IS ENOUGH?

Presenter: Gabriela Vokic, Southern Methodist University, Dallas, TX

Audience Level: Community College, Higher Ed

This paper explores what degree of CPA (critical pedagogical approaches) is enough to establish a base for reevaluating and challenging dominant monolingual ideologies and monoglossic views in Spanish HL classrooms when implementation across the program is not an option. I present results obtained from a single section of an Introduction to Hispanic Linguistics course where CPA was applied only in the second half the semester, while covering topics such as linguistic variation, language contact, and bilingualism.

153

Friday, July 9, 2021 | 1:30pm – 2:15pm | M103

SPANISH LANGUAGE LEARNING THROUGH THE LENS OF HERITAGE SPEAKERS

Presenters: Madelyn Hernández, Georgia State University, Atlanta, GA; Paula Garrett-Rucks, Georgia State University, Atlanta, GA

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

Many Spanish language programs have an increasing number of Latinx students. Yet, Spanish language courses traditionally cater to monolingual English speakers. This presentation shares findings from a qualitative study with high school Spanish heritage speaker participants about the reasons they chose Spanish for Heritage Speakers or not and how we can acknowledge their strengths and support their unique needs. Situating findings in a LatCrit theoretical perspective, we will discuss the advantages of providing an appropriate language space for these students.

154

Friday, July 9, 2021 | 1:30pm – 2:15pm | M104

LA LECTURA EXTENSIVA Y POR PLACER EN EL CURRÍCULO DE ESPAÑOL

Presenters: Victoria Rodrigo, Georgia State University, Atlanta, GA; Raúl Llorente, Georgia State University, Atlanta, GA; Óscar Moreno, Georgia State University, Atlanta, GA

Audience Level: Community College, Higher Ed

La lectura extensiva y por placer acelera la adquisición de una lengua. Aprendices universitarios sin experiencia lectora en L2 leyeron cuentos de una biblioteca digital con textos escritos por estudiantes de español para estudiantes de español. Se concluye que esta modalidad de lectura tiene cabida en el currículo de español y que afecta positivamente las variables afectivas que incentivan el aprendizaje continuo de una lengua extranjera.

155

Friday, July 9, 2021 | 1:30pm – 2:15pm | M105

LANGUAGE TEACHING STARTS WITH ASSESSMENT: DESIGNING AUTHENTIC AND ENGAGING COMMUNICATIVE STANDARDS-BASED EXAMS

Presenter: Carmen Carracelas-Juncal, University of Southern Mississippi, Hattiesburg, MS

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

This session will focus on the importance of assessment in language teaching and the need to integrate communicative standards-based exam design in teacher preparation programs. It will review the concepts of reliability and validity in testing and address how they apply to communicative standard-based exams. It will also discuss how to contextualize exams and how to incorporate authentic materials and situations to engage students in assessing their own learning progress.

156

Friday, July 9, 2021 | 1:30pm – 2:15pm | M109

TIRED OF THE SAME OLD IDENTITY UNIT IN SEPTEMBER? RENEW AND REVIEW WITH THIS MONTH-LONG ICEBREAKER!

Presenter: Jane Swisher, District 67 Deer Path Middle School, Lake Forest, IL

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

How do we set the tone for the year? Start with a popular Spanish YouTuber, Patry Jordan, and an authentic podcast, *50 cosas sobre mí*. Add target language communication and assessment in all three modes to the mix, and top it off with a foray into the social, emotional self-awareness standard. Join us as we explore one resource and multiple high leverage teaching strategies to reach and engage our novice to intermediate learners right from the start!

SESSION BLOCK 13

Friday, July 9, 2021 | 2:30pm – 3:15pm

157

Friday, July 9, 2021 | 2:30pm – 3:15pm | International 1

ENGAGING WITH PROBLEMATIC CONTENT: RAFAEL BERNAL'S *EL COMLOT MONGOL* IN THE SPANISH CLASSROOM

Presenter: Katherine Ostrom, Emory University, Atlanta, GA

Audience Level: Higher Ed

Since its publication in 1969, Rafael Bernal's *El complot mongol* has been widely celebrated for its fresh and authentic narrative voice, its surprising plot twists, and its uniquely Mexican perspective on the international spy genre. It also contains broad stereotypes and offensive language, especially in its depictions of women and members of Mexico City's Chinese immigrant community. This presentation discusses some of the challenges and opportunities of teaching about rich and problematic texts like Bernal's novel in a college Spanish course.

158

Friday, July 9, 2021 | 2:30pm – 3:15pm | International 2

LA EVALUACIÓN CURRICULAR EN LOS PROGRAMAS DE FORMACIÓN EN ELE

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

Audience Level: Higher Ed

Debido al interés en perfeccionar la práctica docente y actualizarse en la enseñanza de ELE, han surgido diversos programas para incursionar en este ámbito o para profesionalizarse. A fin de identificar los aciertos, limitaciones, avances, entre otros aspectos, se está realizando la evaluación curricular de la especialización en ELE de la UNAM-México, que permitirá tomar mejores decisiones para enriquecer el programa. Se compartirán los avances de dicha evaluación curricular y se reflexionará sobre la importancia de evaluar todo programa educativo.

159

Friday, July 9, 2021 | 2:30pm – 3:15pm | International 3

FEATURE: AATSP ELECTION 2021 CANDIDATE INTRODUCTIONS

Audience Level: All

We invite all AATSP members to come and listen to short speeches by the 2021 candidates for the AATSP Board of Directors.

160

Friday, July 9, 2021 | 2:30pm – 3:15pm | International A

LA LENGUA DE HERENCIA COMO RECURSO PARA LA COMUNICACIÓN INTERPERSONAL EN LA CLASE DE ELE

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

SESSIONS

Audience Level: Community College, Higher Ed

Aunque existen cada vez más programas para hablantes de español como lengua de herencia, es una realidad que muchos de ellos se inscriben en programas de español como lengua extranjera. Esto conlleva la necesidad, y el reto, de llevar a cabo prácticas pedagógicas que beneficien a ambos grupos. Los ponentes describen actividades basadas en tareas (por sus siglas en inglés TBLT) que responden efectivamente a dicho objetivo y presentan ejemplos de interacciones mediadas por computadora entre estudiantes de ELE y hablantes de herencia que promueven una comunicación interpersonal efectiva.

161

Friday, July 9, 2021 | 2:30pm – 3:15pm | International B

THE USE OF VERBAL MOOD IN SPANISH CONDITIONAL CLAUSES

Presenter: Caitlin E. Samples, University of Georgia, Athens, GA

Audience Level: Community College, Higher Ed

This presentation will examine the use of verbal mood in conditional clauses, i.e., those containing *si*, produced by Granadino and Guatemalan speakers in the PRESEEA corpus (Waltermire 2017). The dependent variable will be the verbal mood employed in such clauses, and the independent variables will be region, gender, age, education, and verb tense occurring in the conditional clause (Gudmestad 2010; Waltermire 2017). Comparisons of the results to those of other studies will also be drawn (Gudmestad 2010; Waltermire 2017; Schwenter & Hoff 2018a&b).

162

Friday, July 9, 2021 | 2:30pm – 3:15pm | International C

CONSTRUYENDO PUENTES ACADÉMICOS ENTRE LENGUAS MATERNAS (LÍNGUAS MATERNAS ENTRE PONTES ACADÊMICAS)

Presenters: Mariana Sabino-Salazar, University of Texas at Austin, Austin, TX; Adriana Tolentino Sousa, Universidade de São Paulo, São Paulo, Brazil

Audience Level: Community College, Higher Ed

The purpose of interlanguage is to learn Portuguese and English by bringing together native speakers through video conferencing. In weekly one-hour sessions, two L2 female learners have casual conversations. This activity is a stand-alone feature of an ungraded course that provides a free interactive immersion experience for students who cannot cover the cost of an exchange program. It is centered around the idea of building academic bridges between Afro-Brazilian and US female college and graduate students.

163

Friday, July 9, 2021 | 2:30pm – 3:15pm | M101

HOW TO INCREASE ENGAGEMENT WHEN TEACHING IN-PERSON AND ONLINE STUDENTS SIMULTANEOUSLY

Presenters: Frances López-Torres, Fort Worth Country Day, Fort Worth, TX

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

Teaching amidst a pandemic is a matter of great current concern for all teachers but especially for those teaching a world language. Teachers need strategies that can engage online learners as well as in person learners. A special kind of scenario makes this year even more challenging: some schools are teaching both populations simultaneously. From comprehensible input to Picture and Movie Talks, there are numerous ways to engage students without compromising results or creating more work for teachers.

164

Friday, July 9, 2021 | 2:30pm – 3:15pm | M102

DIGITAL STORYTELLING AND DRAWING IN THE WORLD LANGUAGE CLASSROOM

Presenter: Chris Hammer, Emerson Middle School, Niles, IL

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

The presenter, a world language curriculum specialist, Spanish teacher, and the creator of *Charlala*, shares his solicitous take on storytelling, picture talks, and drawing in the world language classroom. This presentation explores how digital drawings and storytelling are used to provide comprehensible input, increase communication in the target language, and raise student engagement.

165

Friday, July 9, 2021 | 2:30pm – 3:15pm | M103

SPANISH: CONNECT TO LEARN, LEARN TO CONNECT

Presenter: Hermes de la Torre, Instituto Cervantes, New York, NY

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

This presentation will address the goal of Instituto Cervantes, the Official Cultural Institution of the Government of Spain, focused on Instituto Cervantes New York: promoting the Spanish Language and its teaching, through online and face-to-face courses, contributing to the dissemination of Spanish-speaking countries and cultures through activities among different artistic fields, training teachers and publishing materials to support Spanish teaching, coordinating and administering the official Spanish exams (DELE and SIELE).

166

Friday, July 9, 2021 | 2:30pm – 3:15pm | M105

INTERFACING FEATURES OF L2 MOTIVATION: A QUANTITATIVE ANALYSIS OF STUDENT INCENTIVE IN FOREIGN LANGUAGE LEARNING**Presenter:** Laurie Massery, Randolph-Macon College, Providence Forge, VA**Audience Level:** Higher Ed

Fifty-nine learners in L2 Spanish completed a survey of thirty-one affirmations using the Likert Scale. Data were compiled into categories: Affect-Internal Motivation (AIM) and External Influencers (EI). A Pearson correlation coefficient showed a positive correlation between AIM and EI motivation types. The results revealed that the AIM/EI relationship was statistically significant with a p value of .000 ($p < .05$, two tailed) and a correlation of .719. Pedagogical implications indicate that student incentive can be fostered through external influence.

167

Friday, July 9, 2021 | 2:30pm – 3:15pm | M107

FE Y ALEGRÍA: LA EDUCACIÓN POPULAR JESUITA Y LA PEDAGOGÍA DE LOS OPRIMIDOS EN LOS BARRIOS POBRES DE LATINOAMÉRICA**Presenter:** Alfredo Poggi, University of North Georgia, Alpharetta, GA**Audience Level:** Higher Ed

Este trabajo analiza la historia de la educación jesuita en Latinoamérica, intentando mostrar sus continuidades y discontinuidades desde la colonia hasta la actualidad. Luego, se expone las condiciones y características que dieron paso a la creación del movimiento internacional de educación popular más grande del mundo, Fe y Alegría, que abarca tres continentes diferentes, y el cual fue modelo a su vez de los colegios Cristo Rey en Estados Unidos para las poblaciones marginadas.

168

Friday, July 9, 2021 | 2:30pm – 3:15pm | M109

LA ESCUCHA Y CREACIÓN DE CHARLAS DE TED EN ESPAÑOL: UNA PLATAFORMA PARA DESCUBRIR LA DIVERSIDAD AJENA Y PROPIA EN EL AULA**Presenter:** Sarah Piazza, Amherst College, Amherst, MA**Audience Level:** Community College, Higher Ed

Se compartirá cómo incorporar charlas de TED a un curso intermedio para entretener 3 componentes: el aprendizaje de español, la conciencia de la diversidad del mundo hispano y la exploración de la diversidad de los alumnos. Se compartirán el

diseño y uso de las actividades que encaminan al proyecto final: la creación de una charla. Se espera que los asistentes aprendan los beneficios pedagógicos de estas actividades. Asimismo, se espera fomentar una discusión sobre cómo aplicar el aprendizaje de la lengua a cuestiones complejas como la diversidad y la identidad.

SESSION BLOCK 14

Friday, July 9, 2021 | 3:30pm – 4:15pm

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Friday, July 9, 2021 | 3:30pm – 4:15pm | International 1

DESIGNING AND IMPLEMENTING A VIRTUAL ESCAPE ROOM FOR A BEGINNER LANGUAGE CLASS**Presenters:** Jennifer Vojtko Rubi, University of Cincinnati, Cincinnati, OH; Andie Anderson, University of Cincinnati, Cincinnati, OH; Ashley Johann, University of Cincinnati, Cincinnati, OH**Audience Level:** Higher Ed

Join the presenters as they take you through their experience of creating and implementing an escape room for a virtual beginning Spanish class. This session discusses the benefits and challenges of designing and implementing a virtual escape room activity, modifications for an in-person context, and feedback from students. Leave this session with ideas and a roadmap for creating your own virtual escape room.

170

Friday, July 9, 2021 | 3:30pm – 4:15pm | International 3

TEACHING GRAMMAR ONLINE: THE INTERSECTION OF COMPUTER ASSISTED LANGUAGE LEARNING AND PROCESSING INSTRUCTION IN SPANISH AS A SECOND LANGUAGE**Presenter:** Tiffany Robayna, Samford University, Birmingham, AL**Audience Level:** Secondary (9-12), Higher Ed

This session will look at how learners process a second language when learning completely online. It takes two processing strategies: 1) First Noun Principle and 2) Lexical Preference Principle and uses direct objects and past tense morphology to investigate how different types of questions used to deliver the input (referential, affective, and referential with affective activities) affect learners' processing of another language. As a result of this study, insights will be shared on how to create questions and activities for students when teaching grammatical aspects online.

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Friday, July 9, 2021 | 3:30pm – 4:15pm | International A

PROMOTING TARGET LANGUAGE PROFICIENCY AND CULTURE AWARENESS THROUGH COLLABORATION ACROSS DIVISIONS VIA FLIPGRID

Presenter: Leonardo Arango, Ransom Everglades, Miami, FL

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

The promotion of target language production and cultural awareness is paramount in language learning environments. In a world of social distancing and remote learning, *Amigos por Correspondencia* (pen-pals) initiative was launched in 2020 at Ransom Everglades School (RE) of Miami, Florida, and the Episcopal School of Dallas, Texas (ESD). Five Spanish MS and US groups from each school were paired through *Flipgrid* tasks for exchanging videos and written comments in the target language. Diversity, inclusion, and cultural awareness were the core units of this initiative.

172

Friday, July 9, 2021 | 3:30pm – 4:15pm | International B

THE PROCESSING OF L3 SPANISH COMPLEXED SENTENCES: A CORPUS-BASED AND EYE-TRACKING STUDY

Presenters: Hui-Chan Lu, National Cheng Kung University, Tainan, Taiwan; AnChung Cheng, University of Toledo, Toledo, OH

Audience Level: Higher Ed

This study investigated how Mandarin Chinese-speaking learners' language proficiency in L2 English and L3 Spanish affected the processing and comprehension of L3 Spanish relative clauses through an eye-tracking device. Participants' eye movement data were analyzed to examine their attention to the subject, verbs, and objects in relative clauses to find out patterns of input processing as learners comprehended sentences containing the target forms. This presentation will end with pedagogical implications for language teaching and instructional material design.

173

Friday, July 9, 2021 | 3:30pm – 4:15pm | International C

REMOTE INSTRUCTION IN SPANISH HERITAGE LANGUAGE COURSES

Presenters: Anel Brandl, Florida State University, Tallahassee, FL; Angelica Amezcua, Arizona State University, Tempe, AZ; Evelyn Durán-Urrea, Lehman College, Bronx, NY; Estrella Rodríguez, Florida State University, Tallahassee, FL

Audience Level: Community College, Higher Ed

This session discusses the challenges of implementing online courses for Spanish heritage learners. Our presentation describes

heritage learners' experiences with remote instruction using the Theory of Social Presence (Hauck et al., 2014) and the Community of Inquiry Model (Garrison et al., 2000) as guiding frameworks. We explored the cognitive, social, and teaching presence facets of remote instruction in intact courses of Spanish heritage bilinguals. Attendees are encouraged to reflect on their own online teaching practices in times of remote instruction.

174

Friday, July 9, 2021 | 3:30pm – 4:15pm | M101

THE CULTURALLY RESPONSIVE CLASSROOM

Presenter: Elizabeth Porter, Language with the Five Senses Education, Richland, WA

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

Culturally responsive teaching helps teachers build trusting relationships with students that validate their home languages and cultures.

175

Friday, July 9, 2021 | 3:30pm – 4:15pm | M102

iCAN WRITE: DEVELOPING INTERPERSONAL WRITING SKILLS WITH iMESSAGES

Presenter: Kelsey Catena, Loyola Academy, Wilmette, IL

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

Engage students in interpersonal tasks by using the format that they are most familiar with: direct messaging. In this session, participants will learn how to create and use guided iMessage threads as a formative assessment for interpersonal writing skills.

176

Friday, July 9, 2021 | 3:30pm – 4:15pm | M103

TRILINGUAL VIRTUAL CONVERSATION TABLE: SPANISH, PORTUGUESE, AND ENGLISH DURING COVID-19

Presenters: Felipe Fiuza, East Tennessee State University, Johnson City, TN; John Mullins, East Tennessee State University, Johnson City, TN

Audience Level: Community College, Higher Ed

This trilingual conversation table happened through Zoom every week. This project was born from a partnership between Uninorte, in Colombia, the Federal University of Espírito Santo (UFES), in Brazil, and the LCRC at ETSU. We talked for about twenty minutes on each language changing topics every week. Hundreds of students and community members from the three countries have joined us through Zoom since March 2020. This program offered students a unique opportunity to interact with native speakers on a weekly basis. This section will have an interactive component.

177

Friday, July 9, 2021 | 3:30pm – 5:00pm | Imperial Salon A

FEATURE: AATSP AWARDS CEREMONY**Audience Level:** All

Come and cheer on the winners of the AATSP's 2021 Awards! This event is sponsored by Editorial Difusión.

Light refreshments will be served.

SESSION BLOCK 15

Friday, July 9, 2021 | 4:30pm – 5:15pm

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Friday, July 9, 2021 | 4:30pm – 5:15pm | International 3

ZUMBA INTERACTIVE SESSION WITH PEDAGOGY**Presenter:** Jenniffer Whyte, The Donoho School, Anniston, AL**Audience Level:** Secondary (9-12)

Grab your comfortable clothing and shoes and join Jenniffer Whyte as she demonstrates a Zumba session with music from around Latin America. You will learn how to incorporate this dance fitness exercise into your current lessons.

179

Friday, July 9, 2021 | 4:30pm – 5:15pm | International A

WHAT YOU CAN-DO WITH VIRTUAL REALITY: A TOOL FOR AUTHENTIC LEARNING**Presenters:** Christina Toro, Arlington High School, Arlington, MA; Lisa Castaneda, Foundry 10, Seattle, WA**Audience Level:** Middle/Junior, Secondary (9-12)

Virtual reality can provide great value in language classes! Research suggests that language classrooms are often overlooked for new technology. Language classrooms are actually ideal spaces for students to enhance their learning through tech. Research also has shown both the benefits and challenges teachers experienced when using the technology. This presentation will explore all of these aspects, in research, and in practice. This presentation will also include data from students about their experiences with virtual reality as well as sample lessons.

National Teach Spanish Day
September 30, 2021

REGISTRATION OPEN

Saturday, July 10, 2021 | 8:00am-3:00am | Imperial Registration Area (Event Registration 2)

SESSION BLOCK 16

Saturday, July 10, 2021 | 8:30am-9:15am

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Saturday, July 10, 2021 | 8:30am-9:15am | International 1

USING GOOGLE APPS IN THE WORLD LANGUAGE CLASSROOM**Presenter:** Janina Klimas, Author, Houston, TX**Audience Level:** Secondary (9-12)

Never before in history has access to cultures and languages been so readily available. Participants will learn how to create a collaborative project using Google Apps for a world language class. Practical steps to organize a collaborative mini-research project that can be done as early as a month or two into a beginning-level class (and at any level beyond) will be shared. Using the tools for PD will also be explored.

182

Saturday, July 10, 2021 | 8:30am-9:15am | International 2

THE RECENT AND THE REVISITED: TRANSFORMATIVE LANGUAGE LEARNING AND TEACHING, OPEN ARCHITECTURE CURRICULAR DESIGN, AUTHENTIC MATERIALS**Presenters:** Christine Campbell, Campbell Language Consultants, Monterey Area, CA; Mildred Rivera Martínez, MRM Language Services, New Smyrna, FL; Jessica Lucido, Salinas High School, Marina, CA**Audience Level:** Secondary (9-12), Community College

This interactive session will promote knowledge-sharing about two recent developments in language learning – Transformative Language Learning and Teaching and Open Architecture Curricular Design in an Online Learning Environment, and one topic of interest revisited – the Use of Authentic Materials at the High School Level. Participants will have the opportunity to contribute information about their experiences in language learning related to the three topics. The presentation includes group sharing, information pass, and pair work.

183

Saturday, July 10, 2021 | 8:30am-9:15am | International 3

FEATURE: SEAL OF BILITERACY: NURTURE AND RECOGNIZE LANGUAGE ASSETS**Presenters:** Jessica Haxhi, New Haven Public Schools, New Haven,

SESSIONS

CT; Patrick Wallace, Georgia Department of Education, Atlanta, GA; Arthur Chou, Dual Language Schools, Long Beach, CA; Bridget Yaden, Pacific Lutheran University, Tacoma, WA

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

The Seal of Biliteracy recognizes learners' proficiency in English and another language. Inspired by examples of school, district, and state responses to the challenges in nurturing biliteracy, design your implementation plan to bring this opportunity to all learners. Issues addressed include challenges of equity and access for language development, evaluation of language proficiency, and creating pathways from primary to secondary to postsecondary levels.

184

Saturday, July 10, 2021 | 8:30am–9:15am | International A

MOTIVATE STUDENTS IN CLASS AND GET THEM OFF SOCIAL MEDIA WITH *NEARPOD*

Presenter: Rebecca Ewing, Duke University, Durham, NC

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

When the pandemic hit, teachers had to pivot from in-person instruction to hybrid or online instruction. During the litany of webinars and online conferences, I discovered and have successfully used *Nearpod*. This presentation will engage language instructors in an interactive simulation of *Nearpod*, including example class activities, ideas for expansion and adaptation of activities, and a first-hand experience of what the application can do, as well as its limitations. Students shared that this platform forced them to focus in class!

185

Saturday, July 10, 2021 | 8:30am–9:15am | International B

***¡OPERACIÓN VIRTUAL!* EMERGENCY TRAINING FOR TEACHERS AND STUDENTS FOR RAPID TRANSITIONING TO ONLINE LEARNING**

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

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

With the increased necessity of adapting all levels of language education to the online environment, both students and educators must prepare themselves in different ways to continue teaching and learning. This workshop will offer attendees suggestions for preparing and carrying out activities for technologies' least common denominator when it comes to technological devices. Additionally, it will help educators help their students to help themselves in online learning situations.

186

Saturday, July 10, 2021 | 8:30am–9:15am | International C

VOS AND VOSOTROS/AS IN THE SPANISH TEXTBOOK

Presenter: Gonzalo Campos-Dintrans, The University of Mary Washington, Fredericksburg, VA

Audience Level: Community College, Higher Ed

This study examines the presence and the absence of the pronoun *vos* in college-level Spanish textbooks. Comparisons will be made with previous studies on the teaching of *vos*. The presenter will also discuss how ideas about language are both reflected and perpetuated in teaching materials.

187

Saturday, July 10, 2021 | 8:30am–9:15am | M101

ABRAÇANDO A DIVERSIDADE DO MUNDO LUSÓFONO: REPENSANDO ESTRATÉGIAS DE ENSINO

Presenters: Ana Maria Lima, The University of Chicago, Chicago, IL; Raquel Goebel, University of Illinois at Urbana-Champaign, Champaign, IL

Audience Level: Community College, Higher Ed

O foco do ensino de Português nos Estados Unidos tem sido Brasil e Portugal. Nesse contexto, alunos aprendem pouco sobre a diversidade das comunidades lusófonas e sobre grupos marginalizados. Ao negligenciar outras realidades, replicamos modelos que enfatizam os grandes centros. Esse projeto convida educadores a repensar estratégias de ensino ao apresentar recursos criativos de inclusão que poderão ser usados tanto no ensino presencial quanto no remoto. Participantes conhecerão novas ferramentas que facilitam diversidade e inclusão.

188

Saturday, July 10, 2021 | 8:30am–9:15am | M102

LA MEMORIA *QUEER* SALVADOREÑA, UNA TAREA PENDIENTE

Presenters: José F. Galindo, University of California, Los Angeles, Los Angeles, CA

Audience Level: Community College, Higher Ed

El presente trabajo examina *Días del Olimpo* (2019) de Miguel Huezco Mixco, una novela en la que el protagonista evoca los primeros años de la posguerra salvadoreña. Sugiero que la narrativa de Huezco Mixco señala el olvido de la memoria *queer*, y para reconstruir la memoria de esta minoría sexual, la narración no solo presenta una discoteca gay como espacio central, sino también expone la vulnerabilidad del colectivo durante la Guerra Civil y los años posteriores al conflicto.

189

Saturday, July 10, 2021 | 8:30am–9:15am | M103

DEVELOPING A FIRST-YEAR SPANISH FOR HERITAGE SPEAKERS COLLEGE COURSE: CHALLENGES AND SUCCESSES**Presenter:** Sergio Guzmán, College of Southern Nevada, Las Vegas, NV**Audience Level:** Community College, Higher Ed

Traditionally most college and university Spanish programs only offer courses for Heritage Speakers/Learners at the sophomore level. This session will describe the evolving experience of developing and improving a first-year Spanish for Heritage Speakers. Topics will include placement, curriculum, balancing grammar and language skills, textbook and other materials, testing, program growth, use of technology, program assessment, and future directions.

190

Saturday, July 10, 2021 | 8:30am–9:15am | M104

ESPACIOS SEGUROS EN LA SALA DE CLASE: CONSTRUYENDO UNA RED DE ALIADOS Y DEFENSORES PARA ESTUDIANTES LGBTQ+**Presenter:** Maria Calatayud, University of North Georgia, Oakwood, GA**Audience Level:** Community College, Higher Ed

The purpose of this session is to help to better understand issues of LGBTQ+ in relation to diversity and inclusion. It will clarify the different terminology to familiarize people with the terms, definitions, flags, and symbols. We will also provide suggestions for working with LGBTQ+ students and create a safe space in the hopes of become a valuable ally. This session will be in Spanish.

191

Saturday, July 10, 2021 | 8:30am–9:15am | M105

SHH AND SHA BUSINESS MEETING AND AWARDS CEREMONY**Presenters:** Kelly Scheetz, Sociedad Honoraria Hispánica, Franklin, TN; Beth Gaunce, Sociedad Hispánica de Amistad, Harrodsburg, KY; Claudia Decker, Nashua North High School, Nashua, NH**Audience Level:** K-6, Secondary (9-12)

All sponsors of the Sociedad Honoraria Hispánica (SHH) and the Sociedad Hispánica de Amistad (SHA) are invited to attend the annual business meeting of the programs. News concerning the SHH and SHA will be announced. Awards for Chapter of the Year, Activity of the Year, Sponsor of the Year, and State Director of the Year will be presented. Prospective sponsors and other representatives from schools with SHH or SHA chapters are also welcome to attend.

192

Saturday, July 10, 2021 | 8:30am–9:15am | M106

DEVELOPING YOUR OWN CUSTOM, DUAL-TEXT, ILLUSTRATED WORKS FOR YOUR SCHOOL'S EARLY IMMERSION PROGRAMS**Presenters:** Garth Vance, Children Bilingual Books, Renton, WA; Denise Vance, Kent Youth and Family Services, Renton, VA**Audience Level:** K-6

In the past 15 years, we have witnessed a shift from traditional to independent publishing in the children book genre. That shift is now giving way to the next logical step in the progression of book development. Early learning programs now have the capability of customizing their own early learning materials, most notably with Spanish and Portuguese dual text. Recent printing and publishing innovations have opened up options for immersion programs around the world.

193

Saturday, July 10, 2021 | 8:30am–9:15am | M107

CLASSROOM GAMES FOR MEANINGFUL LANGUAGE INTERACTION**Presenter:** Adrienne Fama, Mount Pisgah Christian School, Johns Creek, GA**Audience Level:** Middle/Junior, Secondary (9-12)

Students love to play games, but how can teachers create games that promote truly meaningful interaction in the target language? This session will explore communicative classroom games for a variety of levels that encourage students to think in the target language. The presenter will also discuss ways to improve old favorites to foster student engagement rather than just entertainment.

194

Saturday, July 10, 2021 | 8:30am–9:15am | M109

PROMOTING AUTONOMOUS EXPERIENCES TO IMPROVE MOTIVATION AND PERFORMANCE IN THE LANGUAGE CLASSROOM

Remember to renew your
AATSP membership for 2022
starting this August.

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Presenter: Mariana Stone, University of North Georgia, Dahlonega, GA

Audience Level: Higher Ed

This study presents a description and evaluation of a project which is aimed at improving students' oral Spanish proficiency and motivation to study the language by creating a combination of autonomous experiences. This study draws on self-determination theory (SDT) that posits that when learners need for autonomy, need for feeling competent, and need for a connection with the task are fulfilled then the learner's motivation improves.

SESSION BLOCK 17

Saturday, July 10, 2021 | 9:30am – 10:15am

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Saturday, July 10, 2021 | 9:30am – 10:15am | International 1

DEVELOPING DEI IN LATIN AMERICAN AND US LATINX FILM AND MEDIA COURSES

Presenters: Martin Camps, University of the Pacific, Stockton, CA; Traci Roberts-Camps, University of the Pacific, Stockton, CA

Audience Level: Higher Ed

This session will discuss films and streaming series relevant to developing Diversity Equity and Inclusion topics in Latin American and US Latinx media courses. We will discuss the inclusion of diverse perspectives in the classroom, from the viewpoints of gender, race, ethnicity, ability, and socio-economic class, among others. Specifically, we will consider films such as Aurora Guerrero's *Mosquita y Mari* and Alfonso Cuarón's *Roma* and series such as Gloria Calderón Feller's *Kellett* and Mike Royce's *One Day at a Time* and Juana Uribe's *La niña*, among others.

196

Saturday, July 10, 2021 | 9:30am – 10:15am | International 2

FLANGOO! DIGITAL READERS FOR STORY-BASED LEARNING

Presenter: Charles Verhey, Teacher's Discovery, Auburn Hills, MI

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

Imagine an entire library of Spanish stories and readers, over 60+ titles, as easy to access and use as Netflix. In this presentation, I will be demonstrating FLANGOO by Teacher's Discovery, the newest and most affordable way to share stories by today's best authors! One account includes access to every title, in every language, for up to 150 students, plus audio for every book, chapter assessments, videos, and more! All attendees get free access for 30 days!

197

Saturday, July 10, 2021 | 9:30am – 10:15am | International 3

MOTIVATE LEARNERS TO GROW THEIR PROFICIENCY: ADD LANGUAGE CERTIFICATIONS TO YOUR PROGRAM

Presenter: Linda Egnatz, Global Seal of Biliteracy, Frankfort, IL

Audience Level: Secondary (9-12)

Language Certifications increases retention in university and high school language programs. Learners are motivated to earn credentials that articulate their skills for advance placement, scholarships, study abroad and job opportunities. Learn how Higher Ed and High Schools, public and private, are re-energizing their programs with State and Global Seal of Biliteracy programs that benchmark proficiency targets and create a pathway of awards to motivate students to level-up. Topics include promotion, implementation, testing, college or competency-based credits, and more.

198

Saturday, July 10, 2021 | 9:30am – 10:15am | International A

PLENARY: EVOLUCIÓN, FUTURO Y RETOS DEL ESPAÑOL EN EL MUNDO: EL ESPAÑOL EN ESTADOS UNIDOS

Presenter: Richard Bueno Hudson, Instituto Cervantes, New York, NY

Audience Level: Community College, Higher Ed

Promovemos el español desde el Instituto Cervantes. El español no debe medir su importancia exclusivamente en su valor demográfico. Debe tener en cuenta su historia para saber adaptarse a los retos futuros, ya que estos tienen una trascendencia que sobrepasa lo meramente lingüístico, se adentran en lo económico y en el ámbito geopolítico, en un marco donde las políticas lingüísticas tienen mucho que decir sobre el futuro de las lenguas en el mundo. El español en Estados Unidos es un claro ejemplo.

199

Saturday, July 10, 2021 | 9:30am – 10:15am | International B

THE LANGUAGE GYM: STRENGTHENING OUR COMMUNICATION SKILLS

Presenter: Haydee Taylor-Arnold, Ladue Horton Watkins High School, St. Louis, MO

Audience Level: Secondary (9-12)

Language learning is a journey that requires constant practice and engagement to develop strong communication skills. Our classroom is THE GYM that helps students strengthen these skills. This session connects the four communicative skills and the ACTFL proficiency levels with the analogy of a gym where students can

take ownership of their learning, self-reflect, and demonstrate their skills in the target language. Become a LANGUAGE COACH and differentiate instruction with low, mid and high impact activities that personalize the learner's path to proficiency.

200

Saturday, July 10, 2021 | 9:30am – 10:15am | International C

GRADUATE STUDENT DAY COMPETITION I

1. EL ENTRELAZAMIENTO DEL MERENGUE Y LA BACHATA CON LA HISTORIA Y LA CULTURA DOMINICANA

Presenter: Elizabeth Naranjo Hayes, The University of Alabama, Tuscaloosa, AL

Esta presentación interactiva y divertida comienza con la historia de la República Dominicana, las raíces de los dominicanos y los efectos socioculturales de la historia dominicana. La próxima sección presenta la historia del merengue y ejemplos: el Perico Ripiao / el merengue típico, el merengue de salón / el Combo y el merengue moderno. Finalmente, se presenta la bachata con ejemplos: los orígenes y las raíces de la bachata, las primeras bachatas, las primeras bachatas modernas y las bachatas de hoy.

2. BLACK LIVES IN LATIN AMERICA: DIVERSIFYING LANGUAGE INSTRUCTION WITH AFRO-LATIN AMERICAN LITERATURE

Presenter: Jacob Brown, Vanderbilt University, Nashville, TN

Multifaceted representations of Afro-Latinos are an essential part of an anti-racist language curriculum. Cuban poetry and film dominate prior research on teaching Afro-Latin American culture, but instructors of Spanish and Portuguese must look beyond Cuba to better reflect the diversity of Afro-Latin American culture. This presentation explores strategies for teaching poetry (Shirley Campbell's "Rotundamente negra"), children's narrative (Yolanda Arroyo Pizarro's *Pelo bueno*), and graphic novels (Marcelo D'Saete's *Angola Janga*) at various ACTFL proficiency levels.

3. A RECONCILIATION OF GOLDEN AGE SPAIN THROUGH THE LENS OF AFRO-IBERIAN TESTIMONY

Presenter: Farryn Slaton-Barkley, Clark Atlanta University, Atlanta, GA

This presentation aims to put Africa in conversation with Spain in order to discuss a more inclusive representation of Spanish history during the Golden Age. It is interested in authentic Afro-Spaniard narrative and the various ways in which enslaved west Africans and their descendants performed identity and belonging through stories, histories, and performances.

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Saturday, July 10, 2021 | 9:30am – 10:15am | M101

PORTUGUESE ADVOCACY MEETING

Presenters: Renato De Souza Alvim, California State University Stanislaus, Turlock, CA; Rachel Mamiya Hernandez, University of Hawai'i at Mānoa, Honolulu, HI

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

Current Portuguese instructors and anyone interested in teaching courses on Portuguese and Lusophone 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.

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Saturday, July 10, 2021 | 9:30am – 10:15am | M102

UNTIL ALL CAN READ: SERVICE LEARNING AND LITERACY WITHIN THE HISPANIC COMMUNITY

Presenter: Shannon Polchow, University of South Carolina Upstate, Spartanburg, SC

Audience Level: Community College, Higher Ed

Literacy is one of the biggest civil rights issues today in the 21st century. In states such as California and Michigan, recent lawsuits have questioned if the educational system is obligated to teach a child how to read. Unfortunately, the students often left behind include those in the Hispanic community. In this presentation, we will explore how language teachers can connect undergraduates to service-learning opportunities that focus on raising literacy rates within the Hispanic community in meaningful ways.

204

Saturday, July 10, 2021 | 9:30am – 10:15am | M104

ENTRADA LIBRE: UN MANUAL DE GRAMÁTICA (OER) PARA SEGUNDO AÑO

Presenters: Alejandro Lee, Santa Monica College, Santa Monica, CA; Nancy Meléndez-Ballesteros, Mount Saint Mary's University-Los Angeles, Los Angeles, CA

Audience Level: Community College, Higher Ed

Entrada libre, un recurso educativo de libre acceso (OER, por sus siglas en inglés), sirve como un manual de gramática para segundo año a nivel universitario. Gracias a una beca del Academic Senate for California Community College (ASCCC) Open Educational Resources Initiative (OERI) los autores completaron el manual con actividades usando el *software* de H5P y el marco de LibreTexts.

SESSIONS

Los autores compartirán los recursos y los retos que conllevó realizar este proyecto.

205

Saturday, July 10, 2021 | 9:30am – 10:15am | M105

ÉXITOS: THE SOCIEDAD HISPÁNICA DE AMISTAD CELEBRATES STUDENTS AND SPONSORS!

Presenter: Beth Gaunce, Kentucky Educational Television, Harrodsburg, KY

Audience Level: K-6, Middle/Junior

Are you curious about the Sociedad Hispánica de Amistad (SHA)? Would you enjoy celebrating with us as we highlight student and sponsor achievements? In this session, sample projects of excellence, created by SHA members, will be presented as well as in-depth information about membership in SHA, and how teachers and students can work together in SHA to enhance instruction. Join us for a fun session that puts SHA members in the spotlight.

206

Saturday, July 10, 2021 | 9:30am – 10:15am | M106

TURN YOUR PASSION INTO A THRIVING BUSINESS

Presenters: Joaquín Frias, Studio Español, Birmingham, MI; John Campbell, Studio Español, Birmingham, MI

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

Would you like to continue teaching? Would you like to have more flexibility and earn more? During the last decade, we have opened and established Studio Español, Detroit's premier center for Spanish language education. In this session, we will introduce our program for Spanish teachers to establish their own language studio and turn their passion into a thriving business.

207

Saturday, July 10, 2021 | 9:30am – 10:15am | M107

HELPING INTERMEDIATE LEARNERS FIND MORE MEANING IN *LA MISMA LUNA*

Presenters: Laura Shepin, Rolling Meadows HS, Rolling Meadows, IL; Heidi Huck, Rolling Meadows HS, Rolling Meadows, IL

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

The 2007 film *La misma luna* is widely used in schools because of its engaging story and PG-13 rating. However, unsophisticated learners may miss the real story of the hardships of immigration as they are charmed by the film's Hollywood ending. This presentation will show how, by supplementing the film with newspaper articles, Sonia Nazario's book *Enrique's Journey*, and a *corrido*, intermediate students can make meaningful cultural connections and gain a deeper understanding of immigration.

208

Saturday, July 10, 2021 | 9:30am – 10:15am | M109

ADVOCACY THROUGH PARTNERSHIP: EXPANDING THE ROLE OF UNIVERSITY PROGRAMS IN LATINX YOUTH LEADERSHIP DEVELOPMENT

Presenters: Vialla Hartfield-Méndez, Emory University, Atlanta, GA; Karen Stolley, Emory University, Atlanta, GA; Emmy Corey, Emory University, Atlanta, GA; Eliezer Vélez, The Latin American Association, Atlanta, GA

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

Strong community-university partnerships provide spaces for graduate and undergraduate students across many disciplines to engage with culture from Spanish- and Portuguese-speaking countries, develop professional skills, and foster effective pathways to higher education for Latinx middle/high school students. This session presents examples of culture content from the Latino Youth Leadership Conference created in partnership with Emory University, the Latin American Association, and other Atlanta institutions and explores lessons that can be applied to many contexts.

SESSION BLOCK 18

Saturday, July 10, 2021 | 10:30am – 11:15am

210

Saturday, July 10, 2021 | 10:30am – 11:15am | International 2

ENCOUNTERS WITH THE OTHER AND THE SELF: JUDITH ORTIZ COFER WRITINGS FOR YOUNG READERS

Presenter: Ada Ortúzar-Young, Drew University (Emerita), New York, NY

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

How do others see me? How do I see myself? Many children and young adults from immigrant families ask themselves these questions. Ortiz Cofer's writings for children and young adults draw from memories of her formative years as a bilingual/bicultural child growing up in New Jersey and Georgia, negotiating private spaces of home and public spaces of school and society at large. They provide positive images and materials for appreciating immigrant culture at home and in an inclusive classroom.

211

Saturday, July 10, 2021 | 10:30am – 11:15am | International 3

CRITICAL CONVERSATIONS: DISCUSSION PROTOCOLS TO FACILITATE DEPARTMENTAL COLLABORATION

Presenters: Mary Block, Fulton County Schools, Alpharetta, GA;

Holly Jiménez, Fulton County Schools, Alpharetta, GA; Ross Ellison, Fulton County Schools, Alpharetta, GA

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

This presentation provides participants with the tools necessary to facilitate critical conversations regarding pedagogical differences among colleagues and stakeholders. Presenters will share communication protocols that foster collegiality, reflection, and growth within departments.

212

Saturday, July 10, 2021 | 10:30am–11:15am | International A

FEATURE: ROOMIES, ZOOMIES, AND EVERYWHERE IN BETWEEN: WHERE DO WE GO FROM HERE?

Presenter: Meredith White, Gwinnett County Public Schools, Lawrenceville, GA

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

In this workshop, attendees will reflect on the lessons from the 2020-21 school year with students, proficiency, organization, and how it all fits together going forward. Don't come for the latest, greatest shiny ideas; come for Meredith's candid reflections on what has changed, what we can't go back to, and where we go from here. Framed in the context of planning, assessing, and grading, come ready to contemplate what did and didn't work for you as well as your direction going forward for 2021-22!

213

Saturday, July 10, 2021 | 10:30am–11:15am | International B

EL PRINCIPIO DE ARQUÍMEDES DE BELÉN GOPEGUI Y LAS TRANSFORMACIONES SOCIALES DE LA ESPAÑA POSMODERNA

Presenter: Rosa Tezanos-Pinto, Indiana University-Purdue University Indianapolis, Indianapolis, IN

Audience Level: Higher Ed

Siguiendo las fundamentaciones del matemático Arquímedes (todo lo que se hunde puede volver a la superficie con fuerza), Belén Gopegui manipula el molde fílmico para definir las contradicciones sociales de la España posmoderna y propone una *solución* a través del estudio de dos discursos: el de los valores y el de los afectos. Para esta presentación, se expondrán dichas vertientes utilizando además los elementos de mimesis y metamorfosis para profundizar en los diálogos y protocolos sociales, laborales y de relación de pareja concebidos por Gopegui en su guion.

214

Saturday, July 10, 2021 | 10:30am–11:15am | International C

GRADUATE STUDENT DAY COMPETITION II

1. TRASFONDO HISTÓRICO, ACTUALIDAD SOCIAL Y LEGAL DE LA VIOLENCIA MACHISTA A TRAVÉS DE DOCUDRAMAS EN EL MUNDO HISPANO

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

La investigación consiste en un acercamiento a la realidad de la violencia machista, su trasfondo histórico y la manera en que la misma es expuesta en documentales. Se intenta encontrar un punto de encuentro entre la realidad y la ficción de un problema vigorosamente salvable en las sociedades actuales, como lo es la violencia contra la mujer, sin importar la nacionalidad, el sistema de gobierno o el grado de desarrollo que dicho país posea.

2. ESPACIOS *QUEER*: SERES ABYECTOS Y CUERPOS MUTILADOS

Presenter: Jesús Galindo Benítez, University of Virginia, Charlottesville, VA

Un mundo huérfano (2016) de Giuseppe Caputo y *Días del Olimpo* (2019) de Miguel Huevo Mixco retratan la violencia de género en contra de las subjetividades *queer*. Ambas novelas describen masacres de cuerpos vilmente mutilados, desmembrados y exhibidos como seres abyectos. En ambas narrativas se ejemplifica la desvalorización de cuerpos sin identidad dentro de un contexto heteronormativo. Este trabajo explora espacios *queer* —discotecas *gais*— como espacios utópicos, donde los sujetos *queer* pueden imaginar subjetividades alternativas.

3. GENDER-INCLUSIVE LANGUAGE IN TWITTER

Presenter: Caitlin E. Samples, University of Georgia, Athens, GA

The present study analyzes the traditional and gender-inclusive variants of *nosotr_s* appearing in tweets posted near Madrid and other Spanish cities from November 1-10 of 2010, 2014, and 2018. The variants considered are o, a, @, x, e, and the data reveal that although only the masculine variant was found in the 2010 posts, by 2014, posts included inclusive @ variants. All five variants were found in the 2018 data.

216

Saturday, July 10, 2021 | 10:30am–11:15am | M102

THE SPANISH AMERICAN PROTOCOL OF CIVILITY AND GOOD MANNERS AND THE MAKING OF A COLOMBIAN INDUSTRIAL ECONOMY

Presenter: Katherine Anson, St. Mark's School of Texas, Dallas, TX

SESSIONS

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

This presentation describes how discourses of civility and good citizenship in early 20th century manuals of good manners aided the configuration of modern capitalism. I present Colombia's case, arguing that texts such as the *Spanish American Protocol of Civility and Good Manners* (1910) by Tulio Ospina shaped a national subjectivity based on industrial goods' consumption. By analyzing Ospina's manual and newspaper articles, I reveal that etiquette and hygiene principles introduced the urban life practices necessary to grow a nascent export-import economy.

217

Saturday, July 10, 2021 | 10:30am–11:15am | M103

A SMALL LIBERAL ARTS SPANISH PROGRAM: CHALLENGES, CONSIDERATIONS, AND ONE POSSIBLE SOLUTION

Presenter: Daniel Woolsey, Hope College, Holland, MI

Audience Level: Community College, Higher Ed

This session explores several challenges faced by a Spanish program at a small liberal arts college, including scheduling congestion, program articulation, declining student interest and therefore declining student enrollment, and equity concerns among teaching faculty. Responding to these challenges requires consideration of institutional mission, departmental context, student expectations, and best teaching practices. What emerges is a solution that is invitational, collaborative and trusting, and that effectively turns our current language program upside down.

218

Saturday, July 10, 2021 | 10:30am–11:15am | M104

SUPPORTING TOOLS FOR DEVELOPING STUDENT AUTONOMOUS LEARNING IN SECONDARY DUAL LANGUAGE PROGRAMS

Presenter: Leo Valladares, Utah DLI, Salt Lake City, UT

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

One of the challenges of navigating the transition from the elementary to the secondary DLI classroom is increasing the level of autonomous learning skills. To respond to this particular complex need of the program, the Utah secondary Spanish team has developed techniques that gradually support students taking ownership of their learning. During this session, the presenters will demonstrate several effective scaffolding tools and techniques including the KWL charts, Linguafolio, Cornell notes, and evaluation tools for teacher use.

219

Saturday, July 10, 2021 | 10:30am–11:15am | M105

ESTUDIANTES HISPANOHABLANTES Y DE HERENCIA EN LA CLASE DE ESPAÑOL COMO LENGUA EXTRANJERA

Presenters: Sybil Sánchez-González, Randolph High School, Randolph, NJ; Estela Flood, Randolph High School, Randolph, NJ

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

La preparación académica de los maestros de español como idioma extranjero es menester para responder a las necesidades de los estudiantes hispanohablantes y de herencia. La diferenciación de contenido y texto es esencial para hacer efectiva la instrucción en las clases. Exploraremos recursos, estrategias y la diferenciación entre L1 adquisición y L2 aprendizaje.

220

Saturday, July 10, 2021 | 10:30am–11:15am | M106

LANGUAGE WITH THE FIVE SENSES

Presenter: Elizabeth Porter, Language with the Five Senses Education, Richland, WA

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

Language is not merely words and grammatical structures but how humans interact with each other and the world around them. Human interaction is essential for acquiring language and a person must feel and experience the language with all of the senses to build language pathways in the brain.

221

Saturday, July 10, 2021 | 10:30am–11:15am | M107

SEL (SOCIAL EMOTIONAL LEARNING) IN THE SPANISH AND PORTUGUESE CLASSROOM

Presenter: Jennifer Schwester, Brick Township Public Schools, Brick, NJ

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

This interactive session will help teachers to understand what SEL is and is not, as well as practice ways to help students work on their social emotional learning skills. By helping students identify their emotions, acknowledge them, and work on ways to deal with them, teachers are giving students valuable life skills to be more effective and productive learners as well as strengthen the classroom community.

222

Saturday, July 10, 2021 | 10:30am–11:15am | M109

ON YOUR WAY(SIDE) TO PROFICIENCY: EIGHT BEST PRACTICES THAT GET YOU THERE

KEYNOTE SPEAKER KRISHAUNA HINES-GAITHER

223

Saturday, July 10, 2021
11:30am – 12:30pm
Imperial Salon A

DIVERSITY, *DIVERSIDAD*, *DIVERSIDADE*: FROM WORDS TO ACTIONS

What does diversity mean in the context of studying and teaching Spanish and Portuguese? This keynote address will demonstrate how the culture and history of these languages are essential to the formation of an antiracist classroom and world language profession. We will celebrate the rich diversity of the Hispanic, Latinx, and Luso-Brazilian worlds. As we celebrate diversity, we must also interrogate our field. Let us join together to chart a dynamic cartography for inclusive excellence.

BIOGRAPHY

Dr. Krishauna Hines-Gaither serves as the Associate Vice President for Diversity, Equity, & Inclusion at Guilford College in Greensboro, NC. She has taught Spanish and (Afro) Latin American Studies for 20 years. She is the Past President of the Foreign Language Association of North Carolina, past chair of ACTFL's Special Interest Group for Educators of African American Students, and she co-founded African American Linguists. She was named the 2013 World Language Teacher of the Year in Higher Education by the Foreign Language Association of North Carolina. Dr. Hines-Gaither offers dynamic, engaging, and results-driven workshops, presentations, and keynotes on a range of topics and across disciplines. She is the owner of Hines-Gaither Consulting, LLC, a firm that is dedicated to supporting and promoting inclusion. Dr. Hines-Gaither is also a popular blogger at www.cupofdiversity.com.



The AATSP thanks Wayside Publishing for generously sponsoring the 2021 Keynote address.

CELEBRATION DINNER WITH MUSIC BY THE BICHOS VIVOS

266

Happy Hour
6:00pm – 6:30pm
Foyer of Imperial Salon A-B

267

Saturday, July 10, 2021
6:30pm – 8:30pm
Imperial Salon A-B
(Pre-registration required)



Photo Credit: Jason Thrasher

Join us at our Celebration Dinner where you will enjoy live music by the Bichos Vivos, a Georgia band that plays Forró music rooted in the Brazilian northeast region. AATSP member and Portuguese professor, Dr. Robert H. Moser, University of Georgia, Athens, GA, will also perform as member of the band.

The winner of the first Graduate Student Day Competition will be revealed! The dinner will include a plated three-course meal. Cash bar will be available.

Presenters: Kate Sanders, Wayside Publishing, Freeport, ME; Jay Ketner, Wayside Publishing, Freeport, ME

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

Traditionally, publishers haven't supported teachers with proficiency-based textbooks. We're changing that! Come learn more about eight best practices for teaching for proficiency and how Wayside Publishing's Spanish series *EntreCulturas* incorporates them all! We'll talk about using backward-design grounded in essential questions, authentic resources that inspire tasks across all modes of communication, grammar taught in context, can-do statements, formative performance assessments, summative IPAs, and other ACTFL-aligned best practices.

223

Saturday, July 10, 2021 | 11:30am – 12:30pm | Imperial Salon A

DIVERSITY, DIVERSIDAD, DIVERSIDADE: FROM WORDS TO ACTIONS

Keynote Speaker: Krishauna Hines-Gaither, Guilford College, Greensboro, NC

Audience Level: All

What does diversity mean in the context of studying and teaching Spanish and Portuguese? This keynote address will demonstrate how the culture and history of these languages are essential to the formation of an antiracist classroom and world language profession. We will celebrate the rich diversity of the Hispanic, Latinx, and Luso-Brazilian worlds. As we celebrate diversity, we must also interrogate our field. Let us join together to chart a dynamic cartography for inclusive excellence. Sponsored by Wayside Publishing.

SESSION BLOCK 19

Saturday, July 10, 2021 | 12:45pm – 1:30pm

224

Saturday, July 10, 2021 | 12:45pm – 1:30pm | International 1

THE EFFECT OF COGNATE STATUS ON TONIC STRESS PLACEMENT IN L2 SPANISH

Presenter: Adrienne Fama, Mount Pisgah Christian School, Johns Creek, GA

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

Cognates have certain advantages and disadvantages in an L2; their meaning is already familiar, but linguistic interference can negatively affect their pronunciation. This study explores the effect of cognate status, stress pattern, written accent marks, and proficiency level on stress acquisition among L1 English speakers at three L2 Spanish proficiency levels. The findings suggest

that learners rely on both L1 and L2 stress patterns for L2 stress assignment. The results also show frequency and regularity in L2 input as contributors to tonic stress placement accuracy.

225

Saturday, July 10, 2021 | 12:45pm – 1:30pm | International 2

MOSQUITA Y MARI: REPRESENTATION OF HISPANIC YOUTH AND SEXUAL DIVERSITY

Presenter: Beth Huaman Andia, Saint Catherine University, St. Paul, MN

Audience Level: Higher Ed

This paper will present pedagogical tools to explore the movie *Mosquita y Mari* (2012) by female director Aurora Guerrero in the approach of Hispanics in the US contexts. In the interpretative mode there are several topics that can open to a rich discussion about race, class, gender, sexuality, and identity. At a more symbolic level, this film explores the characters' identities from young female and especially young Latinx communities.

226

Saturday, July 10, 2021 | 12:45pm – 1:30pm | International 3

¿DE VERAS? ¿EL SUBJUNTIVO AL RITMO TROPICAL?

Presenter: Douglas Bowman, Jefferson County Schools, Evergreen, CO

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

En la presentación, se dan ejemplos de diseño con el fin en mente con temas musicales de diferentes géneros y países. Incluye sugerencias para la práctica contextual del subjuntivo. Es un uso llamativo, entreteniente y eficaz con integración diversa como fuentes a las diferentes culturas hispanas. Se presenta con ejemplos de apoyo a los diferentes modos presentacionales de ACTFL. Una metodología que fácilmente apoya el concepto de 90%-10%. Incluye discusión para adaptar ideas para uso virtual.

227

Saturday, July 10, 2021 | 12:45pm – 1:30pm | International A

VIRTUAL EXCHANGE IN SECOND LANGUAGE ACQUISITION: SPANISH-ENGLISH WITH THE UNIVERSIDAD DE CANTABRIA AND UNIVERSITY OF MARYLAND

Presenter: Laura Mier Pérez, Universidad de Cantabria, Cantabria, Spain

Audience Level: Higher Ed

In this session, we present the results of an internationalization project carried out at the Universidad de Cantabria, Spain, in collaboration with the University of Maryland. Considering the current changes that the pandemic has imposed in teaching at the higher education level, we have implemented a Personal

SESSIONS

Learning Environment methodology to articulate the online learning of students. In addition, we have integrated as part of the learning process a virtual interexchange with the University of Maryland in the context of second language acquisition.

228

Saturday, July 10, 2021 | 12:45pm – 1:30pm | International B

TEACHING SPANISH AND PORTUGUESE AMIDST A PANDEMIC

Presenter: Pedro Craveiro, UC Santa Barbara, Santa Barbara, CA

Audience Level: Community College, Higher Ed

Considering our present-day situation and the quick-change last year from face-to-face to online courses due to COVID-19, this paper explores pedagogical and didactic strategies to engage students and evaluate student performance and engagement in a virtual setting. I will focus on Portuguese and Spanish language instruction and bring tools recommended by current research and personal suggestions to make language classes appealing. The ultimate goal is to provide creative takeaways on addressing the difficulty of teaching a foreign language virtually.

229

Saturday, July 10, 2021 | 12:45pm – 1:30pm | International C

ABIERTO Y GRATIS: DEVELOPING PROFICIENCY WITH ALL DIGITAL RESOURCES

Presenter: Hope Anderson, Arizona State University, Tempe, AZ

Audience Level: Higher Ed

Tired of textbook material not matching a course's proficiency goals? Replace it with a digital package! The researched Spanish program combined open resources with library-owned texts, helping students develop greater facility with suitable linguistic features and tasks. This session includes data on student progress and ideas for setting up a digital package.

230

Saturday, July 10, 2021 | 12:45pm – 1:30pm | M101

ALTERNATIVE APPROACHES TO THE TEACHING OF CULTURE IN PORTUGUESE FL COURSES

Presenters: Edvan Brito, University of Arkansas Fayetteville, Fayetteville, AR; Luciana Prestes, Middle Tennessee State University, Murfreesboro, TN

Audience Level: Community College, Higher Ed

As we prepare our students to face the challenges of the 21st century, we should take into consideration the constant change of social, cultural, and economic contexts. It is our responsibility to incorporate into the students' academic experience the development of a lifelong learning process that promotes

competency in the current job market and good citizenship. With that in mind, this session seeks to provide alternative approaches to the teaching of culture in Portuguese FL courses.

231

Saturday, July 10, 2021 | 12:45pm – 1:30pm | M102

I TECH: USE OF TECHNOLOGY FOR A SUCCESSFUL LEARNING EXPERIENCE

Presenter: Elga Sepúlveda Suárez, Houston ISD, Houston, TX

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

The use of technology tools in traditional and virtual classrooms has increased during the last decade. Now, more than ever, technology is a tool that teachers can use to engage their students in the process of learning. There is a variety of online resources that teachers can use to create meaningful content for their students. We will learn about different technology tools and their use in the traditional and virtual classroom. These tools will help us to create meaningful activities for our students which will result in a successful learning experience.

232

Saturday, July 10, 2021 | 12:45pm – 1:30pm | M103

COMMUNITY COLLEGE ADVOCACY SESSION

Presenter: Alejandro Lee, Santa Monica College, Los Angeles, CA

Audience Level: Community College

This is a presentation in an open forum format about important current topics related to the teaching of our languages in community colleges. We will be discussing topics such as assessment, pathways, articulations with high schools and possible partnerships with universities. This meeting will also be an opportunity to evaluate past community college meetings, plan new ones and brainstorm ideas on how we can better advocate for a strong presence at future AATSP conferences.

233

Saturday, July 10, 2021 | 12:45pm – 1:30pm | M104

COLLABORATIVE WRITING IN THE REMOTE CLASSROOM: TECHNIQUES TO ENCOURAGE STUDENT INTERACTION AND ERROR CORRECTION

Presenter: Aviva Kana, The Nueva School, San Mateo, CA

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

This presentation explores how to use collaborative writing in remote high school Spanish classes. It specifically looks at how collaborative writing exercises increase language accuracy and encourage socialization. In these assignments, students negotiate how to address feedback from their teacher and peers. They also use collaborative writing as a way to socialize and learn

about classmates that they have not met in person. In this way, collaborative writing serves as a communicative and engaging tool to improve Spanish writing and error recognition.

234

Saturday, July 10, 2021 | 1:00pm – 4:45pm | M105

SHH/SHA ADVISORY BOARD MEETING

[Invitation Only]

235

Saturday, July 10, 2021 | 12:45pm – 1:30pm | M106

DUAL MASTER'S DEGREE FOR EDUCATORS - SPANISH LANGUAGE AND CULTURE

Presenter: Diana Meza, James Madison University, Harrisonburg, VA

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

This session will inform attendees about the Dual Master's Degree in Education between James Madison University, United States and the University of Salamanca, Spain. The program leads to two degrees and focuses on the in-depth study of advanced pedagogical practices in teaching, best practices in curriculum development, and current research in the field of teaching and learning. In addition, students' content knowledge in the language and culture of Spain will expand. The program is delivered using both face-to-face and distance education models.

236

Saturday, July 10, 2021 | 12:45pm – 1:30pm | M107

CALIDAD DE LA ENSEÑANZA Y PROGRAMAS DE MEJORA: UNA APUESTA DE FUTURO

Presenters: Xavier Gisbert, Asociación Enseñanza Bilingüe, Madrid, Spain; María José Martínez de Lis, Asociación Enseñanza Bilingüe, Madrid, Spain

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

La enseñanza de idiomas y la enseñanza bilingüe tienen como objetivo conseguir alumnos con elevados niveles de competencia lingüística. Los programas de mejora son elementos diferenciadores que permiten conocer las fortalezas y las debilidades de los programas y poner en marcha planes de mejora que a su vez pueden conducir a la obtención de un Sello de Calidad. El caso de España explica cómo toda escuela que busca la calidad puede ofrecer una buena enseñanza, reconocer el trabajo de los profesores y transmitir confianza a las familias.

237

Saturday, July 10, 2021 | 12:45pm – 1:30pm | M109

CÓMO PROVEER LA PARTICIPACIÓN ORAL EN EL AULA

Presenters: Aisha Khan, Difusión, Chicago, IL; Antonio Amo Quintanilla, Lycée Français de Chicago, Chicago, IL

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

This session highlights strategies to improve your students' SEL (Social-Emotional Learning) and your class climate in order to increase oral production. You'll take away concrete examples to incorporate into your curriculum to lower your students' affective filter, promote inclusivity and encourage the use of Spanish in the classroom.

SESSION BLOCK 20

Saturday, July 10, 2021 | 1:45pm – 2:30pm

238

Saturday, July 10, 2021 | 1:45pm – 2:30pm | International 2

NATIONALISM, ISOLATIONISM, AND LANGUAGE EDUCATION

Presenter: Dieter Waldvogel, Samford University, Birmingham, AL

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

The US is experiencing a political tug-of-war between globalism and nationalism with L2 education caught in the middle of this sociopolitical debate. The current sociopolitical trend towards isolationism is rendering L2 education vulnerable to further cuts. This presentation will address the effects these sociopolitical trends are having on the demand for L2 education. It argues that the goal of L2 education is to raise awareness of the limitations imposed by nationalism and to advance beyond those limitations in search of an international identity.

239

Saturday, July 10, 2021 | 1:45pm – 2:30pm | International 3

MENTORING LANGUAGE FACULTY IN HIGHER EDUCATION FOR ONLINE TEACHING

Presenter: Silvia Rodriguez Sabater, College of Charleston, Charleston, SC

Audience Level: Community College, Higher Ed

Faculty mentorship has not usually focused on online teaching in higher education. Even expert faculty can suddenly become novice teachers when teaching online. Despite the abundance of recent resources, seasoned guidance is fundamental to equip faculty with sound pedagogy and skills to teach online. This presentation articulates the features of and mentorship practices in an online readiness course where faculty learn about course planning,

SESSIONS

building community, communication, course design, activity and assessment creation, and content delivery for language courses.

240

Saturday, July 10, 2021 | 1:45pm – 2:30pm | International A

APPS: THE GOOD, THE BAD, AND THE UGLY

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

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

Constant shifting from in-person to remote learning and back again inspired a boom in app creation, all in the name of helping teachers sail uncharted waters. The result is a mind-numbing morass of deciding which applications are actually worthy of the time and/or monetary investment needed for implementation. The presenters have done the deep dive and will share actual classroom results and student feedback – good, bad or ugly – so participants can leave with a Monday-morning-ready manifest of apps that will get the job done, whether in the classroom or the Zoom room.

241

Saturday, July 10, 2021 | 1:45pm – 2:30pm | International B

THE DIVERSITY OF FULFILLED MICROLOAN PETITIONS: ELEVEN YEARS AND STILL GOING STRONG

Presenters: Sean Hill, Grand Valley State University, Clare, MI

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

Eleven years ago, my classes were first introduced to the world of microfinance as a way to help build wealth across a diverse range of countries and applicants. Beginning with humble origins, the original microloan project has morphed and grown with me and has turned an original microloan fulfillment of \$200 into loans totaling \$6,800. This session will describe the growth of the activity and the diversity of the petitions that have been fulfilled.

242

Saturday, July 10, 2021 | 1:45pm – 2:30pm | International C

GRADUATE STUDENT DAY COMPETITION III

1. A TASK-BASED NEEDS ANALYSIS OF PORTUGUESE FOR BUSINESS AT COLLEGE LEVEL

Presenter: Marcela Lemos, Indiana University Bloomington, Bloomington, IN

To contribute to the expansion of the Portuguese program at a university that houses a prestigious business school, I propose the first task-based needs analysis (NA) of College Portuguese in the United States. The goal of this NA is to reformulate a currently unoffered Portuguese for Business course into a task-based language teaching curriculum. This NA relies on

multiple methods of data collection to determine the specific needs of business professionals, graduates, and majors and arrive at target tasks and target task types to compose the curriculum.

2. "WE GET THE BAD END OF THE BROOM." AN EXAMINATION OF SPANISH HERITAGE LANGUAGE SPEAKERS' CONCEPTUAL METAPHOR IN WRITTEN ENGLISH AND SPANISH

Presenter: Lorraine Ramos, University of California Merced, Merced, CA

Students use metaphors in their writing to conceptualize their identity and cultural experience. This study applies conceptual metaphor theory to 192 Spanish heritage language speakers through their writings. HL pedagogy has focused on attitudes about language and culture in Spanish. This project examines English and Spanish writing in a Hispanic context. This creates a space for HL speakers that are not included in Spanish-only investigation. This bilingual viewpoint gives instructors insights on how students feel about their identity and culture.

3. EL PANORAMA DEL ESPAÑOL COMO LENGUA EXTRANJERA Y LA ADECUACIÓN DE LA COMPETENCIA COMUNICATIVA EN EL AULA EN EL CONTEXTO DE LA INDIA

Presenter: Abdul Rehman, Auxiliar de Conversación de Inglés, Galicia, Spain

El auge de enseñanza del español dentro del contexto educativo en la India está creciendo de forma ostensible. Por otro lado, se ha utilizado el método de traducción a lo largo de la historia de la enseñanza de español, por lo cual la mayoría de los alumnos graduados en estudios de español se limitan a lograr niveles entre un A1-A2. Debido a esto manifiesto la importancia del enfoque comunicativo y el enfoque por tareas para desarrollar la competencia comunicativa.

243

Saturday, July 10, 2021 | 1:45pm – 2:30pm | M101

DESENVOLVIMENTO PROFISSIONAL PARA PROFESSORES EM ESCOLAS COMUNITÁRIAS: UM MODELO PARA PORTUGUÊS E OUTRAS LÍNGUAS

Presenter: Everton Vargas da Costa, Framingham State University, Framingham, MA

Audience Level: Community College, Higher Ed

Esta sessão apresenta uma oficina realizada com professores de português língua de herança em escolas comunitárias, baseada no conceito de autoria como desenvolvimento profissional. A oficina enfatizou o papel central da autoria dos professores através do desenvolvimento de uma unidade de ensino incorporando ideias discutidas (letramento, bidialectalismo). As metas principais da oficina eram convidar os professores a refletir sobre a sua prática e a produzir materiais inéditos. Nesta sessão os participantes

debaterão possíveis adaptações do modelo para seus contextos.

244

Saturday, July 10, 2021 | 1:45pm – 2:30pm | M102

DARNOS SENTIDO A NOSOTROS MISMOS: CONSTRUCCIONES DISCURSIVAS Y DE IDENTIDAD EN LA ESCRITURA EN ESPAÑOL COMO LENGUA HEREDADA

Presenter: Jeannette Sánchez-Naranjo, Amherst College, Amherst, MA

Audience Level: Higher Ed

¿Cómo entender y relacionar la tensión entre las historias individuales y sociales en el contexto de la escritura del español como lengua heredada en EEUU? Esta pregunta orienta el presente estudio cuyo objetivo es examinar la auto representación y las elecciones retóricas específicas que hacen los hablantes de lengua heredada (HLH) en textos escritos para posicionarse en el discurso académico. Los resultados ofrecen un marco conceptual para habilitar a los HLH a identificar y superar el relato del déficit y validar su voz en la escritura.

245

Saturday, July 10, 2021 | 1:45pm – 2:30pm | M103

MAKING ONLINE SPANISH COURSES ACCESSIBLE TO VISUALLY IMPAIRED STUDENTS IN HIGHER EDUCATION

Presenter: Lianne She H, Stanly Community College, Albemarle, NC

Audience Level: Community College, Higher Ed

Technology is paramount in online, hybrid, or hyflex language courses. During the rapid course format shift due to the pandemic, accessibility is often overlooked. According to the *Americans with Disabilities Act of 1990*, all students with disabilities must have accessible materials in their courses in order to have equal learning opportunities. Therefore, I will share and examine teaching and design strategies in accessible online Spanish courses for visually impaired students so that they can become equally knowledgeable and globally prepared for their careers.

246

Saturday, July 10, 2021 | 1:45pm – 2:30pm | M104

THE USE OF SPANISH IN PUBLIC SPACES IN SAN DIEGO COUNTY BY ADULT HERITAGE SPANISH SPEAKERS

Presenter: Rosalva Alamillo, San Diego State University, San Diego, CA

Audience Level: Higher Ed

The objective of this study is to document the use of Spanish in public spaces in San Diego County by adult heritage Spanish speakers. This study seeks to provide information in welcoming and unwelcoming areas for Spanish speakers in a multilingual area right at the Mexico-US border. Preliminary results show that participants feel more comfortable speaking Spanish in places in close proximity to the border and neighborhoods with a significant Latino population and less comfortable in the northern and eastern parts of the county.

247

Saturday, July 10, 2021 | 1:45pm – 2:30pm | M106

ALL MEANS ALL: LEVERAGING YOUR LANGUAGE PROGRAM TO REMOVE EDUCATIONAL BARRIERS FOR STUDENTS WHILE CREATING OPPORTUNITIES FOR ALL STUDENTS

Presenter: Ryan Smith, E. Otis Vaughn Middle School, Reno, NV

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

Is it possible to create an environment of equitable opportunities for all students? Absolutely! School districts and individual schools can utilize their robust language programs to create a culture of inclusion and celebration, especially when talking about marginalized populations. By removing barriers and providing multiple opportunities to students, including offering classes in students' home language, institutions can provide students with the tools they need to be successful in the future. In this session, participants will gather ideas to make their classrooms and schools an environment of collaboration, innovation, rigor, and equitable opportunities for all students. The presenter, an Assistant Principal, will share examples from his urban middle school, located in the center of Reno, Nevada of how he used General Spanish and Spanish Literacy programs to increase student achievement and create opportunities for all middle school students.

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July 9-12, 2022

SESSIONS

SESSION BLOCK 21

Saturday, July 10, 2021 | 2:45pm – 3:30pm

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Saturday, July 10, 2021 | 2:45pm – 3:30pm | International 2

HISPANIA FOR AUTHORS: SUBMISSION, PEER REVIEW, AND PUBLICATION

Presenters: Jennifer Brady, University of Minnesota Duluth, Duluth, MN (virtual); Benjamin Fraser, University of Arizona, Tucson, AZ (virtual); Martha Vásquez, San Antonio Independent School District, San Antonio, TX; Domnita Dumitrescu, California State University Los Angeles, Los Angeles, CA

Audience Level: Community College, Higher Ed

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!

249

Saturday, July 10, 2021 | 2:45pm – 3:30pm | International A

SUBVERSIÓN DE GÉNERO Y RAZA EN LA CELESTINA COMO PROYECCIÓN DE DIVERSIDAD EN LA EDAD MEDIA

Presenters: Aned Ladino, Georgetown University, Washington, DC; Drue Edney, Georgetown University, Washington, DC

Audience Level: Community College, Higher Ed

Esta sesión explora la subversión de ideologías de género y raza en *La Celestina* de Fernando de Rojas (1499) lo cual permite proyectar la diversidad en la Edad Media. Se busca redescubrir el medioevo por medios audiovisuales utilizando el cine y series de televisión como herramientas de enseñanza para discutir las concepciones de género y raza en la Península Ibérica. Entrando en conversación con teorías contemporáneas de género y *queer* de Judith Butler y la existencia multicultural de María Menocal.

250

Saturday, July 10, 2021 | 2:45pm – 3:30pm | International B

TRANSLATION IN THE MULTILINGUAL LANGUAGE CLASSROOM: RATIONALE, ROLES, AND ACTIVITY DESIGN

Presenters: Sonia Colina, University of Arizona, Tucson, AZ; Sarah Albrecht, University of Arizona, Tucson, AZ

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

Translation is making a comeback in the multilingual language classroom as an activity that promotes literacy, metalinguistic

and cultural awareness, translanguaging, and linguistic diversity. While theoretical papers on this topic are becoming more common, practical guidance on how to use translation in an informed manner is scarce. This presentation will help teachers understand the context that facilitated translation's comeback, the roles translation can serve in language learning, and how to design activities by guiding them step by step through an activity.

251

Saturday, July 10, 2021 | 2:45pm – 3:30pm | International C

GRADUATE STUDENT DAY COMPETITION IV

1. THE ROLE OF ORAL CORRECTION IN SPANISH AS A FOREIGN LANGUAGE STUDENTS' (DE)MOTIVATION

Presenter: Fátima Magdalena Gaton Gabriel, University of Hawai'i at Manoa, Honolulu, HI

Oral correction is a common element in L2 classes associated with linguistic improvement and (de)motivation. To investigate the relationship between oral feedback, (de)motivation and students' language proficiency, the answers to a questionnaire and the observations of four groups of SFL students with different proficiency were compared. The relationship of feedback as a (de)motivator in the L2, the different (de) motivation factors according to the proficiency and the students' perceptions of the corrections, are discussed, as well as their effect on teaching.

2. TRANSLATION IN THE FL/L2 CLASSROOM: A SURVEY ON COURSEBOOKS AND STAKEHOLDERS' BELIEFS

Presenter: Jhonatan Henao-Muñoz, University of Arizona, Tucson, AZ

This study inquires about actors [instructors-students] and factors [textbooks-syllabi] within Spanish as FL/L2 programs in the US Higher Education to identify how translation is implemented within FL/L2 teaching and learning practices. It aims to answer (1) whether or not FL/L2 textbooks contain/ promote/use translation within their activities? if so, on which activities/skills is translation focused? How? (2) whether or not instructors use translation in the FL/L2 classroom? If so, how do they use it? and (3) what the beliefs are towards TiLT according to both actors?

252

Saturday, July 10, 2021 | 2:45pm – 3:00pm | M102

CULTURAL PORTFOLIO IN HERITAGE SPANISH CLASSES

Presenter: Gabriela Vokic, Southern Methodist University, Dallas, TX

Audience Level: Community College, Higher Ed

This study analyzes what elements of instruction work best for heritage language learners by focusing on the use of the cultural portfolio, a flexible learning tool that requires students to complete different types of tasks (written, oral, aural, audio, video, artistic) through interactions with members of the Hispanic community. We examined students' perceptions of the portfolio tasks and their views of the pedagogical benefits of these tools, in terms of culture, but also for the development of their linguistic performance.

253

Saturday, July 10, 2021 | 2:45pm – 3:30pm | M103

DESARROLLO DE UNA COMPETENCIA SOCIO-PRAGMÁTICA E INTERCULTURAL MEDIANTE UNA EXPERIENCIA DE INMERSIÓN VIRTUAL CON UN GRUPO DIVERSO DE HISPANOHABLANTES

Presenter: Carolina Palacios Diazceballos, Vanderbilt University, Nashville, TN

Audience Level: Community College, Higher Ed

La meta de este proyecto ha sido fomentar el desarrollo de una competencia intercultural entre estudiantes de nivel básico de español mientras toman conciencia de los problemas socio-pragmáticos que pueden afrontar mientras aprenden a negociar significados en español. Esta sesión interactiva mostrará los resultados de cómo este proyecto de aprendizaje digital, contribuyó a mejorar las habilidades oral y auditiva a través de una experiencia de inmersión virtual con hablantes nativos de español de diversos países de habla hispana con *TalkAbroad*.

254

Saturday, July 10, 2021 | 2:45pm – 3:30pm | M104

ONLINE TEACHING VS IN-PERSON GTAS AND OTHER SECOND LANGUAGE APPROACHES

Presenter: Claudia Salas-Forereo, Kansas University, Lawrence, KS

Audience Level: Community College, Higher Ed

Online teaching has always been part of academic literacy education. COVID-19 placed us on the spot and forced us to turn to online teaching as the primary mode of instruction. Many studies will be conducted to assess the level of students' satisfaction during the 2020 academical experience following the switch to compulsory online classes. So far, some studies have indicated that students prefer in-person classes over online instruction.

255

Saturday, July 10, 2021 | 2:45pm – 3:30pm | M106

LA INDAGACIÓN COMO BASE EN LA ENSEÑANZA Y EL APRENDIZAJE DEL ESPAÑOL

Presenter: Rebecca Borden, University of Oklahoma, Norman, OK

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

Este ensayo orientado en la práctica presenta el trabajo de una desarrollada unidad instruccional, la cual se basa en un modelo de guía indagatoria. Ésta se usa como método para implementar prácticas de orientación en la justicia social en un curso universitario de nivel intermedio de conversación en español. El trabajo presenta una clara conexión con los *(World-Readiness Standards for Learning Languages, 2015)*, analizando sugerencias y desafíos al utilizar este método en la instrucción de la lengua.

SESSION BLOCK 22

Saturday, July 10, 2021 | 3:45pm – 4:30pm

256

Saturday, July 10, 2021 | 3:45pm – 4:30pm | International 2

PERCEPTIONS OF AND SUCCESS IN HYBRID AND SYNCHRONOUS REMOTE LANGUAGE CLASSES

Presenter: Valerie Jepson, Winthrop University, Rock Hill, SC

Audience Level: Community College, Higher Ed

Although online courses are not new, the number of language courses using online formats has recently increased. Using previous research (Bhagat et al., 2016), I examine students' perceptions of learning Spanish in hybrid courses (face-to-face supplemented with asynchronous learning) and 100% online synchronous courses. Participants (N=250) provided perceptions on effectiveness of teaching approaches, relatability to instructor and perceived success. Answers were correlated to professors' perceptions, reasons for taking the course and learning outcomes (course grades).

257

Saturday, July 10, 2021 | 3:45pm – 4:30pm | International 3

THE BENEFITS AND CHALLENGES OF CREATING OPEN EDUCATIONAL RESOURCES FOR LANGUAGES

Presenters: Francesca Sunkin, Western Kentucky University, Bowling Green, KY; Melba Amador, Pennsylvania State University, Pittsburgh, PA

Audience Level: Higher Ed

Presenters will discuss the process of creating instructional materials for Open Educational Resources. They will share their experiences and the process of their participation in a Content Camp in which they authored questions in Spanish for an Open Educational Resource. Presenters will review what is currently available, what is still in progress, as well as hopes for going forward. Finally, they will explain how the audience can benefit from using these resources as well as how they can participate in

SESSIONS

them. The audience will participate in authoring questions.

258

Saturday, July 10, 2021 | 3:45pm – 4:30pm | International A

GRAMMATICAL HURDLES FOR ADVANCED SPANISH LEARNERS: A DATA ANALYSIS OF A PROFICIENCY-BASED GRAMMAR ASSESSMENT

Presenter: Trina Montano, Defense Language Institute Foreign Language Center, Monterey, CA

Audience Level: Higher Ed

This presentation presents data collected from a pool of advanced/advanced-high Spanish learners who took online proficiency-based reading and grammar assessments. By cross-referencing users' reading proficiency levels with scores on a dynamic assessment of grammar, evidence suggests that while learners demonstrate competence in advanced grammar, they continue to experience difficulty with using a few linguistic features. The implications of the study encourage teachers to discuss instructional practices that affect grammatical competence for advanced learners.

259

Saturday, July 10, 2021 | 3:45pm – 4:30pm | International B

CUENTOS FOLKLÓRICOS DE LAS MONTAÑAS DE PUERTO RICO

Presenter: Rafael Ocasio, Agnes Scott College, Decatur, GA

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

Esta presentación celebra la diversidad cultural reflejada en historias representativas del campesino puertorriqueño compiladas por John Alden Mason y Franz Boas, antropólogos y folcloristas en visitas a Puerto Rico (1914 y 1915). Mi antología bilingüe, *Folk Stories from the Hills of Puerto Rico / Cuentos folklóricos de las montañas de Puerto Rico* (Rutgers UP, 2021), recoge cuentos populares que reflejan tradiciones del jíbaro, al igual que notorios personajes, como Cucarachita Martina y Ratoncito Pérez, el pirata Cofresí y el "tonto" Juan Bobo.

260

Saturday, July 10, 2021 | 3:45pm – 4:30pm | International C

GRADUATE STUDENT DAY COMPETITION V

1. THE ROLE OF WHATSAPP IN DEVELOPING L2 SPANISH LEARNERS' INTERCULTURAL SENSITIVITY: AN EXPLORATORY TASK-BASED LANGUAGE STUDY IN SPAIN

Presenter: Timothy Ashe Jr., Arizona State University, Tempe, AZ

Technology (i.e., the WhatsApp mobile application) can play a positive role in a student's language and culture learning when it is used in collaboration with a language curriculum that uses

a modular framework. In this study, participants intensely interacted in a three-week immersion experience where they used WhatsApp to communicate with each other, with their instructors, and with their host families by completing tasks in three modules that were a part of an Advanced Spanish Conversation and Culture Course.

2. L2 SPANISH VOCABULARY RETENTION USING COLLOCATIONS

Presenter: Lillian Jones, University of California Davis, Davis, CA

Theoretical and applied linguists have recently turned to collocations to capture linguistic structure and explain increases in L2 fluency (Ellis 2001, 2002; Bosque 2001). However, few studies have considered collocations as a method to increase vocabulary retention. Guided by a psycholinguistic framework, this presentation explores a ten-week classroom study that used a cloud-based, open-source, digital vocabulary program to expose intermediate L2 Spanish learners to new vocabulary uniquely paired with a commonly associated collocation.

261

Saturday, July 10, 2021 | 3:45pm – 4:30pm | M101

COMMUNITY ENGAGEMENT SIG BUSINESS MEETING

Presenter: Diana Ruggiero, University of Memphis, Memphis, TN

Audience Level: All

The SIG Business Meeting agenda will address brainstorming ways to involve AATSP members in the SIG, considering ways to incorporate service learning in future AATSP conferences, and discussing ways of fostering connections between service-learning and WLSP (world languages for specific purposes). All are welcome to attend.

262

Saturday, July 10, 2021 | 3:45pm – 4:30pm | M102

REFLEXÕES SOBRE O ENSINO DE PORTUGUÊS ONLINE EM TEMPOS DE PANDEMIA

Presenters: M. Luci Moreira, College of Charleston, Charleston, SC; Mercia Flannery, University of Pennsylvania, Philadelphia, PA; Leila Dacosta, University of Miami, Miami, FL

Audience Level: Higher Ed

Este painel tem por objetivo analisar e discutir metodologias utilizadas em aulas de Português como língua estrangeira online em três diferentes situações: (1) através do *Teletandem*; (2) atividades no *Flipgrid* e listas de discussão e (3) nas aulas síncronas através de Zoom. Tais reflexões são essenciais para o direcionamento do ensino à distância em geral, com o objetivo de desenvolver habilidades comunicativas e proficiência cultural.

263

Saturday, July 10, 2021 | 3:45pm – 4:30pm | M103

ESTUDIO DE LAS ACTITUDES LINGÜÍSTICAS SOBRE EL *CODE-SWITCHING* ESPAÑOL-INGLÉS: UNIDAD DE APRENDIZAJE BASADO EN PROYECTOS.**Presenter:** Vivian H. Franco Díaz, University of Minnesota, Minneapolis, MN**Audience Level:** Community College, Higher Ed

El Aprendizaje Basado en Proyectos (ABP o por sus siglas en inglés PBL) es un enfoque de enseñanza centrado en el estudiante en el que los aprendices trabajan en una tarea auténtica durante un período de tiempo para resolver problemas de la vida real. En esta presentación, se describirá una unidad basada en este enfoque para el estudio de las actitudes lingüísticas hacia el *code-switching* español-inglés en los Estados Unidos, la cual puede ser incorporada en un curso de introducción a la lingüística hispánica.

264

Saturday, July 10, 2021 | 3:45pm – 4:30pm | M104

NADIE SE QUEDA SIN COMPRENDER: PEDAGOGÍA TRANSLINGÜÍSTICA Y ENSEÑANZA DE GRAMÁTICA DEL ESPAÑOL**Presenter:** Flavia Belpoliti, Texas A&M Commerce, Commerce, TX**Audience Level:** Community College, Higher Ed

Considerando la importancia de la reflexión metalingüística en el desarrollo de la competencia gramatical, este proyecto analiza la inclusión de prácticas translingüísticas para facilitar la reflexión metalingüística en aprendientes de español con diversos perfiles. Dieciocho estudiantes participaron en un curso de gramática que articuló prácticas translingüísticas en todos los componentes curriculares. El análisis de definiciones, ejemplos y empleo de terminología específica indicó un avance significativo en su competencia metalingüística sobre el español.

265

Saturday, July 10, 2021 | 3:45pm – 4:30pm | M106

LEVERAGING LINGUISTICS IN THE L2 CLASSROOM FOR REAL-WORLD PREPARATION**Presenter:** Christina Agostinelli-Fucile, Northeastern University, Boston, MA**Audience Level:** Secondary (9-12), Higher Ed

Our goal as language educators is preparation for meaningful communication in the real world. This session will discuss several key linguistic concepts relating to second language acquisition, bilingualism, dialectology, historical linguistics, and sociolinguistics and illustrate their integration into language and

culture courses at various levels. Leveraging these concepts can enhance students' linguistic and cultural understanding and build their confidence in their own language abilities. Sample activities included in Spanish are easily adaptable for Portuguese.

265A

Saturday, July 10, 2021 | 3:45pm – 4:30pm | M109

HERITAGE LANGUAGE LEARNING BEST TEACHING PRACTICES: A SUMMARY OF SCOLT *DIMENSION'S* SPECIAL ISSUE**Presenter:** Paula Garrett-Rucks, Georgia State University, Atlanta, GA**Audience Level:** Secondary (9-12)

This session provides a summary of research-supported teaching suggestions from manuscripts published in SCOLT *Dimension's* special issue on Spanish Heritage Language Learning. Manuscripts addressed topics such as literacy development and maintenance, the affective dimensions of language learning from students' experiences in Heritage Language classrooms, language variation and the acquisition of new registers (for careers/use in professional/formal settings), and practices to identify and appropriately place Spanish learners.

SESSION BLOCK 23

Saturday, July 10, 2021 | 4:45pm – 5:30pm

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Saturday, July 10, 2021 | 6:00pm – 6:30pm | Imperial Salon Foyer

HAPPY HOUR**Audience Level:** All

Come unwind after a long day of sessions. Cash bar available.

267

Saturday, July 10, 2021 | 6:30pm – 8:30pm | Imperial Salon A-B

CELEBRATION DINNER WITH MUSIC BY BICHOS VIVOS

(Pre-registration required)

Audience Level: All

Enjoy a celebratory dinner. The winner of the first Graduate Student Day Competition will be revealed! The dinner will include a plated three-course meal. Cash bar will be available.



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SUNDAY, JULY 11, 2021
8:30AM - 12:30PM
IMPERIAL REGISTRATION AREA
(EVENT REGISTRATION 2)

SESSION BLOCK 24

BOARD OF DIRECTORS MEETING

Date: Sunday, July 11, 2021
Time: 8:30am – 12:00pm
Location: International 3

By invitation only

I. SOCIAL JUSTICE/ DIVERSITY/SOLUTIONARY

Workshops are limited in size and are ticketed. You must be registered for the conference to attend a workshop. After June 4, 2021, tickets for workshops may still be available and must be purchased on-site. Please visit the Registration Booth for more information.

268

WORKSHOP 1

Date: Sunday, July 11, 2021
Time: 9:00am – 12:00pm
Location: International B
Title: Afro-Latinos Interactive Panel
Presenter: Jenniffer Whyte, The Donoho School, Anniston, AL
Audience Level: Secondary (9-12)

Meet several Afro-Latinos from different professions and fields. Join as they discuss their successes, struggles, and personal stories. Explore your personal biases in this interactive workshop. Receive resources on how to navigate sensitive issues and to understand your students with topics such as racism and colorism.

269

WORKSHOP 2

Date: Sunday, July 11, 2021
Time: 9:00am – 12:00pm
Location: International C
Title: Social Justice Issues in Online Language Education: The Student Perspective
Presenter: Jeff Longwell, New Mexico State University, Las Cruces, NM
Audience Level: Secondary (9-12), Higher Ed

With the increased necessity of adapting all levels of language education to the online environment, language educators must keep in mind social justice issues in education as they plan and deliver their courses and programs to students. Educators have their own ideas of what these social justice issues may be, but what do students say they are? This workshop will discuss recent research that asked students exactly which social justice issues are important to them in online education. This workshop will also address ways to overcome these issues in online courses.

270

WORKSHOP 3

Date: Sunday, July 11, 2021
Time: 9:00am – 12:00pm
Room: M101
Title: "El mundo se convierte en lo que enseñamos": Developing Solutionary Skills in the Language Classroom
Presenter: Stacy Hoult Saros, Valparaiso University, Valparaiso, IN
Audience Level: Community College, Higher Ed

Do you believe that a relevant, solution-focused education holds the key to building a more just, humane, and sustainable world? This workshop offers a roadmap for guiding students to think critically about and develop solutions to the world's most pressing problems. Bringing a solutionary practice to your language teaching will enable your students to:

- Identify and grapple with issues that concern them
- Develop empathy
- Become more proficient researchers and critical thinkers
- Develop a sense of purpose by experiencing real-world accomplishments

WORKSHOPS

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WORKSHOP 4

Date: Sunday, July 11, 2021

Time: 9:00am – 12:00pm

Room: M102

Title: Using Project-based Learning Activities to Teach Culture, Diversity, Global Citizenship, Social Justice and More

Presenter: Linda Villadoniga, Retired, Maria Villadoniga, Inc, Educational Consultant, St. Augustine, FL

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

Participants will learn how to create a basic IPA, from which to develop a Project Based Learning Activity that can be used for all levels from Novice to Advanced, simply by changing the expectations for each level. These PBL's will ignite the students' imagination and expand their knowledge of the diversity of Hispanic culture, social justice, and global citizenship. Participants will be asked to develop an IPA for another cultural topic which they will send to the presenter for feedback. This is a VERY interactive session. Come prepared to LEARN! Join Us!

II. TEACHING WITH TECHNOLOGY

272

WORKSHOP 5

Date: Sunday, July 11, 2021

Time: 9:00am – 12:00pm

Room: M103

Title: Step into the 21st Century: Podcasting in the World Language Classroom!

Presenters: Krista Chambless, The University of Alabama at Birmingham, Birmingham, AL; Sandrine Hope, The University of Alabama at Birmingham, Birmingham, AL

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

Have you discovered podcasts? They are fun, engaging and educational. What a great authentic resource for the WL class! If you want to learn about incorporating podcasts in your classes, join co-hosts of the "Step Into Mondays" podcast for a live episode where you will learn and create activities that develop communication skills in all modes! Bring 21st century skills to your

students and watch them explore cultural topics as well as social justice issues taking language beyond the classroom.

273

WORKSHOP 6

Date: Sunday, July 11, 2021

Time: 9:00am – 12:00pm

Room: M104

Title: Fostering Digital Literacy: Hands-on Practice with Effective Apps for 21st Century, In-person or Remote Second Language Teaching and Learning

Presenters: Holly Nibert, The Ohio State University, Columbus, OH; Richard Henricksen, The Ohio State University, Columbus, OH; Anthony Palmiscno, The Ohio State University, Columbus, OH; Leila Vieira, The Ohio State University, Columbus, OH

Audience Level: Community College, Higher Ed

Recently our university embarked on a digital initiative to increase student engagement and digital literacy through active learning, whether in person or remotely. In our workshop, made even more relevant and urgent by the pandemic, we will share our experiences electing and leveraging various productivity apps for the Spanish language curriculum. At least four apps will be presented, along with sample activities for each one, an analysis of the new possibilities facilitated, and hands-on practice to prepare attendees to experiment with apps in their own teaching.

274

WORKSHOP 7

Date: Sunday, July 11, 2021

Time: 9:00am – 12:00pm

Room: M105

Title: Can You Escape in Time? Using Escape Rooms as Language Learning Tools in the Classroom

Presenter: Alyssia Miller, The University of Tampa, Tampa, FL

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

This workshop will demonstrate how to use escape rooms as an adaptable tool for language learning for different types of instruction including online, remote, hybrid, and face-to-face. Participants will be able to apply theoretical backgrounds to their own activities, participate in a hands-on demonstration, co-create their own examples for use in the classroom, and use different technologies to aid in their escape room creations.

275

WORKSHOP 8

Date: Sunday, July 11, 2021

Time: 9:00am – 12:00pm

Room: M106

Title: Coding with Motion Sensors in Spanish

Presenter: Tiffany Freda, St. George's School, Middletown, RI

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

Participants will learn about an open-source platform that will allow students to code their own interactive learning games that correspond to motion sensors.

III. DUAL LANGUAGE INSTRUCTION (DLI)

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WORKSHOP 9

Date: Sunday, July 11, 2021

Time: 9:00am – 12:00pm

Room: M107

Title: Components of a Sustainable and Replicable DLI Program

Presenters: Raul Martin, Canyons School District, Salt Lake City, UT; Diego Benites, South Summit School District, Salt Lake City, UT; Natziely Torres, Salt Lake City School, Salt Lake City, UT

Audience Level: K-6, Middle/Junior

As the rapidly growing demands of a global economy become apparent, communities turn to the promises of DLI programs, to meet the academic rigor, linguistic flexibility and intercultural competencies needed to prepare a competitive global workforce. This session will address the foundational pillars of DLI programs and the infrastructures of support needed to ensure program quality and sustainability. The Utah DLI Program will be used to illustrate these foundational pillars and infrastructures through guided analysis and group discussions.

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WORKSHOP 10

Date: Sunday, July 11, 2021

Time: 9:00am – 12:00pm

Room: International A

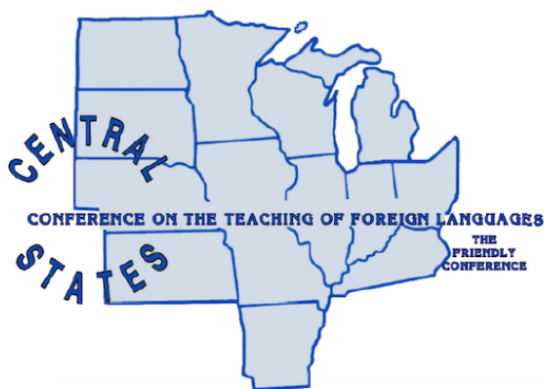
Title: Negotiating Rigor and Academic Development in Secondary Immersion

Presenters: Ofelia Wade, USBE/Canyons School District, Salt Lake City, UT; Leo Valladares, USBE/ Tooele School District, Salt Lake City, UT

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

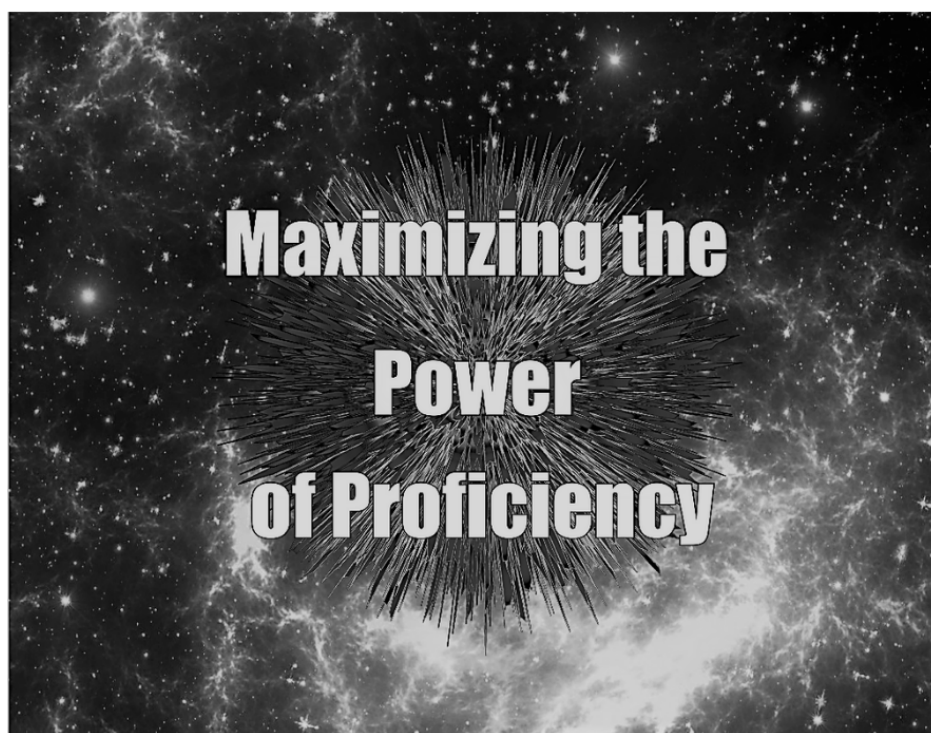
As DLI programs progress into secondary, an urgent need emerges to examine program design, curriculum, and pedagogy to address the specific needs of the DLI learner and program outcomes. Utah Spanish DLI has adapted and articulated curriculum and pedagogy for the instruction of rigorous content in the immersion language that is highly aligned to the academic and language proficiency outcomes of the program. Participants will interact with pedagogical tools in order to understand how to engage students in academically and linguistically challenging courses, address the specific needs of the DLI learner and program outcomes. Utah Spanish DLI has adapted and articulated curriculum and pedagogy for the instruction of rigorous content in the immersion language that is highly aligned to the academic and language proficiency outcomes of the program. Participants will interact with pedagogical tools in order to understand how to engage students in academically and linguistically challenging courses.





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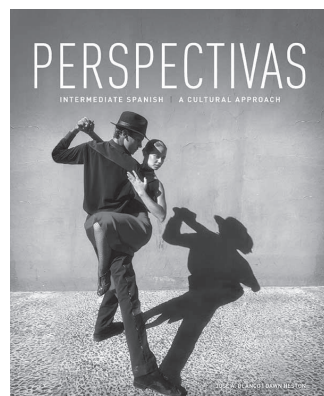
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Folk Stories from the Hills of Puerto Rico / Cuentos folklóricos de las montañas de Puerto Rico

EDITED BY RAFAEL OCASIO

"Rafael Ocasio's unique bilingual anthology, *Folk Stories from the Hills of Puerto Rico*, is a treasure of delectable and profound tales collected at the beginning of the twentieth century. Moreover, Ocasio's comprehensive introduction and notes about the history of these tales fills a gap in our understanding of the unusual contribution made by Puerto Rican peasants to the island's cultural tradition. In short, this is a significant and remarkable book that will bring joy to readers."

—Jack Zipes, translator and editor of *The Original Folk and Fairy Tales of the Brothers Grimm: The Complete First Edition*

"Esta excepcional antología bilingüe por Rafael Ocasio, *Cuentos folklóricos de las montañas de Puerto Rico*, es un tesoro de sabrosos e intensos cuentos recopilados a principios del siglo XX. Además, la amplia introducción de Ocasio y sus notas sobre la historia de estos cuentos llenan un vacío sobre nuestra comprensión de la inusual contribución realizada por los campesinos puertorriqueños a la tradición cultural de la isla. En resumen, este es un libro significativo y extraordinario que llenará de alegría a sus lectores."

—Jack Zipes, traductor y editor, *The Original Folk and Fairy Tales of the Brothers Grimm: The Complete First Edition*

"The tales collected in this volume highlight Jibaro ingenuity, courage, and resilience while illuminating Puerto Rican traditions and values that contextualize the time in which they were collected. Like the jewels excavated by the legendary pirate Contreras, these folk stories are still 'very pretty and very valuable,' and they demand to be shared."

—Lorraine M. López, author of *Rituals of Movement in the Writing of Judith Ortiz Cofer*

"Los cuentos recogidos en este volumen resaltan el ingenio, el coraje y la resiliencia del jíbaro, al tiempo que iluminan las tradiciones y valores puertorriqueños que contextualizan el tiempo en que fueron recogidos. Al igual que las joyas excavadas por el legendario pirata Contreras, estas historias populares siguen siendo 'muy bonitas y muy valiosas,' y exigen ser compartidas."

—Lorraine M. López, autora de *Rituals of Movement in the Writing of Judith Ortiz Cofer*

This exciting new anthology gathers together Puerto Rican folktales that were passed down orally for generations before finally being transcribed beginning in 1914 by the team of famous anthropologist Franz Boas. These charming tales give readers a window into the imaginations and aspirations of Puerto Rico's peasants, the Jibaro.

Some stories provide a distinctive Caribbean twist on classic tales including "Snow White" and "Cinderella." Others fictionalize the lives of local historical figures, such as infamous pirate Roberto Cofresi, rendered here as a Robin Hood figure who subverts the colonial social order. The collection also introduces such beloved local characters as Cucarachita Martina, the kind cockroach who falls in love with Ratoncito Pérez, her devoted mouse husband who brings her delicious food.

Including a fresh English translation of each folktale as well as the original Spanish version, the collection also contains an introduction from literary historian Rafael Ocasio that highlights the historical importance of these tales and the Jibaro cultural values they impart. These vibrant, funny, and poignant stories will give readers unique insights into Puerto Rico's rich cultural heritage.

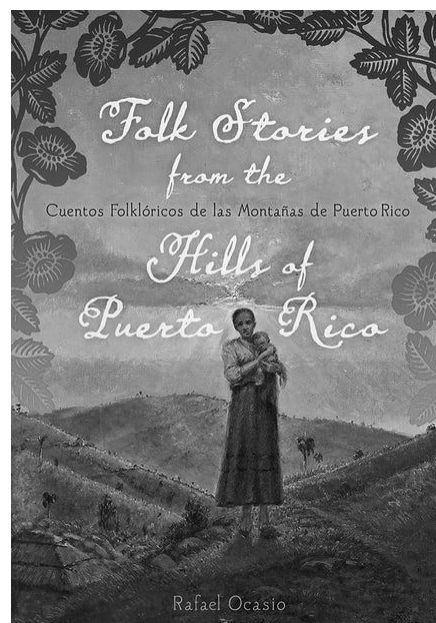
Esta nueva y emocionante antología reúne cuentos populares puertorriqueños que fueron transmitidos oralmente durante generaciones antes de ser finalmente transcritos comenzando en 1914 por el equipo del famoso antropólogo Franz Boas. Estos encantadores cuentos ofrecen a los lectores un vistazo a la imaginación y las aspiraciones de los jíbaros, los campesinos de Puerto Rico.

Algunas historias brindan un distintivo toque caribeño a cuentos clásicos como "Blanca Nieves" y "Cenicienta". Otros ficcionalizan la vida de personajes históricos locales, como el famoso pirata Roberto Cofresi, representado como una figura al estilo de Robin Hood, quien subvierte el orden social colonial. La colección también presenta personajes locales tan queridos como Cucarachita Martina, la amable cucaracha que se enamora de Ratoncito Pérez, su devoto esposo ratón que le trae deliciosa comida.

Incluyendo una nueva traducción al inglés de estos cuentos populares, así como las versiones originales en español, la colección también contiene una introducción del historiador literario Rafael Ocasio, quien destaca la importancia histórica de estos cuentos y los valores culturales del jíbaro que éstos imparten en los relatos. Estas historias vibrantes, divertidas y conmovedoras brindarán a los lectores una visión única de la rica herencia cultural de Puerto Rico.

Rafael Ocasio is the Charles A. Dana Professor of Spanish at Agnes Scott College in Atlanta, Georgia.

Critical Caribbean Studies



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Christopher Gwin, Chairperson



The Northeast Conference is excited to get back to its roots in New York City in 2022 and to welcome our conference attendees, who often travel from around the country and even around the world to learn and grow professionally with us. Our aim is to bring together all those involved in the teaching and promotion of world languages—including researchers and educators at every level of education. Our program will include in-depth three and six-hour pre-conference workshops, a variety of sessions, featured presentations by distinguished speakers, as well as our #techlab, Research Roundtable, and “Best of State” sessions.

Please visit our website for complete details. Registration will be open late summer!

www.nectfl.org/confernece

SOUTHERN CONFERENCE ON LANGUAGE TEACHING

INCLUSION
IS ABOUT US ALL

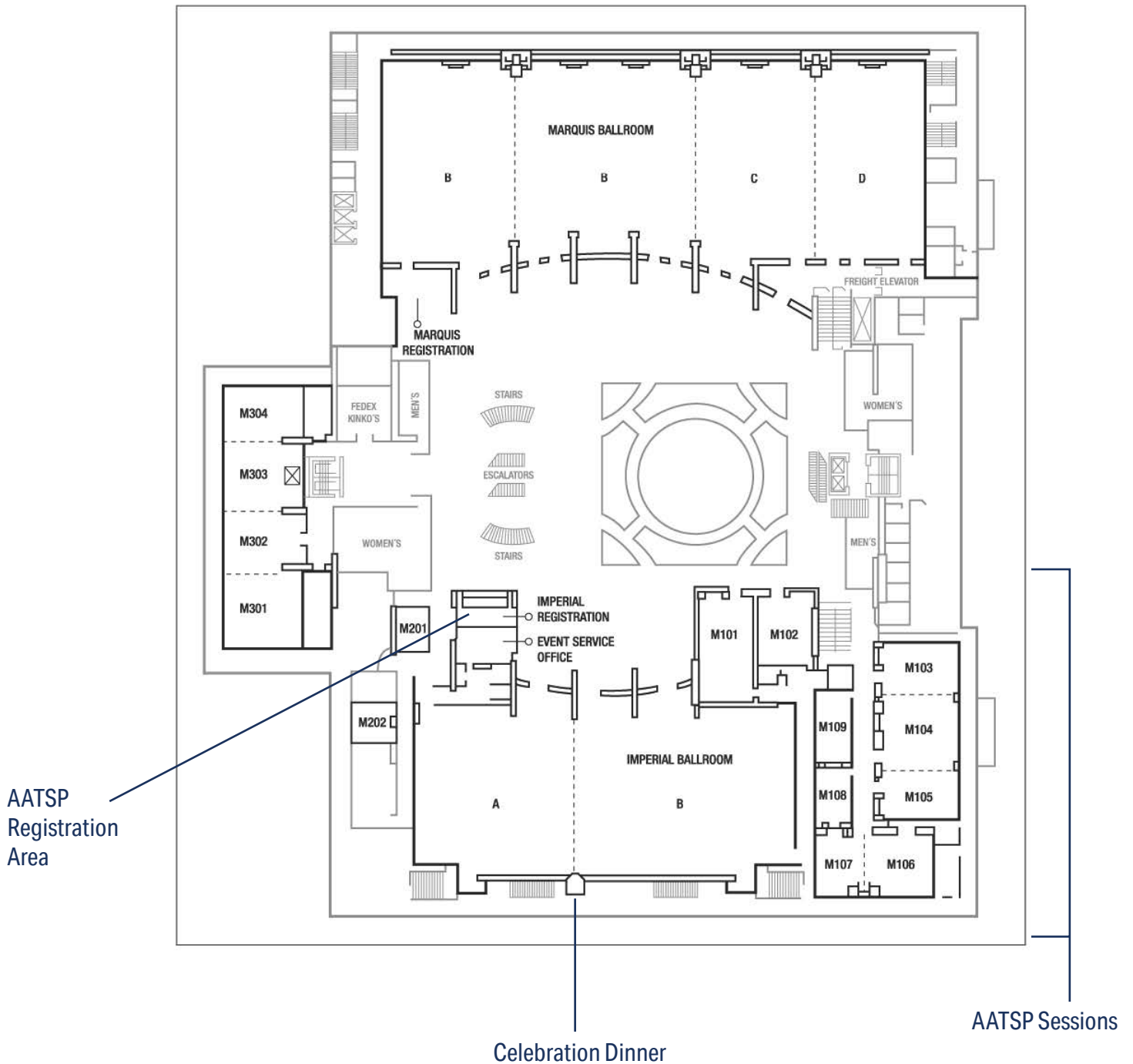
SCOLT 2022

MARCH 31 - APRIL 2 NORFOLK, VA

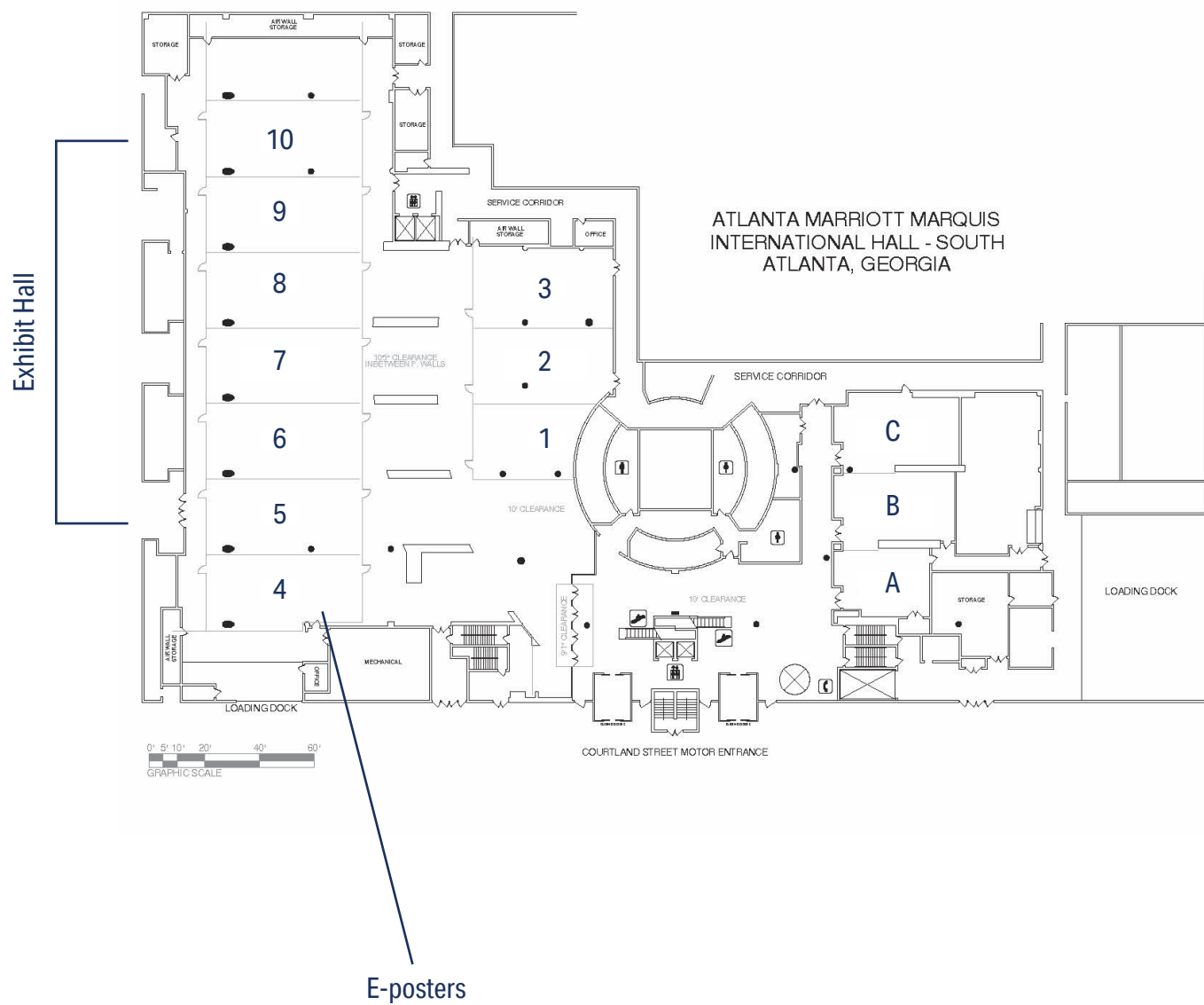
for more information, visit scolt.org



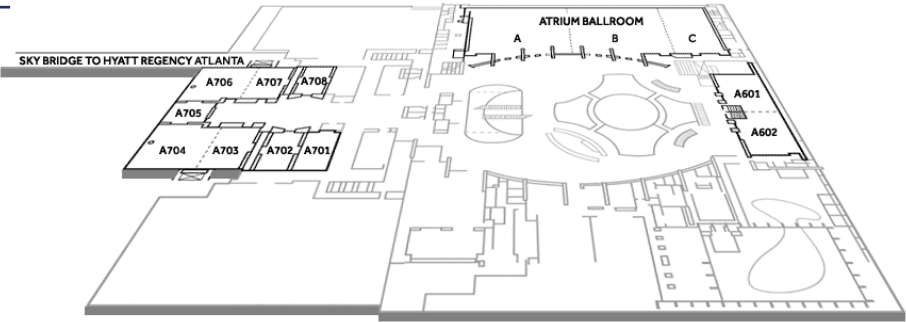
Marquis Level
(One level below lobby)



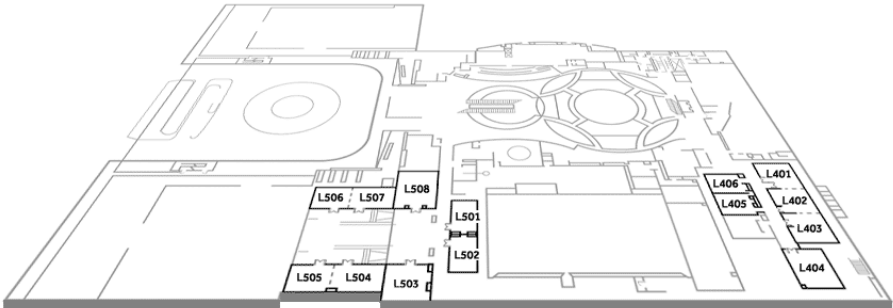
International Level
(Two levels below lobby)



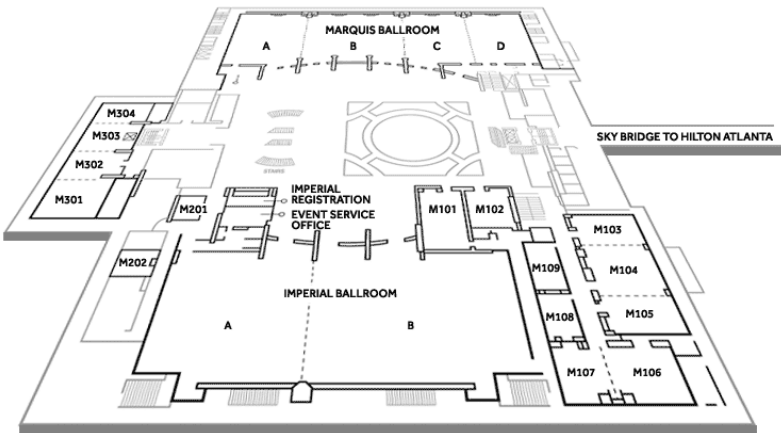
Overview of hotel
floorplan



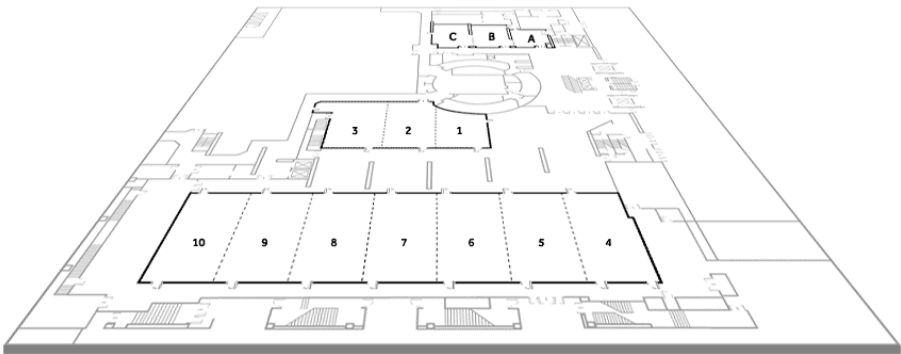
ATRIUM LEVEL



LOBBY LEVEL



MARQUIS LEVEL



INTERNATIONAL LEVEL



ATLANTA MARRIOTT MARQUIS

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Phone: 404-521-0000

104th AATSP ANNUAL CONFERENCE

San Juan, Puerto Rico



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Caribe Hilton Hotel
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