

# 107th

## AATSP ANNUAL CONFERENCE



**JUNE 26-29, 2025**  
**MARRIOTT ALBROOK HOTEL | PANAMA CITY, PANAMA**



GOBIERNO  
DE ESPAÑA

MINISTERIO  
DE EDUCACIÓN, FORMACIÓN PROFESIONAL  
Y DEPORTES



Si eres estudiante  
o graduado  
universitario y  
quieres vivir la  
experiencia en  
una escuela en  
España ...



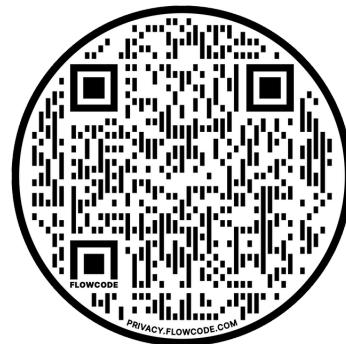
Si eres maestro o  
maestra y quieres  
realizar un curso de  
verano o un Máster en  
España durante el  
verano ...



Si eres maestro o  
maestra y  
quieres formarte  
con una beca en  
España ...



O si prefieres  
nuestra  
formación  
gratuita en línea  
sin moverte de  
casa ...



**POR LA DIFUSIÓN DE LA EDUCACIÓN Y CULTURA  
ESPAÑOLAS MÁS ALLÁ DE NUESTRAS FRONTERAS**

**#ViveElExterior**

guidebook

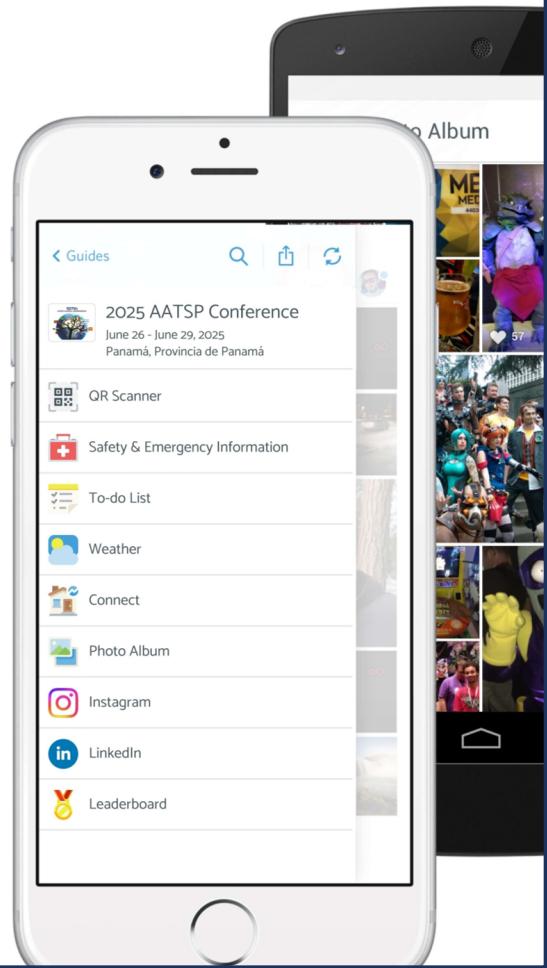
# 2025 AATSP Conference has gone mobile!

Download the free app now.

<https://builder.guidebook.com/g/aatsp2025/>

Tap “Download the app” to access the guide on your iOS or Android device.

Prefer the web version? Some content and networking tools may be available to you online.



# TABLE OF CONTENTS

<b>03</b>	Connect with Us
<b>04-05</b>	Board of Directors & Staff
<b>06</b>	Information Page
<b>08-09</b>	Program at a Glance
<b>10-13</b>	Welcome Messages
<b>14-15</b>	Conference Sponsors
<b>16</b>	Receptions & Special Events
<b>18-19</b>	Featured Sessions
<b>25</b>	President's Welcome Reception Grand Opening
<b>88</b>	AATSP Awards Ceremony
<b>61</b>	NSE Awards Ceremony
<b>26, 53, 78</b>	Keynotes & Panels
<b>20-22, 24, 30-32,</b>	Spotlight Sessions
<b>36-38, 42-45, 54,</b>	
<b>63, 66, 73, 75, 78,</b>	
<b>85-88, 94</b>	
<b>20-95</b>	All Sessions
<b>21, 23, 27, 28, 31, 33,</b>	Workshops & Mini-Workshops
<b>48, 51-52, 57, 59,</b>	
<b>61-62, 80, 82, 91-93</b>	
<b>99</b>	Conference Exhibitors
<b>100-102</b>	Index
<b>104-105</b>	Maps



Cover art by Nishka Parakala

Sponsor: Sophia Grammenos, Bedford Public Schools, Bedford, MA

2024 Poster Contest Winner (1st Place, 6-8 Digital Division)

Andrea Nazelli, Director of the AATSP National Poster Contest

## guidebook

### THE MOBILE APP FOR THE AATSP ANNUAL CONFERENCE

Bring your conference planning to a new level by downloading the AATSP mobile app today.

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

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



SHARE THE KNOWLEDGE!

#AATSP25



### ONSITE WIFI

1. Connect to Network: **MarriottBonvoy\_Conference**
2. Open Web Page and It'll Redirect to Access Page
3. Enter Access Code: **Marriott**

# BOARD OF DIRECTORS & STAFF



**Rosa Bell**  
*President*



**María Carreira**  
*Executive Director*

## **AATSP STAFF**

**Lisa Berry**  
NSE Program Assistant

**María Carreira**  
Executive Director

**Nayeli Guillen**  
Administrative Assistant

**Patrick Hauth**  
Senior Communications Coordinator

**Claudia Kechkian**  
NSE Director

**Megan McLean**  
Administrative Assistant

**Mariela Murillo**  
Events & Awards Assistant

**Lauren Ridley**  
Membership Coordinator

**Wendy Simms**  
AATSP Manager

## **AATSP BOARD OF DIRECTORS**

**Scott Alvord**  
President Elect  
Brigham Young University  
Provo, UT

**Julián Barroso-Merino**  
Community College Representative  
College of Southern Nevada  
Henderson, NV

**Rosa Bell**  
President  
James Campbell High School  
Ewa Beach, HI

**María Carreira**  
Executive Director  
AATSP National Office  
Chesterton, IN

**Sandra Delgado**  
Secondary (9-12) Representative  
Kempner High School  
Sugar Land, TX

**Julia Domínguez**  
College/University Representative  
University of Delaware  
Newark, DE

**Fernanda Ferreira**  
College/University Representative  
Bridgewater State University  
Brockton, MA

**Mércia Flannery**  
Portuguese Representative  
University of Pennsylvania  
Philadelphia, PA

**Benjamin Fraser**  
Hispania Editor  
University of Arizona  
Tucson, AZ

**Claudia Kechkian**  
NSE Director  
Virtuolingua LLC  
The Woodlands, TX

**Alondra Pacheco**  
Secondary (9-12) Representative  
University School  
Hunting Valley, OH

**Mary Risner**  
Past President  
University of Florida  
Gainesville, FL

**Kelly Scheetz**  
SHH Director  
Franklin High School  
Franklin, TN

# ADDITIONAL AATSP LEADERS

## AATSP BOARD OF DIRECTORS CONTINUED

### **Valerie Shull**

PreK-8 Representative  
Rogers Park Montessori School  
Chicago, IL

### **Dieter Waldvogel**

College/University Representative  
Samford University  
Birmingham, AL

### **Jenniffer Whyte**

Secondary (9-12) Representative  
Bilingual Kids, Inc.  
Anniston, AL

## DIRECTORS, COORDINATORS, & EDITORS

### **Carmen Cañete Quesada**

*Albricias* Editor

### **Mércia Santana Flannery**

Phi Lambda Beta Director

### **Mary Risner**

Teaching and Learning Resources Coordinator

### **Jennifer Brady**

MLA Liaison

### **Haydee Taylor-Arnold**

Sociedad Hispánica de Amistad

### **Mary-Anne Vetterling**

Photography Contest Coordinator

### **Conxita Domènech**

*Hispania* Managing Editor

### **Andrea Amado**

*Spanish and Portuguese Review* Editor

### **Andrea Nazelli**

Poster Contest Interim Director

### **Domnita Dumitrescu**

Book/Media Review Editor

### **Luci Moreira**

*The Portuguese Newsletter* Editor

### **Clarissa Adams**

*Conference Wrap-up* Editor



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

Use code  
AATSP25 for \$25  
off your course  
registration!

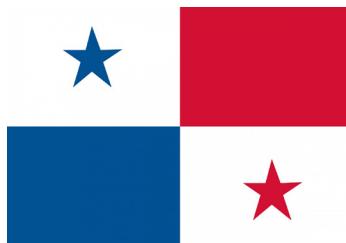
## PD THAT WORKS WITH YOU.

### ONLINE COURSES FOR WORLD LANGUAGE TEACHERS

- AATSP members enjoy 10% off new course registrations - visit [AATSP.org](http://AATSP.org) for the code
- Earn graduate-level credits or PD hours in Spanish, Portuguese or methodology
- Affordable and practical Master of Education (M.Ed.) with World Language Emphasis

# INFORMATION PAGE

## Welcome to the 107th AATSP Annual Conference. Let's Celebrate Panama City, Panama:



### 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.

### MESSAGES FROM THE AATSP PRESIDENT AND AATSP EXECUTIVE DIRECTOR

Thank you to AATSP President Rosa Bell and AATSP Executive Director María Carreira for their welcome messages to conference attendees. See pages 10-13, visit the AATSP website ([aatsp.org](http://aatsp.org)), and/or consult the conference app 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](http://aatsp.org)) and/or consult the conference app.

### EARN CONTINUING EDUCATION UNITS OF CREDITS

Conference attendees can earn Graduate-Level Credits or a Professional Development Certificate for Participation in the AATSP Conference, offered through Idioma Education & Consulting. To learn more about offerings from Idioma, please visit our 2025 Conference page.

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.



<https://tinyurl.com/AATSPIdiomaCredits>

# Earn an American degree in Spain!

**Undergraduate  
Degree  
Programs**

**M.A.  
in Spanish**

Earn graduate credits  
without leaving your job  
with our flexible summer  
program

- ✓ Saint Louis University founded in 1818,  
Madrid Campus since 1967
- ✓ 22 degrees in Madrid; 50+ across both campuses
- ✓ U.S. accredited (Higher Learning Commission)
- ✓ 1300+ students / 70+ nationalities
- ✓ Scholarships and U.S. financial aid available



**SAINT LOUIS UNIVERSITY  
MADRID**



# PROGRAM AT A GLANCE

## WEDNESDAY, JUNE 25

9:00 – 4:00	AATSP Board of Directors Meeting [ <i>Invitation Only</i> ]
3:00 – 5:00	Registration Open
6:00 – 8:00	Sunset Pool – Light Dinner (Board of Directors)

Folk Dance Choreography!  
AATSP Election Candidates Introductions

Grapes With Cheese Taste Like A Kiss

(Uva Con Queso Saben A Beso)

Arte Indígena De Panamá: Taller De

Fibras Naturales De La Etnia Indígena

De Emberá

Session Block 5

AATSP Election Candidates Introductions

Fortaleciendo La Diversidad: Estrategias Para

Educadores Afrodescendientes Y Afro-latino

Session Block 6

Dança Lusófona: Rhythms of Brazil  
and Beyond

Navigating Multilingual Bridges In The  
Heart Of The Universe

Transformative Spanish Language Programs:  
Preparing The Workforce Of Tomorrow

Sigma Delta Pi: Triennial Convention

Session Block 7

Get In Step: Albrook Mall Dance Session

Sigma Delta Pi National Collegiate Hispanic  
Honor Society: Triennial Convention

Session Block 8

Sigma Delta Pi Reception

[*Invitation Only*]

## THURSDAY, JUNE 26

7:30 – 4:00	Registration Open
8:00 – 8:50	Session Block 1 <i>Hispania</i> : Information For Authors, Book/Media Reviewers And Peer Reviewers Community College Business Meeting AATSP Active Retirees Town Hall Portuguese Business Meeting
11:45 – 6:00	Exhibit Hall Open
9:00 – 9:50	Session Block 2 <i>Hispania</i> Editorial Board Meeting [ <i>Invitation Only</i> ] <i>Albricias</i> : Best Practices And Motivating Learners With Peer-created Publications <i>Revista Luso-Hispánica</i> : The AATSP's New Undergraduate Journal AATSP Mentoring Program- Not Just for Newcomers!
10:00 – 11:00	President's Welcome Reception
11:00 – 12:00	Grand Opening
12:00 – 12:50	Opening Plenary Keynote
1:00 – 2:50	Reception with Music
1:00 – 4:50	El Taller Mola Make
1:00 – 4:50	SHH Advisory Board Meeting [ <i>Invitation Only</i> ]
1:00 – 1:50	Session Block 3
2:00 – 2:50	Session Block 4
	Get In Step: Learn a Fun Panamanian

## FRIDAY, JUNE 27

7:30 – 4:00	Registration Open
8:00 – 9:50	El Taller Mola Make
8:00 – 10:50	Universidad De Panama: Presentaciones De Estudiantes De Maestria
8:00 – 8:50	Session Block 9
8:00 – 6:30	Secondary (9-12) Town Hall Alcanzando La Excelencia: SHA Celebrates Students And Sponsors' Success Exhibit Hall Open

# PROGRAM AT A GLANCE

9:00 – 9:50	Session Block 10 Early Language Networking & Unconference Session ¡Conexiones Y Oportunidades Más Allá Del Aula Con La Sociedad Honoraria Hispánica!	9:30 – 10:50 10:00 – 11:50 10:00 – 11:50	Classroom-focused Short-form Articles To <i>Hispania</i> Sigma Delta Pi's 13 th Annual Best Practices Session Taller de Tembleque Honorary Fellows Interview - Jesús Fernández González
10:00 – 11:50	Arte Indígena De Panamá: Taller De Fibras Naturales De La Etnia Indígena De Emberá	10:00 – 10:50 11:00 – 11:50	Session Block 18 Session Block 19
10:00 – 10:50	Session Block 11 SHH & SHA Year in Review Higher Ed Town Hall Meeting		SIG – Languages for Specific Purposes Meeting AATSP Election Candidates Introduction
11:00 – 11:50	Second Keynote	12:00 – 1:15	Third Keynote Panel
12:15 – 1:45	Spanish Embassy Luncheon	2:00 – 2:50	Session Block 20
2:00 – 2:50	Session Block 12 AATSP Business Meeting		Past President's Meeting Unlocking The National Spanish Assessment: A Formative Test For Precise Proficiency Tracking
3:00 – 3:50	Session Block 13		Session Block 21
4:00 – 4:50	Session Block 14		Advice From Experts: Submitting A Successful SHH Award Application
5:00 – 5:50	NSE Awards Session Block 15 K-12 Programs Networking Reception Poetry Reading/Roda De Poesia: Marina Colasanti Without Boundaries	3:00 – 3:50 4:00 – 5:50	<i>Call Me Waya</i> : Film Presentation and Discussion
	Lidera Una Shh Sin Estrés Y Con Impacto Comunitario: Consejos Prácticos	4:00 – 4:50 5:00 – 5:50	Session Block 22 Session Block 23
6:00 – 6:50	Unveiling of <i>In Honor of Portuguese at the AATSP</i>	6:00 – 6:50 6:00 – 7:15 7:30 – 9:00	Session Block 24 AATSP Awards AATSP Awards Gala & Dinner

## SATURDAY, JUNE 28

8:00 – 3:00	Registration Open
8:00 – 3:00	Sigma Delta Pi's Graduate Research Symposium
8:00 – 8:50	Session Block 16
8:00 – 2:00	Exhibit Hall Open
9:00 – 9:50	Session Block 17 Short-form Success: Tips For Submitting

## SUNDAY, JUNE 29

8:00 – 10:00	Registration Open
8:00 – 8:50	Session Block 25
9:00 – 9:50	Session Block 26
10:00 – 10:50	Session Block 27
11:00 – 11:50	Session Block 28 ¡Viva El Baile! A Celebration of Latin Dance Genres

## President's Welcome



Dear AATSP Members, Friends, and Families,

As we look ahead to the upcoming AATSP Conference in the beautiful and vibrant country of Panama, I am filled with excitement and anticipation. This year's conference is not just an opportunity to enhance our professional skills; it's also a chance to immerse ourselves in a rich tapestry of culture, history, and resilience.

### **A Journey Across Oceans**

Imagine preparing to navigate the waters where the Pacific and Atlantic Oceans meet, exploring a country that serves as a bridge between two worlds. Panama is more than just a geographical landmark; it is a melting pot of diverse cultures, languages, and experiences. From the bustling city of Panama City to the lush landscapes of Bocas del Toro, every corner of this nation tells a story waiting to be uncovered.

### **Celebrating Our Roots and Cultures**

This year's conference theme, "Celebrating Our Roots and Cultures in the Heart of the Universe," encourages us to honor the rich heritage and traditions that shape our identities and those of the communities we serve. Panama exemplifies how our diverse backgrounds come together to create a vibrant cultural mosaic, resilient in the face of change.

As language and culture educators, we understand the significance of celebrating our roots. By participating in this conference, we can gain invaluable insights into the cultural narratives that enrich our classrooms and inspire our students. Let's come together to honor our diverse heritages and the unique stories that each of us carries.

### **Connect and Collaborate**

The AATSP conference offers a unique gathering of passionate educators, researchers, and advocates for the Spanish language and culture. It's a time to connect, collaborate, and share ideas. You'll have opportunities to attend workshops that challenge and inspire you, engage in thought-provoking discussions, and build lasting friendships with fellow attendees. We invite all members and their families to join us, as this event promises to be enriching for everyone involved!

## Explore and Experience

In addition to the enriching sessions, we encourage you to take advantage of the opportunities to explore Panama's breathtaking landscapes and diverse culture. From the historic charm of Casco Viejo to the stunning scenery of the Panama Canal, every experience will deepen your appreciation for the roots that connect us all.

## Prepare for Adventure

As you prepare for this unforgettable conference, consider how you can engage with the local culture, connect with the community, and bring home new perspectives to share with your students and peers. Pack your enthusiasm for learning, open your heart to new experiences, and get ready to immerse yourself in the rhythm of this beautiful country.

## Join Us in Panama!

We wholeheartedly invite you to join us in Panama for this incredible conference. Let's come together to learn, grow, and ignite our passion for teaching languages. Together, we can navigate this adventure and return with stories and knowledge that will enrich our schools communities.

Let's embrace the spirit of unity and cultural celebration that defines both Panama and our AATSP family.

Get ready to embark on a journey filled with discovery, it will be an experience like no other!

We can't wait to see you there!

Warm regards,

Rosa Maria Bell  
2025 AATSP President  
James Campbell High School  
Ewa Beach, HI

**Executive Director's Welcome**

Dear AATSP Friends and Colleagues,

In this, our 107th gathering, AATSP members reunite to share knowledge, honor achievements, and celebrate our professional community—welcomed this year by Panama, a country rich in beauty, cultural depth, and *alegría de vivir*.

The 2024–2025 school year has been one of meaningful progress for our association. We launched our first-ever Virtual Programs Fair, bringing together nearly 70 institutions to present their programs of study and promote collaboration across all educational levels. Following this event, we began work on Academia, our new open-source initiative that maps the evolving landscape of higher education programs in Spanish and Portuguese. We also welcomed over 200 new members from Denver Public Schools through a collaboration with Dr. Alex Marrero, Superintendent of DPS. In addition, new partnerships with the University of Salamanca, Carlos V International School, and FEDELE have strengthened our commitment to advancing teacher education and fostering international collaboration.

Our program begins with a historic first: a joint Sigma Delta Pi and AATSP keynote that affirms the central place of literature in language education at every level. Our second keynote brings another milestone: for the first time in our history, we will hear from a school superintendent and sitting president of the Association of Latino Administrators and Superintendents (ALAS). Dr. Marrero will challenge and inspire us to view bilingualism as a superpower, essential for shaping a brighter future for both our students and our nation. We will also present our first keynote panel focused entirely on advocacy, featuring the insights of educational leaders from across the educational spectrum.

Further elevating this year's program, we are honored to welcome the Board of ALAS—whose presence adds the critical support of educational administrators to our shared efforts to improve student outcomes across the K–16 continuum through accessible, high-quality language education. We also extend a warm welcome to Panamanian educators from the University of Panama, Quality Leadership University, and Panamá TESOL. And let's not forget the workshops by Panamanian artisans, which promise to inspire, delight, and deepen our appreciation of local cultural traditions.

Alongside these exciting developments, we remain deeply committed to the traditions that define who we are. Our program features a rich array of sessions showcasing the association's core initiatives, including our Exams, Honor Societies, publications, and special interest groups. We also look forward to our annual awards ceremony and gala dinner, where we come together as a community to celebrate the creativity, dedication, and leadership of our members. We are honored to host Sigma Delta Pi's 30th Triennial Convention, held every three years in conjunction with our conference—a tradition that reflects our enduring commitment to academic excellence and collaboration. And we are equally thrilled to see new traditions taking shape, as this year marks the second consecutive Spanish Embassy Luncheon.

As always, the heart of our conference lies in the hundreds of insightful presentations delivered by our passionate and talented colleagues—educators who continue to inspire and challenge us through their scholarship, teaching, and advocacy. We thank you for everything you do. We also extend our gratitude to our sponsors and exhibitors, who do more than support our work—they are trusted friends, vital partners in our shared mission, and essential contributors to our profession. Please visit their tables to learn more about their work, express your appreciation, and explore the many opportunities they offer. And while you're at it, be sure to stop by our registration table to say hello and thank our incredible staff—the people who make this conference, and so much of what we do, possible.

Warm regards,

*Maria Carreira*

Maria Carreira

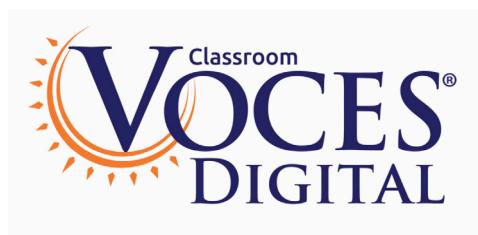
# THANK YOU TO OUR SPONSORS



Talos Languages



The AATSP wishes to thank the following entities who have generously donated to the 107th Annual Conference by providing products, services, and/or underwriting to help create a quality conference for all of our attendees.



The AATSP wishes to thank the following entities who have generously donated to the 107th Annual Conference by providing products, services, and/or underwriting to help create a quality conference for all of our attendees.

# RECEPTIONS & SPECIAL EVENTS

## RECEPTIONS

We invite you to take a pause during the conference and join fellow participants at our co-hosted receptions—an opportunity to connect, reflect, and celebrate our time together.

Thursday, June 26 | 10:00 – 12:50 | Gran Salón Contadora  
**PRESIDENTIAL WELCOME AND GRAND RECEPTION**



Thursday, June 26 | 6:15 – 7:45 | Contadora III  
**SIGMA DELTA PI RECEPTION [Invitation Only]**



Friday, June 27 | 4:00 – 5:50 | Exhibit Hall  
**NSE AWARDS & K-12 NETWORKING RECEPTION**



Friday, June 27 | 12:15 - 1:45 | Contadora III & IV  
**SPANISH EMBASSY LUNCHEON**



Friday, June 27 | 7:00 – 7:30 | Amador I  
**THE PORTUGUESE NEWSLETTER GATHERING**  
Followed by a reception

Saturday, June 28 | 11:00 – 12:00 | Exhibit Hall  
**JESÚS FERNÁNDEZ GONZÁLEZ INTERVIEW & RECEPTION**

Saturday, June 28 | 6:00 – 9:30 | Contadora IV & Exhibit Hall  
**AATSP AWARDS CEREMONY & GALA DINNER**



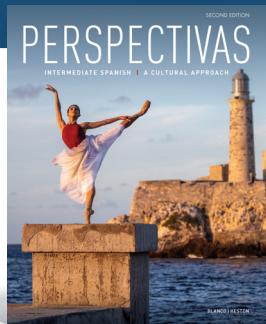
View our list of generous sponsors that made this event possible, as seen in the AATSP Awards Booklet.

## NEW FOR FALL 2025

Experience teaching and learning like never before with the **NEW** editions of *Aventuras* and *Perspectivas*



**Aventuras, 7th Edition**  
Beginning Spanish



**Perspectivas, 2nd Edition**  
Intermediate Spanish

## Your Language Education Partner

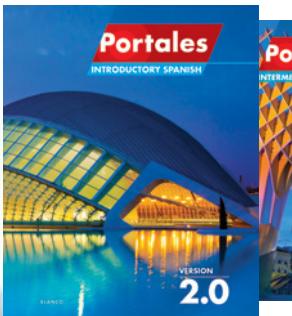
Vista Higher Learning offers **30+ programs** with unmatched depth and range of content—perfectly tailored for your **Introductory, Intermediate, Advanced, and Heritage Spanish courses**.



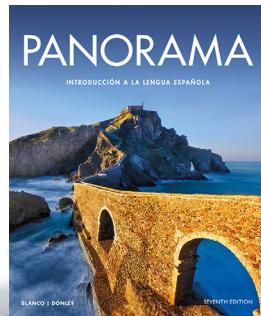
**Experiencias, 2nd Edition**  
Beginning and Intermediate Spanish



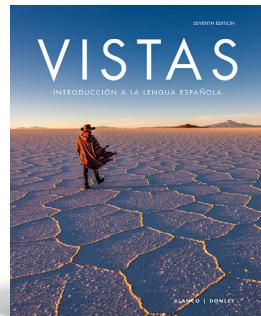
Innovative. Engaging. Interactive.



**Portales 2.0**  
Introductory & Intermediate Spanish



**Panorama, 7th Edition**  
Introductory Spanish



**Vistas, 7th Edition**  
Introductory Spanish



**Dicho y hecho, 11th Edition**  
Beginning Spanish



**En tu medio,  
2nd Edition**  
Intermediate Spanish



**Intrigas,  
4th Edition**  
Advanced Spanish



**Conversaciones escritas,  
3rd Edition**  
Heritage Spanish



**Nuevos mundos,  
4th Edition**  
Heritage Spanish



# FEATURED 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 and featured sessions are arranged and/or promoted by the AATSP.

## THURSDAY

ROUNDTABLE: HISPANIA: INFORMATION FOR AUTHORS, BOOK/MEDIA REVIEWERS AND PEER REVIEWERS (1-001)

COMMUNITY COLLEGE BUSINESS MEETING (1-003)

AATSP ACTIVE RETIREES TOWN HALL (1-005)

THE PORTUGUESE BUSINESS MEETING (1-013)

HISPANIA EDITORIAL BOARD MEETING – *INVITATION ONLY* (1-015)

ALBRICIAS: BEST PRACTICES AND MOTIVATING LEARNERS WITH PEER-CREATED PUBLICATIONS (1-016)

REVISTA LUSO-HISPÁNICA: THE AATSP'S NEW UNDERGRADUATE JOURNAL (1-017)

AATSP MENTORING PROGRAM- NOT JUST FOR NEWCOMERS! (1-019)

PRESIDENTIAL WELCOME AND GRAND OPENING (1-029)

KEYNOTE PRESENTATION: SIGMA DELTA PI AND AATSP 3RD ANNUAL POETRY RECITAL (1-030)

GRAND OPENING RECEPTION WITH MUSIC (1-031)

EL TALLER MOLA MAKE (1-044, 1-061)

SHH ADVISORY BOARD MEETING – *INVITATION ONLY* (1-046, 1-063, 1-080, 1-097)

GET IN STEP: DANCE SESSIONS WITH JENNIFER WHYTE (1-052, 1-089, 1-116)

AATSP ELECTION CANDIDATES INTRODUCTIONS (1-057, 1-074)

GRAPES WITH CHEESE TASTE LIKE A KISS (UVA CON QUESO SABEN A BESO) (1-058)

ARTE INDÍGENA DE PANAMÁ: TALLER DE FIBRAS NATURALES DE LA ETNIA INDÍGENA DE EMBERÁ (1-078, 1-095)

FORTALECIENDO LA DIVERSIDAD: ESTRATEGIAS PARA EDUCADORES AFRODESCENDIENTES Y AFRO-LATINOS (1-081)

NAVIGATING MULTILINGUAL BRIDGES IN THE HEART OF THE UNIVERSE (1-085)

TRANSFORMATIVE SPANISH LANGUAGE PROGRAMS: PREPARING THE WORKFORCE OF TOMORROW (1-092)

SIGMA DELTA PI NATIONAL COLLEGIATE HISPANIC HONOR SOCIETY: TRIENNIAL CONVENTION (1-109)

RECEPCIÓN DE SIGMA DELTA PI LA SOCIEDAD NACIONAL HISPÁNICA HONORARIA (1-115)

## FRIDAY

UNIVERSIDAD DE PANAMA: PRESENTACIONES DE ESTUDIANTES DE MAESTRIA (2-007, 2-024, 2-025, 2-042)

EL TALLER MOLA MAKE (2-011, 2-029)

ALCANZANDO LA EXCELENCIA: SHA CELEBRATES STUDENTS AND SPONSORS' SUCCESS (2-014)

SECONDARY (9-12) TOWN HALL (2-017)

¡CONEXIONES Y OPORTUNIDADES MÁS ALLÁ DEL AULA CON LA SOCIEDAD HONORARIA HISPÁNICA! (2-032)

EARLY LANGUAGE EDUCATORS' UNCONFERENCE SESSION (2-035)

**Please note that the numbers in parentheses are session numbers for the corresponding presentations.**

# FEATURED SESSIONS

ARTE INDÍGENA DE PANAMÁ: TALLER DE FIBRAS NATURALES DE LA ETNIA INDÍGENA DE EMBERÁ (2-046, 2-053)

SHH & SHA YEAR IN REVIEW, CELEBRATIONS, AND NEWS (2-049)

HIGHER ED TOWN HALL MEETING (2-052)

KEYNOTE PRESENTATION: ADVANCING MULTILINGUALISM: CONFRONTING INEQUITIES IN EDUCATION RACE & LANGUAGE FOR A MORE JUST GLOBAL FUTURE (2-054)

SPANISH EMBASSY LUNCHEON (2-055)

AATSP BUSINESS MEETING (2-065)

AATSP EXAMS (NSE) AWARDS CEREMONY (2-097)

PANEL | POETRY READING/RODA DE POESIA: MARINA COLASANTI WITHOUT BOUNDARIES (2-104)

LIDERA UNA SHH SIN ESTRÉS Y CON IMPACTO COMUNITARIO: CONSEJOS PRÁCTICOS (2-109)

K-12 PROGRAMS NETWORKING RECEPTION (2-113)

UNVEILING OF *IN HONOR OF PORTUGUESE AT THE AATSP* (2-120)

## SATURDAY

SIGMA DELTA PI'S GRADUATE RESEARCH SYMPOSIUM (3-008, 3-021)

SHORT-FORM SUCCESS: TIPS FOR SUBMITTING CLASSROOM-FOCUSED SHORT-FORM ARTICLES TO *HISPANIA* (3-014)

SIGMA DELTA PI'S 13TH ANNUAL BEST PRACTICES SESSION (3-022, 3-035)

HONORARY FELLOWS INTERVIEW (3-036, 3-050)

TALLER DE TEMBLEQUE (3-037, 3-051)

SIG-LANGUAGES FOR SPECIFIC PURPOSES MEETING (3-049)

AATSP ELECTION CANDIDATES INTRODUCTIONS (3-055)

KEYNOTE PRESENTATION: ADVANCING STUDENT ACHIEVEMENT THROUGH BILINGUALISM AND BICULTURALISM (3-056)

UNLOCKING THE NATIONAL SPANISH ASSESSMENT: A FORMATIVE TEST FOR PRECISE PROFICIENCY TRACKING (3-065)

ADVICE FROM EXPERTS: SUBMITTING A SUCCESSFUL SHH AWARD APPLICATION (3-073)

*CALL ME WAYA*: FILM PRESENTATION AND DISCUSSION (3-093, 3-107)

AATSP AWARDS (3-113)

AATSP AWARDS GALA DINNER (3-114)

## SUNDAY

¡VIVA EL BAILE! A CELEBRATION OF LATIN DANCE GENRES (4-035)

**Please note that the numbers in parentheses are session numbers for the corresponding presentations.**

## THURSDAY

### REGISTRATION OPEN

Thursday, June 26 | 7:30 – 4:00

### SESSION BLOCK 1

Thursday, June 26 | 8:00 – 8:50

### 1-001

Thursday, June 26 | 8:00 – 8:50 | Amador I

#### ROUNDTABLE: HISPANIA: INFORMATION FOR AUTHORS, BOOK/MEDIA REVIEWERS AND PEER REVIEWERS

**Presenter(s):** Conxita Domènec, The University of Wyoming, Laramie, WY; Domnita Dumitrescu, California State University, Los Angeles; Haley Osborn, Eastern Florida State College

**Primary audience:** Higher Ed

An open Q&A session offered to prospective authors and collaborators led by Hispania's editorial team.

### 1-002

Thursday, June 26 | 8:00 – 8:50 | Amador II

### OPEN

### 1-003

Thursday, June 26 | 8:00 – 8:50 | Ancon I

#### COMMUNITY COLLEGE BUSINESS MEETING

**Presenter(s):** Julian Barroso-Merino, College of Southern Nevada, NV

**Primary audience:** Community College

This session will review the community college representative's accomplishments over the past year and highlight current trends in Spanish and Portuguese language instruction at the community college level. Participants will also discuss emerging challenges, including the development of AI-driven programs and the impact of the new government administration.

### 1-004

Thursday, June 26 | 8:00 – 8:50 | Ancon II

#### LEYENDO ENTRE LÍNEAS: ANOTACIÓN DIGITAL EN ESTUDIANTES DE ESPAÑOL DE HERENCIA Y L2

**Presenter(s):** Edna Velásquez, Sam Houston State University, Huntsville, TX

**Primary audience:** Higher Ed

Este estudio analiza cómo los estudiantes de español como lengua de herencia (SHL) y como segunda lengua (L2) interactúan cognitivamente con textos mediante anotaciones digitales. A partir de datos de dos cursos avanzados de escritura en línea (40 estudiantes), se comparan prácticas de anotación y estrategias de lectura para identificar procesos cognitivos subyacentes. Los resultados revelan similitudes y diferencias en la interacción textual y la lectura colaborativa en entornos digitales.

### 1-005

Thursday, June 26 | 8:00 – 8:50 | Balboa

#### AATSP ACTIVE RETIREES TOWN HALL

**Presenter(s):** Christine Campbell, The Defense Language Institute Foreign Language Center, Monterey, CA; Cheryl Fuentes-Wagner, AATSP Active Retirees, Sugar Land, TX

**Primary audience:** General

The purpose of the SIG is to establish connections with retired or semi-retired AATSP members who are interested in serving as a resource and support for the AATSP Board of Directors, retired or semi-retired AATSP members, AATSP chapters, and the entire AATSP membership. Please join us to find out about our programs and activities: Mentoring Program, Teacher Honor Hall, Cultural Tertulias, Book Club, Movie Club and others.

### 1-006

Thursday, June 26 | 8:00 – 8:50 | Casaya

### OPEN

### 1-007

Thursday, June 26 | 8:00 – 8:50 | Contadora I

#### CARACTERIZACIÓN DE LA ORALIDAD EN EL ESPAÑOL DE ESTUDIANTES NGÄBE A PARTIR DEL USO DE LAS PREPOSICIONES LOCATIVAS

**Presenter(s):** Diameya Domínguez, Universidad de Panamá, Panamá

**Primary audience:** Higher Ed

Esta investigación estudia a un grupo de estudiantes nativos de la lengua ngäbere en la Escuela de Español, Universidad de Panamá. Se analizan los cambios en el español hablado, especialmente en las preposiciones locativas: a, de, para y hacia, inducidos por el contacto con su lengua materna. La investigación es descriptiva y mixta, combinando métodos cuantitativos y cualitativos. Se fundamenta en la lingüística de contacto y se apoya en autores como Klar Zimmermann y Angelita Martínez. Los resultados revelan

interferencias y cambios significativos en la sintaxis y uso de las preposiciones.

## **1-008**

Thursday, June 26 | 8:00 – 8:50 | Contadora II

### **ROUNDTABLE: CREATING ENGAGING SPACES FOR STUDENTS THROUGH DIVERSIFYING COURSE MATERIALS**

**Presenter(s):** Laura Mungavin, Rye Country Day School, Rye, NY

**Primary audience:** Secondary (9-12)

This roundtable explores how to expand cultural representation in our L2 classrooms to foster connection and belonging, and boost student engagement and success. We'll explore ways to create space for students to leverage their backgrounds in learning, increasing both cultural competence and language proficiency. Diversifying cultural representation encourages critical thinking, strengthens identity, inspires empathy, and builds a classroom culture where all students feel valued and understood. Join us for a roundtable discussion to collaborate and share ideas!

## **1-009**

Thursday, June 26 | 8:00 – 8:50 | Darien

### **EXPLORING FUTURE-TIME EXPRESSION AND GENERATIONAL STATUS IN SPANISH-ENGLISH HERITAGE BILINGUAL**

#### **SPEAKERS: AN ONLINE STUDY**

**Presenter(s):** Pietro Pesce, University of Arkansas, Fayetteville, AR; Adriana Barahona. Florida State University, Tallahassee, FL

**Primary audience:** Higher Ed

This study aims to investigate whether Spanish-English heritage bilingual speakers overgeneralize the future aspect of the English progressive (EP) when interpreting Spanish sentences online. We also seek to explore whether this overgeneralization is influenced by generational status, considering the potential effects of attrition and reduced exposure to the heritage language with increased generational distance.

## **WORKSHOP**

### **1-010**

Thursday, June 26 | 8:00 – 8:50 | Flamenco

#### **EMPOWERING LANGUAGE LEARNERS TO WRITE: CULTIVATING MOTIVATION AND SELF-REGULATED LEARNING IN THE CLASSROOM**

**Presenter(s):** Barry Bai, The Chinese University of Hong Kong, Hong Kong, China

**Primary audience:** General

First, I will share my recent research findings to help the participants understand the importance of motivation for L2/

FL writing by explaining the connections between motivational beliefs (e.g., self-efficacy, interest and growth mindset), self-regulated (SRL) writing strategies and L2/FL writing achievement. Second, I will share SRL writing strategies, including goal setting, text generating and revising strategies. The participants will be equipped with techniques that foster both L2/FL learners' autonomy and mastery of the writing process.

## **1-011**

Thursday, June 26 | 8:00 – 8:50 | Herrera

### **ENGAGING STUDENTS IN CULTURAL EXPLORATION THROUGH CREATIVE PODCASTING**

**Presenter(s):** Jeff Longwell, New Mexico State University, NM; Maida Realivázquez, New Mexico State University, NM; Denise García, New Mexico State University, NM

**Primary audience:** General

This session highlights the power of creative podcasts as an innovative tool for engaging students in learning culture. Focusing on cultural products, practices, and perspectives (the 3Ps), the presentation showcases how both instructor and student-created podcasts can enhance cultural understanding and critical thinking. Attendees will gain practical insights into creating and integrating this dynamic approach in their classrooms.

## **1-012**

Thursday, June 26 | 8:00 – 8:50 | Miraflores

### **ROUNDTABLE: LOS NAVAJOS... LA CULTURA Y SUS TRADICIONES**

**Presenter(s):** Dina Ross, Window Rock USD, Fort Defiance, AZ

**Primary audience:** General

This roundtable will compare and contrast culture from the Navajos and the Spaniards...or Hispanics as they interact with each other. We will discuss food, clothes, languages, customs, etc. and share ideas for classroom use.

## **1-013**

Thursday, June 26 | 8:00 – 8:50 | Taboga

### **THE PORTUGUESE BUSINESS MEETING**

**Presenter(s):** Mércia Flannery, The University of Pennsylvania, Philadelphia, PA

**Primary audience:** General

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.

# SESSIONS

THURSDAY

## 1-014

Thursday, June 26 | 8:00 – 8:50 | Veraguas

### BUILDING ENHANCEMENTS INSIDE AND OUTSIDE THE CLASSROOM TO COMPLEMENT A UNIT ON AFROLATINIDAD IN A SPANISH LANGUAGE COURSE

**Presenter(s):** Anais Holgado Lage, Princeton University, Princeton, NJ

**Primary audience:** Higher Ed

This session explores how integrating guest speakers and cultural events enriches a unit on AfroLatinidad in a Spanish advanced language course. By incorporating firsthand narratives from Afro-Hispanic scholars and artists, students engage with race, identity, and social justice beyond traditional instruction. This approach fosters language proficiency and intercultural competence, creating immersive learning experiences that connect students with underrepresented voices in the Hispanic world.

#### SESSION BLOCK 2

Thursday, June 26 | 9:00 – 9:50

## 1-015

Thursday, June 26 | 9:00 – 9:50 | Amador I

### HISPANIA EDITORIAL BOARD MEETING - *INVITATION ONLY*

**Presenter(s):** Conxita Domènec, The University of Wyoming, Laramie, WY

**Primary audience:** Higher Ed

## 1-016

Thursday, June 26 | 9:00 – 9:50 | Amador II

### ALBRICIAS: BEST PRACTICES AND MOTIVATING LEARNERS WITH PEER-CREATED PUBLICATIONS

**Presenter(s):** Kelly Scheetz, Sociedad Honoraria Hispánica, AATSP, Franklin, TN; Alondra Pacheco, University School, Hunting Valley, OH

**Primary audience:** Secondary (9-12)

*Albricias*, the student journal of the Sociedad Honoraria Hispánica (SHH), publishes art, essays, photography, poetry, stories, and multimedia created by SHH students in Spanish and Portuguese. In this session, the SHH Director, Kelly Scheetz, and SHH chapter sponsor Alondra Pacheco 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. Those interested in participating in SHH in the future are also welcome to come with questions!

## 1-017

Thursday, June 26 | 9:00 – 9:50 | Ancon I

### REVISTA LUSO-HISPÁNICA: THE AATSP'S NEW UNDERGRADUATE JOURNAL

**Presenter(s):** Alejandro Lee, Santa Monica College, Santa Monica, CA; José Luis Garrido Rivera, Ph.D., Mercer University, Atlanta, GA; Eugênia Fernandes, Ph.D., Florida International University, Miami, FL

**Primary audience:** Higher Ed

The mission of Revista Luso-Hispánica is to promote and celebrate the scholarship and artistic expression of undergraduate students in Spanish and Portuguese. Meet the journal's editors and discover how your students can publish in the only academic journal dedicated to undergraduate students in our languages!

## 1-018

Thursday, June 26 | 9:00 – 9:50 | Ancon II

### KEEP IT CURRENT! 21ST CENTURY SKILL-BUILDING THROUGH CURRENT EVENTS

**Presenter(s):** Chelsea Lawrence, UMS-Wright Preparatory School, Mobile, AL

**Primary audience:** General

In the globalized world in which we live, knowledge of current events is of the utmost importance. In this session, learn how to effectively incorporate current events and issues from the local to international level into your World Language curriculum to engage students in the 3-modes of communication, encourage them to be informed global citizens, and build 21st Century Skills!

## 1-019

Thursday, June 26 | 9:00 – 9:50 | Balboa

### AATSP MENTORING PROGRAM- NOT JUST FOR NEWCOMERS!

**Presenter(s):** Cheryl Fuentes-Wagner, AATSP Active Retirees SIG, Sugar Land, TX; Christine Campbell, The Defense Language Institute Foreign Language Center, Monterey, CA

**Primary audience:** General

The AATSP Mentoring Program assists members new to teaching, in new teaching scenarios, or developing skills in new areas related to Spanish or Portuguese by providing Mentors with substantial experience in the area needed, so that the mentees build success and confidence in their new career. We will discuss how to address mentees' needs, Q&A to include on our website, and necessary resources we can provide. Whether you need a mentor or would like to be a mentor we welcome your participation!

**1-020**

Thursday, June 26 | 9:00 – 9:50 | Casaya

**CLAVES DE LA MOTIVACIÓN EN EL APRENDIZAJE DE ESPAÑOL POR ESTUDIANTES POLACOS UNIVERSITARIOS**

**Presenter(s):** Luis Javier Pentón Herrera, Akademia Ekonomiczno-Humanistyczna w Warszawie, Warszawa, Poland

**Primary audience:** Higher Ed

Esta ponencia aborda un vacío en la investigación sobre la enseñanza del español como lengua extranjera (ELE) en universidades polacas. Basada en un estudio cualitativo realizado en un programa de lingüística aplicada, se analizan los factores que influyen en la motivación de estudiantes polacos para aprender ELE. Los datos, obtenidos mediante cuestionarios, conversaciones en clase y metáforas estudiantiles, revelan que la identidad desempeña un papel central en la motivación de estos aprendices universitarios.

**1-021**

Thursday, June 26 | 9:00 – 9:50 | Contadora I

**FROM THE HOSPITAL TO THE CLASSROOM: DEVELOPING A SPANISH FOR THE MEDICAL PROFESSIONS COURSE**

**Presenter(s):** Leigh Houck, UC Davis, Davis, CA; Andrea Hernandez, UC Davis, Davis, CA

**Primary audience:** Higher Ed

This presentation will discuss the preliminary results of a needs analysis survey designed to determine best practices for the development of a Spanish for Medical Professionals Syllabus. The survey was completed by pre-health university students, medical students, and medical health professionals. Audience members will take away information about the language needs of current and future medical professionals, an especially relevant topic considering the rise of students interested in Spanish for Specific Purposes (SSP) courses.

**1-022**

Thursday, June 26 | 9:00 – 9:50 | Contadora II

**THE FUTURE OF SPANISH LANGUAGE AND WORLD LANGUAGE EDUCATION: CULTURAL COMPETENCE, CRITICAL THINKING, AND GLOBAL CITIZENSHIP**

**Presenter(s):** Ashley Love, Athens Academy, Athens, GA; Tasha Austin, University of Buffalo, Buffalo, NY

**Primary audience:** General

This panel discussion will delve into the evolving role of Spanish and WL education through the lens of culturally relevant and culturally sustaining pedagogies. With scholars such as Chris Emdin (2016), Django Paris (2012), Gloria Ladson-Billings

(1994), bell hooks (1996), and Ashley L. Love (2019) providing the intellectual foundation, the conversation will explore how language educators can better serve their students, honor their cultural identities, and cultivate a learning environment that is both intellectually rigorous and personally relevant.

**1-023**

Thursday, June 26 | 9:00 – 9:50 | Darien

**NUEVAS PERSPECTIVAS Y RETOS EN LA ENSEÑANZA DEL ESPAÑOL**

**Presenter(s):** Carolina Alonso, Fort Lewis College, Durango, CO; Janine Fitzgerald, Fort Lewis College, Durango, CO; Veronica Calvillo, Gettysburg College, Gettysburg, PA

**Primary audience:** General

Las universidades estadounidenses, especialmente los colleges de artes liberales, enfrentan una crisis en los departamentos de español, con un cierre significativo de programas y una notable disminución de estudiantes matriculándose. En esta mesa, discutiremos las estrategias implementadas en Fort Lewis College y Gettysburg College para fortalecer las clases de herencia y atraer a más estudiantes mediante temas relevantes como la identidad y la resistencia, así como destacando los beneficios personales y profesionales del aprendizaje del español.

**WORKSHOP****1-024**

Thursday, June 26 | 9:00 – 9:50 | Flamenco

**(CONTINUED FROM 8:00 – 8:50) EMPOWERING LANGUAGE LEARNERS TO WRITE: CULTIVATING MOTIVATION AND SELF-REGULATED LEARNING IN THE CLASSROOM**

**Presenter(s):** Barry Bai, The Chinese University of Hong Kong, Hong Kong, China

**Primary audience:** General

First, I will share my recent research findings to help the participants understand the importance of motivation for L2/FL writing by explaining the connections between motivational beliefs (e.g., self-efficacy, interest and growth mindset), self-regulated (SRL) writing strategies and L2/FL writing achievement. Second, I will share SRL writing strategies, including goal setting, text generating and revising strategies. The participants will be equipped with techniques that foster both L2/FL learners' autonomy and mastery of the writing process.

**1-025**

Thursday, June 26 | 9:00 – 9:50 | Herrera

**BEYOND PAELLA: TEACHING FOOD CULTURE IN THE SPANISH CLASSROOM**

**Presenter(s):** Nilda Rodríguez-Jaca, Culinary Institute of America, Hyde Park, NY

**Primary audience:** Higher Ed

Teaching about food culture in Spain is an effective method to introduce students to cultural content, new vocabulary and useful expressions that empower them to communicate in the target language. This session is a case study that examines how students at the Culinary Institute of America are introduced to Spanish cuisine and culture prior to learning how to read a recipe and a menu, develop a professional interaction between a server and a customer, and order food in a restaurant.

## 1-026

Thursday, June 26 | 9:00 – 9:50 | Miraflores

### **CONGO MAMA ARI: RINDIENDO HONOR A LAS RAÍCES CONGO**

**Presenter(s):** Licenciada Aristela Blandon Bristan, Ciudad de Colon, Panama; Rosa Bell, AATSP, HI

**Primary audience:** General

"Congo Mama Ari: Rindiendo Honor a las Raíces Congo" es un grupo con 22 años de trayectoria enfocado en rescatar y preservar la rica cultura congo. Su labor ha sido fundamental para restaurar tradiciones que, en su momento, fueron prohibidas, y para conectar con las vivencias de nuestros ancestros, muchos de los cuales no pudieron compartir su historia. Al actuar como un puente entre el pasado y el presente, Congo Mama Ari garantiza que su legado perdure. Esta sesión motivará a los asistentes a incluir la cultura afro en sus clases de idiomas.

## 1-027

Thursday, June 26 | 1:00 - 1:50 | Taboga

### **THE PORTUGUESE ADVOCACY SESSION**

**Presenter(s):** Mércia Flannery, The University of Pennsylvania, Philadelphia, PA

**Primary audience:** General

This session aims to showcase successful strategies that have bolstered Portuguese language programs, focusing on key areas such as student retention, measurable proficiency gains, and the expansion of program size and course offerings. We will explore effective practices that have helped us achieve our goals as educators and administrators of Portuguese language programs. Additionally, we will discuss necessary methodological and strategic adjustments to meet the evolving socio-cultural demands of our times.

## 1-028

Thursday, June 26 | 1:00 - 1:50 | Veraguas

### **I CAN'T? OR I WON'T? UNLOCKING MOTIVATION AND CONFIDENCE IN LANGUAGE LEARNERS OF ALL AGES**

**Presenter(s):** Samara Spielberg, Allen-Stevenson School, New York, NY; Michelle Geoffrion-Vinci, Lafayette College, Easton, PA

**Primary audience:** General

Motivation and confidence shape language learning, yet students of all ages battle self-doubt and fear of failure. A K-8 Spanish teacher and her former college professor reunite to share how they build lifelong motivation—from childhood to adulthood. Discover how psychological well-being, reducing anxiety, and age appropriate confidence-building techniques transform learners' mindsets. Learn strategies that create lasting impact—because, twenty years later, we're proof that the right approach sticks!

## **1 - 0 2 9**

Thursday, June 26 | 10:00 – 11:00 | Gran Salón Contadora

### **PRESIDENT'S WELCOME RECEPTION GRAND OPENING**

*Sponsored by Vista Higher Learning*

## **1 - 0 3 0**

Thursday, June 26 | 11:00 – 12:00 | Gran Salón Contadora

### **KEYNOTE PRESENTATION: SIGMA DELTA PI AND AATSP 3RD ANNUAL POETRY RECITAL**

Sigma Delta Pi, the National Collegiate Hispanic Honor Society, and the AATSP host their 3rd annual poetry recital featuring accomplished poets of the Spanish-speaking world.

## **1 - 0 3 1**

Thursday, June 26 | 12:00 – 12:50 | Exhibit Hall

### **RECEPTION WITH MUSIC**

*Sponsored by Vista Higher Learning*

# PRESIDENT'S WELCOME RECEPTION GRAND OPENING

**1 - 0 2 9**

**Thursday, June 26  
10:00 – 11:00  
Gran Salon Contadora**

The American Association of Teachers of Spanish and Portuguese (AATSP) invites you to join us for the opening of our 107th Annual Conference.

## OPENING REMARKS

Rosa Bell, 2025 AATSP President

Lic. Karla Duque, Director of Culture and Tourism of Panama  
María Carreira, AATSP Executive Director

## 2025 INITIATIVES

AATSP Virtual Innovations Fair and College Week  
*Academia: A Catalogue of Higher Education Programs in Spanish & Portuguese*  
Klett Award in Leadership and Program Innovation in Spanish & Portuguese  
Presented by Brittmarie Solis, Klett World Languages

*Momentos Educativos*  
Presented by Valerie Shull, AATSP and Vista Higher Learning

Awards and Scholarships from the University of Salamanca  
Presented by Claudia Kechkian, AATSP Exams Director

New Partnerships with Carlos V Education and FEDELE  
Presented by María Carreira, AATSP Executive Director

## CLOSING REMARKS

Presented by Rosa Bell

A reception will follow the Plenary Keynote.



*Sponsored by Vista Higher Learning*

# KEYNOTE PRESENTATION

1 - 0 3 0

Thursday, June 26  
11:00 – 12:00  
Gran Salon Contadora

## SIGMA DELTA PI AND AATSP 3RD ANNUAL POETRY RECITAL

### Moderator(s):

**Mark P. Del Mastro, Executive Director of Sigma Delta Pi, Charlottesville, SC; Scott Alvord, 2025 President Elect, AATSP, Provo, UT**

### Panelists:

**Yacqueline Ureña Otero, Japanese Embassy in Panama, Panama City, Panama; Liyanis González Padrón, Fundación Colegio Americano de Quito, Quito, Ecuador; Melissa Olivares, Lima, Peru; Javier Gutiérrez Lozano, Director of Alcorce Ediciones, Puebla de Zaragoza, Mexico; Fernando Valverde, University of Virginia, Charlottesville, VA**

### Primary Audience: General

In collaboration with our partners at Sigma Delta Pi, the annual Sigma Delta Pi and AATSP Recital de poesía returns this year in a new format as the first-ever Poetry Plenary in AATSP conference history. This event will take place immediately following the President's Welcome Reception, offering a powerful celebration of poetic expression at the heart of our gathering.

This year's conference also marks the 30th Triennial Convention of Sigma Delta Pi, held every three years in conjunction with the AATSP National Conference. This event has long served to honor excellence in the study of Spanish language and in the study of the literatures and cultures of the Spanish-speaking world.

Join us as we honor the art of poetry and the enduring partnership that brings it to life.

*Sponsored by Vista Higher Learning*



Yacqueline Ureña Otero



Liyanis González Padrón



Melissa Olivares



Javier Gutiérrez Lozano



Fernando Valverde

# PANAMANIAN WORKSHOPS

We are honored to present a series of Panamanian cultural workshops during this year's conference, offering participants a unique opportunity to engage with traditional crafts and techniques. Led by skilled artisans, these sessions will provide hands-on experience and deepen attendees' appreciation for the rich cultural heritage of Panama. We encourage all attendees to participate in these immersive workshops, which offer valuable insights into the artistry and traditions that define Panamanian culture.

These cultural Panamanian workshops are available exclusively to registered attendees.

## Exhibit Hall Alcove

### EL TALLER MOLA MAKE

**Sessions 1-044, 1-061, 2-011, and 2-029**

Yaliveth Roldán



### EL TALLER DE FIBRAS NATURALES

**Sessions 1-078, 1-095, 2-046, and 2-053**

Nickanor Jhulian Uelva Cabrera



### EL TALLER DE TEMBLEQUE

**Sessions 3-037 and 3-051**

Marjorie Ehrman



## SESSION BLOCK 3

Thursday, June 26 | 1:00 - 1:50

### EXHIBIT HALL OPEN

Thursday, June 26 | 11:45 - 6:00

### 1-032

Thursday, June 26 | 1:00 - 1:50 | Amador I

#### USING CHILDREN'S PICTURE BOOKS TO LEARN CONTENT AND LANGUAGE

**Presenter(s):** Juan Rios Vega, Bradley University, Peoria, IL

**Primary audience:** PreK-5

In this session, the participants will learn how the presenter draws from LatCrit theory and a culturally responsive curriculum to share how he used children's picture books to allow learners to enhance content and language development. In addition, the presenter will discuss how using Panama's historical and cultural facts allows children to develop a sense of pride and belonging while developing content and literary skills.

### WORKSHOP

#### 1-033

Thursday, June 26 | 1:00 - 1:50 | Amador II

#### DE BETANCES A BAD BUNNY: AGENTES DE CAMBIO DE PUERTO RICO

**Presenter:** Margarita De León Viera, West Career & Technical Academy, Las Vegas, NV; Julimar De León Viera, Evans Middle School, Newnan, GA

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

¿Busca una manera dinámica de motivar a sus alumnos a aprender sobre figuras históricas hispanohablantes? En esta sesión, le presentamos varias ideas de cómo despertar la curiosidad e involucrar a sus alumnos a sumergirse en el impacto social y cultural de figuras históricas y actuales en la comunidad puertorriqueña. Desde Betances hasta Bad Bunny, mostraremos su influencia socio-cultural en Puerto Rico y otras comunidades. Se llevarán estrategias listas para implementar que sus estudiantes no olvidarán.

### 1-034

Thursday, June 26 | 1:00 - 1:50 | Ancon I

#### THE INTEGRATION OF AI TECHNOLOGY ACROSS PROFICIENCY LEVELS IN COMMUNICATIVE LANGUAGE TEACHING

**Presenter(s):** Dr. Sendy M. Rhone, Texas Woman's University,

Denton, TX; Dr. Angela Mooney, Texas Woman's University, Denton, TX

**Primary audience:** Higher Ed

In this presentation, we will demonstrate a ChatGPT-based writing project for language courses (Spanish and Portuguese), as well as analyze student reflections on the activity based on their proficiency levels. We will also discuss adaptations to integrate the four language skills into the use of ChatGPT and develop thematic prompt questions for an activity in our respective courses. Adaptations for future rounds of activities will also be provided and discussed, as well as guiding principles to maximize the effectiveness of the use of ChatGPT.

### 1-035

Thursday, June 26 | 1:00 - 1:50 | Ancon II

#### VENTAJA PANAMA: BRIDGING BORDERS THROUGH STEM, LITERACY, AND MULTILINGUAL EDUCATION

**Presenter(s):** Beverly King Miller, Prairie View A&M University, Prairie View, TX

**Primary audience:** Higher Ed

This presentation highlights the Ventaja Panama STEM and Literacy Program, established in 2017. This innovative longitudinal research uses practical initiatives to promote multilingual education. It supports Spanish language learners participating in a study-abroad program from Texas, USA, and English language learners in a STEM camp program in Panama. The Ventaja Panama Program promotes cross-lingual communications while fostering cross-cultural respect and understanding.

### WORKSHOP

#### 1-036

Thursday, June 26 | 1:00 - 1:50 | Balboa

#### PORTUGUÊS PARA FINS ESPECÍFICOS: REDESENHANDO CURSOS PARA A DIPLOMACIA, A SUSTENTABILIDADE E INOVAÇÃO DIGITAL

**Presenter:** Eugênia Fernandes, Florida International University, Miami, FL

**Primary Audience:** Higher Ed

A oficina capacita professores de português a redesenhar currículos focados em diplomacia, sustentabilidade e tecnologia digital. Sob a abordagem de Línguas para Fins Específicos (LFE), os participantes criarão syllabi e módulos temáticos para atender às demandas globais, como negociações multilaterais, combate ao racismo ambiental e inovação tecnológica. Estudos de caso baseados no livro The Handbook of Portuguese for Specific Purposes guiarão o desenvolvimento de estratégias

concretas para aumentar a empregabilidade e engajamento estudantil na atualidade.

### **1-037**

Thursday, June 26 | 1:00 - 1:50 | Casaya

#### **SPANISH IMMERSION WHILE TRAVELLING TO PANAMA AND LEARNING ABOUT CULTURE AND HISTORY**

**Presenter(s):** Alberto Orillac, EPA ESPAÑOL EN PANAMA, Panama; Lia Lezcano, EPA Español en Panama, Panama

**Primary audience:** General

EPA in Panama will present their academic program and it's options for studying or improving Spanish while leaving in a Panamanian homestay or residence style hotel and at the same time, learning about indigenous culture, history, cooking, dancing classes, service learning, local high school interaction, visiting sites within the country while improving the Spanish language. Ideal for high school and university students that would like to come for an academic program from one week to months.

### **1-038**

Thursday, June 26 | 1:00 - 1:50 | Contadora I

#### **MYTHS AND LEGENDS IN THE SPANISH CLASSROOM: CELEBRATING CULTURAL ROOTS THROUGH TRADITIONAL STORYTELLING**

**Presenter(s):** Kaleb Hyatt, Bay Springs Middle School, Villa Rica, GA

**Primary audience:** General

Discover how myths and legends from the Spanish-speaking world can enrich your classroom by celebrating cultural roots through traditional storytelling. This session offers strategies for using these narratives to teach vocabulary, grammar, and culture while fostering meaningful connections to the rich heritage of the Hispanic world. Attendees will leave with ready-to-use activities and insights for engaging students through these timeless tales.

### **1-039**

Thursday, June 26 | 1:00 – 1:50 | Contadora II

**OPEN**

### **1-040**

Thursday, June 26 | 1:00 -1:50 | Contadora III

#### **MÁS ALLÁ DEL AULA TRADICIONAL: EL ESPAÑOL AL SERVICIO DE LAS PROFESIONES**

**Presenter(s):** Conxita Domènec, University of Wyoming, Laramie, WY; Amalia Garzón, Northern Arizona University, Yuma, AZ

**Primary audience:** Higher Ed

Los cursos y los programas de español orientados al desarrollo

de la competencia lingüística y cultural en ámbitos profesionales atraen a nuevas generaciones de estudiantes que no se sienten interesados en los programas tradicionales. Cada vez más universitarios optan por cursos de español centrados en distintos campos profesionales, que forman parte de certificados complementarios a sus títulos académicos. El carácter interdisciplinario de estos certificados dinamiza nuestros programas y, al mismo tiempo, permite a los estudiantes alcanzar sus objetivos de comunicación profesional. En esta presentación, analizaremos la creación y la evolución de un certificado de Español para Profesiones y compartiremos las impresiones de los estudiantes sobre el plan de estudios, así como sus logros lingüísticos y culturales.

### **1-041**

Thursday, June 26 | 1:00 -1:50 | Contadora IV

**OPEN**

### **1-042**

Thursday, June 26 | 1:00 - 1:50 | Darien

#### **INFLUENTIAL WOMEN – CELEBRATING THEIR ROOTS AND CULTURES THOUGH PODCASTS**

**Presenter(s):** Elizabeth (Liz) Matchett, Palo Alto Unified School District, Palo Alto, CA

**Primary audience:** Secondary (9-12)

More than 50% of the global population identifies as female, but we mostly hear about the achievements of men. This complete IPA is suitable for intermediate-mid+ learners and guides them to find out about influential women from the Spanish-speaking world by creating podcasts in the target language that tell about their formation as leaders, accomplishments in their field, and give the listener insight into the importance of their lives. Participants will receive links to all materials.

### **1-043**

Thursday, June 26 | 1:00 - 1:50 | Exhibit Hall

#### **THE XPERITAS DIFFERENCE – NONPROFIT LANGUAGE IMMERSION TRAVEL**

**Presenter(s):** Leslie Gale, Xperitas, Saint Louis Park, MN

**Primary audience:** Secondary (9-12)

Not all educational travel experiences are created equal. Spanish teacher who are serious about providing their students with an authentic immersion experience won't settle for a "trip" they look for a transformative experience for their students. In this session, Leslie Gale, Executive Director of Xperitas, an organization created BY language teachers FOR language teachers, will share how the Xperitas commitment to mission, the Family Stay Experience®, and our robust financial aid program is the only choice for

teachers interested in transforming students into globally minded individuals who understand the true meaning of community in the global context.

## **1-044**

Thursday, June 26 | 1:00 – 1:50 | Exhibit Hall Alcove

### **EL TALLER MOLA MAKE**

**Presenter(s):** Yaliveth Roldán, Mola Make, Panama

**Primary audience:** General

El taller Mola Make ofrece una inmersión fascinante en la rica tradición cultural de la etnia Guna Yala de Panamá. Este arte textil, que ha sido transmitido de generación en generación, es conocido por sus vibrantes colores y diseños intrincados que reflejan la identidad y la historia de su pueblo. Durante el taller, Yali enseñará a los participantes la técnica básica original para elaborar molas, comenzando desde la selección de materiales hasta la ejecución de los patrones que caracterizan esta forma de arte.

## **1-045**

Thursday, June 26 | 1:00 - 1:50 | Flamenco

### **FROM HIGH SCHOOL TO COLLEGE: DO STUDENTS REALLY EVER ACQUIRE THE GUSTAR STRUCTURE?**

**Presenter(s):** José Luis Garrido Rivera, Mercer University, Macon, GA; Miriam Frago, Banneker High School Fulton County, Atlanta, GA

**Primary audience:** General

This study investigates the developmental stages of the interpretation of gustar sentences among L1 English speakers learning Spanish across different levels and settings (high school and college). To this aim, an online survey featuring a background questionnaire, the selection of Spanish translations, and grammatical judgements displaying sentences with varying subjects and indirect objects (e.g., yo te gusto), syntactic orders (me gusta el pan/el pan me gusta), as well as invariable gusta (e.g., me gusta los perros\*) were employed.

## **1-046**

Thursday, June 26 | 1:00 - 1:50 | Herrera

### **SHH ADVISORY BOARD MEETING, BY INVITATION ONLY**

## **1-047**

Thursday, June 26 | 1:00 - 1:50 | Naos

### **THE IMPACT OF STANDARD LANGUAGE IDEOLOGIES ON THE AFRO-CARIBBEAN LEARNER OF SPANISH**

**Presenter(s):** Valentino Rahming, University of North Carolina Wilmington, Wilmington, NC

**Primary audience:** Higher Ed

This presentation demonstrates the impact of standard language ideologies on the language learning experiences of 5 intermediate students of Spanish at a university in The Bahamas. Through using the model of investment (Darvin and Norton, 2015) it incorporates language learner autobiographies, classroom observations and interviews to show how standard ideologies served as a double-edged sword in their respective experiences. Throughout the presentation teachers will be provided with strategies to combat these ideologies to improve learner engagement.

## **1-048**

Thursday, June 26 | 1:00 - 1:50 | Taboga

### **USING PRIMARY LITERARY TEXTS TO ESTABLISH COURSE-LONG CRITICAL CULTURE THEORY IN INTERMEDIATE SPANISH/PORTUGUESE COURSES**

**Presenter(s):** Dr. Daniel Cuenca, Northeastern University, Boston, MA

**Primary audience:** Higher Ed

This presentation examines the practical use of primary, Spanish- and Portuguese-language literary works as theoretical frameworks that can be applied through an entire Intermediate-level course to exercise a critical perspective on the cultural contexts provided. Through the level-appropriate, meta-political analysis of cardinal Latin American short stories and Brazilian crônicas, this talk will articulate specific methods for First-/Third-World deconstruction, trans-national/-cultural humility, and ambiguity-embracing global agility across the Atlantic.

### **SESSION BLOCK 4**

Thursday, June 26 | 2:00 – 2:50

## **1-049**

Thursday, June 26 | 2:00 – 2:50 | Amador I

### **LESSONS AS GAMES**

**Presenter(s):** Flor Berman, Saint David's School, New York, NY

**Primary audience:** PreK – 5

Games offer endless opportunities to reach all students and help them maximize the use of target language. They are also a way for younger students to connect to the cultural practices of a language. In this session, a sequence of games will be showcased from the start of a unit until students are ready to demonstrate mastery through presentational work. Each of the games will serve to either introduce content through interpretive tasks or practice content in interpersonal communication.

## WORKSHOP

### 1-050

Thursday, June 26 | 2:00 - 2:50 | Amador II

#### **(CONTINUED FROM 1:00 - 1:50) DE BETANCES A BAD BUNNY: AGENTES DE CAMBIO DE PUERTO RICO**

**Presenter:** Margarita De León Viera, West Career & Technical Academy, Las Vegas, NV; Julimar De León Viera, Evans Middle School, Newnan, GA

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

¿Busca una manera dinámica de motivar a sus alumnos a aprender sobre figuras históricas hispanohablantes? En esta sesión, le presentamos varias ideas de cómo despertar la curiosidad e involucrar a sus alumnos a sumergirse en el impacto social y cultural de figuras históricas y actuales en la comunidad puertorriqueña. Desde Betances hasta Bad Bunny, mostraremos su influencia socio-cultural en Puerto Rico y otras comunidades. Se llevarán estrategias listas para implementar que sus estudiantes no olvidarán.

### 1-051

Thursday, June 26 | 2:00 - 2:50 | Ancon I

#### **ACTIVANDO EL APRENDIZAJE: ESTRATEGIAS LÚDICAS PARA EL**

**Presenter:** Sonia Alcocer, FCPS, Fairfax, VA; Limari Perez Castellanos, FCPS, Fairfax, VA

**Primary Audience:** General

Este taller resalta el potencial de las actividades lúdicas como herramienta clave integradas al aula, para crear un entorno de aprendizaje activo. Estas estrategias no solo refuerzan el aprendizaje académico, sino que también preparan emocionalmente a los estudiantes, reducen el estrés, fomentan la creatividad y la colaboración. Los asistentes experimentarán estas actividades y aprenderán a integrarlas eficazmente en sus aulas, fomentando la motivación y un clima de confianza en el proceso de enseñanza y aprendizaje.

### 1-052

Thursday, June 26 | 2:00 - 2:50 | Ancon II

#### **GET IN STEP: LEARN A FUN PANAMANIAN FOLK DANCE CHOREOGRAPHY!**

**Presenter(s):** Jenniffer Whyte, Bilingual Kids, Inc., Anniston, AL

**Primary audience:** General

Discover the rich rhythms and vibrant traditions of Panamanian dance! This session introduces educators to basic steps (pasos básicos) of cumbia and denesa—two captivating folkloric dances of Panama. Participants will learn simple choreography and

prepare for an optional group performance on the final day of the conference. Join us to dance, connect with culture, and bring Panama's spirited tradition to life! Contact Jenniffer Whyte for details on how to participate in the performance.

## WORKSHOP

### 1-053

Thursday, June 26 | 2:00 - 2:50 | Balboa

#### **(CONTINUED FROM 1:00 - 1:50) PORTUGUÊS PARA FINS ESPECÍFICOS: REDESENHANDO CURSOS PARA A DIPLOMACIA, A SUSTENTABILIDADE E INOVAÇÃO DIGITAL**

**Presenter:** Eugênia Fernandes, Florida International University, Miami, FL

**Primary Audience:** Higher Ed

A oficina capacita professores de português a redesenhar currículos focados em diplomacia, sustentabilidade e tecnologia digital. Sob a abordagem de Línguas para Fins Específicos (LFE), os participantes criam syllabi e módulos temáticos para atender às demandas globais, como negociações multilaterais, combate ao racismo ambiental e inovação tecnológica. Estudos de caso baseados no livro *The Handbook of Portuguese for Specific Purposes* guiarão o desenvolvimento de estratégias concretas para aumentar a empregabilidade e engajamento estudantil na atualidade.

### 1-054

Thursday, June 26 | 2:00 - 2:50 | Casaya

#### **THE IMPACT OF TRAVEL IN CULTURAL IMMERSION, LANGUAGE PROFICIENCY, AND COMMUNITY SERVICE**

**Presenter(s):** J. R. Pico, Indiana University Kokomo, IN

**Primary audience:** General

In this presentation I will demonstrate the feasibility of incorporating a travel experience that will broaden the participants' horizons with internationalization, language competency and positive community involvement.

### 1-055

Thursday, June 26 | 2:00 - 2:50 | Contadora I

#### **FROM FLAMENCO TO FESTIVALS: INTEGRATING ANDALUSIAN CULTURE INTO SPANISH LANGUAGE CLASSROOMS**

**Presenter(s):** Noelia Gálvez-Fernández, Hillbrook School, San José, CA

**Primary audience:** Secondary (9-12)

This session explores how to bring Andalusian culture into the Spanish classroom through engaging activities based on traditions like flamenco, local festivals, historical landmarks, literature, and

art. Educators will discover strategies for incorporating authentic materials to enrich language learning while promoting cultural appreciation. Attendees will leave with practical tools and lesson plans that make Andalusian culture come alive, fostering a deeper connection between students and the Spanish-speaking world.

## **1-056**

Thursday, June 26 | 2:00 - 2:50 | Contadora II

### **ADDRESSING A UNIVERSE OF POSSIBILITIES - BUILDING A SPANISH FOR THE PROFESSIONS CURRICULUM**

**Presenter(s):** Erik Ladner, Iowa State University, Ames, IA

**Primary audience:** Higher Ed

This presentation will present a model for a Spanish for the Professions course that addresses many different professional areas (i.e. business, engineering, agriculture) in a way that allows students to explore their particular professional areas while benefiting linguistically from the broader exposure to a wide variety of disciplines. Course materials and assessment methods will be discussed to help you build a universe of possibilities in your Spanish for the Professions course.

## **1-057**

Thursday, June 26 | 2:00 - 2:50 | Contadora III

### **AATSP ELECTION CANDIDATES INTRODUCTIONS**

**Primary audience:** General

We invite all AATSP members to come and listen to short speeches by the 2026 candidates for the AATSP Board of Directors.

## **1-058**

Thursday, June 26 | 2:00 - 2:50 | Contadora IV

### **GRAPES WITH CHEESE TASTE LIKE A KISS (UVAS CON QUESO SABEN A BESO)**

**Presenter(s):** Jesús Joaquim Cerdá Tortosa, Embassy of Spain, Washington, DC

**Primary audience:** General

This session will explore some proverbs from classic Latin American literature related to food, starting with the classic Don Quijote de la Mancha. From there, we will present various resources (websites, blogs, ads, etc.) to help incorporate the topic of gastronomy into Spanish lessons.

## **1-059**

Thursday, June 26 | 2:00 - 2:50 | Darien

### **AÑO 1510 EN Y DESDE NORTEAMÉRICA NARRANDO SU HISTORIA EN ESPAÑOL**

**Presenter(s):** Carmen Benito Vessels, University of Maryland, College Park, MD

**Primary audience:** General

El español llegó a La Florida en un estadio pre cervantino y coexistió en diglosia con las lenguas amerindias. Veremos los primeros pasos del español en La Florida y su necesaria supervivencia en condiciones de diglosia con multitud de lenguas amerindias. Las primeras palabras escritas en español en Norteamérica datan del siglo XVI; la cartografía y la onomástica recogida en los centros administrativos de La Florida, nombres de las misiones, poblados y fuertes de la región son también las primeras entradas para un atlas lingüístico del español en Norteamérica.

## **1-060**

Thursday, June 26 | 2:00 - 2:50 | Exhibit Hall

### **LEVERAGING ASSESSMENT FOR COLLEGE & CAREER READINESS**

**Presenter(s):** Gosia White, Language Testing International, Tarrytown, NY

**Primary audience:** Secondary (9-12)

Through tools like the Seal of Biliteracy (SOBL) and ACTFL assessments, students gain more than recognition for their multilingual skills—they gain a competitive edge for college and career opportunities. These credentials validate their abilities and demonstrate how their cultural and linguistic heritage translates into economic and professional value.

## **1-061**

Thursday, June 26 | 2:00 – 2:50 | Exhibit Hall Alcove

### **EL TALLER MOLA MAKE (CONTINUED)**

**Presenter(s):** Yaliveth Roldán, Mola Make, Panama

**Primary audience:** General

El taller Mola Make ofrece una inmersión fascinante en la rica tradición cultural de la etnia Guna Yala de Panamá. Este arte textil, que ha sido transmitido de generación en generación, es conocido por sus vibrantes colores y diseños intrincados que reflejan la identidad y la historia de su pueblo. Durante el taller, Yali enseñará a los participantes la técnica básica original para elaborar molas, comenzando desde la selección de materiales hasta la ejecución de los patrones que caracterizan esta forma de arte.

## **1-062**

Thursday, June 26 | 2:00 - 2:50 | Flamenco

### **SHOWCASING CULTURAL DIVERSITY IN RESTAURANT MENUS IN PHILADELPHIA, PENNSYLVANIA**

**Presenter(s):** Maria de la Luz Matus Mendoza, Drexel University, Philadelphia, PA

**Primary audience:** Higher Ed

How Latino restaurateurs showcase their cultural heritage using Spanish in the names of dishes on menus is analyzed in a sample collected in an official information visitor site and in "The Philadelphia Inquirer" featuring Latino restaurateurs. A Critical Discourse Analysis (CDA) perspective and Ben-Rafael's (2009) framework for the naming process guide this analysis. The results reveal that the use of Spanish functions as a sign of identity, belonging to a group and to distinguish from others.

### **1-063**

Thursday, June 26 | 2:00 - 2:50 | Herrera

#### **SHH ADVISORY BOARD MEETING, BY INVITATION ONLY**

### **1-064**

Thursday, June 26 | 2:00 - 2:50 | Naos

#### **NARRATIVES OF BLACK PANAMA: AFRO-ANTILLANOS, CHOLOS, MORENOS Y NEGROS**

**Presenter(s):** Krishauna Hines-Gaither, Mount Saint Mary's University, Los Angeles, CA

**Primary audience:** General

This session provides a historical overview of the conceptualization of Blackness in Panama. The presenter will share research and narratives from interviews conducted with Afro-Panamanians. Topics include slavery, historical migration from Jamaica to build the Panama Canal, beauty standards, language, culture, colorism, contributions and contemporary race relations. You will learn how Black Panamanians advocate for racial justice and how they have preserved their rich heritage and cultural identity. Attendees will receive practical lesson plans to implement immediately.

### **1-065**

Thursday, June 26 | 2:00 - 2:50 | Taboga

#### **LA ENSEÑANZA DE LITERATURA Y CULTURA EN UN ESPACIO DE DESCANSO TECNOLÓGICO**

**Presenter(s):** Fernando Valverde, University of Virginia, Charlottesville, VA

**Primary audience:** General

Our world is marked by the permanent presence of technology. Students are subjected to a high level of technological stress that prevents the development of other skills such as memory, emotional intelligence, concentration and IMAGINATION. Desde hace dos años en mis clases está prohibido cualquier objeto inventado después de 1900. Presentaré los datos de mi investigación, incluyendo encuestas y pruebas de comprensión lectora y concentración.

### **SESSION BLOCK 5**

Thursday, June 26 | 3:00 - 3:50

### **1-066**

Thursday, June 26 | 3:00 - 3:50 | Amador I

#### **STORYBOOK CHATTANOOGA: CELEBRATING CULTURES AND CONNECTING COMMUNITIES**

**Presenter(s):** Brianne Stambaugh, Covenant College, Lookout Mt., GA; Joe Honeycutt, Storybook Chattanooga, Chattanooga, TN

**Primary audience:** Higher Ed, PreK-5

Connecting students to the target language community and celebrating the cultures of those who speak the language are two goals of many language teachers. This presentation will outline a storytelling project which connected Spanish language learners at the university level with elementary aged English language learners in an effort to facilitate language practice and celebrate the students' abilities. Example assignments and strategies for implementing the project will be shared with participants.

### **1-067**

Thursday, June 26 | 3:00 - 3:50 | Amador II

#### **INCORPORATING SUBJUNCTIVE IN CULTURALLY ROOTED TEXTS: CURRICULUM DEVELOPMENT AND TEACHING STRATEGIES TO SPEAKERS OF PORTUGUESE**

**Presenter(s):** Débora Ferreira, Utah Valley University, Orem, UT

**Primary audience:** Higher Ed

What curriculum and strategies might better prepare intermediate students to produce at the level of intermediate high or advanced as defined by ACTFL or CELPE-BRAS? This presentation narrates steps in such pursuit, with considerations for text selections, and strategies to support students' production of subjunctive in their own texts.

### **WORKSHOP**

### **1-068**

Thursday, June 26 | 3:00 - 3:50 | Ancon I

#### **(CONTINUED) ACTIVANDO EL APRENDIZAJE: ESTRATEGIAS LÚDICAS PARA EL AULA**

**Presenter:** Sonia Alcocer, FCPS, Fairfax, VA; Limari Perez Castellanos, FCPS, Fairfax, VA

**Primary Audience:** General

Este taller resalta el potencial de las actividades lúdicas como herramienta clave integradas al aula, para crear un entorno de aprendizaje activo. Estas estrategias no solo

refuerzan el aprendizaje académico, sino que también preparan emocionalmente a los estudiantes, reducen el estrés, fomentan la creatividad y la colaboración. Los asistentes experimentarán estas actividades y aprenderán a integrarlas eficazmente en sus aulas, fomentando la motivación y un clima de confianza en el proceso de enseñanza y aprendizaje. La curiosidad e involucrar a sus alumnos a sumergirse en el impacto social y cultural de figuras históricas y actuales en la comunidad puertorriqueña. Desde Betances hasta Bad Bunny, mostraremos su influencia socio-cultural en Puerto Rico y otras comunidades. Se llevarán estrategias listas para implementar que sus estudiantes no olvidarán.

## **1-069**

Thursday, June 26 | 3:00 - 3:50 | Ancon II

### **RHYTHMS OF RESISTANCE: EXPLORING THE SOCIAL JUSTICE THEMES IN RUBEN BLADES' MUSIC AND LYRICS**

**Presenter(s):** Francisco Garcia-Quezada, New York City, NY

**Primary audience:** General

This presentation explores the social justice themes in Ruben Blades' music, focusing on how his lyrics address issues like inequality, oppression, and identity. Through a detailed analysis of songs such as "Prohibido Olvidar," "Ligia Elena," and "Pedro Navaja," we will uncover how Blades uses storytelling to reflect the cultural and social struggles of Latin America. His work, relevant to Spanish and Portuguese educators, offers profound insights into the intersection of music, culture, and activism.

## **1-070**

Thursday, June 26 | 3:00 - 3:50 | Balboa

### **UPCYCLING OLD COGNATE LESSONS WITH AI: 'AMIGOS TRILINGÜES' A FUN, TECH-ENHANCED WEEK 1 ACTIVITY FOR LANGUAGE CLASSES**

**Presenter(s):** Nayka Barrios Jaén de Miller, St. Petersburg College, St. Petersburg, FL

**Primary audience:** Secondary (9-12)

Discover a dynamic way to teach Spanish, Portuguese, and other language cognates with "Cognate Compañeros: Trilingüe," an engaging lesson plan for upper school and college students. Perfect for Week 1 or later, this session combines cognates with AI tools like Padlet, DALL-E, and AI Video to enable collaborative storytelling and AI-generated illustrations. Attendees will learn to enhance student engagement through trilingual cognate matching, storytelling, and dialogue expansion, merging traditional methods with modern technology.

## **1-071**

Thursday, June 26 | 3:00 - 3:50 | Casaya

### **PLURILINGUALISM IN A MULTICULTURAL CLASSROOM: SOACHA, A BIODIVERSE LANGUAGE TEACHING ENVIRONMENT**

**Presenter(s):** Rocio del Pilar Velasco Beltrán, Secretaria de Educación, Soacha, Cundinamarca, Colombia

**Primary audience:** General

Soacha is a town close to Bogota, the Colombian capital, unfortunately this town has a large number displacement conditions population, it means into the school language teachers must consider extra factors for the educative practice, Many of those factors can be concluded into instability, lack of resources, emotional distress, and varying literacy levels, For these reasons Spanish as L1 and English as L2 teachers must consider the multiculturalism not only as a teaching strategy but a learning factor.

## **1-072**

Thursday, June 26 | 3:00 - 3:50 | Contadora I

### **MEJORANDO EL APRENDIZAJE DE IDIOMAS A TRAVÉS DE LA MÚSICA Y LA CULTURA**

**Presenter(s):** Carmen Reyes, The Langley School, McLean, VA; Bertha Delgadillo, Woodville Tompkins Technical & Career High School, Savannah, GA

**Primary audience:** General

Celebra y descubre cómo la música y la cultura pueden transformar el aprendizaje, creando experiencias significativas en el aula y el corazón de tus estudiantes. Además de sus beneficios como recurso auténtico, aprenderás estrategias para varios modos comunicativos, juegos, TPR con nuevo vocabulario, uso estratégico de imágenes y elementos culturales. Aprenderás cómo integrar la inteligencia artificial y recibirás ideas y recursos prácticos para ahorrar tiempo y enriquecer tu aula.

## **1-073**

Thursday, June 26 | 3:00 - 3:50 | Contadora II

### **CREATING ENVIRONMENTAL COURSES IN SPANISH: EMPOWERING STUDENTS THROUGH ENVIRONMENTAL JUSTICE, ACTIVISM AND PROJECT-BASED LEARNING**

**Presenter(s):** Raelynne Hale, Kansas State University, Manhattan, KS; Molly Falsetti-Yu, Smith College, Northampton, MA

**Primary audience:** Higher Ed

In the 21st century, environmental themes have been infused into Spanish-language textbooks. The demand for these topics has been so well-received that now, environmental Spanish courses

are offered all over the world (University of Helsinki, UN CC:Learn, Kansas State University, Smith College, and more!). In this session, we share materials and pedagogical strategies used in our courses: Environmental Perspectives in Latin America, Environmental Spanish, and Climate Voices: Voces por el clima.

## **1-074**

Thursday, June 26 | 3:00 - 3:50 | Contadora III

### **AATSP ELECTION CANDIDATES INTRODUCTIONS**

**Primary audience:** General

We invite all AATSP members to come and listen to short speeches by the 2026 candidates for the AATSP Board of Directors.

## **1-075**

Thursday, June 26 | 3:00 - 3:50 | Contadora IV

### **UNLOCKING OPPORTUNITIES: JOIN THE NABE COMMUNITY AND ELEVATE YOUR IMPACT**

**Presenter(s):** Nilda Aguirre - Executive Director, National Association of Bilingual Education, Hammond, LA; Dr. Belinda Treviño Schouten - Central Region Board NABE Board Member, San Antonio, TX

**Primary audience:** General

Come join us to learn about the National Association of Bilingual Education (NABE) and how to become a NABE Affiliate. NABE offers an array of publication opportunities and journals, including the: Bilingual Research Journal (BRJ), NABE Journal of Research and Practice, and Global Perspectives, professional development opportunities, and a national/international network of emergent bilingual practitioners. We look forward to sharing all of this information with you.

## **1-076**

Thursday, June 26 | 3:00 - 3:50 | Darien

### **LINGUISTIC JUSTICE AS RACIAL JUSTICE: ADDRESSING RACISM IN EDUCATION**

**Presenter(s):** Kevin Berstler, University of Colorado-Denver, Denver, Colorado

**Primary audience:** Secondary (9-12)

This presentation explores systemic racism against Spanish-speaking communities in U.S. education, focusing on bilingualism stigmatization, inequitable tracking, and cultural erasure. Highlighting challenges in the Southwest and Denver, Colorado, it advocates for integrating culturally sustaining pedagogy (CSP) and heritage language education to affirm identities and promote equity. Attendees will gain strategies to address systemic barriers and advance linguistic justice as a key component of racial justice in education.

## **1-077**

Thursday, June 26, 3:00 - 3:50 | Exhibit Hall

### **INMERSIÓN LINGÜÍSTICA Y CULTURAL EN ESPAÑA**

**Presenter(s):** Jeff Wells, Carlos V Education, Seville, Spain; Juan Antonio Bardón, Carlos V Education, Seville, Spain

**Primary audience:** General

¿Has soñado alguna vez de llevar a tus alumnos a España? Carlos V Education somos expertos en viajes lingüísticos y culturales en España y en esta sesión ofrecemos consejos prácticos para los profesores organizando un viaje. Veremos los beneficios de un programa de inmersión y actividades que podemos realizar en nuestras clases antes y después del viaje. Es una sesión interactiva donde compartimos nuestras experiencias en viajes educativos o dudas y preocupaciones en llevar a cabo uno.

## **1-078**

Thursday, June 26 | 3:00 – 3:50 | Exhibit Hall Alcove

### **ARTE INDÍGENA DE PANAMÁ: TALLER DE FIBRAS NATURALES DE LA ETNIA INDÍGENA DE EMBERÁ**

**Presenter(s):** Nickanor Jhulian Uelva Cabrera (Emberá, Darien), Panama

**Primary audience:** General

Únete a nosotros en un taller transformador que explora el uso de fibras naturales en la cultura Emberá. Los educadores obtendrán valiosos conocimientos sobre técnicas tradicionales, enriqueciendo su currículo de idioma español con contenido cultural auténtico. Los asistentes se irán equipados para inspirar a los estudiantes sobre el patrimonio indígena, fomentar la sostenibilidad ambiental y cultivar el respeto por la diversidad cultural.

## **1-079**

Thursday, June 26 | 3:00 - 3:50 | Flamenco

### **LEARNING SPANISH WHILE RUNNING: ENHANCED MENTAL ENCODING OF NEW VOCABULARY DURING PHYSICAL EXERCISE**

**Presenter(s):** Katherine, Anson, St. Mark's School of Texas, Dallas, TX

**Primary audience:** Secondary (9-12)

This presentation shows the findings of a case study where the mental encoding of new vocabulary occurred during running.

## **1-080**

Thursday, June 26 | 3:00 - 3:50 | Herrera

### **SHH ADVISORY BOARD MEETING, BY INVITATION ONLY**

## 1-081

Thursday, June 26 | 3:00 - 3:50 | Naos

### **FORTALECIENDO LA DIVERSIDAD: ESTRATEGIAS PARA EDUCADORES AFRODESCENDIENTES Y AFRO LATINOS**

**Presenter(s):** Rosa Bell, James Campbell High School, Ewa Beach, HI; Kim Haas, Haas Media LLC, New York City, NY

**Primary audience:** General

Este panel de discusión se centrará en la importancia de la Diversidad, Equidad e Inclusión (DEI) en el ámbito educativo, con un enfoque especial en las experiencias y perspectivas de educadores afrodescendientes y afro-latinoamericanos. A través de esta sesión, buscaremos fomentar un diálogo enriquecedor y compartir estrategias efectivas que promuevan una enseñanza más inclusiva y representativa. This panel will not only address challenges but also highlight the strengths and contributions of Afro-descendant and Afro-Latino educators, fostering a sense of community and shared purpose.

## 1-082

Thursday, June 26 | 3:00 - 3:50 | Taboga

### **PANEL | APPRECIATING OUR ROOTS AND CULTURES THROUGH CLASSROOM EXPERIENCES**

**Presenter(s):** M. Luci Moreira, College of Charleston, Charleston, SC; Mércia Flannery, University of Pennsylvania, Philadelphia, PA

**Primary audience:** Higher Ed

In this panel we will be discussing students' cultural learning experiences in the classroom and abroad. The goal is to have students analyze their own strategies to evaluate, appreciate and celebrate our roots and cultures, and become more aware of their role in the classroom and abroad.

### **SESSION BLOCK 6**

Thursday, June 26 | 4:00 - 4:50

## 1-083

Thursday, June 26 | 4:00 - 4:50 | Amador I

### **A LA RUEDA RUEDA ... DISCUSSION A LA CARTE**

**Presenter(s):** Nadine Jacobsen-McLean, Jefferson County Public Schools, Louisville, KY

**Primary audience:** PreK-5

A la rueda rueda is a nod to childhood songs and rhymes. This presentation will show how one can incorporate culturally authentic songs and rhymes to engage learners and provide them with cultural tools to navigate the language.

## 1-084

Thursday, June 26 | 4:00 - 4:50 | Amador II

### **SUTILEZAS ORTOGRÁFICAS: ¿SÍ O SI?**

**Presenter(s):** Domnita Dumitrescu

**Primary audience:** Higher Ed

Esta ponencia discute los diferentes tipos de si (con y sin acento) que hay en español y la mejor manera de diferenciarlos desde el punto de vista semántico-pragmático. En particular, se enfoca en el si exclamativo, el si dubitativo, el sí afirmativo y el sí enfático, como en: ¡Vaya si tiene miedo! ; Me pregunto si tiene miedo; Sí, tiene miedo; y Sí (que) tiene miedo. De paso, se hará referencia al si condicional, al sí pronombre reflexivo y al sí como nombre o el si nota musical.

### **SPOTLIGHTED SESSION**

Thursday, June 26 | 4:00 - 4:50 | Ancon I

## 1-085

### **NAVIGATING MULTILINGUAL BRIDGES IN THE HEART OF THE UNIVERSE**

**Presenter(s):** Luis Javier Pentón Herrera, University of Warsaw, Warsaw, Poland

**Primary Audience:** General

This talk addresses the synergistic relationship among English, Spanish, Portuguese, and the native languages of the Spanish-speaking Americas, emphasizing their collective importance in the academic achievement, well-being, and labor force readiness of students in the U.S. and Latin America. I will advocate for an approach to language education that transcends traditional confines and fosters a more interconnected - global as well as local - linguistic landscape.

## 1-086

Thursday, June 26 | 4:00 - 4:50 | Ancon II

### **OPEN**

## 1-087

Thursday, June 26 | 4:00 - 4:50 | Balboa

### **REVISITANDO LAÇOS ESQUECIDOS: CONECTANDO APRENDIZES À HISTÓRIA POR MEIO DA TECNOLOGIA**

**Presenter(s):** Rachel Mamiya Hernandez, University of Hawai'i at Mānoa, Honolulu, HI

# TESOL AND QUALITY LEADERSHIP UNIVERSITY EVENT

Thursday, June 26  
4:00 5:50  
Contadora I

Join us for this two-part event sponsored by Panama TESOL and Quality Leadership University featuring two talks and the presentation of awards to support the study of English as a Second Language by Panamanian students.  
Moderated by Mary Risner, AATSP Board of Directors



**1-085**  
**NAVIGATING MULTILINGUAL BRIDGES  
IN THE HEART OF THE UNIVERSE**



Presenter: Luis Javier Pentón Herrera, University of Warsaw, Warsaw, Poland

This talk addresses the synergistic relationship among English, Spanish, Portuguese, and the native languages of the Spanish-speaking Americas, emphasizing their collective importance in the academic achievement, well-being, and labor force readiness of students in the U.S. and Latin America. I will advocate for an approach to language education that transcends traditional confines and fosters a more interconnected - global as well as local - linguistic landscape.

**1-102**  
**CÓMO FORTALECER LOS PROGRAMAS  
DE DIVERSIDAD, EQUIDAD E INCLUSIÓN**

Presenter: Mariana León, Ph.D., Quality Leadership University, Panama City, Panama

Esta presentación explorará a fondo estrategias y programas prácticos diseñados para que los profesionales e instituciones educativas impulsen de manera efectiva la DEI (Diversidad, Equidad e Inclusión) en sus entornos. Se analizarán metodologías concretas para la creación y el sostenimiento de ambientes de aprendizaje genuinamente inclusivos, donde cada estudiante se sienta valorado y respetado. Asimismo, se examinará la crucial incorporación de pedagogías culturalmente relevantes, que reconozcan y respondan a la diversidad de experiencias y orígenes de los alumnos, enriqueciendo así el proceso educativo. Un componente esencial de esta presentación será el diseño y la implementación de programas de becas estratégicamente dirigidos a la diversidad, en el contexto y los retos que afronta Panamá.



**Primary audience:** General

Em 1824, o rei Kamehameha II e membros de sua corte embarcaram em uma longa viagem das Ilhas Havaianas ao Rio de Janeiro. Segundo relatos, a realeza havaiana foi bem recebida por Dom Pedro I, mas esse encontro acabou sendo esquecido tanto na história brasileira quanto na havaiana. Esta apresentação explorará o design e o desenvolvimento de uma sala de escape digital para aprendizes de português, criada para revisitá-la e reimaginar esse momento significativo na história de duas nações jovens.

## 1-088

Thursday, June 26 | 4:00 - 4:50 | Casaya

### **FROM FULBRIGHT IN PANAMA TO TEACHING SPANISH IN THE U.S.: LESSONS THAT LAST**

**Presenter(s):** Megan Hickey, Douglas Anderson School of the Arts, Jacksonville, FL

**Primary audience:** General

This presentation explores the lasting impact of a Fulbright ETA grant in Panama and its influence on language teaching in the U.S. The presenter will share insights gained from working with local teachers, Embassy staff and PanamaTESOL while teaching university students, reshaping approaches to language instruction. Attendees will gain practical strategies for applying these lessons, regardless of language or subject, and explore benefits of international collaboration and exchange programs for educators and students alike.

## 1-089

Thursday, June 26 | 4:00 - 4:50 | Contadora I

### **DANÇA LUSÓFONA: RHYTHMS OF BRAZIL AND BEYOND**

**Presenter(s):** Jenniffer Whyte, The Donoho School, Anniston, AL

**Primary audience:** General

Celebrate the Portuguese Language with "Dança Lusófona: Rhythms of Brazil and Beyond," a Zumba-style dance session exploring the rich diversity of the Lusophone world. Engage in Brazilian Samba, Forró, and Bossa Nova, as well as Angola's Kizomba, while discovering each dance's cultural roots and significance. Participants will gain practical steps and resources to bring these rhythms into the classroom, enriching students' language learning through an immersive, multisensory experience.

## 1-090

Thursday, June 26 | 4:00 - 4:50 | Contadora II

### **UNDERSTANDING THE ROLE OF BUSINESS SPANISH IN LANGUAGE FOR SPECIFIC PURPOSES: INSIGHTS AND TRENDS FROM NATIONAL SURVEY FINDINGS**

**Presenter(s):** Dr. Timothy Ashe Jr. University of Alabama at

Birmingham, Birmingham, AL; María Laura Macías, University of Florida, Gainesville, FL

**Primary audience:** Higher Ed

This presentation will discuss the impact of targeted surveys, and the insights gathered from assessing the current landscape of Business Spanish instruction within the LSP field. The surveys sought to gather data on the training, qualifications, materials and teaching practices of instructors. Attendees will gain insights into how Business Spanish can serve as a powerful resource for continuing to reimagine and innovate language curricula across the country.

## 1-091

Thursday, June 26 | 4:00 - 4:50 | Contadora III

### **SETUP FOR SIGMA DELTA PI RECEPTION**

## 1-092

Thursday, June 26 | 4:00 - 4:50 | Contadora IV

### **TRANSFORMATIVE SPANISH LANGUAGE PROGRAMS: PREPARING THE WORKFORCE OF TOMORROW**

**Presenter(s):** Lori Czerwionka, Purdue University, West Lafayette, IN; Salvador Oropesa, Clemson University, Clemson, SC; Chris Mellinger, University of North Carolina-Charlotte, Charlotte, NC; Lourdes Sánchez López, U of Alabama-Birmingham, Birmingham, AL

**Moderators:** Mark P. Del Mastro, College of Charleston, Charleston, SC; Nuria Morgado, City University of New York (CUNY)-College of Staten Island, Staten Island, NY

**Primary audience:** Higher Ed

Sigma Delta Pi, the National Collegiate Hispanic Honor Society, and the Academia Norteamericana de la Lengua Española co-host this special inaugural panel to highlight innovative university language programs in the U.S. that have managed to bolster language class enrollment and better prepare students for employment after graduation.

## 1-093

Thursday, June 26 | 4:00 - 4:50 | Darien

### **UNEARTHING THE RICHNESS OF SPANISH LANGUAGE ACQUISITION THROUGH COMPREHENSIBLE INPUT TO GENERATE COMPREHENSIBLE COMMUNICATION**

**Presenter(s):** Diana Fiori, Berkshire School. Sheffield, MA; Sandra Palala-Carlisle, Westminster School, Simsbury, CT

**Primary audience:** Secondary (9-12)

Have you ever wondered how to engage your students in interpretive skills while exploring authentic resources? This session delves into vertical and horizontal alignment strategies to

foster language acquisition skills through products, practices and perspectives. We will review research pedagogy and offer practical, adaptable examples for various teaching levels of language lessons standards.

## **1-094**

Thursday, June 26 | 4:00 - 4:50 | Exhibit Hall

### **CELEBRATING LINGUISTIC DIVERSITY IN THE WL CLASSROOM**

**Presenter(s):** Brittmarie Solís, Klett World Languages, Denver, CO

**Primary audience:** Secondary (9-12)

Discover how to celebrate linguistic diversity in the Spanish classroom! This session explores strategies for integrating students' linguistic and cultural backgrounds to enhance engagement and foster intercultural competence. Through practical examples, we'll address challenges and provide actionable ideas to honor the diverse linguistic realities of today's learners.

## **1-095**

Thursday, June 26 | 4:00 - 4:50 | Exhibit Hall Alcove

### **ARTE INDÍGENA DE PANAMÁ: TALLER DE FIBRAS NATURALES DE LA ETNIA INDÍGENA DE EMBERÁ (CONT'D)**

**Presenter(s):** Nickanor Jhulian Uelva Cabrera (Emberá, Darien), Panama

**Primary audience:** General

Únete a nosotros en un taller transformador que explora el uso de fibras naturales en la cultura Emberá. Los educadores obtendrán valiosos conocimientos sobre técnicas tradicionales, enriqueciendo su currículo de idioma español con contenido cultural auténtico. Los asistentes se irán equipados para inspirar a los estudiantes sobre el patrimonio indígena, fomentar la sostenibilidad ambiental y cultivar el respeto por la diversidad cultural.

## **1-096**

Thursday, June 26 | 4:00 - 4:50 | Flamenco

### **EASING FOREIGN LANGUAGE ANXIETY IN HIGH SCHOOL CLASSROOMS**

**Presenter(s):** Jaime Mundo, Blair Academy, Blairstown, NJ

**Primary audience:** Secondary (9-12)

Explore the impact of foreign language anxiety in high school classrooms through the lens of the Foreign Language Classroom Anxiety Scale (FLCAS). This session presents findings from surveys of third- and fourth year language learners and analyzes their anxiety toward language learning. Attendees will gain practical strategies to help students ease and cope with anxiety, fostering a more supportive and effective learning environment.

## **1-097**

Thursday, June 26 | 4:00 - 4:50 | Herrera

### **SHH ADVISORY BOARD MEETING, BY INVITATION ONLY**

## **1-098**

Thursday, June 26 | 4:00 - 4:50 | Naos

### **BREAKING BARRIERS: GIGI AND THE POWER OF AFRO-PANAMANIAN DRUMMING**

**Presenter(s):** Rosa Lewis; Kim Haas, Haas Media LLC, New York City, NY

**Primary audience:** Higher Ed

Drumming is history, resistance, and identity in Portobelo, Panama. This session features an exclusive interview with Gigi, one of Portobelo's first Black female drummers. A trailblazer in a male-dominated tradition, she shares her journey, the cultural significance of drumming, and its universal appeal. Through storytelling and rhythms, this session explores Afro-Panamanian heritage and provides educators with resources to integrate these traditions into language and cultural studies.

## **1-099**

Thursday, June 26 | 4:00 - 4:50 | Taboga

### **LA MORALIDAD Y EL PATRIARCADO EN VLAD DE CARLOS FUENTES**

**Presenter(s):** Angelica Castro, University of Nevada, Las Vegas, NV

**Primary audience:** General

Se presenta un análisis de la novela corta neogótica de Carlos Fuentes Vlad (2012). Publicada en el 2004 en el libro Inquieta Compañía y sucesivamente en el 2012 por la editorial Alfaguara de forma separada; el objetivo de este trabajo es adoptar un enfoque feminista para discutir la moralidad en la obra.

### **SESSION BLOCK 7**

Thursday, June 26 | 5:00 - 5:50

## **1-100**

Thursday, June 26 | 5:00 - 5:50 | Amador I

### **TRABALENGUAS: USING TONGUE TWISTERS TO IMPROVE SPEAKING & READING PROFICIENCY**

**Presenter(s):** Tanika Perry-Vincent, Atlanta Public Schools, Atlanta, GA

**Primary audience:** Secondary (9-12)

In this session, we'll be using Microsoft Reading Progress & Reading Coach to assess and remediate students' pronunciation

and reading skills as they seek to acquire and improve language fluency and proficiency. Tongue twisters are short, fun poems that students are able to manipulate, dissect, understand and retain in order to increase their language fluency and proficiency. The concepts presented in this session are great for students of all ages at every level and ideal for students in ELL, WL, DLI, and Speech classes.

## **1-101**

Thursday, June 26 | 5:00 - 5:50 | Amador II

**OPEN**

## **1-102**

Thursday, June 26 | 5:00 - 5:50 | Ancon I

### **CÓMO FORTALECER LOS PROGRAMAS DE DIVERSIDAD, EQUIDAD E INCLUSIÓN**

**Presenter(s):** Mariana León, Ph.D., Quality Leadership University, Panama City, Panama

**Primary audience:** General

Esta presentación explorará a fondo estrategias y programas prácticos diseñados para que los profesionales e instituciones educativas impulsen de manera efectiva la DEI (Diversidad, Equidad e Inclusión) en sus entornos. Se analizarán metodologías concretas para la creación y el sostenimiento de ambientes de aprendizaje genuinamente inclusivos, donde cada estudiante se sienta valorado y respetado. Asimismo, se examinará la crucial incorporación de pedagogías culturalmente relevantes, que reconozcan y respondan a la diversidad de experiencias y orígenes de los alumnos, enriqueciendo así el proceso educativo. Un componente esencial de esta presentación será el diseño y la implementación de programas de becas estratégicamente dirigidos a la diversidad, en el contexto y los retos que afronta Panamá.

## **1-103**

Thursday, June 26 | 5:00 - 5:50 | Ancon II

### **BASEBALL IN AND OUT OF THE ZONE: WRITING ACROSS BOUNDARIES IN PANAMÁ**

**Presenter(s):** Eric Henager, Rhodes College, Memphis, TN

**Primary audience:** Higher Ed

While Panamanian politicians, armed forces, and common citizens have negotiated and struggled with Colombia, the U.S., and Costa Rica over national borders, writers and artists have carried on a parallel effort to explore meanings of borders and boundaries in Panamanian consciousness. In this study, baseball's mobility across cultural boundaries is the starting point for an examination of Panamanian writing on other forms

of boundary making and unmaking in the most intense phase of baseball's early organization on the isthmus, the 1910s and 1920s.

## **1-104**

Thursday, June 26 | 5:00 - 5:50 | Balboa

### **COLONIAL ROOTS, MODERN BLOOMS: RESISTANCE IN LUSOPHONE FILM IN ADVANCED PORTUGUESE**

**Presenter(s):** Boris Yelin, Northeastern University, Boston, MA

**Primary audience:** Higher Ed

In this session we explore an advanced Portuguese course based on Lusophone films that address postcolonial consequences, class struggles, and intersectional identities. By integrating these narratives, educators foster critical discussions on resistance and visibility, equipping students with deeper cultural and historical awareness, while also expanding their linguistic repertoire in an intentional manner. Attendees will leave with ideas they can implement in a similar way.

## **1-105**

Thursday, June 26 | 5:00 - 5:50 | Casaya

### **CREATING A FUTURE-READY LANGUAGE CLASSROOM WITH VIRTUAL EXCHANGES**

**Presenter(s):** Gosia White, Language Testing International, Tarrytown, NY

**Primary audience:** Secondary (9-12)

In today's interconnected world, language learners need more than vocabulary and grammar—they need cultural competence and global readiness. This presentation will demonstrate how virtual exchanges through empower language educators deliver a future-ready curriculum that prepares students for success in a globalized society. Join us to discover how virtual exchanges can transform your language classroom and inspire students to become confident, globally competent communicators.

## **1-106**

Thursday, June 26 | 5:00 - 5:50 | Contadora I

### **LA DESOBEDIENCIA Y EL COMPROMISO CIVIL EN PINOCCHIO DE G. DEL TORO**

**Presenter(s):** Sonia Badenas, Andrews University, Berrien Springs, MI

**Primary audience:** Higher Ed

Guillermo del Toro reinterpreta Pinocho como una parábola donde la desobediencia se convierte en virtud y acto de resistencia. El filme vincula la insumisión con el compromiso civil, al mostrar a Pinocho enfrentando a Geppetto, Volpe y Podestà en un contexto de lucha contra el fascismo y la opresión eclesiástica. Como figura crítica, Pinocho rechaza la corrupción del poder y redime su

relación con su padre. Esta dimensión cristológica invita a reflexionar sobre el cine como herramienta pedagógica en la enseñanza de justicia social.

## **1-107**

Thursday, June 26 | 5:00 - 5:50 | Contadora II

### **SUSTAINABILITY-BASED GLOBAL CITIZENSHIP IN THE SECOND LANGUAGE CLASSROOM**

**Presenter(s):** Maria Jose de la Fuente, The George Washington University, Washington, DC; Carola Goldenberg, The George Washington University, Washington, DC

**Primary audience:** Higher Ed

The foreign language classroom provides an ideal environment for the development of global citizenship based on sustainability. We present reflections on sustainability and social justice-based foreign language curriculum design and evaluation developed under task-based and problem-solving methodologies.

## **1-108**

Thursday, June 26 | 5:00 - 5:50 | Contadora III

### **SETUP FOR SIGMA DELTA PI RECEPTION**

## **1-109**

Thursday, June 26 | 5:00 - 5:50 | Contadora IV

### **SIGMA DELTA PI NATIONAL COLLEGIATE HISPANIC HONOR SOCIETY: TRIENNIAL CONVENTION**

**Presenter(s):** Mark P. Del Mastro, College of Charleston, Charleston, SC; Lucy F. Lee, Truman State University, Kirksville, MO

**Primary audience:** Higher Ed

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

## **1-110**

Thursday, June 26 | 5:00 - 5:50 | Darien

### **ABOGANDO POR PRÁCTICAS BILINGÜES Y CULTURALMENTE RESPONSIVAS EN LA EDUCACIÓN SUPERIOR: LA INICIATIVA ABC HIGHER ED**

**Presenter(s):** Jessica Zeitler, University of Arizona, Tucson, AZ; Jhonatan Henao-Muñoz, University of Arizona, Tucson, AZ; Matthew Austin, University of Arizona, Tucson, AZ; Itzel Íñiguez, University of Arizona, Tucson, AZ

**Primary audience:** Higher Ed

Esta sesión explora el diseño, implementación e impacto de ABC HigherEd, proyecto que impulsa bilingüismo y prácticas culturalmente responsivas en la educación superior. Financiado por una beca HSI Faculty Seed, se fomenta la biliteracidad y

espacios de escritura bilingüe, mejorando el éxito académico de estudiantes hispanohablantes. Se abordan estrategias innovadoras en currículo, desarrollo docente y participación comunitaria, destacando logros, desafíos y oportunidades para equidad educativa.

## **1-111**

Thursday, June 26 | 5:00 - 5:50 | Exhibit Hall

### **AI AVATARS FOR IMMERSIVE LANGUAGE LEARNING**

**Presenter(s):** Immanuel Joy, Talos Languages, New Alexandria, PA

**Primary audience:** General

Many students spend years learning a language and still struggle to speak it fluently. The main reason? They only get about an hour of classroom speaking practice per day, even if they have a solid grasp of grammar and vocabulary. At **Talos Languages**, we've developed an AI language coach that integrates directly into class curricula. Students engage in **short AI-driven conversations** that reinforce class material, and teachers receive performance insights to track and grade progress.

## **1-112**

Thursday, June 26 | 5:00 - 5:50 | Flamenco

### **iANIMANDO A SUS ESTUDIANTES MEDIANTE "GRAMMAR JAZZ"!**

**Presenter(s):** Gregg Courtad, University of Mount Union, Alliance, OH

**Primary audience:** General

Are your students "grammar-phobic"? You can use popular songs, catchy phrases, basic images, and cultural elements to provide them with inspiring mnemonic devices that will get them excited about grammar even before the lesson begins!

## **1-113**

Thursday, June 26 | 5:00 - 5:50 | Naos

### **AFRO-INDIGENOUS IDENTITY IN PANAMA: BRIDGING HERITAGE, CULTURE, AND CONSERVATION**

**Presenter(s):** Reinaldo Whyte, Bilingual Kids, Inc. Anniston, AL

**Primary audience:** General

Exploring the intersection of Afro-Panamanian and Native Panamanian heritage, this work highlights cultural contributions and the challenges faced by Afro-Latinos within indigenous communities. Historical exclusions, conservation efforts by Panama's seven native tribes, and shared sustainability practices are examined. Advocacy for inclusivity, recognition, and policy support aims to bridge divides and foster unity. By valuing both African and indigenous traditions, the discussion promotes a

# SESSIONS

THURSDAY

more inclusive and sustainable future for Panama's cultural and ecological heritage.

## 1-114

Thursday, June 26 | 5:00 - 5:50 | Taboga

### **CASADA CON ESPAÑA: LA GUERRA CIVIL ESPAÑOLA, LA RETIRADA A FRANCIA, Y FAMILIAS BICULTURALES Y BINACIONALES**

**Presenter(s):** Suzanne Baum, University of Chicago Laboratory Schools, Chicago, IL

**Primary audience:** Secondary (9-12)

Presentaré "Casada con España", mi novela de ficción histórica ideal para clases avanzadas de español. Narra la inspiradora historia de una pareja republicana española y su resistencia en tiempos difíciles. La novela incluye un glosario español/inglés, preguntas de comprensión e ideas para trabajos, perfecta para el aula. Usada en mi curso de AP Spanish Language and Culture, se relaciona con la diáspora española y la geopolítica actual. El taller se realizará en español y distribuiré copias complementarias.

#### **SESSION BLOCK 8**

Thursday, June 26 | 6:00 – 6:50

## 1-115

Thursday, June 26 | 6:15 – 7:45 | Contadora III

### **RECEPCIÓN DE SIGMA DELTA PI LA SOCIEDAD NACIONAL HISPÁNICA HONORARIA**

**Presenter(s):** Mark P. Del Mastro, College of Charleston, Charleston, SC; Lucy F. Lee, Truman State University, Kirksville, MO

**Primary audience:** Higher Ed

Reception by invitation only for Sigma Delta Pi and SHLE members

## 1-116

Thursday, June 26 | 5:00 – 6:00 | Albrook Mall

### **GET IN STEP: ALBROOK MALL DANCE SESSION**

**Presenter(s):** Jenniffer Whyte, Bilingual Kids, Inc., Anniston, AL

**Primary audience:** General

Join AATSP Board of Director member Jenniffer Whyte for a child-friendly dance session in the Albrook Panama Mall!

## 1-117

Thursday, June 26 | 7:00 – 9:00 | Contadora II

### **SHH DINNER**

Dinner by invitation only for Sociedad Honoraria Hispánica members.

## **FRIDAY**

#### **REGISTRATION OPEN**

Friday, June 27 | 7:30 – 4:00

#### **SESSION BLOCK 9**

Friday, June 27 | 8:00 - 8:50

## 2-001

Friday, June 27 | 8:00 - 8:50 | Amador I

### **RED BARRIAL AFRODESCENDIENTE. CUBA. DISCRIMINACIÓN POR EL COLOR DE LA PIEL. CONTRIBUCIÓN A LA ENSEÑANZA DE LA HISTORIA**

**Presenter(s):** MSc. Rolando Zulueta Zulueta, Universidad de la Habana, Habana, Cuba

**Primary audience:** General

Como organización miembro de la Sociedad Civil Cubana, a través de la sinergia con el Ministerio de Educación, explica su labor de activismo comunitario desplegado fundamentalmente en la lucha contra la discriminación por el color de la piel. Es el resultado del trabajo coherente de más de una década, en el que influyen sobremanera las alianzas logradas. Traza una ruta cronológica desde su fundación, estructura, organización, objetivos, acciones, proyectos sociales que acompaña, fortalezas, debilidades, retos y expectativas.

## 2-002

Friday, June 27 | 8:00 - 8:50 | Amador II

### **EMPOWERING WORLD LANGUAGE EDUCATORS THROUGH NATIONAL BOARD CERTIFICATION**

**Presenter(s):** Mirta Valdés-Bradner, Caroline County Public Schools, Denton, MD

**Primary audience:** Secondary (9-12)

The National Board Certification (NBC) process is a powerful professional development opportunity that enhances the instructional skills and leadership capabilities of educators

across disciplines. This session is designed specifically for World Language teachers who are considering or currently pursuing NBC.

## **2-003**

Friday, June 27 | 8:00 - 8:50 | Ancon I

### **TASTE AND SOUNDSCAPES: TEACHING LATIN AMERICA'S CULTURAL ROOTS THROUGH FOOD, MUSIC, AND MULTILINGUAL PEDAGOGY**

**Presenter(s):** Avraham Sosa-Velasco, Hackley School, Tarrytown, NY

**Primary audience:** Secondary (9-12)

This presentation explores innovative teaching strategies for engaging Latin America's multilingual and multicultural heritage through food and music. Grounded in cultural pedagogy, it showcases research-based methodologies and lesson designs that integrate recipes, rhythms, and language learning. By focusing on sensory experiences, the session fosters cultural understanding and celebrates Latin America's rich roots. It highlights how food and music forge universal connections and enrich students' understanding of the world in multilingual classrooms.

## **2-004**

Friday, June 27 | 8:00 - 8:50 | Ancon II

### **OPEN**

## **2-005**

Friday, June 27 | 8:00 - 8:50 | Balboa

### **SOCIAL INJUSTICE IN LATIN MUSIC OR HOW TO SHOW YOUR CONTEMPT WHILE SINGING**

**Presenter(s):** Gustavo Obeso, University of South Carolina, Columbia, SC

**Primary audience:** General

As language teachers we know that music is a tool to learn about culture, listening, pronunciation, vocabulary, and the language itself. It can also be a strong instrument for those without a voice. In this presentation I intend to share some historical events through songs and music videos. In addition, I plan to demonstrate how Latin music was / is / will be used as a vehicle of protest against a specific situation or dissent from the status quo.

## **2-006**

Friday, June 27 | 8:00 - 8:50 | Casaya

### **LEADING WITH LANGUAGES: A ROADMAP FOR WORLD LANGUAGE TEACHERS BECOMING SCHOOL LEADERS**

**Presenter(s):** Kim Winslow, Chapel Hill-Carrboro City Schools, North Carolina

**Primary audience:** General

World language educators possess a unique set of skills, including language proficiency, cultural understanding, and effective communication, that uniquely position them for leadership roles within schools and districts. This session is designed to guide WL educators through the intricacies of transitioning from the classroom to the board room.

## **2-007**

Friday, June 27 | 8:00 - 8:50 | Contadora I

### **UNIVERSIDAD DE PANAMA: PRESENTACIONES DE ESTUDIANTES DE MAESTRIA**

**Presenter(s):** Fulvia Morales de Castillo, Dayra Agrazal, and Dacci Chanis del Delgado, Universidad de Panama, Panama City, Panama

**Primary audience:** Higher Ed

Join us in watching graduate students present their dissertations. Featuring:

Fulvia Morales de Castillo, "Macro y microsintaxis de la lengua española"

Dayra Agrazal, "Factores socioculturales y prácticas lectoras de estudiantes panameños"

Dacci Chanis de Delgado, "Organización hipertextual y multimodal del género reportaje en la producción académica de estudiantes de la Universidad de Panamá (2023)"

## **2-008**

Friday, June 27 | 8:00 - 8:50 | Contadora II

### **¡ACTÚA AHORA! INMERSIÓN CULTURAL MEDIANTE LOS DESAFÍOS GLOBALES USANDO LA TECNOLOGÍA**

**Presenter(s):** Rosa Almodovar, Randolph School, Huntsville, AL; Dr. Silvina Orsatti, University of Pittsburg at Greensburg, Greensburg, PA; Ligia Centeno, Salemwood School, Malden, MA

**Primary audience:** General

Esta sesión ofrecerá una breve introducción a los Objetivos de Desarrollo Sostenible de la ONU y cómo se pueden incorporar en las clases de español. Las presentadoras compartirán herramientas tecnológicas para apoyar lecciones que enfatizan la inmersión cultural a través de los desafíos globales actuales. Se discutirán ejemplos de actividades en los tres modos de comunicación para fomentar la comprensión, colaboración y acción. Los asistentes se beneficiarán de ideas aplicables a todos los niveles de educación.

# UNIVERSITY OF PANAMA STUDENT PRESENTATIONS

**2-007**

**Saturday, June 28  
8:00 – 10:50  
Contadora I**



Join us for these faculty and student presentations from the University of Panama.

## **FEATURING:**

### **FULVIA MORALES DE CASTILLO**

*"Macro y microsintaxis de la lengua española"*

### **DAYRA AGRAZAL**

*"Factores socioculturales y prácticas lectoras de estudiantes panameños"*

### **DACCI CHANIS DE DELGADO**

*"Organización hipertextual y multimodal del género reportaje en la producción académica de estudiantes de la Universidad de Panamá (2023)"*

### **DIAMEYA DOMINGUEZ**

*"Caracterización de la oralidad en el español de estudiantes ngäbe"*

### **DALYS TAMAYO**

*"El aprendizaje del idioma inglés y la preservación cultural"*

**2-009**

Friday, June 27 | 8:00 - 8:50 | Darien

**TEACHING PRONUNCIATION WITH VISUAL FEEDBACK:  
HELPING STUDENTS SEE WHAT THEY CAN'T HEAR**

**Presenter(s):** Daniel J. Olson, Purdue University, West Lafayette, IN

**Primary audience:** General

Visual feedback (VF) for pronunciation training consists of providing learners with visualizations of their own productions and facilitating comparison with a native speaker model. VF has been shown to be particularly useful where students fail to hear differences between their first and second languages. This presentation covers a series of recent, classroom-based studies on the effectiveness of VF and provides instructors with a set of key characteristics to consider (e.g., what type of features to teach, how to design visualization) when using VF for language instruction.

**2-010**

Friday, June 27 | 8:00 - 8:50 | Exhibit Hall

**HERRAMIENTAS DIDÁCTICAS PARA LA CLASE ELE: DESDE LA CREATIVIDAD A LAS INMERSIONES LINGÜÍSTICAS**

**Presenter(s):** Daniel Escalona, Federación de Escuelas de Español como Lengua Extranjera en España (FEDELE), Málaga, España

**Primary audience:** General

A través de un recorrido a través de las inteligencias múltiples de Gardner, desde la Federación de Escuelas de Español como Lengua Extranjera, FEDELE, aportaremos material didáctico aportado por nuestros centros para su uso libre en clase. Veremos las últimas novedades en creatividad y abordaremos las inmersiones lingüísticas como una herramienta indiscutible para el desarrollo pedagógico del alumno.

**2-011**

Friday, June 27 | 8:00 – 8:50 | Exhibit Hall Alcove

**EL TALLER MOLA MAKE**

**Presenter(s):** Yaliveth Roldán, Mola Make, Panama

**Primary audience:** General

El taller Mola Make ofrece una inmersión fascinante en la rica tradición cultural de la etnia Guna Yala de Panamá. Este arte textil, que ha sido transmitido de generación en generación, es conocido por sus vibrantes colores y diseños intrincados que reflejan la identidad y la historia de su pueblo. Durante el taller, Yali enseñará a los participantes la técnica básica original para elaborar molas, comenzando desde la selección de materiales hasta la ejecución de los patrones que caracterizan esta forma de arte.

**2-012**

Friday, June 27 | 8:00 - 8:50 | Flamenco

**RESERVED FOR ALAS**

**2-013**

Friday, June 27 | 8:00 - 8:50 | Herrera

**THEME-DRIVEN SPANISH CLASSES AT NORTHERN MICHIGAN UNIVERSITY**

**Presenter(s):** Timothy Compton, Northern Michigan University, Marquette, MI

**Primary audience:** Higher Ed

Several professors of Spanish at Northern Michigan University have been experimenting with theme-driven curriculum and open-source materials. This session will tell how these culture-rich courses came about and have developed. It will show what some of these classes have looked like at the Intermediate and Advanced levels. It will share ideas and materials developed for the courses, and will discuss the perceived advantages of theme-based teaching over a grammar-driven curriculum.

**2-014**

Friday, June 27 | 8:00 - 8:50 | Miraflores

**ALCANZANDO LA EXCELENCIA: SHA CELEBRATES STUDENTS AND SPONSORS' SUCCESS**

**Presenter(s):** Haydee Taylor-Arnold, Ph.D., Ladue Horton Watkins High School, St. Louis, MO

**Primary audience:** Middle/Junior (6-8)

Come and celebrate with the Sociedad Hispánica de Amistad (SHA) as we highlight students' service projects from this past academic year. In this session, we will provide samples of service projects conceived and implemented by SHA students and sponsors. This will also be where you can get in-depth information about membership, scholarships opportunities, and how teachers and students can work together to enhance instruction. Join us for a fun session that puts SHA members in the spotlight.

**2-015**

Friday, June 27 | 8:00 - 8:50 | Naos

**ENHANCING CULTURAL INTELLIGENCE IN LANGUAGE EDUCATION**

**Presenter(s):** Zamira E. Pauley, Florida State University, Tallahassee, FL

**Primary audience:** General

Explore the vital role of Cultural Intelligence (CQ) in language education, focusing on how it enables students to connect language learning with the cultural richness of target cultures.

# SESSIONS

Participants will examine the four components of CQ and gain practical strategies to integrate cultural understanding into lessons, create engaging cultural activities, and assess cultural knowledge. By fostering cultural awareness and language proficiency, educators can prepare students to succeed in an interconnected, multilingual world.

## 2-016

Friday, June 27 | 8:00 - 8:50 | Taboga

### **TELL ME HOW MANY WORDS YOU KNOW, I'LL TELL YOU WHAT YOUR PROFICIENCY LEVEL IS**

**Presenter(s):** Jorge Méndez Seijas, Yale University, New Haven, CT; Lucía Rubio, Yale University, New Haven, CT

**Primary audience:** General

While a significant body of research has examined the link between receptive vocabulary and language proficiency, the relationship between productive vocabulary and proficiency remains underexplored. To further our knowledge in this area, the current study analyzed receptive and productive proficiency and vocabulary data from 165 learners enrolled in Spanish classes at different levels. Results shed light on how informative vocabulary size measurements can be in indirectly gauging learners' proficiency levels in reading, listening, and speaking.

## 2-017

Friday, June 27 | 8:00 - 8:50 | Veraguas

### **SECONDARY (9-12) TOWN HALL**

**Presenter(s):** Alondra Pacheco, University School, Hunting Valley, OH; Sandra Delgado, Kempner High School, Sugarland, TX; Amarilys Heard, Miami Country Day School, Vero Beach, FL; Theresa Jensen, Millard North High School, Omaha, NE; Jenniffer Whyte, Bilingual Kids, Inc., Anniston, AL

**Primary audience:** Secondary (9-12)

Come meet your 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.

### **SESSION BLOCK 10**

Friday, June 27 | 9:00 - 9:50

## 2-018

Friday, June 27 | 9:00 - 9:50 | Amador I

### **EL ARTE DE LA SOBREMESA**

**Presenter(s):** Suzanne Baum, The University of Chicago, Chicago, IL

**Primary audience:** Secondary (9-12)

LEE, ESCUCHA Y HABLA tanto como puedas. En mis clases de español intermedio y avanzado en University of Chicago Laboratory Schools, incorporo tres proyectos que implementa artículos de prensa auténticos, videoclip y juegos cómicos para hablar. Animo a los alumnos a estar informados y participar activamente. Presentaré mis tres proyectos originales: 1) Mesa redonda, 2) Escena y juicio, y 3) Conversa 360 con modelos. Este taller será en español, donde proporcionaré instrucciones y responderé preguntas.

## 2-019

Friday, June 27 | 9:00 - 9:50 | Amador II

### **INTEGRATING AUTHENTIC RESOURCES IN THE L2 CLASSROOM**

**Presenter(s):** Aline Leporati Means, St. John's School, Houston, TX

**Primary audience:** Secondary (9-12)

This workshop offers teachers of all levels and languages the opportunity to explore integrating authentic resources in the L2 classroom. While the resources used and presented are in Spanish and follow a specific theme (art), the related activities can be used in any language. The presentation focuses on scaffolding activities with the same resource at different levels, from novice to advanced. This session can be offered in Spanish, English, or both.

## 2-020

Friday, June 27 | 9:00 - 9:50 | Ancon I

### **HERITAGE LANGUAGE INSTRUCTION IN DUAL LANGUAGE SPANISH IMMERSION PROGRAMS: A PATHWAY TO CULTURAL AND ACADEMIC SUCCESS**

**Presenter(s):** Kim Winslow, Chapel Hill-Carrboro City Schools, NC

**Primary audience:** PreK-5

Dual language Spanish immersion programs are gaining popularity in U.S. schools, promoting bilingualism, biliteracy, and cultural understanding. For heritage language learners, these programs offer a valuable opportunity to connect with their cultural identity while enhancing academic language proficiency. This session examines the essential role of heritage language instruction in dual language immersion programs and how it supports both linguistic and academic success for students with Spanish-speaking backgrounds, ensuring they thrive in both cultural and educational dimensions.

## 2-021

Friday, June 27 | 9:00 - 9:50 | Ancon II

### **SESSION BY THE INTERNATIONAL EDUCATORS INSTITUTE DENVER PUBLIC SCHOOLS**

**2-022**

Friday, June 27 | 9:00 - 9:50 | Balboa

**ENHANCE YOUR PLAYLIST AND LIVEN UP YOUR CLASSROOM WITH SONGS THAT REINFORCE SPANISH LANGUAGE STRUCTURES: LET'S SHARE OUR PLAYLISTS!**

**Presenter(s):** Ann Sittig, Shasta College, Redding, CA

**Primary audience:** Community College

Ready for a dance in your seat session? Want to enhance your classroom playlist? Come see how you can post songs and create activities in your LMS that are centered in music from around the Spanish-speaking world. Participate in an interactive session that highlights songs that showcase culture and all the tenses we teach. Let's all share the songs we use to enhance our upbeat classrooms while promoting cultural understanding for our students.

**2-023**

Friday, June 27 | 9:00 - 9:50 | Casaya

**GROWING PERSONALLY AND PROFESSIONALLY BY PURSUING OUR PASSIONS**

**Presenter(s):** Mary Risner, University of Florida, Gainesville, FL

**Primary audience:** General

The educational landscape has become increasingly complex in recent years. How do we, as educators, keep the spark going considering the many challenges we face? By nurturing ourselves through professional development experiences and exploring innovative ideas for our classrooms, we can better engage our students. In this session, I will share some of the opportunities that have fed my passion and growth throughout my career in hopes that they may inspire others to consider how to develop their path as a leader and advocate for World Languages.

**2-024**

Friday, June 27 | 9:00 - 9:50 | Contadora I

**UNIVERSIDAD DE PANAMA: PRESENTACIONES DE ESTUDIANTES DE MAESTRIA, CONTINUED**

**Presenter(s):** Fulvia Morales de Castillo, Dayra Agrazal, and Dacci Chanis del Delgado, Universidad de Panama, Panama City, Panama

**Primary audience:** Higher Ed

Join us in watching graduate students present their dissertations. Featuring:

Fulvia Morales de Castillo, "Macro y microsintaxis de la lengua española"

Dayra Agrazal, "Factores socioculturales y prácticas lectoras de estudiantes panameños"

Dacci Chanis de Delgado, "Organización hipertextual y multimodal

del género reportaje en la producción académica de estudiantes de la Universidad de Panamá (2023)"

**2-025**

Friday, June 27 | 9:00 - 9:50 | Contadora I

**UNIVERSIDAD DE PANAMA: PRESENTACIONES DE ESTUDIANTES DE MAESTRIA**

**Presenter(s):** Diameya Dominguez and Dalys Tamayo, Universidad de Panama, Panama City, Panama

**Primary audience:** Higher Ed

Join us in watching graduate students present their dissertations. Featuring:

Diameya Dominguez, "Caracterización de la oralidad en el español de estudiantes ngäbe" Dalys Tamayo, "El aprendizaje del idioma inglés y la preservación cultural"

**2-026**

Friday, June 27 | 9:00 - 9:50 | Contadora II

**WALK A MILE IN THEIR SHOES: TEACHING ABOUT THE IMMIGRANT EXPERIENCE IN THE SPANISH CLASSROOM**

**Presenter(s):** Itzel Meduri, Biola University, La Mirada, CA

**Primary audience:** Higher Ed

The Spanish speaking community in the U.S. is deeply shaped by experiences of migration. As Spanish instructors dedicated to helping students effectively navigate communication and relationships with Spanish speakers, the migrant experience needs to be addressed at the curricular level. This session will empower teachers to engage in meaningful discussions with their students about immigration. The presenter will share strategies for framing these conversations and provide an ample array of resources that can be implemented in a wide range of courses.

**2-027**

Friday, June 27 | 9:00 - 9:50 | Darien

**USING MARKETING AND PUBLIC SPEAKING TECHNIQUES TO IMPROVE TEACHING AND RETENTION**

**Presenter(s):** Alexander Scott, Learn-Aprende, Roanoke, VA

**Primary audience:** Higher Ed

This session explores the power of marketing and public speaking strategies to create more engaging and innovative teaching methods. These techniques help capture and maintain students' attention, leading to better retention and learning outcomes. Improved communication skills enable educators to convey information more clearly and persuasively. We would like to make learning more attractive and not a threat, we will change it from a "need" to a "want".

## 2-028

Friday, June 27 | 9:00 - 9:50 | Exhibit Hall

### **LEBRON TO LIZZO, SELENA TO SOTOMAYOR: ENGAGING LEARNERS FROM GEN ALPHA TO GEN Z**

**Presenter(s):** Justin Seifts, East Chapel Hill High School, Chapel Hill, NC

**Primary audience:** Secondary (9-12)

How do we make language learning relevant and meaningful for today's learners while also ensuring classes are content-rich and culturally vibrant? Join us as we explore strategies to bridge the gap between grammar focused instruction and the dynamic, interconnected world of our students. We'll discuss ways to integrate authentic resources, pop culture, and current events to engage learners and make learning relevant.

Participants will have the opportunity to exchange ideas and will leave with practical tools and sample lessons ready to energize their classrooms!

## 2-029

Friday, June 27 | 9:00 - 9:50 | Exhibit Hall Alcove

### **EL TALLER MOLA MAKE (CONT'D)**

**Presenter(s):** Yaliveth Roldán, Mola Make, Panama

**Primary audience:** General

El taller Mola Make ofrece una inmersión fascinante en la rica tradición cultural de la etnia Guna Yala de Panamá. Este arte textil, que ha sido transmitido de generación en generación, es conocido por sus vibrantes colores y diseños intrincados que reflejan la identidad y la historia de su pueblo. Durante el taller, Yali enseñará a los participantes la técnica básica original para elaborar molas, comenzando desde la selección de materiales hasta la ejecución de los patrones que caracterizan esta forma de arte.

## 2-030

Friday, June 27 | 9:00 - 9:50 | Flamenco

### **RESERVED FOR THE ASSOCIATION OF LATINO ADMINISTRATORS AND SUPERINTENDENTS BY INVITATION ONLY**

## 2-031

Friday, June 27 | 9:00 - 9:50 | Herrera

### **"LA BOLSA": A TASK-BASED LANGUAGE TEACHING ACTIVITY FOR ENHANCING SPANISH SPEAKING SKILLS**

**Presenter(s):** Rachel Fournier, Troy University, Troy, AL

**Primary audience:** Higher Ed

In the realm of foreign language education, effective

communication is a critical goal. This presentation presents "La Bolsa," a creative Task-Based Language Teaching (TBLT) activity designed to foster speaking proficiency in Spanish students through personalized expression and real-world simulations. By creating a decorated bag that represents their lives, students engage in meaningful language use, encouraging them to express personal narratives and experiences in Spanish.

## 2-032

Friday, June 27 | 9:00 - 9:50 | Miraflores

### **iCONEXIONES Y OPORTUNIDADES MÁS ALLÁ DEL AULA CON LA SOCIEDAD HONORARIA HISPÁNICA!**

**Presenter(s):** Kelly Scheetz, Sociedad Honoraria Hispánica, Franklin, TN

**Primary audience:** 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 be presented, and sponsors in attendance are invited to share ideas for activities and methods for developing successful chapters.

## **WORKSHOP**

### 2-033

Friday, June 27 | 9:00 - 9:50 | Naos

### **ECHAR RAICES: CLAVES PARA DISEÑAR CURSOS EN EL EXTRANJERO VINCULADOS A LA COMUNIDAD LOCAL**

**Presenter(s):** Damián Solano Escolano, Penn State University, State College, PA

**Primary audience:** Higher Ed

El objetivo de este taller, dirigido a participantes con o sin experiencia previa, es compartir conocimiento y adquirir nuevas estrategias para "enraizar" culturalmente la estructura y el contenido de cursos de lengua o de contenido dentro del marco de un programa en el extranjero para estudiantes de secundaria o universidad. Durante la sesión, se discutirán metodologías, se presentarán ejemplos prácticos implementados en diversos programas y contextos y se abordarán desafíos hipotéticos propios de este tipo de formato.

## 2-034

Friday, June 27 | 9:00 - 9:50 | Taboga

### **THE SPANISH VERB SYSTEM MATRIX: AN ACCURATE AND INNOVATIVE ALTERNATIVE TO THE 12 OR MORE TRADITIONAL SPANISH AND/OR ENGLISH 'TENSES'**

**Presenter(s):** Glen Kerch, Retired, Phoenix, AZ

**Primary audience:** Secondary (9-12)

The biggest advantage of a matrix structure is that it unifies & reveals relationships between the 04 construction types and 04 modification levels, visually highlighting striking similarities and differences among the 16 cells in the form of an easily understandable Gestalt. A horizontal branching tree diagram within each cell reveals tense, (PRS or PST), and a touch of color enhances and highlights the obligatory 'grammatical tense' component of individual verb phrase forms of each language.

**2-035**

Friday, June 27 | 9:00 - 9:50 | Veraguas

**EARLY LANGUAGE EDUCATORS' UNCONFERENCE SESSION**

**Presenter(s):** Valerie Shull, Rogers Park Montessori School, Chicago, IL

**Primary audience:** PreK-5

Whether your program is FLES, dual language, or immersion, this unconference-style session is an opportunity to connect and collaborate with fellow early language educators. Kick off the conference by building meaningful connections and exploring the topics that matter most to you. Participants will drive the discussion by selecting session topics, sharing strategies, and exchanging resources for teaching young learners. Come ready to engage, learn, and leave with fresh ideas and a network of supportive colleagues!

**SESSION BLOCK 11**

Friday, June 27 | 10:00 - 10:50

**2-036**

Friday, June 27 | 10:00 - 10:50 | Amador I

**THE WORDS WE CHOOSE: BRINGING MORE COMPASSION INTO THE CLASSROOM**

**Presenter(s):** Jennifer Schwesterner Brick Memorial High School, Brick, NJ

**Primary audience:** General

By being mindful and compassionate towards themselves, teachers can better serve their students. Attendees will work on cultivating tools to learn and experience mindful self-compassion and how to help their students translate these valuable life-skills into the classroom and beyond.

**2-037**

Friday, June 27 | 10:00 - 10:50 | Amador II

**UNDERSTANDING AND SHARING THE FIELD OF HISPANIC AND LUSO-BRAZILIAN STUDIES THROUGH PODCASTING**

**Presenter(s):** Alan Hartman, Mercy University, Dobbs Ferry, NY; Francisco Garcia Quezada, Fordham University, Bronx, NY

**Primary audience:** Higher Ed

In 2020, during the heart of the Pandemic, a committee of AATSP's New York Metropolitan Chapter created a podcast about our field. Now, we are continuing our effort anew to create and execute a podcast that serves all professionals in Hispanic and Luso-Brazilian Studies. In this presentation we will examine how podcasting is needed in our field as well as the benefits of supporting Spanish and Portuguese educators through this medium.

**2-038**

Friday, June 27 | 10:00 - 10:50 | Ancon I

**DEBI TIRAR MAS FOTOS...RESISTENCIA, CULTURA Y LENGUAJE**

**Presenter(s):** Susanne Pena, Florida International University, Orlando, FL

**Primary audience:** General

This session is inspired by the new Bad Bunny album, "Debi Tirar Más Fotos". It's a journey through la música urbana and its impact on culture and language usage. Educators will explore ways to gain insights into the sociocultural experiences of Latinx students and incorporate ideas for enhancing critical consciousness in the classroom.

**2-039**

Friday, June 27 | 10:00 - 10:50 | Ancon II

**LA ECOLOGÍA OSCURA E HIPEROBJETOS EN CIEN AÑOS DE SOLEDAD Y EL AMOR EN LOS TIEMPOS DEL CÓLERA**

**Presenter(s):** Dr. William Flores, California State University Bakersfield, Bakersfield, CA

**Primary audience:** Higher Ed

Esta presentación examina a Cien años de soledad (1967) y a El amor en los tiempos del cólera (1985) bajo el lente de la ecología oscura como una novela que evidencia cercanía a la tierra y en donde el tema omnipresente de la soledad permite al lector estar en armonía con la naturaleza más que una simple presentación de una conexión idealizada con el medio ambiente. A la vez, se explora cómo Cien años de soledad y El amor en los tiempos del cólera presentan una valiosa visión ecológica global que es consistente con teoría ecocritica del siglo XXI, como la ecología oscura y las nociones de hiperobjetos y el Capitaloceno.

## 2-040

Friday, June 27 | 10:00 - 10:50 | Balboa

### ROOTING LANGUAGE IN SOCIAL JUSTICE: THE ROLE OF BAD BUNNY IN THE CLASSROOM

**Presenter(s):** Jenna, Reynolds, Krista, Chambliss, University of Alabama at Birmingham, Birmingham, AL

**Primary audience:** Higher Ed

This session presents how to use Bad Bunny's music to explore themes of social justice and centering those themes around language learning. Students gain relevant, contemporary, cultural insight as well as deeper reflection on global themes. Presenters will also offer strategies for building intercultural competence and applied language skills across modalities.

## 2-041

Friday, June 27 | 10:00 - 10:50 | Casaya

### PANEL SESSION | REIMAGINING SPANISH AND PORTUGUESE LANGUAGE PROGRAMS: A CONVERSATION ABOUT LEADERSHIP, CURRICULUM DEVELOPMENT, INNOVATIVE PEDAGOGY & FUTURE TRENDS

**Presenter(s):** Lillian Jones, University of California, Irvine, Irvine, CA

**Primary audience:** Higher Ed

This panel explores current trends and future innovations in Spanish and Portuguese language programs. Topics discussed include reimagining curriculum design and assessment for heritage and second language learning, strategies for recruitment and retention, and leadership. Panelists will share institutional perspectives and experiences to address challenges and offer solutions. Attendees will gain insights from faculty, directors, coordinators, and graduate students from diverse institutions on fostering dynamic, effective, inclusive, and sustainable programs.

## 2-042

Friday, June 27 | 10:00 - 10:50 | Contadora I

### UNIVERSIDAD DE PANAMA: PRESENTACIONES DE ESTUDIANTES DE MAESTRIA, CONTINUED

**Presenter(s):** Diameya Dominguez and Dalys Tamayo, Universidad de Panama, Panama City, Panama

**Primary audience:** Higher Ed

Join us in watching graduate students present their dissertations. Featuring:

Diameya Dominguez, "Caracterización de la oralidad en el español de estudiantes ngäbe" Dalys Tamayo, "El aprendizaje del idioma inglés y la preservación cultural"

## 2-043

Friday, June 27 | 10:00 - 10:50 | Contadora II

### VISUAL FEEDBACK FOR PRONUNCIATION INSTRUCTION: COMPARING VOWELS VS. CONSONANTS

**Presenter(s):** Heather Offerman, University of Arkansas, Fayetteville, AR

**Primary audience:** Higher Ed

This session considers whether visual feedback is best suited for the teaching of vowels or consonants, examining best practices and considering student needs.

## 2-044

Friday, June 27 | 10:00 - 10:50 | Darien

### ROUNDTABLE: INTERSECCIONES LINGÜÍSTICAS: CARACTERIZACIÓN DE LA ORALIDAD EN EL ESPAÑOL NGÄBE Y SU RELACIÓN CON EL INGLÉS

**Presenter(s):** Dimeya Dominguez y Dalys Tamayo, Universidad de Panama, Panama

**Primary audience:** Higher Ed

Esta investigación aborda la caracterización de la oralidad en el español de estudiantes ngäbe, analizando sus particularidades lingüísticas y culturales. Además, se explora el aprendizaje del idioma inglés como un medio para facilitar la interacción intercultural y la comunicación en contextos globales. La relevancia de este estudio radica en su potencial para contribuir a la preservación cultural, al reconocer y valorar las raíces lingüísticas, fomentando así un entorno educativo inclusivo que respete y celebre la diversidad cultural.

## 2-045

Friday, June 27 | 10:00 - 10:50 | Exhibit Hall

### ¿CÓMO ORGANIZAR INMERSIONES LINGÜÍSTICAS EN ESPAÑA? / HOW TO ORGANIZE LANGUAGE IMMERSIONS IN SPAIN?

**Presenter(s):** Daniel Escalona, David Trigo Muñoz; Federación de Escuelas de Español como Lengua Extranjera en España (FEDELE), Málaga, España

**Primary audience:** General

Durante la conferencia dada por la Federación de Escuelas de Español como Lengua Extranjera, FEDELE, abordaremos las posibilidades de los alumnos para realizar inmersiones lingüísticas en España. El apoyo institucional, la gestión de visados, el desarrollo lingüístico y las oportunidades para profesores.

**2-046**

Friday, June 27 | 10:00 – 10:50 | Exhibit Hall Alcove

**ARTE INDÍGENA DE PANAMÁ: TALLER DE FIBRAS NATURALES DE LA ETNIA INDÍGENA DE EMBERÁ****Presenter(s):** Nickanor Jhulian Uelva Cabrera (Emberá, Darien), Panama**Primary audience:** General

Únete a nosotros en un taller transformador que explora el uso de fibras naturales en la cultura Emberá. Los educadores obtendrán valiosos conocimientos sobre técnicas tradicionales, enriqueciendo su currículo de idioma español con contenido cultural auténtico. Los asistentes se irán equipados para inspirar a los estudiantes sobre el patrimonio indígena, fomentar la sostenibilidad ambiental y cultivar el respeto por la diversidad cultural.

**2-047**

Friday, June 27 | 10:00 - 10:50 | Flamenco

**RESERVED FOR ALAS****2-048**

Friday, June 27 | 10:00 - 10:50 | Herrera

**GOTITAS DEL SABER: AMPLIFICANDO EL APRENDIZAJE DEL IDIOMA Y LA CULTURA LATINA A TRAVÉS DEL PODCASTING****Presenter(s):** Nivia Marrero, The Dalton School, New York, NY**Primary audience:** PreK-5

Los podcasts han revolucionado la forma en que aprendemos idiomas y apreciamos las culturas, brindando oportunidades dinámicas para conectar aulas y comunidades con herencias ricas y diversas. En sintonía con el tema de la conferencia de este año, "Celebrando nuestras raíces y culturas en el corazón del universo. Celebrating Our Roots and Cultures in the Heart of the Universe. Celebrando nossas raízes e culturas no coração," mi presentación explora cómo el podcast Gotitas del Saber se ha convertido en una herramienta transformadora para celebrar la cultura hispana mientras se fortalece la adquisición del idioma español.

**2-049**

Friday, June 27 | 10:00 - 10:50 | Miraflores

**SHH & SHA YEAR IN REVIEW, CELEBRATIONS, AND NEWS****Presenter(s):** Kelly Scheetz, Sociedad Honoraria Hispánica, Franklin, TN; Haydee Taylor-Arnold, Sociedad Hispánica de Amistad, St. Louis, MO; Amarilys Heard, Miami Country Day School, Miami, FL**Primary audience:** General

All sponsors of the Sociedad Honoraria Hispánica and the

Sociedad Hispánica de Amistad are invited to attend the annual meeting of the programs. We will announce news concerning the SHH and SHA and present awards for Chapter of the Year, Activity of the Year, Sponsors of the Year, and State Director of the Year. Prospective sponsors and other representatives from schools with SHH or SHA chapters are also welcome to attend.

**WORKSHOP****2-050**

Friday, June 27 | 10:00 - 10:50 | Naos

**ECHAR RAICES: CLAVES PARA DISEÑAR CURSOS EN EL EXTRANJERO VINCULADOS A LA COMUNIDAD LOCAL****Presenter(s):** Damián Solano Escolano, Penn State University, State College, PA**Primary audience:** Higher Ed

El objetivo de este taller, dirigido a participantes con o sin experiencia previa, es compartir conocimiento y adquirir nuevas estrategias para "enraizar" culturalmente la estructura y el contenido de cursos de lengua o de contenido dentro del marco de un programa en el extranjero para estudiantes de secundaria o universidad. Durante la sesión, se discutirán metodologías, se presentarán ejemplos prácticos implementados en diversos programas y contextos y se abordarán desafíos hipotéticos propios de este tipo de formato.

**2-051**

Friday, June 27 | 10:00 - 10:50 | Taboga

**NOMOFÓBICOS ANÓNIMOS****Presenter(s):** Regina O'Neal, Baltimore Polytechnic Institute, Baltimore, MD**Primary audience:** Secondary (9-12)

Esta sesión es un simulacro de una reunión de apoyo mandado por la corte para los individuos adictos a su celular para que ellos puedan compartir sus historias que han resultado en su asistencia en la sesión y termina con unas soluciones prácticas para regular su enganche al celular. Es interactiva porque los participantes pueden servir como miembros del grupo o pueden solo escuchar. La sesión es inspirada por la investigación hecha por National Library of Medicine y los efectos adversos de la adicción al celular entre jóvenes.

**2-052**

Friday, June 27 | 10:00 – 10:50 | Veraguas

**HIGHER ED TOWN HALL MEETING****Presenter(s):** Dieter Waldvogel, Samford University, Birmingham, AL; Fernanda Ferreira, Bridgewater State University, Bridgewater, MA

**Primary audience:** Higher Ed

This gathering will serve as a forum to share and discuss what the AATSP has been doing to address the needs of language teaching faculties and students in colleges and universities and provide opportunities for inter-institutional collaboration. This session is presented by the AATSP Higher Education Committee.

## **2-053**

Friday, June 27 | 10:00 – 10:50 | Exhibit Hall Alcove

### **ARTE INDÍGENA DE PANAMÁ: TALLER DE FIBRAS NATURALES DE LA ETNIA INDÍGENA DE EMBERÁ (CONT'D)**

**Presenter(s):** Nickanor Jhulian Uelva Cabrera (Emberá, Darien), Panama

**Primary audience:** General

Únete a nosotros en un taller transformador que explora el uso de fibras naturales en la cultura Emberá. Los educadores obtendrán valiosos conocimientos sobre técnicas tradicionales, enriqueciendo su currículo de idioma español con contenido cultural auténtico. Los asistentes se irán equipados para inspirar a los estudiantes sobre el patrimonio indígena, fomentar la sostenibilidad ambiental y cultivar el respeto por la diversidad cultural.

## **2 - 0 5 4**

Friday, June 27 | 11:00 – 11:50 | Contadora III & IV

### **KEYNOTE PRESENTATION: ADVANCING MULTILINGUALISM: CONFRONTING INEQUITIES IN EDUCATION RACE & LANGUAGE FOR A MORE JUST GLOBAL FUTURE**

**Presenter:** Dr. Alex Marrero, Denver Public Schools, Denver, CO

**Primary Audience:** General

In this keynote presentation, Dr. Alex Marrero, Superintendent of Public Schools and President of The Association of Latino Administrators and Superintendents (ALAS), will explore bilingualism as a superpower—one that must be recognized and nurtured as an essential tool for shaping brighter futures for both our students and our nation. In addition, drawing on his own experiences, Dr. Marrero will also speak to the challenges and joys faced by language minority students, highlighting the vital role of educators in supporting their success.

## **2 - 0 5 5**

Friday, June 27 | 12:15 - 1:45 | Contadora III & IV

### **SPANISH EMBASSY LUNCHEON**

This special event sponsored by the Education Office of the Embassy of Spain will feature delicious cuisine, great company, and fun entertainment.

*Sponsored by the Embassy of Spain*

## **SESSION BLOCK 12**

Friday, June 27 | 2:00 - 2:50

## **2-056**

Friday, June 27 | 2:00 - 2:50 | Amador I

### **AATSP POSTER CONTEST INFORMATION SESSION**

**Presenter(s):** Andrea Nazelli, Director of AATSP's National Poster Contest, Detroit, MI

**Primary audience:** General

Learn about how to motivate your K-12 students with AATSP Poster Contest Director Andrea Nazelli!

## **WORKSHOP**

## **2-057**

Friday, June 27 | 2:00 - 2:50 | Amador II

### **APLICANDO LA NEUROCIENCIA EN EL AULA**

**Presenter(s):** Dra. Brenda González, Edúcate y Educarás, Riverview, FL, USA

**Primary audience:** PreK-5

Curiosidad por conocer más como puedes aplicar Neurociencia en el aula. Este taller te ayuda a comprender principios básicos de la neurociencia que impactan el desarrollo en edad temprana. Podrá Identificar estrategias basadas en neurociencia para promover el aprendizaje y el desarrollo en niños pequeños. Además, tendrás la oportunidad de crear un cerebro basado en tus experiencias.

# KEYNOTE PRESENTATION

**2 - 0 5 4**

**Friday, June 27**

**11:00 – 11:50**

**Contadora III & IV**

## **ADVANCING MULTILINGUALISM: CONFRONTING INEQUITIES IN EDUCATION RACE & LANGUAGE FOR A MORE JUST GLOBAL FUTURE**



In this keynote presentation, Dr. Alex Marrero, Superintendent of Denver Public Schools and President of ALAS, will explore bilingualism as a superpower—one that must be recognized and nurtured as an essential tool for shaping brighter futures for both our students and our nation. In addition, drawing on his own experiences, Dr. Marrero will also speak to the challenges and joys faced by language minority students, highlighting the vital role of educators in supporting their success.

### **BIOGRAPHY**

Dr. Alex Marrero has led Denver Public Schools as Superintendent since Spring 2021, overseeing Colorado's largest school district with nearly 90,000 students and a \$1.45 billion budget. A proud son of immigrant parents, he champions diversity and equity in education. Under his leadership, the district achieved record-high graduation rates, improved proficiency scores, implemented its first equity-based strategic plan, and launched several key initiatives, including the Latine Education Advisory Council, the International Educators Institute, and six Community Hubs that provide vital resources to students and families.

Dr. Marrero's work has earned national recognition, including multiple Superintendent of the Year honors in 2024 and listings as a top influencer in education. He serves as the 2025 President of the Association of Latino Administrators and Superintendents (ALAS).



# AATSP'S SECOND ANNUAL SPANISH EMBASSY LUNCHEON

**2-055**

**Friday, June 27**

**12:15 – 1:45**

**Contadora III & IV**



Join us for the second Spanish Embassy Luncheon at the AATSP Conference, a celebration of language, culture, and community. This event, a new tradition at our conference, will feature entertainment, scholarships, and giveaways.

*Sponsored by the Embassy of Spain*

The Education Office of the Embassy of Spain works in close partnership with the AATSP to support our shared mission of promoting the study and teaching of Spanish and its corresponding literatures and cultures at all levels of education.



**2-058**

Friday, June 27 | 2:00 - 2:50 | Ancon I

**BEYOND THE SCREEN: BUILDING CONNECTIONS IN ONLINE LANGUAGE LEARNING**

**Presenter(s):** Kelly, Suero, Troy University, Troy, AL

**Primary audience:** Higher Ed

As the demand for flexible learning options continues to rise, task-based language teaching (TBLT) emerges as a powerful approach to integrating technology into language instruction. This session explores innovative, technology-driven strategies—such as interactive online scavenger hunts—that foster critical thinking and meaningful language use. Participants will leave equipped to create their own engaging, task-based activities that connect learners to the real-world relevance of Spanish.

**2-059**

Friday, June 27 | 2:00 - 2:50 | Ancon II

**PANAMA'S AFRO-DESCENT PEOPLES IN A TRANSFORMATIONAL COUNTRY: RACE, RACIAL REALITIES, AND RACIAL/RACIALIZED LANGUAGE**

**Presenter(s):** Thomas M. Stephens, Rutgers University, New Brunswick, NJ

**Primary audience:** Higher Ed

Latin America scholars seldom begin studying race with Panama, a perfect laboratory for such study. This gap speaks to a dearth of historical information about Central America. US scholars know little about Central America, except perhaps the US involvement in the Panama Canal. That space also lacks information on the people who populated Panama (Spanish colonials, Colombian migration, Antilleans constructing the Canal, US migrations regarding the Canal's construction/transition). The "facts" clearly countenance long-standing race-ethnic aggressions.

**2-060**

Friday, June 27 | 2:00 - 2:50 | Balboa

**USING CULTURALLY RELEVANT STORYTELLING TO FURTHER LANGUAGE LEARNING**

**Presenter(s):** Roderick Thomas, University of Miami, Coral Gables, FL

**Primary audience:** Higher Ed

This session will examine the importance of drawing upon L1 cultural stories to enhance L2 comprehension.

**2-061**

Friday, June 27 | 2:00 - 2:50 | Casaya

**BECOMING A HISPANIC SERVING INSTITUTION: CHALLENGES & REWARDS**

**Presenter(s):** Mary Ellen Kohn-Buday, Mount Mary University, Milwaukee, WI

**Primary audience:** Higher Ed

The presenter will review the journey of her smallish university becoming a Hispanic Serving Institution. What does it take to become an HSI? What are the benefits? How can HSI status impact ALL students and programs? What are teaching challenges with mixed classes of heritage learners and L2 learners? What are the benefits in the classroom? There will be time for Q & A and discussion.

**2-062**

Friday, June 27 | 2:00 - 2:50 | Contadora I

**DE LA TEORÍA A LA PRÁCTICA: PASOS PARA IMPLEMENTAR INVESTIGACIÓN-ACCIÓN CON ESTUDIANTES DE HERENCIA HISPANA – LECCIONES DESDE MI EXPERIENCIA DOCENTE**

**Presenter(s):** Sausan El Burai Félix, EdS., Fulton Science Academy, Alpharetta, GA

**Primary audience:** Secondary (9-12)

En esta sesión, compartiré mi experiencia implementando investigación-acción en el aula con estudiantes de herencia hispana. Explicaré cómo identifiqué las necesidades específicas de mis estudiantes y utilicé estos hallazgos para guiar mi proceso de investigación. A través de un enfoque práctico, presentaré mi proceso de investigación basado en las necesidades identificadas en la población estudiantil a la que enseñé. Mi objetivo es inspirar a los asistentes a emprender su propio viaje de investigación-acción en sus aulas.

**2-063**

Friday, June 27 | 2:00 - 2:50 | Contadora II

**TECH FREE CLASSROOM: BENEFICIOS DE UN ESPACIO PARA LA IMAGINACIÓN Y LA CONVIVENCIA**

**Presenter(s):** Dr. Fernando Valverde, The University of Virginia, Charlottesville, VA

**Primary audience:** General

Durante los últimos dos años, he enseñado mis clases sin tecnología. Incluso el uso del correo electrónico ha estado prohibido. Nada que fuera inventado después de 1900 podía entrar en el aula. Incluso el plástico estaba prohibido. Los resultados de la investigación llevada a cabo sobre estas clases sobre la memoria, la

# SESSIONS

FRIDAY

imaginación, la concentración y la sociabilidad estarán disponibles para ser presentados en el congreso.

## 2-064

Friday, June 27 | 2:00 - 2:50 | Darien

### **BRIDGING TRADITION AND INCLUSION: IMPLEMENTING GENDER-NEUTRAL LANGUAGE IN K-12 SPANISH EDUCATION**

**Presenter(s):** Fernando Gonzalez Lesniak, Metropolitan State University, Saint Paul, MN

**Primary audience:** Secondary (9-12)

This session explores the integration of gender-neutral language in K-12 Spanish classrooms, highlighting the experiences of educators navigating cultural, pedagogical, and community dynamics. Using qualitative insights from a Minnesota high school, the presentation examines the challenges, strategies, and impacts of inclusive language practices. Attendees will gain practical recommendations for fostering affirming educational environments that honor linguistic heritage while promoting equity and inclusion.

## 2-065

Friday, June 27 | 2:00 - 2:50 | Exhibit Hall

### **AATSP BUSINESS MEETING**

We invite all members to attend. Come learn about the inner workings of the AATSP. Short presentations about the Association's achievements, finances, operations, and future plans will be shared with time for Q&A.

## 2-066

Friday, June 27 | 2:00 - 2:50 | Flamenco

### **RESERVED FOR ALAS**

## 2-067

Friday, June 27 | 2:00 - 2:50 | Herrera

### **OPEN**

## 2-068

Friday, June 27 | 2:00 - 2:50 | Miraflores

### **UNLOCKING THE TALENT CODE: USING BILINGUALISM TO PREDICT SOFT SKILLS IN JOB CANDIDATES**

**Presenter(s):** Linda Egnatz, Global Seal of Biliteracy, Frankfort, IL

**Primary audience:** General

The National Association of Colleges & Employers 2024 Survey shows that employers want job candidates who possess Soft Skills. Their challenge is to reliably identify potential hires with the critical people skills vital to success in today's workplace. To unlock the elusive talent code, the substantial research demonstrating links

between soft skills and bilingualism offers a compelling solution. Learn which Soft Skills are in demand, how they connect to bilingualism, and how to market them.

## 2-069

Friday, June 27 | 2:00 - 2:50 | Naos

### **PROMOTING STUDENT AGENCY AND SUCCESS IN FIRST-YEAR SPANISH: THE DESIGN, IMPLEMENTATION, AND RESULTS OF A FIRST-YEAR PLACEMENT TOOL**

**Presenter(s):** Mandy Menke, Carter Griffith; University of Minnesota; Minneapolis, MN

**Primary audience:** Higher Ed

Course placement is a perennial challenge for postsecondary language programs. In response to concerns (e.g., success rates) with first-year Spanish courses at our institution, we implemented two changes: opening enrollment in first-semester Spanish to all, even those with previous language study, and creating a non binding, adaptive recommendation tool for students. After describing tool design, data on enrollments, student success and satisfaction, and classroom practices will be reported.

## 2-070

Friday, June 27 | 2:00 - 2:50 | Taboga

### **INTEGRACIÓN, MOVILIDAD SOCIAL Y MIGRACIÓN: UNA MIRADA A LOS MIGRANTES CENTROAMERICANOS Y SU EXPERIENCIA EN LOS ESTADOS UNIDOS**

**Presenter(s):** Elliott Jacobson, Dallas College, Dallas, TX

**Primary audience:** Higher Ed

La integración y la movilidad social de los migrantes en los Estados Unidos es un tema que varios de ellos tienen que enfrentar. Cada experiencia de ellos es distinta. Sin embargo, existen algunas semejanzas que comparten. La literatura contemporánea de autores latinos ha servido para aclarar los retos que existen. En esta investigación, revisa las perspectivas compartidas por autores salvadoreños. Los autores describen los desafíos de integración por cómo la sociedad ha decidido representarlos.

## 2-071

Friday, June 27 | 2:00 - 2:50 | VeraguasI

### **EL MEDIO ES EL MENSAJE**

**Presenter(s):** Evelyn Ledezma, Bethlehem Central High School, Delmar, NY

**Primary audience:** Secondary (9-12)

Short films are a powerful instructional tool that educators can use to not only teach language structures, but also give language a relevant cultural context. In this session, the use of short films at various levels of proficiency will be shared along

with the appropriate instructional methods to maximize student engagement.

### SESSION BLOCK 13

Friday, June 27 | 3:00 - 3:50

## 2-072

Friday, June 27 | 3:00 - 3:50 | Amador I

### AFRO-BRAZILIAN VOICES: MUSIC, ART, AND HISTORY FROM RIO TO PORTO ALEGRE

**Presenter(s):** Kim Haas, "Afro-Latino Travels with Kim Haas" Jersey City, NJ

**Primary audience:** Higher Ed, General

Brazil's African heritage shapes its music, art, and history. This session explores Rio, Salvador, and Porto Alegre, highlighting Afro-Brazilian singers, historians, and artists. Through their voices, we uncover resilience, identity, and cultural pride. Attendees will gain insights and resources to integrate Afro-Brazilian narratives into Portuguese instruction, enriching students' understanding of Brazil's diverse cultural landscape.

## WORKSHOP

### 2-073

Friday, June 27 | 3:00 - 3:50 | Amador II

### (CONTINUED) APPLICANDO LA NEUROSCIENCIA EN EL AULA

**Presenter(s):** Dra. Brenda González, Edúcate y Educarás, Riverview, FL

**Primary audience:** PreK-5

Curiosidad por conocer más como puedes aplicar Neurociencia en el aula. Este taller te ayuda a comprender principios básicos de la neurociencia que impactan el desarrollo en edad temprana. Podrá Identificar estrategias basadas en neurociencia para promover el aprendizaje y el desarrollo en niños pequeños. Además, tendrás la oportunidad de crear un cerebro basado en tus experiencias.

## 2-074

Friday, June 27 | 3:00 - 3:50 | Ancon I

### EL PROVERBIO COMO METODOLOGÍA DE INNOVACIÓN PARA IMPULSAR LA FLUIDEZ DEL IDIOMA ESPAÑOL Y FORTALECER LA COMPRENSIÓN CULTURAL DE LOS EDUCANDOS

**Presenter(s):** Adonis Diaz Fernandez, The University of the West Indies, San Augustine Campus, Trinidad and Tobago

**Primary audience:** Higher Ed

Este estudio explora el impacto innovador que tiene la enseñanza del idioma español como lengua extranjera en el contexto anglo caribeño a través del uso de proverbios yorubá que se han insertado en la lengua de países como Cuba y Puerto Rico y que se emplean a diario en el habla del nativo.

## 2-075

Friday, June 27 | 3:00 - 3:50 | Ancon II

### "UN PAÍS MULTICULTURAL Y PLURIÉTNICO:" EXPLORING THE ROLES AND REPRESENTATIONS OF AFROCOLOMBIANOS

**Presenter(s):** Laura Graebner Shepin, Rolling Meadows H.S., Rolling Meadows, IL

**Primary audience:** Secondary (9-12)

This unit for intermediate learners uses informational and persuasive texts, a TV interview, song lyrics, street art, and popular TV programs to explore the roles and representations (or lack thereof) of afrodescendentes in Colombian society. Additionally, the unit discusses the topic of intersectionality and its impact on Afro Colombian women. Students are encouraged to consider how these roles and representations fit within Colombia's declared identity as "un país multicultural y pluriétnico" and to make comparisons to their own culture.

## 2-076

Friday, June 27 | 3:00 - 3:50 | Balboa

### CELEBRAMOS NUESTRAS RAÍCES COMPARTIENDO HISTORIAS HISPANAS Y ADQUIRIENDO LENGUA A TRAVÉS DE CUENTOS.

**Presenter(s):** Lori Young, Carmel Catholic High School, Mundelein, IL

**Primary audience:** Secondary (9-12)

Esta presentación explorará los beneficios de la lectura para los estudiantes más jóvenes, introduciéndolos en una selección culturalmente rica de historias de una manera atractiva. También discutiré los sorprendentes resultados para nuestros estudiantes de SHH en la adquisición de idiomas. Además, cubriré las herramientas que han promovido efectivamente el aprendizaje activo para el público más joven y al mismo tiempo crearé confianza en nuestros estudiantes mientras leen por placer.

## 2-077

Friday, June 27 | 3:00 - 3:50 | Casaya

### WELCOMING NEWCOMERS WITH EDUCATIONAL SKILL BUILDING ACTIVITIES IN EL SUMMER CAMP

**Presenter(s):** Angela Jones, Gadsden City High School, Gadsden, AL

**Primary audience:** Secondary (9-12)

I would like to share our newcomer student success with the

development of our EL summer camp over the past 5 years at Gadsden City High School.

## **2-078**

Friday, June 27 | 3:00 - 3:50 | Contadora I

### **UNA APROXIMACIÓN A LA PEDAGOGÍA CRÍTICA DEL LUGAR: HACIA UN MEJOR SERVICIO PARA LOS ESTUDIANTES LATINOS EN LA FRONTERA SUROESTE DE EE.UU.**

**Presenter(s):** Rosalva Alamillo, San Diego State University, San Diego, CA

#### **Primary audience:** Higher Ed

Se explora la presencia del español en una institución que sirve a hispanos en San Diego, California, un espacio fronterizo. Se discutirá la pedagogía crítica del lugar, la cual es especialmente relevante para estudiantes fronterizos y transfronterizos. Esta pedagogía considera la situación de los seres humanos en términos de dimensiones espaciales, geográficas y contextuales— como un aspecto relevante de la experiencia social y educativa y aboga por la 're-habitación' como un medio de aprender a coexistir pacíficamente en áreas que han sido perturbadas y explotadas en el pasado.

## **2-079**

Friday, June 27 | 3:00 - 3:50 | Contadora II

### **IA (INTELIGENCIA ARTIFICIAL) EN LAS CLASES DE ESPAÑOL: ¿BENEFICIO O PERJUICIO? PANEL SESSION**

**Presenter(s):** Yesenia Cabrera, California State University San Marcos, San Marcos, CA; Yolanda Salazar de la Torre, California State University San Marcos, San Marcos, CA; Cynthia Meléndrez, California State University San Marcos, San Marcos, CA

#### **Primary audience:** General

La inteligencia artificial (IA) se entiende como una herramienta con una diversidad de aplicaciones que son utilizadas para la enseñanza como para el aprendizaje. La automatización de tareas, deberes personalizados, creación de contenido educativo, y demás; genera el debate sobre su uso, arrojando la siguiente pregunta ¿cuáles son los resultados de su uso dentro del aula? Hablaremos de los usos de la IA en las clases de español en la escuela secundaria y en la universidad y sus posibles efectos negativos.

## **2-080**

Friday, June 27 | 3:00 - 3:50 | Darien

### **TEACHING GENDER-INCLUSIVE SPANISH USING COMPREHENSIBLE INPUT**

**Presenter(s):** Theresa Jensen, Millard North High School, Omaha, NE

#### **Primary audience:** General

This session equips Spanish teachers with strategies to integrate gender-inclusive practices into their classrooms through comprehensible input techniques like story-asking and picture talks. Participants will learn to foster a respectful, inclusive culture, disrupt traditional gender norms, and teach Spanish using gender-neutral language (-e). Practical tools, pre-designed materials, and actionable insights will be shared, empowering teachers to create affirming, engaging learning environments for students of diverse identities.

## **2-081**

Friday, June 27 | 3:00 - 3:50 | Exhibit Hall

### **INSPIRING AND SUPPORTING YOUR STUDENTS' LANGUAGE LEARNING JOURNEY THROUGH THE NATIONAL SPANISH AND NATIONAL PORTUGUESE EXAM CONTESTS**

**Presenter(s):** Claudia Kechkian, AATSP, The Woodlands, TX

#### **Primary audience:** General

Looking to motivate and reward your elementary, middle, and high school students? Explore the National Spanish Examinations, National Portuguese Examinations, and National Spanish Challenge! These contest based assessments inspire students through competition while measuring linguistic proficiency, tracking progress and providing valuable feedback. Discover how authentic materials enhance real-world skills and foster intercultural competence. Learn about exam formats, administration, scholarships, awards, and prizes that celebrate student and teacher achievements!

## **2-082**

Friday, June 27 | 3:00 - 3:50 | Flamenco

### **RESERVED FOR ALAS**

## **2-083**

Friday, June 27 | 3:00 - 3:50 | Herrera

### **USING INTERNATIONAL MOTHER LANGUAGE DAY FOR LANGUAGE ADVOCACY AND PROMOTING CRITICAL LANGUAGE AWARENESS**

**Presenter(s):** Alicia, Muñoz Sánchez, Ana Celia Zentella; UC San Diego, San Diego, CA

#### **Primary audience:** Higher Ed

This presentation shows how International Mother Language Day an international celebration established by UNESCO has been leveraged over five years to celebrate multilingualism, promote awareness of linguistic diversity, raise critical language awareness, and foster collaboration across departments. Through speakers and activities, the event engages participants in issues of language

loss, maintenance, and preservation, while increasing visibility of the diversity of campus and community languages.

## **2-084**

Friday, June 27 | 3:00 - 3:50 | Miraflores

### **THE EVOLVING ROLE OF WL IN HIGHER EDUCATION – LSP COURSES FOR THE WORK FORCE**

**Presenter(s):** Erika Stevens, Walters State Community College, Morristown, TN

**Primary audience:** Community College

This session celebrates the roots of the community college and its expanding role to meet the ever changing cultural needs of our communities and students.

## **2-085**

Friday, June 27 | 3:00 - 3:50 | Naos

### **MANY LEVELS, ONE CLASSROOM: LEVERAGING DIAGNOSTIC DATA FOR DIFFERENTIATED SPANISH INSTRUCTION**

**Presenter(s):** Gregory Thompson, Brigham Young University, Provo, UT; Troy Cox, Brigham Young University, Provo, UT

**Primary audience:** Higher Ed

Instructors typically hope that students enrolled in a certain class have similar proficiency levels. However, data showed that 2,376 Spanish learners enrolled in the same advanced level course spanned four ACTFL proficiency sublevels. We explore how ACTFL diagnostic grid data can inform curriculum design and instruction. By analyzing proficiency trends in narration, grammar, and fluency, we propose practical approaches to promoting proficiency growth in the multi-level classroom.

## **2-086**

Friday, June 27 | 3:00 - 3:50 | Taboga

### **LAS POQUIANCHIS Y LAS MUERTAS DE IBARGÜENGOITIA**

**Presenter(s):** Isabel Castillo Cortes, Idyllwild Arts Academy, El Paso, TX

**Primary audience:** General

Este ensayo examina cómo *Las muertas* (1977) de Jorge Ibargüengoitia desmitifica la versión sensacionalista de "Las Poquianchis," proxenetas mexicanas condenadas en 1964. A través de la sátira, el autor critica el amarillismo y el morbo social, cuestionando la veracidad mediática de revistas como *Alarma*. La obra sugiere que la ficción literaria puede ofrecer una visión más auténtica que el propio periodismo.

## **2-087**

Friday, June 27 | 3:00 - 3:50 | Veraguas

### **LATIN AMERICAN CULTURE AND CIVILIZATION THROUGH MUSIC: A HYBRID COURSE**

**Presenter(s):** Michael Olsen, Tennessee Tech University, Cookeville, TN

**Primary audience:** Higher Ed

This session will discuss the development of a Latin American Culture and Civilization course that explores the culture and cultural influence of Latin America through music in a hybrid modality. The online portion of the course contains cultural readings, videos, and assessments. The face-to-face portion of the course is reserved for learning the actual folkloric and traditional rhythms on percussion instruments and exploring how these traditional rhythms build the foundation of modern Latin American music. Additionally, participants will learn some of the rhythms taught in the course.

### **SESSION BLOCK 14**

Friday, June 27 | 4:00 - 4:50

## **2-088**

Friday, June 27 | 4:00 - 4:50 | Amador I

### **POLÍTICAS DE EDUCAÇÃO LINGÜÍSTICA PARA O ENSINO DA LÍNGUA PORTUGUÊS EM GUINÉ-BISSAU: O ENSINO DE GRAMÁTICA**

**Presenter(s):** Marcelino Issa da Cunha, Universidade Federal do Rio Grande do Sul, Porto Alegre, Rio Grande do Sul, Brasil

**Primary audience:** General

Esse trabalho apresenta uma análise das políticas linguísticas no ensino de gramática na Guiné-Bissau, com foco nos livros didáticos e na percepção dos professores. A pesquisa evidencia a predominância de uma abordagem metalingüística e tradicional, destacando os livros didáticos como mecanismos de política linguística. Propomos reflexões e alternativas para um ensino mais inclusivo, que valorize práticas epilingüísticas e considere os conhecimentos prévios dos alunos sobre a língua guineense e o português.

## **WORKSHOP**

## **2-089**

Friday, June 27 | 4:00 - 4:50 | Amador II

### **ACTIVANDO EL APRENDIZAJE: ESTRATEGIAS LÚDICAS PARA EL AULA**

**Presenter(s):** Sonia Alcocer, FCPS, Fairfax, VA; Limari Perez Castellanos, FCPS, Fairfax, VA

**Primary audience:** General

Este taller resalta el potencial de las actividades lúdicas como herramienta clave integradas al aula, para crear un entorno de aprendizaje activo. Estas estrategias no solo refuerzan el aprendizaje académico, sino que también preparan emocionalmente a los estudiantes, reducen el estrés, fomentan la creatividad y la colaboración. Los asistentes experimentarán estas actividades y aprenderán a integrarlas eficazmente en sus aulas, fomentando la motivación y un clima de confianza en el proceso de enseñanza y aprendizaje.

## 2-090

Friday, June 27 | 4:00 - 4:50 | Ancon I

### **AVANZANDO EN LA EQUIDAD EDUCATIVA MEDIANTE INNOVACIONES TECNOLÓGICAS EN EL DESARROLLO DEL VOCABULARIO**

**Presenter(s):** Bladimir García, Perkiomen School, Pennsburg, PA

**Primary audience:** General

Esta sesión analiza la correlación entre el desarrollo léxico, el logro educativo y la equidad socioeconómica. Al destacar la brecha léxica que existe entre clases sociales especialmente en EE.UU., se explora cómo la limitada exposición a palabras perpetúa disparidades educativas. Con enfoque en tecnologías emergentes, se presentan estrategias innovadoras para cerrar esta brecha, explorando el potencial transformador de la tecnología para crear sistemas educativos globales más equitativos.

## 2-091

Friday, June 27 | 4:00 - 4:50 | Ancon II

### **SOY PORQUE SOMOS: BLACK SPANISH TEACHERS DEVELOPING HEMISPHERIC BLACK LANGUAGE PEDAGOGIES**

**Presenter(s):** Tasha Austin, University at Buffalo Graduate School of Education, Buffalo, NY

**Primary audience:** Higher Ed

This presentation explores the ways in which U.S.-based Spanish language teachers who are racialized as Black, navigate and resist linguistic pushout (Austin, 2022) and confront the racializing myths that erase Afro diasporic and Indigenous (hi)stories from Spanish language curricula. It outlines the supports, challenges, and recommendations of eight Black Spanish educators who draw upon the linguistic and cultural roots within themselves, their homes and communities to promote Afro diasporic pride and success in the Spanish classroom.

## 2-092

Friday, June 27 | 4:00 - 4:50 | Balboa

### **REVITALIZANDO EL AULA: "LA LEYENDA DE LOS VOLCANES" COMO PUENTE CULTURAL EN LA ENSEÑANZA DEL ESPAÑOL**

**Presenter(s):** Edgar Morales Villagrana, Chicago Public Schools, Chicago, IL; Johanna Guzman, Chicago Public Schools, Chicago, IL

**Primary audience:** Secondary (9-12)

La enseñanza de literatura en el aula de español conecta lengua y cultura, promoviendo un aprendizaje auténtico. Inspirada por el tema "Celebrando nuestras raíces y culturas", esta sesión utiliza La leyenda de los volcanes para explorar cómo las narrativas mexicas fomentan el pensamiento crítico y la apreciación cultural. Se ofrecerán herramientas prácticas, actividades comunicativas y estrategias tecnológicas para educadores que deseen enriquecer sus programas, diferenciando instrucción para diversos niveles y perfiles de estudiantes.

## 2-093

Friday, June 27 | 4:00 - 4:50 | Casaya

### **RECIPÉ FOR SUCCESS: ELEMENTS OF AN ENGAGING SPANISH PROGRAM**

**Presenter(s):** Corey Henderson, Viewpoint School, Calabasas, CA

**Primary audience:** Secondary (9-12)

How do we make our Spanish programs reflect the magic of our classrooms? In this workshop, we'll explore the elements of a successful, engaging, and interactive Spanish program that celebrates our cultures, bolsters enrollment, and promotes proficiency in the language. From ACTFL to our curriculum to the Spanish Honor Society to Heritage classes to fostering teacher leaders, this recipe explores the tools necessary to create world ready linguists – en español.

## 2-094

Friday, June 27 | 4:00 - 4:50 | Contadora I

### **OPEN**

## 2-095

Friday, June 27 | 4:00 - 4:50 | Contadora II

### **INMERSIÓN LINGÜÍSTICA Y CULTURAL MEDIANTE INTERCAMBIOS VIRTUALES: UN MODELO INNOVADOR PARA LA ENSEÑANZA DEL ESPAÑOL**

**Presenter(s):** Sonia San Juan, University of Florida, Gainesville, FL

**Primary audience:** Higher Ed

Esta sesión explora la implementación de un intercambio virtual entre estudiantes universitarios de EE. UU. y España, promoviendo la inmersión lingüística y la competencia cultural. La presentadora

detallará el diseño del proyecto, las actividades realizadas, los resultados obtenidos y ofrecerá recomendaciones prácticas para su replicación en diversos contextos educativos. Los asistentes obtendrán herramientas para aprovechar recursos digitales y crear experiencias interculturales significativas que enriquezcan la enseñanza del español en la educación superior.

## WORKSHOP

### 2-096

Friday, June 27 | 4:00 - 4:50 | Darien

#### **ROOT DOWN AND RISE UP! EMPOWERING EDUCATORS AND STUDENTS THROUGH MINDFULNESS AND CONNECTION**

**Presenter(s):** Jennifer Schwester, Brick Memorial High School, Brick, NJ

**Primary audience:** General

This interactive workshop helps educators explore mindfulness, yoga, and social-emotional strategies for personal well-being and professional growth. Through hands-on activities, teachers learn to integrate these practices into Spanish and Portuguese classrooms, fostering emotional resilience and community. By focusing on the present moment, participants create safe, inclusive spaces where students can navigate challenges, build self-awareness, and connect with others. The workshop emphasizes educator self-care while equipping them to share these techniques in the target language.

### 2-097

Friday, June 27 | 4:00 - 4:50 | Exhibit Hall

#### **AATSP EXAMS (NSE) AWARDS CEREMONY**

**Attention Spanish and Portuguese Teachers and Program Administrators!** Join us for the **AATSP Exams Award Ceremony**, where we will honor educators, celebrate students' achievements, and make announcements about student scholarship winners along with new opportunities on the horizon!

Whether you already administer the **National Spanish Exam**, the **National Portuguese Exam**, the **National Spanish Challenge**, or the **National Spanish Assessment**, or you're simply exploring these assessments, this event is for you! Come connect, celebrate, and get inspired!

### 2-098

Friday, June 27 | 4:00 - 4:50 | Flamenco

#### **RESERVED FOR ALAS**

### 2-099

Friday, June 27 | 4:00 - 4:50 | Herrera

#### **BALANCING IDENTITY AND INCLUSION AS NNES EDUCATORS IN GLOBAL CLASSROOMS**

**Presenter(s):** Zamira E. Pauley, Florida State University, Tallahassee, FL

**Primary audience:** General

Non-native English-speaking (NNES) educators bring invaluable linguistic expertise and cultural knowledge to classrooms while navigating the challenges of English-dominant systems. This session shares the vision of a qualitative doctoral research project employing narrative inquiry to explore how NNES teachers negotiate their professional identities, preserve their cultural roots, and foster inclusion in multilingual spaces. Initial findings and their implications will be presented, highlighting strategies to support and advocate for NNES educators' essential roles in global education.

### 2-100

Friday, June 27 | 4:00 - 4:50 | Miraflores

#### **OPEN EDUCATIONAL RESOURCES FOR SPANISH FOR HEALTHCARE PROFESSIONS**

**Presenter(s):** Abby Dings, Southwestern University, Georgetown, TX

**Primary audience:** Higher Ed

Many institutions encourage zero textbook costs to enhance accessibility and equity. This session supports that goal by exploring the use of Open Educational Resources (OER) in Spanish for Healthcare Professions courses. It highlights available OERs and the presenters' experiences adapting them for Medical Spanish curricula. Attendees will gain strategies for creating curricula that build communicative competence, professional vocabulary, and cultural humility for diverse student populations.

### 2-101

Friday, June 27 | 4:00 - 4:50 | Naos

#### **USING GRAVITY TO CREATE ENGAGING FORMATIVE ASSESSMENTS**

**Presenter(s):** Irina Ottley, St. Mary's Episcopal Day School, Tampa, FL

**Primary audience:** PreK-5

Engagement, authentic opinions, discovery, and learning - all at once!

## 2-102

Friday, June 27 | 4:00 - 4:50 | Taboga

### **JUAN GABRIEL VÁSQUEZ: LA INTIMIDAD DE LA HISTORIA O LA HISTORIA DE LA INTIMIDAD**

**Presenter(s):** Carlos Torres, Casady School, Oklahoma City, OK

**Primary audience:** Higher Ed

Los dos últimos textos del escritor colombiano Juan Gabriel Vásquez, *Volver la vista atrás* (2021) y *Cuaderno de septiembre* (2022) se caracterizan por una confrontación con la Historia y con un diálogo con la cotidianidad e intimidad de personajes anónimos en una Bogotá caótica. Se propone una lectura donde se hacen visibles algunas de las técnicas narrativas utilizadas por Vásquez para seguir consolidándose como uno de los escritores contemporáneos más importantes del mundo.

## 2-103

Friday, June 27 | 4:00 - 4:50 | Veraguas

### **ROUNDTABLE: SCI-FI FILMS AND TV SERIES IN SPANISH-SPEAKING AND PORTUGUESE-SPEAKING COUNTRIES**

**Presenter(s):** Nancy Membrez, The University of Texas at San Antonio, San Antonio, TX

**Primary audience:** Higher Ed

We all know that Hollywood Sci-Fi dominates cinema, but there are other voices, other peoples grappling with technology and what the future may bring, though Sci-Fi actually tells us more about ourselves now than any future imagining. How do Spanish-speaking and Portuguese-speaking countries address Sci-fi in their films and TV series? What issues do they care about? How do they cope with their infinitely smaller budgets? What about co-production? The question "What if...?" looms large here as a principal focus for this roundtable discussion. Horror is quite secondary but not excluded entirely.

### **SESSION BLOCK 15**

Friday, June 27 | 5:00 - 5:50

## 2-104

Friday, June 27 | 5:00 - 5:50 | Amador I

### **POETRY READING/RODA DE POESIA: MARINA COLASANTI WITHOUT BOUNDARIES**

**Presenter(s):** Maria Luci Moreira, College of Charleston, Charleston, SC

**Primary audience:** General

Marina Colasanti's passing on January 28, 2025 in Brazil was

a great loss for the Portuguese-speaking arts. A noted feminist, she was a poet, painter, journalist, translator, illustrator, editor, and author of more than 70 books for children, adolescents, and scholars. Her writings include short stories, poems, essays, memoirs, and novels, and several of her books have been translated to Spanish. She won the Prêmio Jabuti, Brazil's most prestigious literary award, several times. In order to continue her legacy of transcending boundaries we invite all levels of Portuguese and Spanish teachers to listen, read, and discuss her poetry at the AATSP. We will provide poems in Portuguese and Spanish, but presenters can also bring their favorite poem from Marina Colasanti. Participants will be invited to actively participate in this session, reading poems and discussing the author's poetry.

## WORKSHOP

### 2-105

Friday, June 27 | 5:00 - 5:50 | Amador II

### **(CONTINUED) ACTIVANDO EL APRENDIZAJE: ESTRATEGIAS LÚDICAS PARA EL AULA**

**Presenter(s):** Sonia Alcocer, Limari Perez Castellanos, FCPS, Fairfax, VA

**Primary audience:** General

Este taller resalta el potencial de las actividades lúdicas como herramienta clave integradas al aula, para crear un entorno de aprendizaje activo. Estas estrategias no solo refuerzan el aprendizaje académico, sino que también preparan emocionalmente a los estudiantes, reducen el estrés, fomentan la creatividad y la colaboración. Los asistentes experimentarán estas actividades y aprenderán a integrarlas eficazmente en sus aulas, fomentando la motivación y un clima de confianza en el proceso de enseñanza y aprendizaje.

## 2-106

Friday, June 27 | 5:00 - 5:50 | Ancon I

### **ENHANCING BILITERACY SKILLS FOR SECONDARY NEWCOMER STUDENTS THROUGH SPANISH AND ENGLISH COGNATES**

**Presenter(s):** Cecilia Palacio Ribón. BMTISD. Beaumont, TX

**Primary audience:** Secondary (9-12)

With the diverse student populations in secondary schools, it is important to implement effective language and content instruction strategies. Developing instructional materials using high-frequency or significant Spanish and English cognates across academic content can support the development of biliteracy skills among newcomer students from Spanish-speaking countries. This strategy is based on the premise that integrating native language with English can expedite vocabulary acquisition.

# SPECIAL PRESENTATION

## LETRAS LUSÓFONAS: ENCONTRO PARA LEITORES E ESCRITORES

Join us for two sessions that focus on Portuguese language and culture. Both sessions feature Luci Moreira, the Editor of AATSP's *The Portuguese Newsletter*.



### POETRY READING/RODA DE POESIA: MARINA COLASANTI WITHOUT BOUNDARIES

Friday, June 27 | 5:00 – 5:50 | Amador I

Marina Colasanti's passing on January 28, 2025 in Brazil was a great loss for the Portuguese-speaking arts. A noted feminist, she was a poet, painter, journalist, translator, illustrator, editor, and author of more than 70 books for children, adolescents, and scholars. Her writings include short stories, poems, essays, memoirs, and novels, and several of her books have been translated to Spanish. She won the Prêmio Jabuti, Brazil's most prestigious literary award, several times. In order to continue her legacy of transcending boundaries we invite all levels of Portuguese and Spanish teachers to listen, read, and discuss her poetry at the AATSP. We will provide poems in Portuguese and Spanish, but presenters can also bring their favorite poem from Marina Colasanti.

Participants will be invited to actively participate in this session, reading poems and discussing the author's poetry.

### UNVEILING OF *IN HONOR OF PORTUGUESE AT THE AATSP*

Friday, June 27 | 6:00 – 6:50 | Darien

*The Portuguese Newsletter* invites you to this special session unveiling the online book *In Honor of Portuguese at the AATSP*, a retrospective collection of interviews from the newsletter's 33 years of existence. The book includes updated biographies of the interviewees, photos, and a brief history of the Portuguese Newsletter from inception.

*The Portuguese Newsletter* Editor M. Luci Moreira, Mercia Flannery, Portuguese Representative to the AATSP Board, and Maria Carreira will be hosting this event.

Join us for a special gathering in Amador I afterwards to celebrate this new release!

# SESSIONS

FRIDAY

## 2-107

Friday, June 27 | 5:00 - 5:50 | Ancon II

### **CIMARRONAJE EN PANAMÁ: RESISTENCIA Y CULTURA AFRODESCENDIENTE**

**Presenter(s):** Noris Gondola Solis, Universidad Tecnológica de Panamá, Panama City, Panamá

**Primary audience:** Community College, General

El cimarronaje en Panamá es un capítulo crucial de la resistencia africana en América Latina, simbolizando la lucha por la libertad. Esta propuesta explora sus dinámicas y resalta a líderes que formaron comunidades libres en selvas y montañas, fusionando tradiciones africanas, indígenas y europeas. Además de rescatar la memoria de estos héroes, este estudio examina su impacto en la identidad panameña actual. Se propone un seminario académico para promover el reconocimiento de esta rica herencia cultural y su relevancia en la sociedad contemporánea.

## 2-108

Friday, June 27 | 5:00 - 5:50 | Balboa

### **AHORA ENTENDEMOS: MY JOURNEY WRITING AN ONLINE EDUCATIONAL RESOURCE**

**Presenter(s):** Denise Hatcher, Aurora University, Aurora, IL

**Primary audience:** Secondary (9-12)

This presentation will share the presenter's journey writing Ahora Entendemos, an online educational resource. Sample chapters will be shared. The presenter would like to have a thoughtful discussion about what other Spanish educators find the most effective textbooks and teaching tools.

## 2-109

Friday, June 27 | 5:00 - 5:50 | Casaya

### **LIDERA UNA SHH SIN ESTRÉS Y CON IMPACTO COMUNITARIO: CONSEJOS PRÁCTICOS**

**Presenter(s):** Bertha Delgadillo, Woodville Tompkins Technical & Career High School, Savannah, GA

**Primary audience:** Middle/Junior (6-8)

En esta sesión, descubrirás cómo patrocinar una Sociedad Honoraria Hispánica con éxito y sin estrés, destacando las raíces y culturas de nuestros estudiantes y comunidades. Descubre estrategias prácticas para simplificar la gestión de la SHH, desde la selección de miembros hasta la organización de eventos significativos. Optimiza tu tiempo y recursos mientras fomentas el éxito estudiantil y generas un impacto cultural positivo y enriquecedor.

## 2-110

Friday, June 27 | 5:00 - 5:50 | Contadora I

### **HOW TO TEACH LITERATURE TO HERITAGE SPEAKERS AND AP STUDENTS. UNDERSTANDING LITERATURE THROUGH COMPELLING SHORT STORIES**

**Presenter(s):** Hemil Garcia Linares, Park View High School LCPS, Sterling, VA

**Primary audience:** Secondary (9-12)

The workshop promotes Hispanic literature in the classroom by reading and analyzing literary works by three classic Hispanic authors: Augusto Monterroso, Horacio Quiroga, and Pío Baroja. The first objective of the workshop is to introduce and/or reinforce the elements of the short story and its structure of the short story, highlighting the use of figures of speech. The second objective of the workshop seeks to foster a genuine interest in Hispanic literature through the analysis of compelling short stories.

## 2-111

Friday, June 27 | 5:00 - 5:50 | Contadora II

### **IMPROVING SPANISH LANGUAGE LEARNING: USING PADLET FOR COLLABORATIVE DEVELOPMENT OF LISTENING, SPEAKING, READING, AND WRITING SKILLS**

**Presenter(s):** Gloria Monzon, Aims Community College, Greeley, CO

**Primary audience:** Higher Ed

This session will explore how Padlet, a web-based collaborative tool, can enhance Spanish language acquisition by encouraging active participation in listening, speaking, reading, and writing tasks. Participants will learn practical strategies for integrating Padlet into Spanish courses, allowing students to collaborate in real-time, share resources, and engage in interactive language practice. Attendees will gain actionable insights for using Padlet to increase student engagement and improve language proficiency.

## WORKSHOP

### 2-112

Friday, June 27, 5:00 - 5:50 | Darien

### **(CONTINUED) ROOT DOWN AND RISE UP! EMPOWERING EDUCATORS AND STUDENTS THROUGH MINDFULNESS AND CONNECTION**

**Presenter(s):** Jennifer Schwester, Brick Memorial High School, Brick, NJ

**Primary audience:** General

This interactive workshop helps educators explore mindfulness, yoga, and social-emotional strategies for personal well-being and professional growth. Through hands-on activities, teachers

learn to integrate these practices into Spanish and Portuguese classrooms, fostering emotional resilience and community. By focusing on the present moment, participants create safe, inclusive spaces where students can navigate challenges, build self-awareness, and connect with others. The workshop emphasizes educator self-care while equipping them to share these techniques in the target language.

## 2-113

Friday, June 27 | 5:00 - 5:50 | Exhibit Hall

### K-12 PROGRAMS NETWORKING RECEPTION

Join us for a reception for all K-12 educators following the AATSP Exams (NSE) Awards Ceremony.

## 2-114

Friday, June 27 | 5:00 - 5:50 | Flamenco

### RESERVED FOR ALAS

## 2-115

Friday, June 27 | 5:00 - 5:50 | Herrera

### RECRUIT AND REACTIVATE – OUR CHAPTER'S AATSP MISSION!

**Presenter(s):** Laura Graebner Shepin, Rolling Meadows High School, Rolling Meadows, IL

**Primary audience:** General

The Chicago Area AATSP chapter is working hard to engage new members and reengage those who have lapsed. We invite members of any other chapters to come learn about our new initiatives (both successes and flops) to increase visibility, build community, and engage in outreach. This session is an invitation to brainstorm, strategize, and work together to build an even stronger organization that continues to be relevant to pre-service, new, and veteran teachers.

## 2-116

Friday, June 27 | 5:00 - 5:50 | Miraflores

### JOB READY! INTEGRATING LANGUAGE FOR SPECIFIC PURPOSES INTO BEGINNING LANGUAGE CLASSES

**Presenter(s):** Krista Chambliss, The University of Alabama at Birmingham, Birmingham, AL; Jenna Reynolds, The University of Alabama at Birmingham, Birmingham, AL

**Primary audience:** Higher Ed

This session presents ideas for incorporating professional language skills into introductory language courses. Students gain practical language abilities for careers. Also, it makes language learning relevant and engaging, fostering a deeper understanding of language and its real-world applications.

## 2-117

Friday, June 27 | 5:00 - 5:50 | Naos

### NAVIGATING THE GALAXY OF SPANISH LEARNING: PREDICTING PROFICIENCY THROUGH LIFE AND STUDY EXPERIENCES

**Presenter(s):** Troy Cox, Brigham Young University, Provo, UT; Merrie Kay Ames, Brigham Young University, Provo, UT

**Primary audience:** Higher Ed

As students progress in Spanish proficiency, their experiences—inside and outside the classroom—shape their oral skills. This study analyses 1,882 university students' demographic and learning backgrounds to identify which nonlinguistic factors predict OPIc proficiency. Findings highlight the pivotal role of immersive experiences, such as living abroad and with native speakers. We discuss implications for placement strategies, emphasizing experiential learning is key to language development.

## 2-118

Friday, June 27 | 5:00 - 5:50 | Taboga

### EN AGOSTO NOS VEMOS (2024) DE GABRIEL GARCÍA MÁRQUEZ: ¿NOVELA INCONCLUSA?

**Presenter(s):** Germán D Carrillo Marquette University Milwaukee, WI

**Primary audience:** Higher Ed

La reciente aparición de En agosto nos vemos, novela póstuma de Gabo, ha sido un acontecimiento literario y publicitario a los que el autor nos tenía acostumbrados. Sin embargo, quedan en el aire ciertas inquietudes: ¿incompleta? ¿qué le falta? ¿por qué motivos sus hijos y la editorial decidieron publicarla diez años después de su muerte? Incompleta, autorizada o no, contiene rasgos de su inimitable escritura, además de unas cuantas más sorpresas que discutiremos en la exposición.

## 2-119

Friday, June 27 | 5:00 - 5:50 | Veraguas

### ARTEFACTOS AUTOBIOGRÁFICOS INSPIRADOS EN ÍCONOS HISPANOS: COMBATIENDO EL BURNOUT ESTUDIANTIL CON CREATIVIDAD Y COMUNIDAD

**Presenter(s):** Maria Gabriela Muniz, Butler University, Indianapolis, IN

**Primary audience:** Higher Ed

Academic burnout is a growing challenge for university students. In the Spanish course Íconos Hispanos, students explore the lives of iconic Hispanic figures as models of resilience and social transformation. They reflect on their lives through creative activities like descriptive writing, collages, and visual diaries while

# SESSIONS

SATURDAY

building cultural connections. This session shares successful strategies combining language practice with tools to combat burnout, foster resilience, and celebrate students' strengths.

## 2-120

Friday, June 27 | 6:00 – 6:50 | Darien

### **UNVEILING OF IN HONOR OF PORTUGUESE AT THE AATSP**

**Presenter(s):** Luci Moreira, College of Charleston, Charleston, SC; Maria Carreira, AATSP, Chesterton, IN

**Primary audience:** General

The Portuguese Newsletter invites you to this special session unveiling the online book In Honor of Portuguese at the AATSP, a retrospective collection of interviews from the newsletter's 33 years of existence. The book includes updated biographies of the interviewees, photos, and a brief history of the Portuguese Newsletter from inception.

Portuguese Editor M. Luci Moreira and Executive Director Maria Carreira will be hosting the event.

Join us for a special gathering afterwards to celebrate this new release!

The Portuguese Gathering will be located in Amador I.

## SATURDAY

### **REGISTRATION OPEN**

Saturday, June 28 | 7:30 – 4:00

### **SESSION BLOCK 16**

Saturday, June 28 | 8:00 - 8:50

## 3-001

Saturday, June 28 | 8:00 - 8:50 | Amador I

### **ROUNDTABLE: CARICATURISTAS HISPÁNICOS AYER Y HOY, PANEL SESSION**

**Presenter(s):** Nancy Membrez, The University of Texas at San Antonio, San Antonio, TX

**Primary audience:** Higher Ed

Cuando Antonio Mingote, caricaturista por excelencia, fue elegido a la Real Academia de la Lengua, se confirmó lo que muchos investigadores ya sabíamos: la caricatura socio-política representa el latido tanto literario como artístico como lingüístico de la cultura hispánica. He aquí nombres por investigar: el mismo Mingote,

Forges, Miguel Gila, Nuria Pompeia; de otra época: Ramón Cilla, Xaudaró, Ricardo Marín, Amparo Brime; los de La Codorniz bajo Franco; Quino (el de Mafalda) en Argentina y otros para mí desconocidos; y hasta los memes contemporáneos de los jóvenes importan.

## 3-002

Saturday, June 28 | 8:00 - 8:50 | Amador II

### **HOW COVID-19 CHANGED SPANISH LANGUAGE TEACHING AT US INSTITUTIONS OF HIGHER EDUCATION**

**Presenter(s):** Emily Kuder, Connecticut College, New London, CT

**Primary audience:** General

This presentation reports on a national survey of postsecondary second language (L2) Spanish teachers in the US which inquired about pedagogical practices and materials that were abandoned or adopted in the shift to remote or hybrid teaching during COVID-19 and how changes have prevailed since the return to in person teaching. Quantitative and qualitative analyses reveal widespread curricular shifts as well as detailed evidence regarding reasons behind these shifts and the differential effect of the pandemic on different types of instructors and institutions.

## 3-003

Saturday, June 28 | 8:00 - 8:50 | Ancon I

### **MAKING IT REAL: HELPING STUDENTS EXPERIENCE REAL WORLD BENEFITS TO LANGUAGE STUDY**

**Presenter(s):** Roger Burt, Avant Assessment, Eugene, Oregon

**Primary audience:** General

Travel, increased pay, college credit, and more. These are some of the reasons we tell students they should study a world language. How real are these things to them though? Exciting things are happening to benefit our language learners that will help encourage them to continue studying language, and experience real world benefits.

## 3-004

Saturday, June 28 | 8:00 - 8:50 | Ancon II

### **SPANISH EDUCATION FOR SPECIFIC PURPOSES (SSP): ESPAÑOL PARA EL ÁMBITO MILITAR**

**Presenter(s):** Dieter A. Waldvogel, Samford University, Birmingham, AL

**Primary audience:** Higher Ed

In the military field, communication between the armed forces is central to achieving the expected objectives. A simple communication error, a mistranslation or a cultural misunderstanding can have catastrophic consequences at the international level. In this context, the importance and

effectiveness of a robust foreign language education program that focuses particularly on intercultural competence for members of the armed forces takes on a much different and more relevant meaning than what we normally expect in the civilian academic field.

### **3-005**

Saturday, June 28 | 8:00 - 8:50 | Balboa

#### **REACHING LOCAL COMMUNITIES IN LANGUAGE FOR SPECIFIC PURPOSES (LSP) CLASSES**

**Presenter(s):** Juan Pablo Cominguez. Columbia University in the City of New York. New York City, NY

**Primary audience:** Higher Ed

This session explores teaching and learning experiences involving the development of intercultural communicative competence through the design, execution, and pedagogic outcomes of content-based course projects in the context of Language for Specific Purposes (LSP) courses. Specifically, it focuses on reaching local communities in order to enhance the learning outcomes of students that take this type of courses, and how underserved communities can be empowered through these experiences.

### **3-006**

Saturday, June 28 | 8:00 - 8:50 | Casaya

#### **CREATING COMPREHENSIBLE CULTURAL INPUT**

**Presenter(s):** Mira Canion, Canion Creations, Lafayette, CO, USA

**Primary audience:** General

Beginning learners can successfully investigate culture even with very limited proficiency. See how to develop comprehensible language and strategies that help students notice culture through the presentation of various cultural topics.

### **3-007**

Saturday, June 28 | 8:00 - 8:50 | Contadora I

#### **EXPLORANDO UN CURRÍCULO ARRAIGADO EN LAS CULTURAS AFRICANAS E INDÍGENAS**

**Presenter(s):** Rhashida Hilliard, Horace Mann School, Bronx, New York; Francisco, Becerra Hernández, The Nueva Upper School, San Mateo, California

**Primary audience:** General

Los presentadores exploran las raíces de la lengua española con respecto a sus conexiones africanas e indígenas. Comparten ideas de cómo incorporar ejemplos específicos de las contribuciones africanas e indígenas en clases de español como parte natural del currículum. Se propone lecciones en donde los estudiantes aprendan el rico legado de los productos, las prácticas, y las

perspectivas indígenas y africanas con relación a lengua española y las culturas de los países hispanohablantes.

### **3-008**

Saturday, June 28 | 8:00 - 9:30 | Contadora II

#### **SIGMA DELTA PI'S GRADUATE RESEARCH SYMPOSIUM**

**Presenter(s):** María Victoria Muñoz, University of Florida, Gainesville, FL

**Moderator:** Middle/Junior (6-8)

**Primary audience:** General

This 6th annual symposium showcases the work of graduate students of Hispanic Studies who were awarded Sigma Delta Pi Graduate Research Grants in 2024 to support their research in Spanish speaking regions domestically and abroad.

### **3-009**

Saturday, June 28 | 8:00 - 8:50 | Exhibit Hall

#### **VEN A VIVIR EL ESPAÑOL A SALAMANCA**

**Presenter(s):** José Miguel Sánchez Llorente, Universidad de Salamanca, Salamanca, Spain

**Primary audience:** General

La Universidad de Salamanca es la más antigua de habla hispana en el mundo. Se presentará la oferta formativa de español para alumnos y profesores: cursos todos los días, para todos los niveles y todas las edades. La Universidad y la AATSP han firmado un acuerdo por el cual los miembros de la asociación cuentan con becas de formación de profesores y alumnos. Y cada verano: Campus AATSP USAL en Salamanca.

### **3-010**

Saturday, June 28 | 8:00 - 8:50 | Flamenco

#### **RESERVED FOR ALAS**

### **3-011**

Saturday, June 28 | 8:00 - 8:50 | Herrera

#### **OLD SCHOOL THROWBACKS VS NEW SCHOOL BANGERS**

**Presenter(s):** Tanika Perry-Vincent, Atlanta Public Schools, Atlanta, GA

**Primary audience:** Secondary (9-12)

We'll bring new life to conventional classroom activities like read-alouds, oral presentations, dictation and more. This presentation is framed within the context of nostalgic music/video/movie remakes. Attendees will leave with a renewed appreciation for their tried-and-true and a new perspective on how to rejuvenate those lessons using the latest tools and best practices in instructional technology and language acquisition in order to engage students.

## 3-012

Saturday, June 28 | 8:00 - 8:50 | Naos

OPEN

## 3-013

Saturday, June 28 | 8:00 - 8:50 | Taboga

OPEN

### SESSION BLOCK 17

Saturday, June 28 | 9:00 - 9:50

## 3-014

Saturday, June 28 | 9:00 - 9:50 | Amador I

### **SHORT-FORM SUCCESS: TIPS FOR SUBMITTING CLASSROOM-FOCUSED SHORT-FORM ARTICLES TO *HISPANIA***

**Presenter(s):** Laura Graebner Shepin, Rolling Meadows High School, Rolling Meadows, IL

**Primary audience:** General

*Hispánia*'s short-form articles section is unique in the field of academic publishing; it features actionable content that teachers at all levels can apply directly to their classrooms and their professional practice. This presentation, made by associate editors of the short-form section, will familiarize attendees with the specific characteristics of short-form articles, strategies for developing an idea into a strong submission, and the process for submitting an article to the journal.

## 3-015

Saturday, June 28 | 9:00 - 9:50 | Amador II

### **AI-ENHANCED LANGUAGE LEARNING: STRATEGIES FOR TEACHING SPANISH WITH ARTIFICIAL INTELLIGENCE**

**Presenter(s):** Elga D. Sepúlveda Suárez, Culinary Institute Lenotre, Houston, TX

**Primary audience:** Secondary (9-12)

Artificial Intelligence is revolutionizing language education. This session explores how AI tools can enhance Spanish instruction by personalizing learning, providing instant feedback, and fostering engagement. Participants will discover practical strategies to integrate AI-powered writing assistants, voice recognition apps, and adaptive assessments into their curriculum while addressing ethical concerns and best practices for implementation.

## 3-016

Saturday, June 28 | 9:00 - 9:50 | Ancon I

### **LA CLASE INDIVIDUAL: SUPERANDO LOS DESAFÍOS Y APROVECHANDO LAS VENTAJAS**

**Presenter(s):** Felipe, Duenas, NLINGUA, Quebec City, QB, Canada

**Primary audience:** General

Las clases individuales de español tienen una serie de beneficios y desafíos, por ejemplo: atención personalizada, adaptabilidad de las clases pero también falta de interacción grupal o incluso la posible dependencia del profesor. ¿Cómo pueden superarse estos problemas y potenciarse los beneficios? Durante esta ponencia analizaremos de manera práctica como podemos extraer el máximo beneficio durante la clase individual, con ejemplos prácticos, que hagan que nuestros estudiantes continúen disfrutando clase tras clase.

## 3-017

Saturday, June 28 | 9:00 - 9:50 | Ancon II

### **EL UNIVERSO DEL MERCADO LABORAL EN LA CLASE DE ESPAÑOL: UN PROYECTO INTEGRATIVO CULTURAL PARA UNA CLASE DE ELE DE NIVEL INTERMEDIO**

**Presenter(s):** Milvia Hernández, University of Maryland Baltimore County (UMBC), Baltimore, Maryland

**Primary audience:** Higher Ed

Learn from AATSP's 2024 Chapter of the Year member Laura Graebner Shepin about submitting articles to *Hispánia*!

Quiere implementar un proyecto integrativo-cultural para su clase de ELE a nivel intermedio 1 para reforzar el valor de los idiomas en la carrera profesional de sus estudiantes y al tiempo explorar y reflexionar sobre las leyes laborales tanto en los países hispanohablantes como en EE.UU, venga a esta sección. Se presentará un proyecto donde se integran las 5Cs y sus estudiantes explorarán, reflexionarán y se prepararán para su futuro laboral usando lo que aprende en su clase de español.

## 3-018

Saturday, June 28 | 9:00 - 9:50 | Balboa

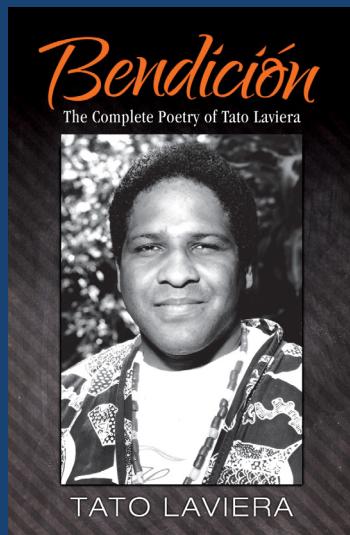
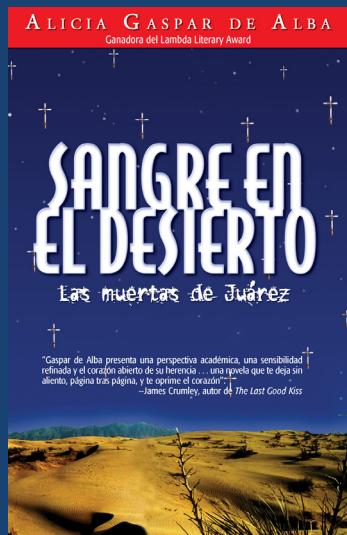
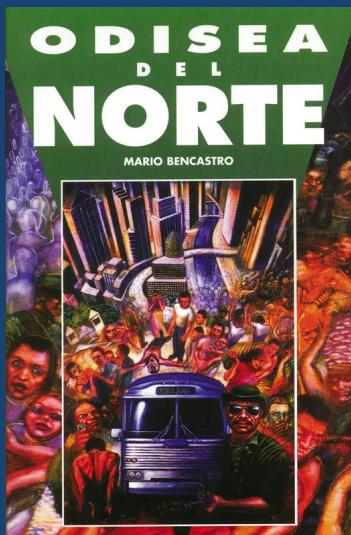
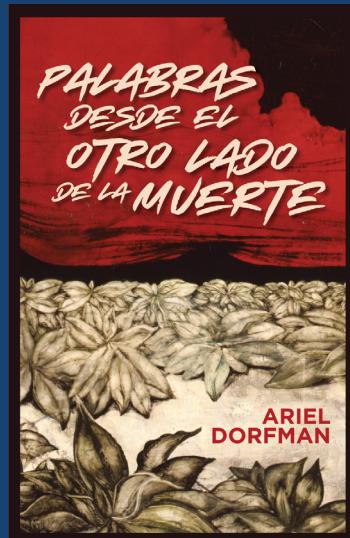
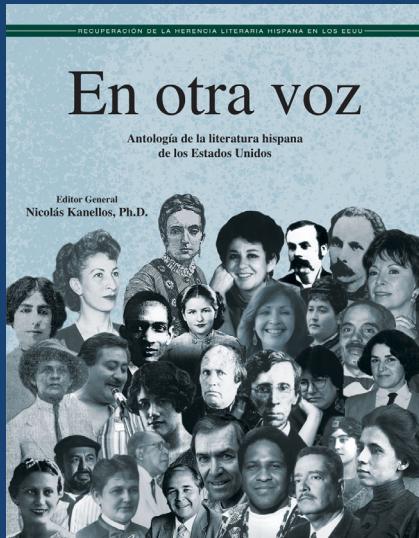
### **OUT OF THE CLASSROOM: CONNECTING YOUR LANGUAGE CLASSROOM TO THE WORLD**

**Presenter(s):** Alondra Pacheco, University School, Hunting Valley, OH

**Primary audience:** Secondary (9-12)

This session is designed to provide information on several free professional development programs for language teachers working at the K-12 level. The resources covered will give teachers an overview of several programs that can enhance their student's

# EXPLORE EXCITING NEW READS



Request Our Catalog: [appinfo@uh.edu](mailto:appinfo@uh.edu)



ARTE  
PÚBLICO  
PRESS

University of Houston  
4902 Gulf Fwy, Bldg 19, Rm 100  
Houston, TX 77204-2004  
[bkorders@uh.edu](mailto:bkorders@uh.edu)

learning experience. Examples of student-created work will be shown along with project ideas, aimed to help you start service projects that focus on language development. Information on how to register for programs will be shared.

## 3-019

Saturday, June 28 | 9:00 - 9:50 | Casaya

### **RUPTURAS DE LA HEGEMONÍA DE GÉNERO A TRAVÉS DEL NUEVO "YO" QUEER MEXICANO**

**Presenter(s):** Arely Orozco, University of Nevada, Las Vegas, NV

**Primary audience:** Higher Ed

Esta presentación analiza la representación de la comunidad LGBTTIQ+ en dos marcos históricos clave dentro de la sociedad mexicana: el nacionalismo y el postnacionalismo. Examina cómo estos marcos han influido en la integración social de la comunidad LGBTTIQ+ en los medios, proponiendo una nueva perspectiva sobre las vivencias queer del "yo" mexicano. A través del análisis de figuras como La Bruja de Texcoco, se muestra cómo el postnacionalismo permite una representación más inclusiva y significadora.

## 3-020

Saturday, June 28 | 9:00 - 9:50 | Contadora I

### **PANEL | CULTURAS CONECTADAS: IMPULSANDO LA CIUDADANÍA**

#### **GLOBAL Y ALCANZANDO LAS METAS DE DESARROLLO**

#### **SOSTENIBLE DE LAS NACIONES UNIDAS**

**Presenter(s):** Akash Patel, Chairman, UN Association of USA, Washington DC; Rosa Bell, James Campbell HS, Ewa Beach, HI

**Primary audience:** General

El panel "Culturas Conectadas: Impulsando la Ciudadanía Global y Alcanzando las Metas de Desarrollo Sostenible de las Naciones Unidas" explora cómo la diversidad cultural puede fortalecer la ciudadanía global y contribuir al logro de los ODS. A través de presentaciones y debates interactivos, se analizará el papel de la interculturalidad en la justicia social y la sostenibilidad ambiental. Juntos, promoveremos un diálogo que integre nuestras raíces culturales en iniciativas globales, construyendo un futuro más equitativo y sostenible.

## 3-021

Saturday, June 28 | 8:00 - 9:30 | Contadora II

### **SIGMA DELTA PI'S GRADUATE RESEARCH SYMPOSIUM (CONT.)**

**Presenter(s):** María Victoria Muñoz, University of Florida, Gainesville, FL

**Primary audience:** General

This 6th annual symposium showcases the work of graduate students of Hispanic Studies who were awarded Sigma Delta Pi Graduate Research Grants in 2024 to support their research in Spanish speaking regions domestically and abroad.

## 3-022

Saturday, June 28 | 9:30 - 10:50 | Contadora II

### **SIGMA DELTA PI'S 13TH ANNUAL BEST PRACTICES SESSION**

**Presenter(s):** Lizet González, Arizona State University, Tempe, AZ; Maia Shampo, Florida State University, Tallahassee, FL; Idania Carter, Florida International University, Miami, FL; Carla León Celya, Arizona State University, Tempe, AZ; Brianna Botello, Colgate University, Hamilton, NY

**Moderator:** Mark P. Del Mastro, College of Charleston, Charleston, SC

**Primary audience:** Higher Ed

For the 13th consecutive year, Sigma Delta Pi, the National Collegiate Hispanic Honor Society, hosts student members to share their local chapters' best practices through formal presentations. All current and prospective chapter advisers and members of Sigma Delta Pi, as well as interested educators are welcome to attend.

## 3-023

Saturday, June 28 | 9:00 - 9:50 | Exhibit Hall

### **HERRAMIENTAS DIDÁCTICAS PARA LA CLASE ELE: DESDE LA CREATIVIDAD A LAS INMERSIONES LINGÜÍSTICAS**

**Presenter(s):** Daniel Escalona, David, Trigo Muñoz; Federación de Escuelas de Español como Lengua Extranjera en España (FEDELE), Málaga, España

**Primary audience:** General

A través de un recorrido a través de las inteligencias múltiples de Gardner, desde la Federación de Escuelas de Español como Lengua Extranjera, FEDELE, aportaremos material didáctico aportado por nuestros centros para su uso libre en clase. Veremos las últimas novedades en creatividad y abordaremos las inmersiones lingüísticas como una herramienta indiscutible para el desarrollo pedagógico del alumno.

## 3-024

Saturday, June 28 | 9:00 - 9:50 | Flamenco

### **RESERVED FOR ALAS**

## 3-025

Saturday, June 28 | 9:00 - 9:50 | Herrera

### **OPEN**

**3-026**

Saturday, June 28 | 9:00 - 9:50 | Naos

**BILINGUAL JOURNEYS: LATINE PARENTS' EXPERIENCES AND PRACTICES RAISING SPANISH-ENGLISH BILINGUAL CHILDREN IN MINNESOTA**

**Presenter(s):** Celeste Morales, University of Minnesota Twin Cities, Minneapolis, MN

**Primary audience:** PreK-5

This preliminary study highlights how educators can support Latine immigrant families in fostering bilingualism at home. By analyzing firsthand parental narratives, it identifies parents' primary needs in maintaining Spanish, their sources of information on bilingualism, and the strategies they use at home. Findings provide practical recommendations for teachers of heritage speakers and bilingual programs, equipping educators with tools to strengthen home-school collaboration and ensure Spanish-English bilingualism remains a shared effort between families and educators.

**3-027**

Saturday, June 28 | 9:00 - 9:50 | Taboga

**LA MAGIA DE LA LITERATURA: TRANSFORMANDO LA ENSEÑANZA DEL ESPAÑOL COMO LENGUA EXTRANJERA**

**Presenter(s):** Sybil Sanchez, Randolph High School, Randolph, NJ

**Primary audience:** Secondary (9-12)

El estudio del español a través de la literatura proporciona a los estudiantes una oportunidad única para explorar perspectivas culturales y conocimientos diversos. Este enfoque los motiva a establecer conexiones y comparaciones literarias y culturales, desarrollando así su competencia en el uso del lenguaje y su capacidad de análisis crítico. En este taller, los participantes descubrirán estrategias innovadoras para integrar las cinco C's (Comunicación, Culturas, Conexiones, Comparaciones, y Comunidades) en la enseñanza del español.

**SESSION BLOCK 18**

Saturday, June 28 | 10:00 - 10:50

**3-028**

Saturday, June 28 | 10:00 - 10:50 | Amador I

**EL PODER DE LA EXPERIENCIA CULTURAL: CÓMO CREAR UN PROGRAMA DE CULTURA Y VIAJES AL EXTERIOR PARA ESTUDIANTES UNIVERSITARIOS DE ESPAÑOL**

**Presenter(s):** Daniela Goldfine, University of Wisconsin-River Falls, River Falls, Wisconsin

**Primary audience:** Higher Ed

A pesar de los desafíos actuales, la educación universitaria continúa siendo un espacio en el cual se prepara a los estudiantes para un mundo globalizado, donde la comprensión intercultural es clave. El enriquecimiento de los mundos de nuestros estudiantes a través de la literatura y de los filmes se acrecienta si podemos combinarlo con un viaje donde puedan experimentar esa cultura en primera persona. Esta presentación demuestra que incluso desde una universidad pequeña, se pueden generar experiencias que transformen a los estudiantes y los conviertan en ciudadanos del mundo.

**3-029**

Saturday, June 28 | 10:00 - 10:50 | Amador II

**LA CIUDADANIA GLOBAL EN EL AULA: AGENTES DE CAMBIO**

**Presenter(s):** Frances Mecarty, The Pingry School, Branchburg, NJ

**Primary audience:** Secondary (9-12)

La preparacion de estudiantes para ser agentes de cambio requiere que los estudiantes tengan conciencia de asuntos globales y los desafios en sus propias comunidades. Esta propuesta muestra la implementacion de una unidad temática con el propósito de incentivar la responsabilidad social y desarrollar simultaneamente las habilidades linguísticas de los estudiantes.

**3-030**

Saturday, June 28 | 10:00 - 10:50 | Ancon I

**DESARROLLANDO UN CURRÍCULO INCLUSIVO PARA ESTUDIANTES DE LENGUA DE HERENCIA: MANTENIENDO Y FORTALECIENDO EL ESPAÑOL**

**Presenter(s):** Zulay Tunon Broussard, Stanley British Primary School, Denver, CO; Hannah McKeeth, Inquiry By Design, Washington, D.C.

**Primary audience:** Middle/Junior (6-8)

Desde la perspectiva de una maestra en Colorado, esta presentación destaca un proyecto diseñado para hablantes de herencia del español y sus necesidades únicas. Se explorarán estrategias de diferenciación, enseñanza culturalmente relevante, TPRS (Teaching Proficiency Through Reading and Storytelling) y aprendizaje basado en proyectos. Además, se analizará cómo los grupos de afinidad, el currículo personalizado y el seguimiento de la competencia lingüística fortalecen identidad y participación estudiantil.

**3-031**

Saturday, June 28 | 10:00 - 10:50 | Ancon II

**CÓMO PREPARARSE PARA UNA ENTREVISTA DE TRABAJO: ¡UN ACIERTO QUE CRUCE CULTURAS!**

**Presenter(s):** Mina Levenson, retired, Pittsburgh Public

Schools, Pittsburgh, PA

**Primary audience:** Higher Ed

Esta sesión ofrece la oportunidad de mejorar la comunicación interpersonal y a la vez prepararse para una exitosa entrevista laboral. ¿Cuáles elementos se deben incluir o evitar? ¿Cómo se debe actuar el candidato? ¿Cuáles son los conceptos y las preguntas esenciales? Los participantes podrán experimentar y ensayar el proceso. ¡Álmense!

## 3-032

Saturday, June 28 | 10:00 - 10:50 | Balboa

### **CULTURA Y COLABORACIÓN: EL PODEROSO IMPACTO DE LA PARTICIPACIÓN COMUNITARIA**

**Presenter(s):** Andrea Topash-Rios, University of Notre Dame, Notre Dame, IN; Ricardo Rios, Saint Joseph High School, South Bend, IN

**Primary audience:** Higher Ed

Andrea y Ricardo, una profesora universitaria y un profesor de secundaria, observaban cómo el aislamiento interpersonal crecía en sus aulas. Para combatirlo, guiaron a sus estudiantes en un proyecto de redescubrimiento del poder de la conexión humana, combinando intercambio cultural y soluciones tecnológicas mixtas con gran impacto. Únase a la sesión para inspirarse y obtener herramientas para integrar la participación comunitaria en su plan de estudios, a pequeña y gran escala.

## 3-033

Saturday, June 28 | 10:00 - 10:50 | Casaya

### **CELEBRATING OUR ROOTS & CULTURES THROUGH MUSIC & SONG TO ENHANCE LANGUAGE & CULTURAL PROFICIENCIES**

**Presenter(s):** Richard de Meij, Global Communications Academy, Hartford, CT

**Primary audience:** Secondary (9-12)

Music as a universal bridge connects us across cultures & identities. Discover the power of singing for proficiency while celebrating cultural diversity. This interactive session explores how music enhances all aspects of language while fostering engagement & S.E.L. by integrating culturally relevant songs that celebrate heritage and build proficiency. Walk away with multimedia-ready song sheets & practical strategies to bring the joy of singing into your classroom—because this connects, teaches and celebrates our roots. Preview this workshop at: <https://bit.ly/audio-mu>

## 3-034

Saturday, June 28 | 10:00 - 10:50 | Contadora I

### **AFRO-PANAMANIANS AND THE CANAL ZONE: IDENTITY, CULTURE, AND TRANSITION**

**Presenter(s):** Reinaldo Whyte, Bilingual Kids, Inc., Anniston, AL

**Primary audience:** General

This session will provide an engaging exploration of Panama in the 1970s, focusing on the transition of the Panama Canal from U.S. to Panamanian control. Through storytelling, historical analysis, and visual materials, participants will gain a deeper understanding of the complex relationships between the United States and Panama, particularly through the lens of the Afro-Panamanian experience.

## 3-035

Saturday, June 28 | 10:00 - 10:50 | Contadora II

### **SIGMA DELTA PI'S 13TH ANNUAL BEST PRACTICES SESSION (CONT'D)**

**Presenter(s):** Lizet González, Arizona State University, Tempe, AZ; Maia Shampo, Florida State University, Tallahassee, FL; Idania Carter, Florida International University, Miami, FL; Carla León Celaya, Arizona State University, Tempe, AZ; Brianna Botello, Colgate University, Hamilton, NY

**Moderator:** Mark P. Del Mastro, College of Charleston, Charleston, SC

**Primary audience:** Higher Ed

For the 13th consecutive year, Sigma Delta Pi, the National Collegiate Hispanic Honor Society, hosts student members to share their local chapters' best practices through formal presentations. All current and prospective chapter advisers and members of Sigma Delta Pi, as well as interested educators are welcome to attend.

## 3-036

Saturday, June 28 | 10:00 - 10:50 | Exhibit Hall

### **HONORARY FELLOWS INTERVIEW**

Interview of Dr. Jesús Fernández González, Honorary Fellow Award recipient

Interviewed by Dr. Javier Valdivielso Odriozola

## 3-037

Saturday, June 28 | 10:00 - 10:50 | Exhibit Hall Alcove

### **TALLER DE TEMBLEQUE**

**Presenter(s):** Marjorie Ehrman, Chisholm Trail High School, Fort Worth, TX

**Primary audience:** General

Come and create with us a traditional Panamanian Tembleque. This beautiful jewel is part of our traditional costume, La pollera. We will use beads, and stones and create a beautiful Butterfly hair clip that reflects the cultural traditions and beauty of Panama. The Tembleque is a symbol of culture and tradition from the heart of the universe, Panama. The roots of this beautiful piece shows the history and identity of our country.

# 2025 HONORARY FELLOWS AWARD

## DR. JESÚS FERNÁNDEZ GONZÁLEZ

3 - 0 3 6

Saturday, June 28  
10:00 – 11:30  
Exhibit Hall

### THE 2025 HONORARY FELLOWS AWARD INTERVIEW

Conducted by Dr. Javier Valdivielso Odriozola, Cervantes Institute Director, New York City



The AATSP's **Honorary Fellows Award** recognizes individuals who have made outstanding contributions to the study and promotion of Hispanic and Luso-Brazilian languages, literatures, cultures, linguistics, and cinema.

Dr. Fernández González has exemplified this commitment through a distinguished career in education and cultural diplomacy. As Counselor of Education for the United States and Canada at the Embassy of Spain, he has championed programs that bring Spanish language and culture to thousands of students and educators. In addition, he has served in key leadership roles at the University of Salamanca and in Spanish diplomatic missions across the U.S., U.K., and Ireland, and has played an essential role in advancing Spanish language instruction worldwide.

A long-time supporter of our organization, he was instrumental in organizing multiple conferences and events with the AATSP in the United States and abroad, delivered a keynote at the 2024 conference in Portland, and established and hosted the first Spanish Embassy Luncheon at AATSP. His lifelong dedication to Spanish language education makes him a most deserving recipient of this honor.



## 3-038

Saturday, June 28 | 10:00 - 10:50 | Flamenco

**RESERVED FOR ALAS**

## 3-039

Saturday, June 28 | 10:00 - 10:50 | Herrera

### **ROUNDTABLE: UNLOCKING LANGUAGE POTENTIAL: EXAMINING TASK-BASED LEARNING AND BILINGUAL METHODS IN PANAMANIAN EFL INSTRUCTION**

**Presenter(s):** Mariela Sonhouse, Joel Alvarez; Universidad de Panama, Panama

**Primary audience:** Higher Ed

Appreciating varied origins and cultures is essential for promoting understanding and respect in a society that is becoming more interconnected due to globalization. In the context of language instruction, this issue strikes a deep chord, especially in Panama, where linguistic diversity and a rich cultural legacy coexist. As we examine the theme "Celebrating Our Roots and Cultures in the Heart of the Universe," we acknowledge how crucial it is to incorporate these components into EFL training using cutting-edge pedagogical strategies like task-based learning and bilingualism.

## 3-040

Saturday, June 28 | 10:00 - 10:50 | Naos

### **ADAPTACIÓN A LA GLOBALIZACIÓN: EL PAPEL DE LOS PROGRAMAS DE LENGUA ESPAÑOLA EN LA ESTRATEGIA DE INTERNACIONALIZACIÓN DE CANADÁ**

**Presenter(s):** Victoria Wolff, Western University, London, Ontario, Canada

**Primary audience:** Higher Ed

Esta presentación examina el papel de los programas de lengua española en la internacionalización de Canadá, destacando su adaptación a las tendencias educativas globales. Analiza el impacto de la "Declaración de Principios de Internacionalización" (2014) en la enseñanza del español y cómo estos programas desarrollan competencias lingüísticas e interculturales. También aborda los desafíos y oportunidades para que los programas de español contribuyan al éxito de los estudiantes en un entorno multicultural e interconectado.

## 3-041

Saturday, June 28 | 10:00 - 10:50 | Taboga

### **LA MÚSICA COMO VOZ DE RESISTENCIA: JUSTICIA SOCIAL E IDENTIDAD EN PUERTO RICO A TRAVÉS DE LA LÍRICA DE BAD BUNNY**

**Presenter(s):** Zelma López, Gray's Creek High School, Hope Mills, NC

**Primary audience:** Secondary (9-12)

Descubre cómo la música de Bad Bunny se convierte en un himno de resistencia cultural y justicia social. Analiza sus letras sobre la identidad, el desplazamiento y la gentrificación en Puerto Rico. Aprende estrategias para integrar su música en la enseñanza del español, mientras debates cómo el lenguaje puede preservar la memoria, celebrar la cultura y fomentar el activismo en América Latina. ¡Una perspectiva única para inspirar y revolucionar tu enseñanza!

## SESSION BLOCK 19

Saturday, June 28 | 11:00 - 11:50

## 3-042

Saturday, June 28 | 11:00 - 11:50 | Amador I

### **PROMOTING INTERNATIONAL CONNECTIONS, FOSTERING INTERCULTURAL AWARENESS, ENCOURAGING INTROSPECTION, AND DISPELLING STEREOTYPES IN A HUMANITIES COURSE**

**Presenter(s):** Dr. Adèle Douglin, Jacksonville University, Jacksonville, FL

**Primary audience:** Higher Ed

This session will demonstrate how requiring students to participate in international virtual conversations during a Latin American Humanities course enhanced students' intercultural knowledge, promoted student introspection, and caused students to challenge preconceived notions. Attendees will be shown how incorporating these conversations into their curriculum has the power to amplify the information imparted during lectures while also challenging their students to question stereotypes while increasing their intercultural awareness.

## 3-043

Saturday, June 28 | 11:00 - 11:50 | Amador II

### **LA OLIMPIADA FILOSÓFICA AMERICANA (APO)**

**Presenter(s):** Joe Murphy, Dwight-Englewood School, Englewood, NJ; Dr. Maryann Woods-Murphy, The Pingry School, Basking Ridge, NJ

**Primary audience:** Secondary (9-12)

En esta sesión, vamos a explicar cómo puedes incorporar el pensamiento filosófico en el aula de clase. Los participantes recibirán información sobre cómo pueden participar sus estudiantes en La Olimpiada Filosófica Americana (APO)- un concurso nacional en que los estudiantes escriben sobre temas

filosóficos en español. Los dos ganadores nacionales de este concurso van a un país diferente (que cambia cada año) para competir con y conocer a otros estudiantes internacionales en el gran concurso de La Olimpiada Internacional de Filosofía (IPO).

### **3-044**

Saturday, June 28 | 11:00 - 11:50 | Ancon I

#### **EMPOWERING LANGUAGE LEARNING THROUGH PROJECT-BASED INSTRUCTION**

**Presenter(s):** Pamela Mapelli, Newton County Schools, Covington, GA

**Primary audience:** Secondary (9-12)

This session explores the benefits of project-based learning (PBL) in language instruction, highlighting its role in increasing motivation, fostering real-world language application, and developing 21st-century skills. Participants will learn strategies to design and implement effective projects that integrate linguistic skills while promoting student-centered learning. Practical examples and assessment techniques will be shared to support teachers in creating engaging, meaningful, and authentic learning experiences.

### **3-045**

Saturday, June 28 | 11:00 - 11:50 | Ancon II

#### **INCORPORATING THE UNITED NATIONS' SUSTAINABLE DEVELOPMENT GOALS INTO THE WORLD LANGUAGE CLASSROOM: STRATEGIES FOR DESIGNING MEANINGFUL CONTENT**

**Presenter(s):** Leah Strobel, Woodlands Academy of the Sacred Heart, Lake Forest, IL

**Primary audience:** Secondary (9-12)

This session will provide educators with practical tools for embedding the United Nations' 17 Sustainable Development Goals (SDGs) into the Spanish language curriculum while fostering critical thinking and increasing linguistic and cultural competencies. It will include examples of successful projects from my own classroom (Spanish levels 1-5) that included multilevel and interdisciplinary collaboration and will draw upon approaches such as content-based instruction and socially empowered learning to demonstrate ways student learning is motivated by empathy.

### **3-046**

Saturday, June 28 | 11:00 - 11:50 | Balboa

#### **ENRICHING YOUR LANGUAGE CLASSROOM WITH AUTHENTIC CONVERSATION**

**Presenter(s):** Sheri Barksdale, Brian Hunter; University of Cincinnati Blue Ash College, Cincinnati, OH

**Primary audience:** Higher Ed

By integrating real-world conversation into your classroom, you can create immersive, engaging experiences that build fluency, confidence, and cultural awareness. In this session, learn how professors in the Department of Language and Culture Studies at the University of Cincinnati are incorporating real life conversations into their curriculum. Whether you teach beginners or advanced students, this presentation will equip you with ideas to create an environment where conversation thrives.

### **3-047**

Saturday, June 28 | 11:00 - 11:50 | Casaya

#### **ROUNDTABLE: AS ARTIFICIAL INTELLIGENCE (AI) CONTINUES TO TRANSFORM EDUCATION, ITS POTENTIAL TO ENHANCE WORLD LANGUAGE (WL) TEACHING AND LEARNING**

**Presenter(s):** Ashley Love, Athens Academy, Athens, GA

**Primary audience:** General

Celebrating our roots and cultures in the heart of the universe involves integrating AI into World Language education while honoring students' diverse identities. By combining AI's personalized learning capabilities with culturally sustaining pedagogies, we create dynamic, inclusive classrooms that foster both language proficiency and cultural competence. This approach ensures that technology enhances students' connections to their heritage, helping them engage meaningfully with the world, understand their cultural roots, and thrive as multilingual citizens in an interconnected global society.

### **3-048**

Saturday, June 28 | 11:00 - 11:50 | Contadora I

#### **CELEBRATING PANAMA: CULTURE, BIODIVERSITY, AND IDENTITY IN THE HEART OF THE UNIVERSE**

**Presenter(s):** Laura Mungavin, Rye Country Day School, Rye, NY

**Primary audience:** Secondary (9-12)

This session explores engaging ways to bring Panamanian culture and history into the L2 Spanish classroom. We'll celebrate Panama's ethnic diversity, examine its biodiversity preservation efforts, and explore forces that have helped shape its cultural identity. You'll discover Biomuseo's amazing work, and Cuencafé, a sustainable coffee initiative supporting local communities. Join us in "Celebrating Panama: Culture, Biodiversity, and Identity in the Heart of the Universe" to honor Panama's rich cultural legacy.

### **3-049**

Saturday, June 28 | 11:00 - 11:50 | Contadora II

#### **SIG-LANGUAGES FOR SPECIFIC PURPOSES MEETING**

**Presenter(s):** Mary Risner, University of Florida, Gainesville, FL

**Primary audience:** General

This session aims to bring together those who are currently integrating Language for Specific Purposes (LSP) content and those desiring to learn about LSP. We will provide updates on what is happening with Spanish and Portuguese curriculum focusing on careers, and discuss how we can continue to build the LSP community within AATSP and beyond.

## **3-050**

Saturday, June 28 | 11:00 - 11:50 | Exhibit Hall

### **HONORARY FELLOWS INTERVIEW**

Interview of Dr. Jesús Fernández González, Honorary Fellow Award recipient

Interviewed by Dr. Javier Valdivieso

## **3-051**

Saturday, June 28 | 10:00 – 10:50 | Exhibit Hall Alcove

### **TALLER DE TEMBLEQUE (CONT'D)**

**Presenter(s):** Marjorie Ehrman, Chisholm Trail High School, Fort Worth, TX

**Primary audience:** General

Come and create with us a traditional Panamanian Tembleque. This beautiful jewel is part of our traditional costume, La pollera. We will use beads, and stones and create a beautiful Butterfly hair clip that reflects the cultural traditions and beauty of Panama. The Tembleque is a symbol of culture and tradition from the heart of the universe, Panama. The roots of this beautiful piece shows the history and identity of our country.

## **3-052**

Saturday, June 28 | 11:00 - 11:50 | Flamenco

### **RESERVED FOR ALAS**

## **3-053**

Saturday, June 28 | 11:00 - 11:50 | Herrera

### **ROUNDTABLE: UNLOCKING LANGUAGE POTENTIAL: EXAMINING TASK-BASED LEARNING AND BILINGUAL METHODS IN PANAMANIAN EFL INSTRUCTION**

**Presenter(s):** Mariela Sonhouse, Joel Alvarez; Universidad de Panama, Panama

**Primary audience:** Higher Ed

Appreciating varied origins and cultures is essential for promoting understanding and respect in a society that is becoming more interconnected due to globalization. In the context of language instruction, this issue strikes a deep chord, especially in Panama, where linguistic diversity and a rich cultural legacy coexist. As

we examine the theme "Celebrating Our Roots and Cultures in the Heart of the Universe," we acknowledge how crucial it is to incorporate these components into EFL training using cutting-edge pedagogical strategies like task-based learning and bilingualism.

## **3-054**

Saturday, June 28 | 11:00 - 11:50 | Naos

### **STRENGTHENING ROOTS THROUGH CRITICAL ADVOCACY AND COMMUNITY-BASED LANGUAGE LEARNING: MODELS, CHALLENGES, AND FUTURE DIRECTIONS**

**Presenter(s):** Ellen, Serafini, Carrie, Bonilla; George Mason University, Fairfax, VA

**Primary audience:** Higher Ed

Building on critical approaches to community-based learning (CBL) that promote students' critical awareness of language and sociolinguistic agency, we model our approach to integrating CBL into the university Spanish curriculum through partnering with local schools, community colleges, healthcare clinics, and social service agencies and discuss programmatic efforts to advocate for critical CBL for heritage and second language Spanish students. We conclude by considering localized challenges and future directions in community-based outreach, research, and practice.

## **3-055**

Saturday, June 28 | 11:00 - 11:50 | Taboga

### **OPEN**

**#AATSP25**



**3 - 056**

Saturday, June 28 | 12:00 - 1:15 | Contadora III & Contadora IV

**KEYNOTE THREE: ADVANCING STUDENT ACHIEVEMENT THROUGH BILINGUALISM AND BICULTURALISM**

**Moderator:** Maria M. Carreira, Ph.D., Executive Director, AATSP

**Panelists:** Linda Egnatz, Executive Director, Global Seal of Biliteracy; Alejandro Lee, Ph.D., the American Association of Teachers of Spanish and Portuguese (AATSP); Ana Lucia Lico, Ph.D., Board Member and Co-founder, Associação Brasileira de Cultura e Educação (ABRACE); Alex Marrero, Ph.D., Denver Public Schools; Leslie Torres-Rodriguez, Ph.D. Association of Latino Administrators and Superintendents (ALAS)

**Wrap-Up Speaker:** Valerie Shull, AATSP

This keynote panel focuses on strengthening advocacy for Spanish and Portuguese education. Educational leaders and administrators will discuss how strong language programs support academic success and social development—especially for language-minority students.

Panelists will share effective policies, partnerships, and practices that have expanded access to language education. By including administrative voices, the session highlights that advocacy and program design thrive through collaboration.

*Sponsored by Avant and the Instituto Cervantes*

de español como lengua de herencia, centrados en sus intereses. Se presentarán modelos personalizados que buscan potenciar la comprensión lectora, desarrollar la expresión escrita y ampliar el repertorio léxico en español. Los asistentes conocerán ejemplos que motivan a los estudiantes a explorar y contrastar la diversidad entre hablantes de lenguas de herencia, fomentando su desarrollo lingüístico y cultural, y fortaleciendo su identidad bilingüe y competencias académicas.

**3-058**

Saturday, June 28 | 2:00 - 2:50 | Amador II

**THE ROLE OF STUDENT SELF-EVALUATIONS IN HERITAGE LANGUAGE COURSE PLACEMENT**

**Presenter(s):** Leslie Del Carpio, Indiana University-Bloomington, Bloomington, IN; Roberto Ortiz Manzanilla, Indiana University-Bloomington, Bloomington, IN; Paola Enriquez Duque, George Mason University, Fairfax, VA

**Primary audience:** Higher Ed

This session will provide a preliminary observation of using students' self-evaluations as a complementary tool to course placement in a heritage language program in the Midwest. Utilizing data continuously gathered from previous years, the researchers established patterns of auto-ratings according to heritage level. The proposal to include this data as a tool incorporates a survey at the beginning of the semester in which students assess their language skills in their heritage language.

**3-059**

Saturday, June 28 | 2:00 - 2:50 | Ancon I

**LINGUISTIC DIVERSITY, SOCIAL JUSTICE, AND LEARNER AUTONOMY: DESIGNING CUSTOM OERS TO SUPPORT CURRICULAR PRIORITIES**

**Presenter(s):** Melissa Murphy, University of Texas at Austin, Austin, TX

**Primary audience:** Higher Ed

This presentation will address the evolving priorities of language educators and the limitations of commercial textbooks, advocating for custom OER creation. Focusing on a current Intermediate Spanish project, I will demonstrate how custom content can emphasize social justice, validate linguistic diversity, and increase learner autonomy. From a practical perspective, this project serves as a hopeful example of a major curricular change achievable by educators with limited time and resources.

**SESSION BLOCK 20**

Saturday, June 28 | 2:00 - 2:50

**3-057**

Saturday, June 28 | 2:00 - 2:50 | Amador I

**NUESTRA LENGUA, NUESTRAS HISTORIAS: PROYECTOS SIGNIFICATIVOS EN EL AULA DE ESPAÑOL COMO LENGUA DE HERENCIA**

**Presenter(s):** Joan Munné, Duke University, Durham, NC

**Primary Audience:** Higher Ed

Esta presentación explora proyectos diseñados para hablantes

# KEYNOTE PANEL FEATURE

**3 - 056**

**Saturday, June 28**  
**12:00 - 1:15**  
**Contadora III & Contadora IV**

## **ADVANCING STUDENT ACHIEVEMENT THROUGH BILINGUALISM AND BICULTURALISM**

**Moderator:**

**Maria M. Carreira, Ph.D., Executive Director, AATSP**

**Panelists:**

**Linda Egnatz, Executive Director, Global Seal of Biliteracy; Alejandro Lee, Ph.D., the American Association of Teachers of Spanish and Portuguese (AATSP); Ana Lucia Lico, Ph.D., Board Member and Co-founder, Associação Brasileira de Cultura e Educação (ABRACE); Alex Marrero, Ph.D., Denver Public Schools; Leslie Torres-Rodriguez, Ph.D. Association of Latino Administrators and Superintendents (ALAS)**

**Wrap-Up Speaker:**

**Valerie Shull, AATSP**

This keynote panel brings together national leaders in language education to explore how initiatives at all levels of education can foster bilingualism and biculturalism as a means of empowering language minority students. Panelists will discuss the role of language education in fostering academic success, cultural identity, and workforce readiness, highlighting policies, programs, and partnerships that support student achievement from early childhood through higher education. The conversation will also address how bilingualism enhances social mobility and strengthens language communities. Join us for an insightful discussion on how strategic efforts in bilingual and bicultural education can drive equity, opportunity, and leadership development for language minority students nationwide.



*Sponsored by Avant and the Instituto Cervantes*



Linda Egnatz



Alejandro Lee



Ana Lucia Lico



Alex Marrero



Leslie Torres-Rodriguez

**3-060**

Saturday, June 28 | 2:00 - 2:50 | Ancon II

**IMPROVING SPANISH HERITAGE STUDENTS' LITERACY SKILLS: A WRITING WORKSHOP****Presenter(s):** Michael Tallon, University of the Incarnate Word, San Antonio, TX**Primary audience:** Higher Ed

Research has shown that many Spanish heritage students have strong oral skills but lack literacy skills. The purpose of this workshop is to help these students work on their writing skills, focusing on writing as a process. The workshop involves several sessions throughout the semester, each lasting approximately 30 minutes. The ultimate goal is that students improve their literacy skills and become better language learners.

**3-061**

Saturday, June 28 | 2:00 - 2:50 | Balboa

**ARMENIANS IN LATIN AMERICA: PRODUCTS, PRACTICES AND PERSPECTIVES OF ARMENIA'S CULTURE AND HISTORY****Presenter(s):** Maria Esmerian-Dessipris, Glen Ridge High School, Glen Ridge, NJ**Primary audience:** General

Learn about Armenians in Latin America and make your curriculum more inclusive and diverse by including their history and contributions to the Luso-Hispanic world. Be part of the continuous conversation to remember and educate about the Armenian Genocide, while making an impact and a difference on programs and policies and fostering empathy and understanding in the global classroom. A potpourri of interconnected projects, resources, and PD travel opportunities around the world will be showcased, integrating UN-SDGs that bridge cultural appreciation and promote language learning.

**3-062**

Saturday, June 28 | 2:00 - 2:50 | Casaya

**PREPARING FOR JOBS WITH LSPS: BUILDING A MULTILINGUAL WORKFORCE WITH THE GLOBAL SEAL OF BILITERACY****Presenter(s):** Linda Egnatz, Global Seal of Biliteracy, Frankfort, IL**Primary audience:** General

This session highlights the value of Language for Specific Purposes (LSP) and CTE courses that empower students with stackable and digitally-shareable micro-credentials. Adding language certification to course outcomes engages learners, boost enrollment, and equips students to leverage their skills. Examples from the Hawai'i Language Roadmap's Global Seal of Biliteracy Testing Program at the University of Hawai'i Mānoa are included.

Practical applications and benefits of language certification will be shared from both the academic and workplace perspectives.

**3-063**

Saturday, June 28 | 2:00 - 2:50 | Contadora I

**EMPOWERING FUTURE EDUCATORS TO CONNECT WITH LATINO STUDENTS AND THEIR FAMILIES****Presenter(s):** Silvia Rodriguez Sabater, College of Charleston, Charleston, SC**Primary audience:** Higher Ed

This presentation covers an intermediate Spanish course designed for future educators, focusing on communication with Latino students and their families. The course includes real-life teaching scenarios, collaborative projects, and role-plays, with assessments using authentic materials and continuous feedback to support language development. The session explores the course design, rationale, and the role of student feedback in refining strategies. Attendees will leave with ideas to implement a similar course at their institutions.

**3-064**

Saturday, June 28 | 2:00 - 2:50 | Contadora II

**LA LENGUA Y LA CULTURA SON DOS CONCEPTOS INDISOCIABLES, PERO ¿SE TRANSMITEN ASÍ EN LOS PROGRAMAS DE ELE Y EN LOS "STATE STANDARDS"?****Presenter(s):** Cristina Rubio-Hignett, Sequoyah School, Los Angeles, CA**Primary audience:** Secondary (9-12)

Basada en el único estudio empírico en los Estados Unidos sobre la enseñanza de las variedades diatópicas, esta sesión comenzará señalando las carencias de los programas de ELE a la hora de seleccionar, secuenciar e incorporar variantes geolectales en el currículo. Después, se compartirán varias actividades y proyectos que logran transmitir la riqueza léxico-gramatical del español de manera fácil y auténtica. Finalmente, se facilitarán unos estándares que incluyen unidades diatópicas en todas las competencias.

**3-065**

Saturday, June 28 | 2:00 - 2:50 | Contadora III

**UNLOCKING THE NATIONAL SPANISH ASSESSMENT: A FORMATIVE TEST FOR PRECISE PROFICIENCY TRACKING****Presenter(s):** Claudia Kechkian, AATSP, The Woodlands**Primary audience:** General

Do you need to assess or confirm your students' Spanish proficiency at a specific checkpoint? Explore the National Spanish Assessment, a formative tool that tracks progress and measures proficiency. Designed to evaluate linguistic competence through

content and performance standards, the NSA helps identify areas for improvement. Inspire students to take ownership of their learning while enhancing real-world communication skills. Discover how authentic materials in the test foster intercultural competence and provide meaningful language-learning experiences.

## 3-066

Saturday, June 28 | 2:00 - 2:50 | Contadora IV

### RESERVED FOR AATSP AWARDS

## 3-067

Saturday, June 28 | 2:00 - 2:50 | Flamenco

### PAST PRESIDENTS' MEETING

## WORKSHOP

## 3-068

Saturday, June 28 | 2:00 - 2:50 | Herrera

### MINDFULNESS AND THE WORLD LANGUAGE CLASSROOM

**Presenter(s):** Dina Pannone, Deer Park High School, Deer Park, NY; Nicole Bjarnason, Deer Park High School, Deer Park, NY

**Primary audience:** Secondary (9-12)

Unlock the power of mindfulness in your world language classroom with this engaging workshop. Explore mindfulness techniques to reduce stress, build emotional resilience, and create a focused, calm learning environment. Dive into the science behind mindfulness and its impact on personal well-being. Gain practical strategies, lesson plans, and resources tailored for classroom integration. Transform your teaching practice while supporting your students' mental health and academic success. Includes a detailed manual.

## 3-069

Saturday, June 28 | 2:00 - 2:50 | Naos

### AI - FRIEND OR FOE? HOW TO HARNESS ARTIFICIAL INTELLIGENCE IN THE WORLD LANGUAGE CLASSROOM

**Presenter(s):** Lauren Lamonsoff, Allen-Stevenson School, New York, NY

**Primary audience:** Secondary (9-12)

Artificial Intelligence has taken the education world by storm. Some of us fear it, some of us love it; but how can we learn to harness AI in the World Language classroom? From report writing to lesson planning, student use to AI chatbots, this session will focus on the best ways to use AI to our advantage.

## 3-070

Saturday, June 28 | 2:00 - 2:50 | Taboga

### OPEN

## SESSION BLOCK 21

Saturday, June 28 | 3:00 - 3:50

## 3-071

Saturday, June 28 | 3:00 - 3:50 | Amador I

### DANDO VIDA A LAS HISTORIAS: ABP PARA NARRACIONES PASADAS EN CLASES DE LENGUA DE HERENCIA

**Presenter(s):** María Teresa Villanueva, Northwestern University, Evanston, IL; Julia Oliver Rajan, Northwestern University, Evanston, IL

**Primary audience:** Higher Ed

Esta presentación explora la enseñanza del pretérito e imperfecto en español como lengua de herencia mediante el aprendizaje basado en proyectos. A través de actividades culturalmente significativas, como narraciones personales, leyendas y análisis históricos, los estudiantes desarrollan conciencia metalingüística y dominio gramatical en contextos auténticos. Se presentan estrategias innovadoras utilizadas en Voces compartidas e Historias compartidas, destacando su impacto en la precisión gramatical, el compromiso cultural y la identidad lingüística de los estudiantes.

## 3-072

Saturday, June 28 | 3:00 - 3:50 | Amador II

### BRINGING EQUITY TO THE COMMUNITY COLLEGE CLASSROOM THROUGH VIRTUAL EXCHANGE

**Presenter(s):** Kristen Schlaefer, Asheville-Buncombe Technical Community College, Asheville, NC

**Primary audience:** Community College

The Conversifi program allows all students, regardless of proficiency, to gain confidence and grow conversational skills in their target language. The option of coaching learners of their native tongue can reduce the cost to under \$20 per student per semester. Heritage speakers and beginners alike gain knowledge and build skills through this interactive video platform that upholds academic rigor while creating cultural connections.

## 3-073

Saturday, June 28 | 3:00 - 3:50 | Ancon I

### ADVICE FROM EXPERTS: SUBMITTING A SUCCESSFUL SHH AWARD APPLICATION

**Presenter(s):** MilyBett Llanos-Gremillion, Westwood High School, Austin, TX; T.J. Troche, The Meadows School, Las Vegas, NV

**Primary audience:** Secondary (9-12)

In this session, you will hear from several Sociedad Honoraria sponsors who will offer their advice on how to submit successful applications for the more than \$130,000 in student awards that the association offers its members. Participants will then have an opportunity to ask specific questions to members of the panel.

### **3-074**

Saturday, June 28 | 3:00 - 3:50 | Ancon II

#### **TRANSLANGUAGING IN THE DIGITAL WILDS: LANGUAGE LEARNING THROUGH VIDEO GAME STREAMS ON TWITCH.TV**

**Presenter(s):** Lincoln Bain IV, University of Arizona, Tucson, AZ

**Primary audience:** General

This session explores translanguaging in digital gaming spaces, focusing on how Twitch.TV fosters spontaneous language negotiation and multimodal interaction. Using qualitative discourse analysis, it examines how multilingual streamers engage in meaning-making through chat, voice, and visual cues. Findings highlight Twitch's potential for informal language learning and offer insights on integrating digital entertainment platforms into structured language instruction for immersive learning experiences.

### **3-075**

Saturday, June 28 | 3:00 - 3:50 | Balboa

#### **DON JUAN TENORIO, ¿UN BOHEMIO LIBRE, O CONDICIONADO POR LA SOCIEDAD?**

**Presenter(s):** José Saldivar, University of Nevada, Las Vegas, Las Vegas, NV

**Primary audience:** Higher Ed

Esta presentación reflexiona sobre la influencia de la sociedad en las decisiones individuales, partiendo de una experiencia personal y vinculándola con el análisis del personaje Don Juan Tenorio, de José Zorrilla. Se examina cómo Don Juan, símbolo de rebeldía y corrupción, es moldeado por las expectativas sociales y las circunstancias. Se cuestiona si el libre albedrío es realmente posible y se concluye en que las elecciones humanas están profundamente condicionadas por normas, valores y presiones sociales, destacando el impacto del amor y el arrepentimiento en la transformación personal.

### **3-076**

Saturday, June 28 | 3:00 - 3:50 | Casaya

#### **INVESTING IN LIFE CHANGE THROUGH MICROLOANS**

**Presenter(s):** Sean Hill, Delta College, University Center, MI

**Primary audience:** General

Fourteen years ago, a project was launched with the idea of incorporating students into a project that allowed them to use the Spanish they were using with the purpose of improving people's lives in communities where the target language is spoken. This year an investment milestone was reached, and many people have been impacted. as the project has morphed over the years.

### **3-077**

Saturday, June 28 | 3:00 - 3:50 | Contadora I

#### **ENHANCING INCLUSIVITY IN THE LANGUAGE CLASSROOM THROUGH UNIVERSAL DESIGN**

**Presenter(s):** Rachel Mamiya Hernández, University of Hawai'i at Mānoa, Honolulu, HI; Caroline Torres, Kapi'olani Community College, Honolulu, HI; Stacy Amling, Des Moines Area Community College, Ankeny, IA

**Primary audience:** General

This presentation will explore how we can create more inclusive and accessible language learning environments using Universal Design for Learning (UDL) 3.0 Guidelines. Attendees will gain insights into applying UDL principles to foster more equitable classrooms in which students of all backgrounds and abilities can thrive. Additionally, we'll look at how AI tools can assist us in the design process and demonstrate their use to support language learners across all modes of communication.

### **3-078**

Saturday, June 28 | 3:00 - 3:50 | Contadora II

#### **ENHANCING LISTENING COMPETENCE IN THE TEACHING-LEARNING OF SPANISH: A PHENOMENOLOGICAL STUDY**

**Presenter(s):** Nadine Barnett, The University of the West Indies, Kingston, Jamaica

**Primary audience:** Higher Ed

A survey conducted among 59 university undergraduate students of Spanish at the Intermediate level indicated that 41 or 69.5% of the participants surveyed cited the listening skill as the most difficult to master. This study highlights an intervention through song immersion in a class of 25 students of Spanish at the Intermediate level with a control group of 10 students. It documents their comments and final test results through twelve weeks in a Spanish course.

### **3-079**

Saturday, June 28 | 3:00 - 3:50 | Contadora III

#### **CREANDO PROGRAMAS EFECTIVOS DE ESPAÑOL PARA HABLANTES DE HERENCIA**

**Presenter(s):** Sybil Sanchez, Randolph High School, Randolph, NJ

**Primary audience:** Secondary (9-12)

This workshop is designed to provide educators with practical strategies and insights for developing Spanish language programs tailored to heritage Spanish speakers. Participants will explore the unique needs and strengths of heritage learners and learn how to create engaging and effective curricula that build on their existing linguistic and cultural knowledge.

## 3-080

Saturday, June 28 | 3:00 - 3:50 | Contadora IV

**RESERVED FOR AATSP AWARDS**

## 3-081

Saturday, June 28 | 3:00 - 3:50 | Flamenco

**COMPREHENSION BY DESIGN - AIDING NEURODIVERGENT STUDENTS VIA PAGE LAYOUT**

**Presenter(s):** Sara Pennington, Walker Valley High School, Cleveland, TN

**Primary audience:** General

This presentation focuses on page design and how teachers can use it to help their neurodivergent students be more successful in their classroom. The presenter will discuss tips and tools to specifically help students with ADHD, dyslexia, and color blindness be more successful in reading and interacting with printed materials, presentations, and virtual assignments.

## WORKSHOP

### 3-082

Saturday, June 28 | 3:00 - 3:50 | Herrera

**(CONTINUED) MINDFULNESS AND THE WORLD LANGUAGE CLASSROOM**

**Presenter(s):** Dina Pannone, Deer Park High School, Deer Park, NY; Nicole Bjarnason, Deer Park High School, Deer Park, NY

**Primary audience:** Secondary (9-12)

Unlock the power of mindfulness in your world language classroom with this engaging workshop. Explore mindfulness techniques to reduce stress, build emotional resilience, and create a focused, calm learning environment. Dive into the science behind mindfulness and its impact on personal well-being. Gain practical strategies, lesson plans, and resources tailored for classroom integration. Transform your teaching practice while supporting your students' mental health and academic success. Includes a detailed manual.

## 3-083

Saturday, June 28 | 3:00 - 3:50 | Naos

**STUDENTS' ATTITUDES TOWARDS THE USE OF AI FEEDBACK IN THE L2 WRITING PROCESS**

**Presenter(s):** Christina Agostinelli-Fucile, Northeastern University, Boston, MA

**Primary audience:** Higher Ed

Research has shown that students tend to trust instructor feedback more than peer feedback. But, what about AI feedback? This study examines students' attitudes towards the use of AI feedback in a writing intensive advanced grammar course as compared to peer and instructor feedback in Spanish through pre and post-survey data. Students were asked to predict the utility and accuracy of the three types of feedback and to reflect after receiving all three types of feedback on one of their essays.

## 3-084

Saturday, June 28 | 3:00 - 3:50 | Taboga

**HONORING TRADITION, SHAPING THE FUTURE: AI ENHANCES EDUCATION WHILE EMBRACING OUR ANCESTRY AND CULTURAL LEGACY**

**Presenter(s):** Janet Monica Canavan, Northeastern University, Boston, MA

**Primary audience:** Higher Ed

This presentation will demonstrate how tradition and culture can blend with technological advancements, making education more inclusive, engaging, and globally connected. The use of AI in education enhances and enriches cultural traditions. AI can connect students worldwide, facilitating cross-cultural education and making the celebration of diverse roots and traditions more accessible, regardless of geographic boundaries. The use of AI in our classrooms highlights how technology can be a tool to preserve and exalt cultural identity.

## SESSION BLOCK 22

Saturday, June 28 | 4:00 - 4:50

## 3-085

Saturday, June 28 | 4:00 - 4:50 | Amador I

**ESPAÑOL Y CULTURA A TRAVÉS DE LOS CÓMICS Y NOVELAS GRÁFICAS SOBRE FEDERICO GARCÍA LORCA**

**Presenter(s):** Rosa María Gamble, McDonogh School Owings Mills, MD

**Primary audience:** Secondary (9-12)

Los cómics y las novelas gráficas han crecido exponencialmente en el mercado de lectura de los adolescentes. El español y la cultura se vuelve más fascinante y llamativa al utilizar estos recursos didácticos en el aula. Partiendo de esta idea, en esta sesión se presentarán los cómics y novelas gráficas sobre Federico García Lorca como recursos fáciles de utilizar en el aula de estudiantes aprendices del idioma español o estudiantes de lengua de herencia.

### **3-086**

Saturday, June 28 | 4:00 - 4:50 | Amador II

#### **PANEL SESSION | THE ROAD AHEAD: LANGUAGE FOR SPECIFIC PURPOSES AS THE NEW PATHWAY TO LANGUAGE GROWTH**

**Presenter(s):** Timothy Ashe, Jr., University of Alabama at Birmingham, Birmingham, AL; Maria Laura Macias, University of Florida, Gainesville, FL; Mary Risner, University of Florida, Gainesville, FL; Krista Chambliss, University of Alabama at Birmingham, Birmingham, AL; Erika Stevens, Walters State Community College, Morristown, TN

**Primary audience:** Higher Ed

As language instruction increasingly focuses on professional and community needs, educators must innovate in curriculum design, accessibility, and engagement within the Language for Specific Purposes (LSP) field. This panel unites experts across various contexts to discuss LSP's evolving landscape and future growth. Panelists will explore strategies for expanding course offerings, increasing collaboration, and creating pathways from K-12 through graduate education, while examining proficiency assessment in higher education and community colleges' role in professional language preparation.

### **3-087**

Saturday, June 28 | 4:00 - 4:50 | Ancon I

#### **GROWING YOUR SPANISH PROGRAM: STRATEGIES FOR ENGAGEMENT & RETENTION**

**Presenter(s):** Dulce María González-Estévez, The University of Arizona, Tucson, AZ

**Primary audience:** Higher Ed

At a time when language program enrollments are declining, at the University of Arizona, we've defied the trend—our Spanish program has seen remarkable growth by adapting to students' evolving needs. Our online course enrollments alone increased by 25.44% from Spring 2023 to Spring 2024. What's working? Join us for an insightful session packed with proven strategies to attract and retain students, enhance engagement, and future-proof your language program.

### **3-088**

Saturday, June 28 | 4:00 - 4:50 | Ancon II

#### **BRIDGES OF UNDERSTANDING: SERVICE, LANGUAGE, AND CULTURE FOSTERING YOUTH LEADERSHIP DEVELOPMENT**

**Presenter(s):** Jill Tracy, United Planet, Boston, MA

**Primary audience:** Higher Ed

United Planet's CEO, Jill Tracy, shares personal and professional experiences across Spanish and Portuguese-speaking communities, offering insights on the importance of international volunteer service and cultural and linguistic immersion to foster global understanding and youth leadership development. Emphasizing alignment between United Planet's mission and AATSP goals, Tracy aims to inspire attendees to champion cultural and linguistic immersion and global service-learning to foster a more united, compassionate, peaceful world.

### **3-089**

Saturday, June 28 | 4:00 - 4:50 | Balboa

#### **EN LA ENCRUCIJADA: CINCO ESCRITORES PANAMEÑOS PARA EL SIGLO XXI**

**Presenter(s):** Douglas C. Jensen, Utah Valley University, Orem, UT

**Primary audience:** Higher Ed

Buscamos hacer un análisis de algunas obras de cinco escritores panameños que intentan cumplir con la ardua tarea de representar, y de alguna manera definir, la nación: Joaquín Beleño, Gloria Guardia, Ernesto Endara, Pedro Crenes y Cheri Lewis G. Ciertos textos, desde las llamadas "novelas canaleras" del siglo pasado hasta los textos de décadas más recientes, proveen varias perspectivas sobre lo que es escribir la nación que es tanto puente como puerta y que permanentemente queda al centro de controversias y debates sobre una multiplicidad de temas tanto locales y regionales como globales.

### **3-090**

Saturday, June 28 | 4:00 - 4:50 | Casaya

#### **ROUNDTABLE: LEARNING SPANISH IN THE MATHEMATICS CLASSROOM**

**Presenter(s):** Marco Bravo, Santa Clara University, Santa Clara, CA

**Primary audience:** PreK-5

I present findings from our Math and Language and Literacy Integration (MALLI) study that integrated mathematics and Spanish instruction. Spanish/English bilingual teachers received professional development (1 year). Coarsened exact matching was utilized to establish a treatment and comparison group. Bilingual students taught by MALLI teachers had mathematics standardized scores of 0.374 standard deviation units higher than comparison

students. This study illustrates the potential of teaching Spanish in the context of mathematics classroom.

## **3-091**

Saturday, June 28 | 4:00 - 4:50 | Contadora I

### **DECOLONIZING THE CURRICULUM THROUGH A CELEBRATION OF CULTURES OF RESISTANCE**

**Presenter(s):** Jonathan O'Conner, St. Olaf College, Northfield, MN

**Primary audience:** Higher Ed

This session describes the development of a fifth-semester Spanish liberal arts course aimed at decolonizing the curriculum by including an entry point to the major with a non-Spain focus. The course emphasizes multimodal literacy and writing to examine a variety of Latin American cultural texts through the lens of gender and race. The materials and approach engage students with diverse perspectives on relevant themes in Latin American society, simultaneously recognizing ongoing challenges and celebrating cultures of resistance and positive change.

## **3-092**

Saturday, June 28 | 4:00 - 4:50 | Contadora II

### **USING CHATGPT TO SUPPORT OUTPUT-BASED LEARNING: EMPOWERING STUDENTS TO RETHINK ASSUMPTIONS AND IDENTIFY GRAMMAR GAPS**

**Presenter(s):** Fenfang Hwu, University of Cincinnati, Cincinnati, OH

**Primary audience:** Higher Ed

This study explores using ChatGPT for timely feedback in output-based grammar learning. Fourteen students submitted prompts on pragmatic conditions for a grammar point to guide ChatGPT in generating examples for independent analysis. After reviewing sample analyses, students evaluated ChatGPT-generated examples against instructor-prepared prompts to identify gaps in understanding. ChatGPT-supported feedback encouraged learners to rethink assumptions, leading to deeper insights and refinement of knowledge in ways traditional direct feedback alone cannot achieve.

## **3-093**

Saturday, June 28 | 4:00 - 4:50 | Contadora III

### **CALL ME WAYA: FILM PRESENTATION AND DISCUSSION**

**Presenter(s):** Charlie Abelmann, Ed.D., New Day Film, Washington, D.C.

**Primary audience:** General

Join us for a showing of the film Call Me Waya, a documentary which talks about the life of an outsider artist in Cuba representative of Brut art. The film is 40 minutes long and

84

debuted as a world premiere at the Havana Film Festival New York in April. The director, Charlie Abelmann, will be following the film with discussions about community and how the film can be incorporated into lesson plans.

## **3-094**

Saturday, June 28 | 4:00 - 4:50 | Contadora IV

### **RESERVED FOR AATSP AWARDS**

## **3-095**

Saturday, June 28 | 4:00 - 4:50 | Flamenco

### **EMPOWERING STUDENTS THROUGH BILINGUALISM: MAXIMIZING THEIR OPPORTUNITIES TO SHINE**

**Presenter(s):** Linda Egnatz, Global Seal of Biliteracy, Frankfort, IL

**Primary audience:** General

Bilingualism is a Super Power. Learn how to articulate benefits to engage learners and explore strategies to help students highlight language skills on competitive academic and job applications including certification, Seals of Biliteracy, and CommonApp. Discover how career-desirable soft skills are a byproduct of language learning. Empower your students to leverage their bilingualism for future success in an increasingly global world.

## **3-096**

Saturday, June 28 | 4:00 - 4:50 | Herrera

### **PANEL SESSION | AI FOR SPANISH LANGUAGE TEACHING: AFFORDANCES AND CONCERN INSIDE AND OUTSIDE THE CLASSROOM**

**Presenter(s):** Erik Garabaya-Casado, University of California Davis, Davis, CA; Ángel Huete-García. Universitat Rovira i Virgili, Spain; Ana Ruiz Alonso-Bartol, University of California-Davis, Davis, CA; Claudia Sánchez-Gutiérrez, University of California-Davis, Davis, CA; Pablo Robles-García, University of Toronto Mississauga, Mississauga, Canada

**Primary audience:** Higher Ed

Panel will present three perspectives of AI's intersection with Spanish language learning. The first study analyzes the methodology used to guide AI chatbots in producing texts mimicking student errors for educational applications. Second, a comparison of impacts on Beginner students' writing development & instructors' workloads of teacher-led vs. AI-feedback approaches. Third, the implementation & student impressions from Intermediate courses using AI-based role-plays & written feedback tasks. We will discuss benefits, concerns, pedagogical takeaways & application in attendees' contexts.

**3-097**

Saturday, June 28 | 4:00 - 4:50 | Naos

**OPEN****3-098**

Saturday, June 28 | 4:00 - 4:50 | Taboga

**KEEPING IT REAL IN THE AGE OF AI: USING TECHNOLOGY FOR HUMAN CONNECTION****Presenter(s):** Rachel Mamiya Hernández, University of Hawai'i at Mānoa, Honolulu, HI**Primary audience:** Higher Ed

Recent studies confirm what many teachers have long observed: students are more anxious, isolated, and lonely than ever. Social media's promise to connect us has faded, and AI is reshaping our online interactions, leaving us uncertain about its impact. Virtual exchange (VE) offers a solution by fostering meaningful intercultural connections. This session explores best practices for integrating VE into university courses, with actionable strategies to enhance learner engagement and outcomes.

**SESSION BLOCK 23**

Saturday, June 28 | 5:00 - 5:50

**3-099**

Saturday, June 28 | 5:00 - 5:50 | Amador I

**TO ENROLL OR NOT TO ENROLL? WHY HERITAGE LANGUAGE LEARNERS CHOOSE OR SKIP SPANISH CLASSES****Presenter(s):** LeAnne Spino, University of Rhode Island, Kingston, RI**Primary audience:** General

Postsecondary Spanish language enrollments are in decline. Encouraging Spanish heritage language learners (SHLLs) to enroll in Spanish courses could boost enrollments, support language preservation, and enrich SHLLs' learning experiences. But why do some SHLLs decide to enroll in Spanish courses while others do not? This session presents the results of an online survey that explores this question. Discussions will center around strategies for recruiting SHLLs into language programs.

**3-100**

Saturday, June 28 | 5:00 - 5:50 | Amador II

**PANEL SESSION | THE ROAD AHEAD: LANGUAGE FOR SPECIFIC PURPOSES AS THE NEW PATHWAY TO LANGUAGE GROWTH (CONT'D)**

**Presenter(s):** Timothy Ashe, Jr., University of Alabama at Birmingham, Birmingham, AL; Maria Laura Macias, University of Florida, Gainesville, FL; Mary Risner, University of Florida, Gainesville, FL; Krista Chambliss, University of Alabama at Birmingham, Birmingham, AL; Erika Stevens, Walters State Community College, Morristown, TN

**Primary audience:** Higher Ed

As language instruction increasingly focuses on professional and community needs, educators must innovate in curriculum design, accessibility, and engagement within the Language for Specific Purposes (LSP) field. This panel unites experts across various contexts to discuss LSP's evolving landscape and future growth. Panelists will explore strategies for expanding course offerings, increasing collaboration, and creating pathways from K-12 through graduate education, while examining proficiency assessment in higher education and community colleges' role in professional language preparation.

**3-101**

Saturday, June 28 | 5:00 - 5:50 | Ancon I

**EVALUACIÓN COMPARATIVA DE DOS MODALIDADES DE INTERCAMBIO VIRTUAL EN EL DESARROLLO DE COMPETENCIAS LINGÜÍSTICAS Y CULTURALES****Presenter(s):** Yohana Gil Berrio, Boston College, Chestnut Hill, MA**Primary audience:** Higher Ed

Esta presentación examina el uso de plataformas de intercambio virtual (SPVE) para mejorar las competencias lingüísticas y culturales en niveles post-intermedio y avanzado de español, comparándolas con el programa de Inmersión Dual Virtual (VDI). Se analizan las estructuras de las sesiones, el desarrollo de la competencia comunicativa e intercultural y se presentan los retos y beneficios de cada modalidad. Finalmente, se ofrecen recomendaciones pedagógicas para integrar efectivamente estos intercambios en programas avanzados de español.

**3-102**

Saturday, June 28 | 5:00 - 5:50 | Ancon II

**MEANING-ORIENTED INSTRUCTION WITH STATE-OF-THE-SCIENCE TREATMENT OF VOCABULARY: BACKGROUND AND SAMPLE LESSONS FOR SPANISH****Presenter(s):** Joe Barcroft, Washington University in St. Louis, St. Louis, MO**Primary audience:** General

The effectiveness of all types of meaning-oriented instruction (MOI)—communicative language teaching, task-based language teaching, or otherwise—can be enhanced with evidence-based treatment of vocabulary. Following the input-based incremental (IBI) approach (Barcroft, 2012, 2025), this presentation

explains and demonstrates how vocabulary learning during MOI can be improved by (a) presenting novel vocabulary in the input in specific ways and (b) carefully selecting tasks in which learners engage when they are exposed to novel vocabulary.

## **3-103**

Saturday, June 28 | 5:00 - 5:50 | Balboa

### **LITERATURE IN SPANISH COURSE: AUTHORIAL, STUDENT, AND AI**

**Presenter(s):** Gwendolyn Barnes-Karol, St. Olaf College (Emerita), Northfield, MN

**Primary audience:** Higher Ed

Reorienting an introduction to literature course to explore creativity - of authors, students as readers and responders, and generative AI - provides a way to organize materials and activities and affords students the opportunity to reflect upon the impact of artificial intelligence on the production of works of the imagination and authorship. In this session, the presenter will share ideas from the first edition of a revised course, and participants will do sample activities.

## **3-104**

Saturday, June 28 | 5:00 - 5:50 | Casaya

### **OPEN**

## **3-105**

Saturday, June 28 | 5:00 - 5:50 | Contadora I

### **BANZO: A MELANCOLIA AFRICANA NA POESIA DE CONCEIÇÃO EVARISTO**

**Presenter(s):** John Maddox, The University of Alabama at Birmingham, Birmingham, AL

**Primary audience:** Higher Ed

Conceição Evaristo é mundialmente reconhecida por sua prosa, mas é em sua poesia que o leitor encontra pistas fundamentais para compreender como ela desenvolve conceitos centrais sobre as reações afetivas dos afrodescendentes diante da violência histórica. O banzo — a melancolia vivida pelos afrodescendentes diante da perda de sua terra natal na África — constitui a raiz de outras formas de trauma coletivo sofridas pelos afro-brasileiros. Na poesia de Evaristo, vislumbra-se uma definição em processo da depressão, da qual a própria autora foi sobrevivente, e que ela amplia para abarcar outros contextos da diáspora. Essa tristeza distingue-se de uma das palavras mais emblemáticas da poesia lusófona: a agriade saudade.

## **3-106**

Saturday, June 28 | 5:00 - 5:50 | Contadora II

### **THE INDISPENSABILITY OF LITERARY TEXTS IN THE SPANISH LANGUAGE CLASSROOM: BENEFITS, CONTROVERSIES AND CONSENSUSES**

**Presenter(s):** Stephanie Chambers-Anderson, University of the West Indies, Kingston, Jamaica

**Primary audience:** Middle/Junior (6-8)

The introduction of literary texts in the Spanish Language Classroom has the potential to contribute to robust lexical competency and the development of critical thinking skills in language learners. Scholars have been promulgating the notion of the inextricable connection between Literature and language learning. Embracing this premise in the second language classroom for learners at the beginner level, may be the panacea for the learning deficit and challenges encountered by nascent second language learners.

## **3-107**

Saturday, June 28 | 5:00 - 5:50 | Contadora III

### **CALL ME WAYA: FILM PRESENTATION AND DISCUSSION (CONT.)**

**Presenter(s):** Charlie Abelmann, Ed.D., New Day Film, Washington, D.C.

**Primary audience:** General

Join us for a showing of the film Call Me Waya, a documentary which talks about the life of an outsider artist in Cuba representative of Brut art. The film is 40 minutes long and debuted as a world premiere at the Havana Film Festival New York in April. The director, Charlie Abelmann, will be following the film with discussions about community and how the film can be incorporated into lesson plans.

## **3-108**

Saturday, June 28 | 5:00 - 5:50 | Contadora IV

### **RESERVED FOR AATSP AWARDS**

## **3-109**

Saturday, June 28 | 5:00 - 5:50 | Flamenco

### **IF YOU CAN SEE IT, YOU CAN BE IT: HOW TO MAKE SPANISH LANGUAGE MORE VISIBLE AT HIGH SCHOOLS**

**Presenter(s):** Erin Montero, Girls Preparatory School, Chattanooga, TN

**Primary audience:** Secondary (9-12)

Harnessing the collective joy of language learning shouldn't be a chore nor a mystery! Livin' la vida "language hall" of any given

secondary institution has its benefits but it also has its drawbacks. In this presentation, we will be discussing some of the advantages and pitfalls we find in spaces designated to learning languages in secondary institutions, with the goal of finding ways to break out of these spaces and spread the joy.

### **3-110**

Saturday, June 28 | 5:00 - 5:50 | Herrera

#### **PANEL SESSION | AI FOR SPANISH LANGUAGE TEACHING: AFFORDANCES AND CONCERN INSIDE AND OUTSIDE THE CLASSROOM**

**Presenter(s):** Erik Garabaya-Casado, University of California Davis, Davis, CA; Ángel Huete-García. Universitat Rovira i Virgili, Spain; Ana Ruiz Alonso-Bartol, University of California-Davis, Davis, CA; Claudia Sánchez-Gutiérrez, University of California-Davis, Davis, CA; Pablo Robles-García, University of Toronto Mississauga, Mississauga, Canada

**Primary audience:** Higher Ed

Panel will present three perspectives of AI's intersection with Spanish language learning. The first study analyzes the methodology used to guide AI chatbots in producing texts mimicking student errors for educational applications. Second, a comparison of impacts on Beginner students' writing development & instructors' workloads of teacher-led vs. AI-feedback approaches. Third, the implementation & student impressions from Intermediate courses using AI-based role-plays & written feedback tasks. We will discuss benefits, concerns, pedagogical takeaways & application in attendees' contexts.

### **3-111**

Saturday, June 28 | 5:00 - 5:50 | Naos

#### **OPEN**

### **3-112**

Saturday, June 28 | 5:00 - 5:50 | Taboga

#### **HOW TO USE AI TO TEACH SPANISH**

**Presenter(s):** Maria Davis, Emory University, Atlanta, GA

**Primary audience:** General

Enhancing Spanish Language Learning Through Artificial Intelligence: Pedagogical Innovations and Strategies. This presentation explores the transformative potential of Artificial Intelligence (AI) in teaching Spanish as a second language. By integrating AI-driven tools and platforms into the classroom, educators can create dynamic, personalized, and immersive learning experiences that address the diverse needs of students. The session will highlight specific AI applications, including adaptive language practice apps and AI-generated conversational partners.

### **SESSION BLOCK 24**

Saturday, June 28 | 6:00 - 6:50

### **3 - 113**

Saturday, June 28 | 6:00 - 7:15 | Contadora III and IV

#### **AATSP AWARDS**

### **3 - 114**

Saturday, June 28 | 8:00 - 9:30 | Exhibit Hall

#### **AATSP AWARDS GALA DINNER**



*Sponsored by Carlos V Education*

## **SUNDAY**

### **REGISTRATION OPEN**

Sunday, June 29 | 8:00 - 11:00

### **SESSION BLOCK 25**

Sunday, June 29 | 8:00 - 8:50

### **4-001**

Sunday, June 29 | 8:00 - 8:50 | Amador I

#### **HOW TO CONNECT THE FIVE + 1 C'S IN THE SPANISH OR WORLD LANGUAGE CLASSROOM**

**Presenter(s):** Yanci Merkel, Freehold Regional High School, Englishtown, NJ

**Primary audience:** Secondary (9-12)

Elevate your Spanish classroom! Join us for a presentation on the 5 + 1 C's of teaching: Culture, Connection, Communication,

# AATSP LAWRENCE WILKINS FOUNDER'S AWARD

**3-113 & 3-114**

**Saturday, June 28**

**6:00 – 9:30**

**Contadora III & IV | Exhibit Hall**

## **AATSP AWARDS CEREMONY & GALA DINNER**



The AATSP cordially invites all attendees to the annual Awards Ceremony, an evening dedicated to recognizing distinguished individuals and organizations for their exceptional contributions to the fields of Spanish and Portuguese language education. Closing the evening celebrations, we welcome you to the Gala Dinner—an elegant occasion to celebrate our shared commitment to excellence, engage with colleagues, and reflect on the achievements that continue to shape our profession.

Formal attire is encouraged.



*This event is sponsored by Carlos V Education.*

Comparison, and Curiosity. Learn how to integrate cultural diversity, foster strong student connections, and enhance communication skills. Discover practical tips for engaging lessons and creating a supportive learning environment. Our experienced educator will guide you through innovative approaches that will inspire your students and transform your classroom.

## **4-002**

Sunday, June 29 | 8:00 - 8:50 | Amador II

### **ROUNDTABLE: ESTRATEGIAS PARA REFORZAR LA IDENTIDAD CULTURAL EN EL AULA DE ESPAÑOL**

**Presenter(s):** Nicholas Carroll, Nevada State University, Henderson, NV

**Primary audience:** Higher Ed

Esta mesa redonda se centra en el papel crucial que juegan los maestros de español como promotores de las culturas hispanohablantes. Los participantes explorarán cómo integrar el patrimonio cultural de los países hispanohablantes en las clases de español, promoviendo no solo el aprendizaje del idioma, sino también un entendimiento intercultural. Los participantes compartirán estrategias pedagógicas que conecten a los estudiantes con las tradiciones, historias y diversidad del mundo hispano.

## **4-003**

Sunday, June 29 | 8:00 - 8:50 | Ancon I

### **CAPTURING PROGRESS: STUDENT PERSPECTIVES ON VIDEO DIARIES IN LANGUAGE LEARNING**

**Presenter(s):** Tatiana Artamonova, Texas A&M University, College Station, TX

**Primary audience:** Higher Ed

The presenter will discuss the use of a simple, yet versatile activity appropriate for all levels of Spanish, and report the results of a small-scale study examining the students' perspectives on video diaries. Given the emphasis placed on oral proficiency development in language classes, this low-stakes and low-stress assignment can serve as an effective out-of-class tool where other options are not available. In addition, it allows the instructors to observe L2 learners' development over time.

## **4-004**

Sunday, June 29 | 8:00 - 8:50 | Ancon II

### **UNDERSTANDING THE ROLE OF THE L1 IN INSTRUCTED SECOND LANGUAGE ACQUISITION**

**Presenter(s):** Maria José de la Fuente, The George Washington University, Washington, DC; Carola Goldenberg; The George Washington University, Washington, D.C.

**Primary audience:** Higher Ed

This study examines whether L2 instruction with structured L1 use impacts beginners' speaking and writing proficiency development compared to L2-only instruction. Over one semester, both groups followed a task based curriculum, with the +L1 group incorporating specific L1 uses and the -L1 conducting instruction in the L2 exclusively. A pre-posttest design measured proficiency development. Results showed both groups improved, but the +L1 group achieved significantly greater gains than the -L1 group.

## **4-005**

Sunday, June 29 | 8:00 - 8:50 | Balboa

### **ART AS A LEARNING TOOL TO VISUALIZE THE PAST**

**Presenter(s):** Maria Teresa Moinette, University of Central Oklahoma, OK

**Primary audience:** General

This presentation will focus on the art of five lesser-known Hispanic artists. Their work can be utilized to promote the teaching of culture and grammar together. Using visual art that shows versus tells us about the past, I will provide material that can be applied in any Spanish language classroom at any level. The artists that I will present are Oswaldo Guayasamin (Ecuador), José Sabogal (Perú), Wifredo Lam (Cuba), Guillermo Trujillo (Panamá) and Ignacio Zuloaga (Spain).

## **4-006**

Sunday, June 29 | 8:00 - 8:50 | Casaya

### **THE POWER OF COMPREHENSIBLE INPUT: EFFECTIVE STRATEGIES FOR SPANISH ACQUISITION**

**Presenter(s):** Victor Escalante, Concordia Parish, Vidalia, LA

**Primary audience:** Middle/Junior (6-8)

This session explores strategies based on Krashen's theory to maximize input in the classroom. Participants will engage in practical activities that foster student interaction and meaningful learning.

## **4-007**

Sunday, June 29 | 8:00 - 8:50 | Flamenco

### **POR AND PARA PAINLESSLY**

**Presenter(s):** Melinda White, Purdue University, West Lafayette, IN

**Primary audience:** Secondary (9-12)

Por and Para is not only difficult for our students to learn; it is difficult to teach. With this new method, teachers will be able to engage their classes in learning quickly, without the tedious process of rule memorization. Understanding how the brain processes information and using dual coding, with explicit instruction we enhance retention, application, and

# SESSIONS

integration of *por* and *para* in student interlanguage while lowering the affective filter that would impede learning.

## 4-008

Sunday, June 29 | 8:00 - 8:50 | Herrera

### **TOOLS TO INCREASE WRITING SELF-EFFICACY IN BEGINNER LEARNERS: STUDENT EXPERIENCES WITH DYNAMIC WRITTEN CORRECTIVE FEEDBACK**

**Presenter(s):** Ana Ruiz Alonso-Bartol, University of California, Davis, CA

**Primary audience:** Higher Ed

Consensus about the role, scope & format of written feedback in L2 courses remains elusive, despite decades of scholarly debates. As a promising method, Dynamic Written Corrective Feedback (DWCF), was designed so that instruction, writing & feedback are manageable, meaningful, timely & constant for learners/teachers. Session will walk through implementation of DWCF cycles on Beginner Spanish courses. Quantitative & qualitative data will shed light on students' lexicogrammatical awareness, writing anxiety, self-efficacy & overall experiences.

## 4-009

Sunday, June 29 | 8:00 - 8:50 | Naos

### **TEACHING HERITAGE STUDENTS**

**Presenter(s):** Jessica Burchett, Marion City Schools, Marion, OH

**Primary audience:** Secondary (9-12)

This session explores effective teaching strategies for heritage learners—students who have a personal or familial connection to a language but may have varying degrees of proficiency. We will discuss the unique strengths and challenges these learners face, including cultural identity and linguistic variation. Participants will engage in collaborative activities to share best practices and develop lesson plans tailored to heritage learners' needs.

## 4-010

Sunday, June 29 | 8:00 - 8:50 | Taboga

### **INTEGRATED PERFORMANCE ASSESSMENT IN ONLINE SPANISH COURSES: BALANCING HUMAN CONNECTION AND TECHNOLOGY**

**Presenter(s):** Lillian Jones, University of California, Irvine, Irvine, CA

**Primary audience:** Higher Ed

This presentation addresses the challenge of leveraging technology for language learning while mitigating the reliance on tools like AI on assessments. It explores the design and implementation of two Integrated Performance Assessments in fully online Intermediate Spanish courses, redesigning traditional

90

writing assignments into interactive, iterative projects: a cultural comparison and linguistic landscape analyses. Attendees will gain insights into AI-resistant assessments, community building, and developing language and cultural proficiency in online courses.

## **SESSION BLOCK 26**

Sunday, June 29 | 9:00 - 9:50

## 4-011

Sunday, June 29 | 9:00 - 9:50 | Amador I

### **OPEN**

## 4-012

Sunday, June 29 | 9:00 - 9:50 | Amador II

### **FROM VERSE TO VOICE: EXPLORING CREATIVE AI IN THE HISPANIC LITERATURE CLASSROOM**

**Presenter(s):** Meghan McInnis-Domínguez, University of Delaware, Newark, DE

**Primary audience:** Higher Ed

Journey into Literatura Viva: Unleashing Student Creativity with AI! Watch your students transform from passive readers to active creators as they conduct AI-powered author interviews, craft poetic responses to classic works, and reimagine literary scenes through digital art. Experience how 200-400-level classes are revolutionizing Hispanic literature—from student-composed canciones to visual interpretations of works in their cultural context. Join us to explore practical, ethical AI strategies that deepen analysis while igniting imagination!

## 4-013

Sunday, June 29 | 9:00 - 9:50 | Ancon I

### **FAKE READING NO MORE: DEVELOPING LANGUAGE WITH SHARED TEXTS**

**Presenter(s):** Mira Canion, Canion Creations, Lafayette, CO

**Primary audience:** General

What can learners read without faking it? When language proficiency is the goal, learners must be able to read significant amounts of text. There is no time for fake reading. Give students what they can read and what they need. See how to structure classroom discussions that build co-created texts.

## 4-014

Sunday, June 29 | 9:00 - 9:50 | Ancon II

### **OPEN**

**4-015**

Sunday, June 29 | 9:00 - 9:50 | Balboa

**LA DIVERSIDAD LINGÜÍSTICA DE ESPAÑA – UN VIAJE GEOGRÁFICO Y CULTURAL A TRAVÉS DE SUS IDIOMAS OFICIALES Y VEHICULARES**

**Presenter(s):** David Engel, Oregon State University, Cascades, Bend, OR

**Primary audience:** Higher Ed

España (o Las Españas) representa un mosaico de lenguas, historias, y culturas. Catalán, Euskera, Gallego, y Castellano, entre otros idiomas regionales nos ayudan apreciar la variedad y la riqueza que siempre han existido en la península ibérica. Esta sesión nos llevará por un breve recorrido de la geografía, la literatura, y el impacto de los idiomas oficiales y sus culturas fascinantes.

**4-016**

Sunday, June 29 | 9:00 - 9:50 | Casaya

**LINGUISTIC LANDSCAPES IN SPANISH CLASS: EXPLORING VISUAL REPRESENTATIONS OF LOCAL LANGUAGE COMMUNITIES THROUGH COMMUNITY-BASED LEARNING**

**Presenter(s):** Elise DuBord, University of Northern Iowa, Cedar Falls, IA

**Primary audience:** Higher Ed

Linguistic Landscape (LL) projects provide a framework to examine place-based language practices on street signs, business façades, and advertisements in multilingual spaces. Drawing on personal LL research in Puerto Rico and multiple classroom projects with Spanish students in Iowa and New Jersey, this presentation explores how visual language markers reflect broader social structures. Audience members will come away with ideas for LL projects at secondary and post-secondary levels.

**WORKSHOP****4-017**

Sunday, June 29 | 9:00 - 9:50 | Flamenco

**READING STRATEGIES FOR EFFECTIVE ACQUISITION**

**Presenter(s):** Diego Ojeda, Louisville Collegiate School, Louisville, KY

**Primary audience:** Secondary (9-12)

Discover adaptable reading strategies that support language acquisition across proficiency levels. This workshop explores techniques to engage learners actively, enhance comprehension, and promote critical thinking. Educators will learn how to incorporate authentic materials to enrich cultural understanding

and create dynamic learning environments. Emphasizing flexibility, this session provides practical tools to customize reading instruction, fostering deeper connections between language and culture while empowering students to develop stronger literacy and communication skills.

**4-018**

Sunday, June 29 | 9:00 - 9:50 | Herrera

**HOW TO PREPARE STUDENTS FOR THE FINAL TASK? BY CREATING HIGHLY EFFECTIVE PEDAGOGIC TASKS!**

**Presenter(s):** Claudia Fernández, University of Illinois-Chicago, Chicago, IL

**Primary audience:** Higher Ed, General

This workshop equips language professors in higher education with tools to design pedagogic tasks aligned with final tasks, ensuring students are linguistically prepared to succeed on the final tasks. Based on the Task-Based Language Teaching approach, attendees will identify the nature and key aspects of final tasks, enabling them to create effective rubrics for evaluation. Through hands-on activities, participants will develop a multi-class learning module that scaffolds learning, empowering students in successfully achieving the final task goals.

**4-019**

Sunday, June 29 | 9:00 - 9:50 | Naos

**WRITING ANXIETY AND ENJOYMENT IN SPANISH SECOND/ HERITAGE LANGUAGE UNIVERSITY LEARNERS**

**Presenter(s):** Shelley Dykstra, CSU Long Beach, Long Beach, CA

**Primary audience:** Higher Ed

This study aimed to document students' levels of writing anxiety and enjoyment in both second and heritage language Spanish learners and identify any explanatory variables of said emotions. A total of 86 participants from a four-year Northern California university completed pre- and post-questionnaires, and 10 students participated in follow-up, semi-structured interviews. Come learn about the findings and the pedagogical implications so you can foster positive Spanish language learning and writing experiences for your students!

**4-020**

Sunday, June 29 | 9:00 - 9:50 | Taboga

**UNGRADING FOR GROWTH: INSPIRING LIFE-LONG MULTILINGUAL LEARNERS IN THE NOVICE CLASSROOM**

**Presenter(s):** Andie Faber, Kansas State University, Manhattan, KS

**Primary audience:** Higher Ed

How can evaluative practices motivate life-long learning, celebrate

# SESSIONS

multilingual practices, and encourage deep cultural connections beyond the classroom? Traditional grading systems are rooted in a binary (correct/incorrect) perspective that inhibits risk-taking and is inconsistent with the realities of linguistic diversity. In this session, we present ungrading tenets we have adopted into our novice-level Spanish courses to make the evaluative process transparent, collaborative, and relevant.

## SESSION BLOCK 27

Sunday, June 29 | 10:00 - 10:50

## WORKSHOP

### 4-021

Sunday, June 29 | 10:00 - 10:50 | Amador I

#### **HELP! UNDERSTANDING AND TEACHING CULTURALLY DIVERSE STUDENTS**

**Presenter(s):** Elda Acevedo Estefania, Leander ISD, Leander, TX

**Primary audience:** Secondary (9-12)

The session is designed to empower Spanish and Portuguese educators with research-based strategies for multicultural classrooms. The session uses a framework grounded in intercultural communication theory, supported by case studies and real-world examples. Methodology includes interactive activities and group discussions to explore cultural differences and adapt teaching methods. Findings highlight effective practices for fostering inclusivity and enhancing student engagement, drawing on sources from educational research and multicultural education experts.

### 4-022

Sunday, June 29 | 10:00 - 10:50 | Amador II

#### **FOMENTANDO CONEXIONES CULTURALES: DESARROLLO DE LA COMPETENCIA INTERCULTURAL ENTRE ESTUDIANTES DE CHILE Y USA**

**Presenter(s):** Omar Salazar, Universidad de Concepción, Concepción, Chile

**Primary audience:** Higher Ed

En esta ponencia se presenta un curso para desarrollar la competencia intercultural en estudiantes universitarios de Chile y Estados Unidos. Los estudiantes participan en conversaciones semanales sobre temas interculturales, fomentando el entendimiento y la apreciación de las diferencias culturales, así como habilidades de comunicación efectiva. El progreso se mide con el test IDI (Intercultural Development Inventory) una vez

durante el curso, proporcionando una evaluación cuantitativa del crecimiento en la competencia intercultural de los participantes.

### 4-023

Sunday, June 29 | 10:00 - 10:50 | Ancon I

#### **CONVERSACIONES SILENCIOSAS: LA MAGIA DE LO INESPERADO DE LA COMUNICACIÓN INTERPERSONAL**

**Presenter(s):** Chelsea Lawrence, UMS-Wright Preparatory School, Mobile, AL

**Primary audience:** General

¿En busca de una manera efectiva de incorporar la comunicación interpersonal en el aula? En esta sesión, los participantes experimentarán en primera persona una "conversación silenciosa" y aprenderán cómo implementarla en el aula junto a los modos de comunicación interpretativo y presentacional.

### 4-024

Sunday, June 29 | 10:00 - 10:50 | Ancon II

#### **OPEN**

### 4-025

Sunday, June 29 | 10:00 - 10:50 | Balboa

#### **MATERIALES AUTÉNTICOS EN ACCIÓN: LA MÚSICA EN EL AULA DE ESPAÑOL**

**Presenter(s):** Claudia Kechkian, AATSP, Universidad de Alcalá, The Woodlands, TX

**Primary audience:** General

¿Usas la música en tu aula? En esta sesión, se reflexionará sobre el valor de los materiales auténticos y cómo la música puede crear un ambiente motivador con estrategias innovadoras. Se proporcionará una plantilla reflexiva como guía para planificar una actividad, explorar emociones, definir objetivos lingüísticos y culturales alineados con el currículum y plantear valores a trabajar. También recibirás plantillas listas para usar o adaptar con la canción que elijas. ¡Descubre cómo integrar la música de forma didáctica en tu aula!

### 4-026

Sunday, June 29 | 10:00 - 10:50 | Casaya

#### **AQUÍ ESTAMOS Y NO NOS VAMOS: A CLASSROOM PROJECT MEASURING AND CELEBRATING COMMUNITY ENGAGEMENT OF SPANISH-SPEAKERS IN FORT WORTH, TEXAS**

**Presenter(s):** Daniel Hopkins, Tarrant County College, Fort Worth, TX

**Primary audience:** Community College

This presentation examines a community engagement project between Spanish language students at Tarrant County College,

Trinity River Campus and Spanish-speaking residents from Fort Worth, Texas. The presentation will discuss the creation and motivations behind the student project, its data results, the student celebration at the culmination of the project as well as student feedback on the project.

## **WORKSHOP**

### **4-027**

Sunday, June 29 | 10:00 - 10:50 | Flamenco

#### **READING STRATEGIES FOR EFFECTIVE ACQUISITION (CONT'D)**

**Presenter(s):** Diego Ojeda, Louisville Collegiate School, Louisville, KY

**Primary audience:** Secondary (9-12)

Discover adaptable reading strategies that support language acquisition across proficiency levels. This workshop explores techniques to engage learners actively, enhance comprehension, and promote critical thinking. Educators will learn how to incorporate authentic materials to enrich cultural understanding and create dynamic learning environments. Emphasizing flexibility, this session provides practical tools to customize reading instruction, fostering deeper connections between language and culture while empowering students to develop stronger literacy and communication skills.

### **4-028**

Sunday, June 29 | 10:00 - 10:50 | Herrera

#### **HOW TO PREPARE STUDENTS FOR THE FINAL TASK? BY CREATING HIGHLY EFFECTIVE PEDAGOGIC TASKS! (CONT'D)**

**Presenter(s):** Claudia Fernández, University of Illinois-Chicago, Chicago, IL

**Primary audience:** Higher Ed, General

This workshop equips language professors in higher education with tools to design pedagogic tasks aligned with final tasks, ensuring students are linguistically prepared to succeed. Based on the Task-Based Language Teaching approach, attendees will identify the nature and key aspects of final tasks, enabling them to create effective rubrics for evaluation. Through hands-on activities, participants will develop a multi-class learning module that scaffolds learning, empowering students in successfully achieving the final task goals.

### **4-029**

Sunday, June 29 | 10:00 - 10:50 | Naos

#### **EXPERIENCIAS Y APRENDIZAJES EN LA ENSEÑANZA ESPAÑOL PARA HABLANTES DE HERENCIA**

**Presenter(s):** Fabiola Fernández-Doig, University of Kentucky, Lexington, KY, USA

**Primary audience:** Higher Ed

La enseñanza del español para hablantes de herencia (HL) ha emergido como un área de creciente interés en la pedagogía lingüística, dada la importancia de fortalecer las competencias lingüísticas y culturales en contextos multilingües. Este estudio explora diversas experiencias y aprendizajes en la enseñanza del español a hablantes de herencia, destacando tanto los desafíos como las estrategias efectivas.

### **4-030**

Sunday, June 29 | 10:00 - 10:50 | Taboga

#### **MÁS ALLÁ DE LA PRUEBA: REDEFINIENDO LA EVALUACIÓN EN EL AULA DE LENGUAS**

**Presenter(s):** Evelyn Ledezma, Bethlehem Central High School, Delmar, NY

**Primary audience:** Secondary (9-12)

In this session we will look at a variety of assessment tools used in the modern World Language Classroom and their practicality and accuracy. We will look at more traditional methods of assessment and compare them to IPAs and other tools.

### **SESSION BLOCK 28**

Sunday, June 29 | 11:00 - 11:50

## **WORKSHOP**

### **4-031**

Sunday, June 29 | 11:00 - 11:50 | Amador I

#### **HELP! UNDERSTANDING AND TEACHING CULTURALLY DIVERSE STUDENTS (CONT'D)**

**Presenter(s):** Elda Acevedo Estefania, Leander ISD, Leander, TX

**Primary audience:** Secondary (9-12)

The session is designed to empower Spanish and Portuguese educators with research-based strategies for multicultural classrooms. The session uses a framework grounded in intercultural communication theory, supported by case studies and real-world examples. Methodology includes interactive activities and group discussions to explore cultural differences and adapt teaching methods. Findings highlight effective practices for fostering inclusivity and enhancing student engagement, drawing on sources from educational research and multicultural education experts.

# SESSIONS

## 4-032

Sunday, June 29 | 11:00 - 11:50 | Amador II

### **CULTIVATING CULTURAL HERITAGE THROUGH AI-ENHANCED ACTIVITIES AND CONVERSATION PARTNERS: CONNECTING GLOBAL SPANISH-SPEAKING COMMUNITIES**

**Presenter(s):** Marcela van Olphen, The University of Tampa, Tampa, FL

**Primary audience:** Higher Ed

This session examines the integration of AI-enhanced pedagogical activities in preparation for conversation partners with Spanish-speaking facilitators. The methodology emphasizes authenticity in cross-cultural communication while developing digital literacy and cultural competence. Through pedagogically and linguistically grounded principles and interactive demonstrations, participants will explore ethical AI implementation strategies that foster meaningful connections across the Spanish-speaking world, honoring our shared linguistic and cultural heritage.

## 4-033

Sunday, June 29 | 11:00 - 11:50 | Ancon I

### **DISCOVERING THE WORLD: ENHANCING GEOGRAPHIC AND CULTURAL ENGAGEMENT IN THE CLASSROOM THROUGH DIGITAL TOOLS**

**Presenter(s):** David Cortes Fernandez, Washington University in St. Louis, St. Louis, MO

**Primary audience:** Higher Ed

This presentation examines digital tools that help instructors engage students with the geography and daily life of target-language countries. Applications like GeoGuessr provide opportunities to design activities that enhance students' understanding of these cultural contexts. By integrating such resources, educators can create immersive learning experiences that foster global awareness and linguistic competence. The goal is to propose classroom activities that use digital tools to enable students to virtually "travel" anywhere, enriching their learning experience

## 4-034

Sunday, June 29 | 11:00 - 11:50 | Ancon II

### **¡ADIÓS EXÁMENES! ADOPTING A PROJECT-BASED APPROACH FOR INTERMEDIATE SPANISH**

**Presenter(s):** Jane Hardy, Wabash College, Crawfordsville, IN

**Primary audience:** Higher Ed

In this session, attendees will learn about a course redesign project in intermediate college Spanish in which exams were eliminated and evaluation focused on oral and written projects. The approach

shifted students' attention away from exam preparation and emphasized proficiency development, resulting in decreased anxiety. The session will present the details of the newly designed course, student responses in course evaluations, and qualitative data on changes in Spanish proficiency.

## 4-035

Sunday, June 29 | 11:00 - 11:50 | Balboa

### **¡VIVA EL BAILE! A CELEBRATION OF LATIN DANCE GENRES**

**Presenter(s):** Jenniffer Whyte, Bilingual Kids, Inc., Anniston, AL

**Primary audience:** General

Experience the vibrant rhythms of Latin America in this interactive, Zumba-style session designed for educators! Dance your way through iconic genres like tango, salsa, merengue, bachata, and more, while exploring their cultural and historical significance. This follow-the-leader workshop combines movement and storytelling, providing practical strategies for incorporating dance into the classroom. Come ready to move, learn, and celebrate the diversity and richness of Latin American culture through music and dance!

## 4-036

Sunday, June 29 | 11:00 - 11:50 | Casaya

### **CARACTERIZACIÓN DE LA ORALIDAD EN EL ESPAÑOL DE ESTUDIANTES NGÄBE: EL APRENDIZAJE DEL IDIOMA INGLÉS Y LA PRESERVACIÓN CULTURAL**

**Presenter(s):** Armando Diaz, Universidad de Panama, Panama; Dayra Agrazal, Universidad de Panama, Panama

**Primary audience:** Higher Ed

Esta investigación estudia a un grupo de estudiantes nativos de la lengua ngäbere en la Escuela de Español, Universidad de Panamá. Se analizan los cambios en el español hablado, especialmente en las preposiciones locativas: a, de, para y hacia, inducidos por el contacto con su lengua materna. La investigación es descriptiva y mixta, combinando métodos cuantitativos y cualitativos. Se fundamenta en la lingüística de contacto y se apoya en autores como Klar Zimmermann y Angelita Martínez. Los resultados revelan interferencias y cambios significativos en la sintaxis y uso de las preposiciones.

## 4-037

Sunday, June 29 | 11:00 - 11:50 | Flamenco

### **OPEN**

## 4-038

Sunday, June 29 | 11:00 - 11:50 | Herrera

### **STUDENT ANXIETY DURING INTEGRATED PERFORMANCE ASSESSMENTS IN SPANISH**

**Presenter(s):** Mark Darhower, North Carolina State University, Raleigh, NC; Jemmima Akuffo, North Carolina State University, Raleigh, NC

**Primary audience:** General

Integrated Performance Assessments (IPAs) engage learners in interpreting authentic texts, followed by text dependent, real-world interpersonal and presentational tasks. Research consistently highlights learners' overwhelmingly positive perceptions of IPAs, however, responses to the questionnaire item "Participating in the IPAs was stressful for me" revealed ambivalence among 55 second-semester Spanish learners in the current study. We examine the factors contributing to learner anxiety during IPAs and discuss pedagogical implications.

## **4-039**

Sunday, June 29 | 11:00 - 11:50 | Naos

### **DEI IN THE SPANISH CLASSROOM: EMBRACING THE SOCIAL RESPONSIBILITY OF SPANISH TEACHERS IN THE U.S.**

**Presenter(s):** Diego Ojeda, Louisville Collegiate School, Louisville, KY

**Primary audience:** Secondary (9-12)

Empower your teaching and transform your classroom! This session examines the social responsibility of Spanish teachers in promoting Diversity, Equity, and Inclusion (DEI). Explore strategies to highlight the social importance of Spanish language and culture in U.S. society, decentralize Spanish, embrace diversity, foster connections, and empower students to engage critically with the Spanish-speaking world.

## **4-040**

Sunday, June 29 | 11:00 - 11:50 | Taboga

### **ASSESSMENT AS LEARNING IN SPANISH LANGUAGE PROGRAMS**

**Presenter(s):** Jeannette Sánchez-Naranjo, University of Toronto, Toronto, Ontario, Canada

**Primary audience:** Higher Ed

This presentation examines key principles guiding the design of university-based Spanish language programs in assessment and pedagogical practices. The goal is to consider research-based strategies and tools available to create coherent language programs that aim to meet L2 learners and institutional needs. The presentation will emphasize the creation of opportunities for both learners and language instructors to develop their language learning and teaching skills.



# **Earn a dual Master's Degree in Education**

## **Spanish Language and Culture for Educators concentration, M.Ed.**

**(1) Master in Education  
(M.Ed.) with a  
concentration in  
Spanish Language and  
Culture for Educators  
degree from JMU**

**AND**

**(1) Salamanca Masters for  
Teachers of Spanish as a  
Foreign Language  
degree from USAL**



**- 18 MONTHS -**

**One Summer at JMU  
One Summer at USAL  
3 Semesters ONLINE**



Contact Program Director  
**Diana Meza** at [mezadx@jmu.edu](mailto:mezadx@jmu.edu)



**scan  
to learn  
more**

**Spanish Language and Culture  
Dual Master's Degree for Educators  
JMU•VSAL**

# Coming this fall

---



## THE AATSP VIRTUAL INNOVATIONS FAIR: REIMAGINING LANGUAGE EDUCATION

**Saturday, November 8, 2025 | Via Zoom**

The AATSP Virtual Innovation Fair is a one-day online event showcasing bold ideas and forward-thinking solutions to shared challenges—and opportunities—in Spanish and Portuguese language education.

Building on the success of last year's Virtual Programs Fair, which spotlighted higher education, this year's event broadens the conversation to include innovations at all educational levels, from elementary to graduate programs, across a range of strategic areas that shape the future of our field.

Educators and administrators are invited to present work that goes beyond classroom strategies to highlight programmatic, curricular, institutional, or structural innovations. Whether you've strengthened assessment, redesigned a heritage language program, integrated AI, or developed new approaches to recruitment or outreach—we invite you to share your work and inspire others.



Sponsored by



---

**PROPOSALS ARE DUE BY OCT. 11, 2025**



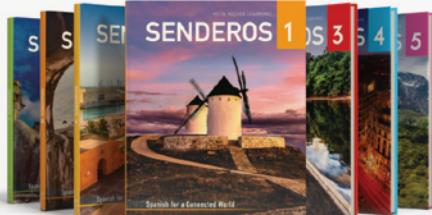
Join us in celebrating our roots and cultures at AATSP!

LANGUAGE • LITERACY • CULTURE

GRADES K-5



MIDDLE/HIGH SCHOOL



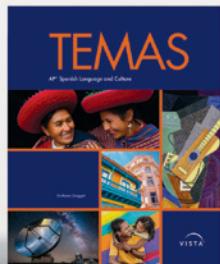
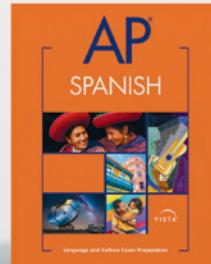
NATIVE/HERITAGE



GRADES 9-12



AP® SPANISH LANGUAGE & CULTURE



Learn more about Vista's  
Spanish world language solutions!

Stop by Booth 7 to connect, explore, and be inspired.



# CONFERENCE EXHIBITORS

## Arte Público Press [1]

artepublicopress.com  
bkorders@uh.edu

## Klett World Languages [2]

klettwl.com  
jrodriguez@klettwl.com

## Avant Assessment [3]

avantassessment.com  
marketing@avantassessment.com

## Vista Higher Learning [4]

vistahigherlearning.com  
grosado@vistahigherlearning.com

## Carlos V Education [5]

carlosveducation.es  
info@carlosveducation.com

## USAL - Salamanca [6]

usal.es  
informacion@usal.es

## Online MA in Spanish at New Mexico State University [7]

global.nmsu.edu  
jelongwe@nmsu.edu

## Embassy of Spain [8]

exterieores.gob.es  
jesus.cerda@educacion.gob.es

## Xperitas [9]

xperitas.org  
info@xperitas.org

## ICEX España [10]

investinspain.org  
informacion@icex.es

## DIASPORAKNOWLEDGE [11]

diasporaknowledge.com  
diasporakb@gmail.com

## Bilingual Kids, Inc. [12]

jenniferwhyte.com  
reinaldowhyte@gmail.com

## Center for Latin American Studies [13]

latam.ufl.edu  
info@latam.ufl.edu

## FEDELE [14]

fedele.org  
info@fedele.org

## Optii Solutions [15]

optiisolutions.com  
christian.ljungqvist@optiisolutions.com

## Talos Languages [16]

taloslanguages.com  
contact@taloslanguages.com

## AATSP Programs [17]

aatsp.org  
aatspoffice@aatsp.org

## EPA Español [18]

studyspanishinpanama.com  
info@espanolenpanama.com

## ACTFL [19]

actfl.org  
membership@actfl.org

## Quality Leadership University [20]

qlu.ac.pa  
mleon@qlu.pa

## Outward Bound Costa Rica [21]

outwardboundcostarica.org  
CommDirector@OutwardBoundCR.org

# INDEX

## A

Abelmann, Charlie (3-093; 3-107)  
Acevedo Estafania, Elda (4-021; 4-031)  
Agostinelli-Fucile, Christina (3-083)  
Agrazal, Dayra (2-007; 2-024; 4-036)  
Akuffo, Jemmima (4-038)  
Alamillo, Rosalva (2-078)  
Alcocer, Sonia (1-051; 1-068; 2-089; 2-105)  
Almodovar, Rosa (2-008)  
Alonso, Carolina (1-023)  
Alvarez, Joel (3-039; 3-053)  
Ames, Merrie Kay (2-117)  
Amling, Stacy (3-077)  
Anson, Katherine (1-079)  
Artamonova, Tatiana (4-003)  
Ashe Jr., Timothy (1-090; 3-086; 3-100)  
Austin, Matthew (1-110)  
Austin, Tasha (1-022; 2-091)

## B

Badenas, Sonia (1-106)  
Bai, Barry (1-010; 1-024)  
Bain IV, Lincoln (3-074)  
Barahona, Adriana (1-009; 3-008; 3-021)  
Barcroft, Joe (3-102)  
Bardón, Juan Antonio (1-077)  
Barksdale, Sheri (3-046)  
Barnes-Karol, Gwendolyn (3-103)  
Barnett, Nadine (3-078)  
Barraza, Nilda C. (2-092)  
Barrios Jaén de Miller, Nayka (1-070)  
Barroso-Merino, Julian (1-003)  
Baum, Suzanne (1-114; 2-018)  
Becerra Hernández, Francisco (3-007)  
Bell, Rosa (1-026; 1-081; 3-020)  
Benito Vessels, Carmen (1-059)  
Berman, Flor (1-049)  
Berstler, Kevin (1-076)  
Bjarnason, Nicole (3-068; 3-082)  
Blandon Bristan, Aristela (1-026)  
Bonilla, Carrie (3-054)  
Botello, Brianna (3-022; 3-035)  
Bravo, Marco (3-090)

Burchett, Jessica (4-009)  
Burt, Roger (3-003)

## C

Cabrera, Yesenia (2-079)  
Calvillo, Veronica (1-023)  
Campbell, Christine (1-005; 1-019)  
Canavan, Yanet Monica (3-084)  
Canion, Mira (3-006; 4-013)  
Carreira, Maria (1-030; 3-056)  
Carrillo, Germán D. (2-118)  
Carroll, Nicholas (4-002)  
Carter, Idania (3-022; 3-035)  
Castillo Cortes, Isabel (2-086)  
Castro, Angelica (1-099)  
Centeno, Ligia (2-008)  
Cerdá Tortosa, Jesús Joaquim (1-058)  
Chambers-Anderson, Stephanie (3-106)  
Chambless, Krista (2-040; 2-116; 3-086; 3-100)  
Chanis del Delgado, Dacci (2-007; 2-024)  
Cominguez, Juan Pablo (3-005)  
Compton, Timothy (2-013)  
Cortes Fernandez, David (4-033)  
Cotto Castellano, Wilmiriam (2-021; 3-097)  
Courtad, Gregg (1-112)  
Cox, Troy (2-085; 2-117)  
Cuenca, Daniel (1-048)  
Czerwionka, Lori (1-092)

## D

Darhower, Mark (4-038)  
Davis, Maria (3-112)  
de la Fuente, Maria José (1-107; 4-004)  
de la Luz Matus Mendoza, Maria (1-062)  
De León Viera, Julimar (1-033; 1-050)  
De León Viera, Margarita (1-033; 1-050)  
de Meij, Richard (3-033)  
Del Carpio, Leslie (3-058)  
Del Mastro, Mark P. (1-030; 1-092; 1-109; 1-115; 3-008; 3-022; 3-035)  
del Pilar Velasco Beltrán, Rocio (1-071)  
Delgadillo, Bertha (1-072; 2-109)  
Delgado, Sandra (2-017)

Diaz, Armando (4-036)  
Diaz Fernandez, Adonis (2-074)

Dings, Abby (2-100)  
Domènec, Conxita (1-001; 1-015)  
Domínguez, Diameya (1-007; 2-025; 2-042)  
Douglin, Adèle (3-042)  
DuBord, Elise (4-016)  
Duenas, Felipe (3-016)  
Dumitrescu, Domnita (1-001; 1-084)  
Dykstra, Shelley (4-019)

## E

Egnatz, Linda (2-068; 3-062; 3-095)  
Ehrman, Marjorie (3-037; 3-051)  
El Burai Félix, Sausan (2-062)  
Engel, David (4-015)  
Enriquez Duque, Paola (3-058)  
Escalante, Victor (4-006)  
Escalona, Daniel (2-010; 2-045; 3-023)  
Esmerian-Dessipris, Maria (3-061)

## F

Faber, Andie (4-020)  
Falsetti-Yu, Molly (1-073)  
Fernandes, Eugênia (1-017; 1-036; 1-053)  
Fernandez, Sofía (2-021; 3-097)  
Fernández, Claudia (4-018; 4-028)  
Fernández González, Jesús (3-036; 3-050)  
Fernández-Doig, Fabiola (4-029)  
Ferreira, Débora (1-067)  
Ferreira, Fernanda (2-052)  
Fiori, Diana (1-093)  
Fitzgerald, Janine (1-023)  
Flannery, Mércia (1-013; 1-027; 2-056)  
Flores, William (2-039)  
Fournier, Rachel (2-031)  
Frago, Miriam (1-045)  
Fuentes-Wagner, Cheryl (1-005; 1-019)

## G

Gale, Leslie (1-043)  
Gálvez-Fernández, Noelia (1-055)  
Gamble, Rosa María (3-085)

Garabaya-Casado, Erik (3-096; 3-110)  
 García, Bladimir (2-090)  
 García, Denise (1-011)  
 Garcia Linares, Hemil (2-110)  
 Garcia-Quezada, Francisco (1-069; 2-037)  
 Garrido Rivera, José Luis (1-045)  
 Geoffrion-Vinci, Michelle (1-028)  
 Gil Berrio, Yohana (3-101)  
 Goldenberg, Carola (1-107; 4-004)  
 Goldfine, Daniela (3-028)  
 Gondola Solis, Noris (2-107)  
 González, Brenda (2-057; 2-073)  
 González, Lizet (3-022; 3-035)  
 Gonzalez Lesniak, Fernando (2-064)  
 González Padrón, Liyanis (1-030)  
 González-Estévez, Dulce María (3-087)  
 Gordillo Barahona, Adriana Marcela (3-008; 3-021)  
 Graebner Shepin, Laura (2-075; 2-115; 3-014)  
 Gutiérrez Lozano, Javier (1-030)  
 Guzman, Johanna (2-092)

**H**  
 Haas, Kim (1-081; 1-098; 2-072)  
 Hale, Raelynne (1-073)  
 Hardy, Jane (4-034)  
 Hartman, Alan (2-037)  
 Hatcher, Denise (2-108)  
 Heard, Amarilys (2-017; 2-049)  
 Henager, Eric (1-103)  
 Henao-Muñoz, Jhonatan (1-110)  
 Henderson, Corey (2-093)  
 Hernandez, Andrea (1-021)  
 Hernández, Milvia (3-017)  
 Hickey, Megan (1-088)  
 Hicks, Breanne (2-094)  
 Hill, Sean (3-076)  
 Hilliard, Rhashida (3-007)  
 Hines-Gaither, Krishauna (1-064)  
 Holgado Lage, Anais (1-014)  
 Honeycutt, Joe (1-066)  
 Hopkins, Daniel (4-026)  
 Houck, Leigh (1-021)  
 Huete-García, Ángel (3-096; 3-110)

Hunter, Brian (3-046)  
 Hwu, Fenfang (3-092)  
 Hyatt, Kaleb (1-038)  
**I**  
 Íñiguez, Itzel (1-110)  
 Issa da Cunha, Marcelino (2-088)

**J**  
 Jacobsen-McLean, Nadine (1-083)  
 Jacobson, Elliott (2-070)  
 Jensen, Douglas C. (3-089)  
 Jensen, Theresa (2-017; 2-080)  
 Jones, Angela (2-077)  
 Jones, Lillian (2-041; 4-010)  
 Joy, Immanuel (1-111)

**K**  
 Kechkian, Claudia (2-081; 3-065; 4-025)  
 Kerch, Glen (2-034)  
 King Miller, Beverly (1-035)  
 Kohn-Buday, Mary Ellen (2-061)  
 Kuder, Emily (3-002)

**L**  
 Ladner, Erik (1-056)  
 Lamonsoff, Lauren (3-069)  
 Lawrence, Chelsea (1-018; 4-023)  
 Ledezma, Evelyn (2-071; 4-030)  
 Lee, Alejandro (1-017; 3-056)  
 Lee, Lucy F. (1-109; 1-115)  
 León, Mariana (1-102)  
 Leporati Means, Aline (2-019)  
 Levenson, Mina (3-031)  
 Lewis, Rosa (1-098)  
 Lezcano, Lia (1-037)  
 Lico, Ana Lucia (3-056)  
 Llanos-Gremillion, MilyBett (3-073)  
 Longwell, Jeff (1-011)  
 Love, Ashley (1-022; 3-047)

**M**  
 Macías, María Laura (1-090; 3-086; 3-100)  
 Mamiya Hernandez, Rachel (1-087; 3-077; 3-098)

Mapelli, Pamela (3-044)  
 Marrero, Alex (2-054; 3-056)  
 Marrero, Nivia (2-048)  
 Matchett, Elizabeth (1-042)  
 McInnis-Domínguez, Meghan (4-012)  
 McKeeth, Hannah (3-030)  
 Mecartty, Frances (3-029)  
 Meduri, Itzel (2-026)  
 Meléndrez, Cynthia (2-079)  
 Mellinger, Chris (1-092)  
 Membrez, Nancy (2-103; 3-001)  
 Méndez Seijas, Jorge (2-016)  
 Menke, Mandy (2-069)  
 Merkel, Yancy (4-001)  
 Moinette, Maria Teresa (4-005)  
 Montero, Erin (3-109)  
 Monzon, Gloria (2-111)  
 Mooney, Angela (1-034)  
 Morales, Celeste (3-026)  
 Morales de Castillo, Fulvia (2-007; 2-024)  
 Morales Villagrana, Edgar (2-092)  
 Moreira, Maria Luci (2-056; 2-104)  
 Morgado, Nuria (1-092)  
 Mundo, Jaime (1-096)  
 Mungavin, Laura (1-008; 3-048)  
 Muniz, Maria Gabriela (2-119)  
 Munné, Joan (3-057)  
 Muñoz, María Victoria (3-008; 3-021)  
 Muñoz Sánchez, Alicia (2-083)  
 Murphy, Joe (3-043)  
 Murphy, Melissa (3-059)  
 Myers, Megan Jeanette (1-039)

**N**

**O**  
 Obeso, Gustavo (2-005)  
 O'Conner, Jonathan (3-091)  
 Offerman, Heather (2-043)  
 Ojeda, Diego (4-017; 4-027; 4-039)  
 Olivares, Melissa (1-030)  
 Oliver Rajan, Julia (3-071)  
 Olsen, Michael (2-087)  
 Olson, Daniel J. (2-009)  
 O'Neal, Regina (2-004)

# INDEX

Orillac, Alberto (1-037)  
Oropesa, Salvador (1-092)  
Orozco, Arely (3-019)  
Orsatti, Silvina (2-008)  
Ortiz Manzanilla, Roberto (3-058)  
Osborn, Haley (1-001)  
Ottley, Irina (2-101)

## P

Pacheco, Alondra (1-016; 2-017; 3-018)  
Palacio Ribón, Cecilia (2-106)  
Palala-Carlisle, Sandra (1-093)  
Pannone, Dina (3-068; 3-082)  
Patel, Akash (3-020)  
Pauley, Zamira E. (2-015; 2-099)  
Pena, Susanne (2-038)  
Pennington, Sara (3-081)  
Pentón Herrera, Luis Javier (1-020; 1-085)  
Perez Castellanos, Limari (1-051; 1-068; 2-089; 2-105)  
Perry-Vincent, Tanika (3-011)  
Pesce, Pietro (1-009)  
Pico, J.R. (1-054)

## Q

Rahming, Valentino (1-047)  
Ramirez, Érico (4-037)  
Realivázquez, Maida (1-011)  
Reyes, Carmen (1-072)  
Reynolds, Jenna (2-040; 2-116)  
Rhone, Sendy M. (1-034)  
Rios, Ricardo (3-032)  
Rios Vega, Juan (1-032)  
Risner, Mary (2-023; 3-049; 3-086; 3-100)  
Robles-García, Pablo (3-096; 3-110)

Rodriguez Sabater, Silvia (3-063)  
Rodríguez-Jaca, Nilsa (1-025)  
Roldán, Yaliveth (1-044; 1-061; 2-011; 2-029)  
Ross, Dina (1-012)  
Rubio, Lucía (2-016)

Rubio-Hignett, Cristina (3-064)  
Ruiz Alonso-Bartol, Ana (3-096; 3-110; 4-008)

## S

Salazar, Omar (4-022)  
Salazar de la Torre, Yolanda (2-079)  
Saldivar, José (3-075)  
San Juan, Sonia (2-095)  
Sanchez, Sybil (3-027; 3-079)  
Sánchez Llorente, José Miguel (3-009)  
Sánchez-Gutiérrez, Claudia (3-096; 3-110)  
Sánchez-López, Lourdes (1-092)  
Sánchez-Naranjo, Jeannette (4-040)  
Scheetz, Kelly (1-016; 2-032; 2-049)  
Schlaefer, Kristen (3-072)  
Schwester, Jennifer (2-036; 2-096; 2-112)  
Scott, Alexander (2-027)  
Seifts, Justin (2-028)  
Sepúlveda Suárez, Elga D. (3-015)  
Serafini, Ellen (3-054)  
Shampo, Maia (3-022; 3-035)  
Shull, Valerie (2-035; 3-056)

Sittig, Ann (2-022)  
Solano Escolano, Damián (2-033; 2-050)  
Solís, Brittmarie (1-094)  
Sonhouse, Mariela (3-039; 3-053)  
Sosa-Velasco, Avraham (2-003)  
Spielberg, Samara (1-028)  
Spino, LeAnne (3-099)  
Stambaugh, Brianne (1-066)  
Stephens, Thomas M. (2-059)  
Stevens, Erika (2-084; 3-086; 3-100)  
Strobel, Leah (3-045)  
Suero, Kelly (2-058)

## T

Tallon, Michael (3-060)  
Tamayo, Dalys (2-025; 2-042; 2-044)  
Taylor-Arnold, Haydee (2-014; 2-049)  
Thomas, Roderick (2-060)  
Thompson, Gregory (2-085)  
Tonone De Sala, Elsa (2-094)

Topash-Rios, Andrea (3-032)  
Torres, Caroline (3-077)  
Torres, Carlos (2-102)  
Torres-Rodriguez, Leslie (3-056)  
Tracy, Jill (3-088)  
Trigo Muñoz, David (2-045)  
Troche, T.J. (3-073)  
Tunon Broussard, Zulay (3-030)

## U

Uelva Cabrera, Nickanor Jhulian (1-078; 1-095; 2-046; 2-053)  
Ureña Otero, Yacqueline (1-030)

## V

Valdés-Bradner, Mirta (2-002)  
Valdivielso Odriozola, Javier (3-036; 3-050)  
Valverde, Fernando (1-030; 1-065; 2-063)  
van Olphen, Marcela (4-032)  
Velásquez, Edna (1-004)  
Villanueva, María Teresa (3-071)

## W

Waldvogel, Dieter A. (2-052; 3-004)  
Wells, Jeff (1-077)  
White, Gosia (1-060; 1-105)  
White, Melinda (4-007)  
Whyte, Jenniffer (1-052; 1-089; 1-116; 2-017; 4-035)  
Whyte, Reinaldo (1-113; 3-034)  
Winslow, Kim (2-006; 2-020)  
Wolff, Victoria (3-040)  
Woods-Murphy, Maryann (3-043)

## X

Yelin, Boris (1-104)  
Young, Lori (2-076)

## Z

Zeitler, Jessica (1-110)  
Zentella, Ana Celia (2-083)  
Zulueta Zulueta, Rolando (2-001)



The Language Proficiency Company

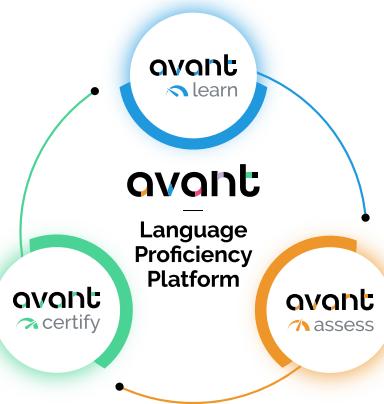


*Allow us to reintroduce ourselves*

**Same world-class solutions.  
New vision.**

**Language Proficiency Platform:**

Unlock the full spectrum of language proficiency with Avant's Language Proficiency Platform. From learning and assessment to certification, everything you need is right here. Trusted by students, teachers, administrators, professionals, and employers alike, Avant's cutting-edge tools redefine language proficiency at every level.



**Avant Learn:**

Mira (formerly MeTabi), ADVANCE, MORE Learning

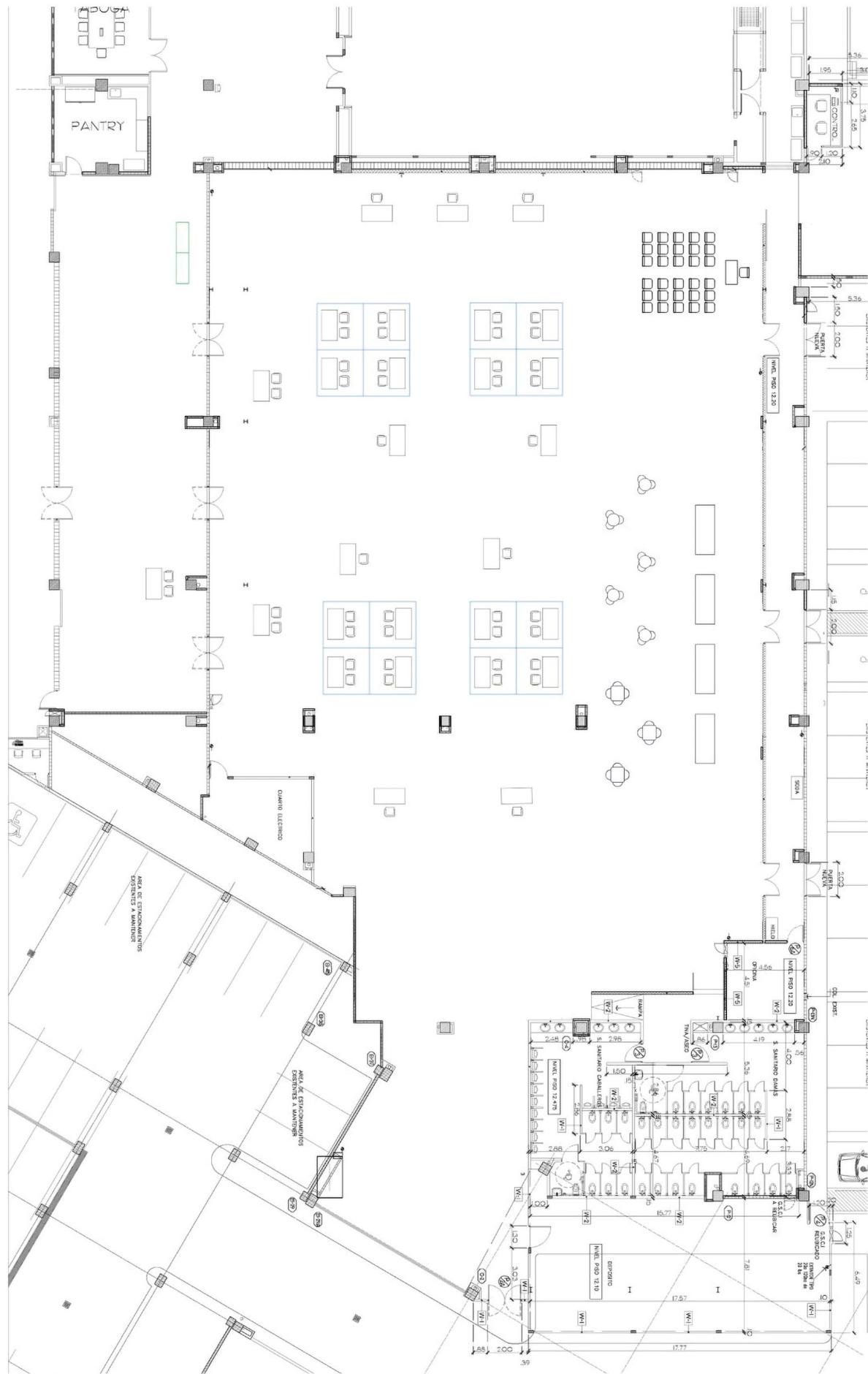
**Avant Assess:**

STAMP, PLACE, SHL, APT, SuperLanguage

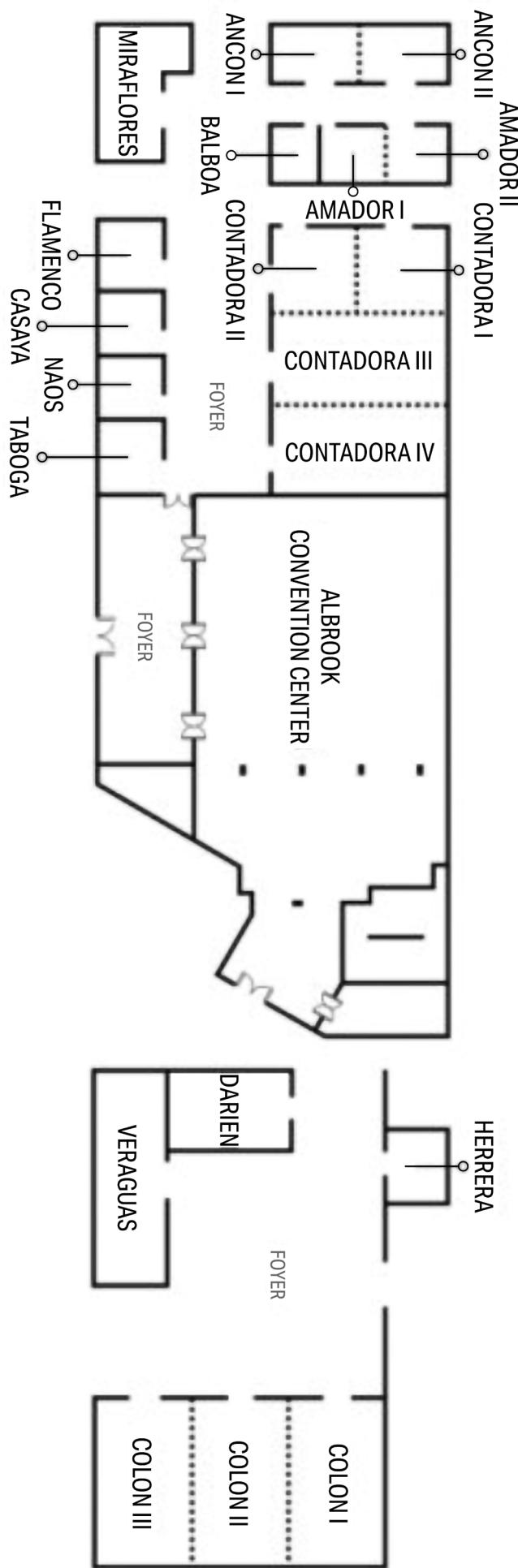
**Avant Certify:**

Global Seal of Biliteracy

# EXHIBIT HALL MAP



# CONFERENCE MEETING ROOMS



## NOTES



**AATSP**  
¡TODOS A UNA! • TODOS POR UM!

American Association  
of Teachers  
of Spanish & Portuguese  
Est. 1917

# 108TH AATSP ANNUAL CONFERENCE

July 8 - 11, 2026



**DoubleTree by Hilton**

*At the Entrance to Universal Studios*



**Orlando, Florida**

## THEME

*Teaching in all tenses: The past, present, and future of Spanish and Portuguese*

*Enseñando en Todos los Tiempos: El pasado, el presente y el futuro del español y el portugués*

*Ensino em Todos os Tempos: O passado, o presente e o futuro do espanhol e do português*

**SAVE  
THE  
DATE**

**PROPOSAL SUBMISSIONS**  
*Begin September 1st, 2025*

**EARLY BIRD REGISTRATION**  
*Ends December 31st, 2025*

# Advancing Spanish and Portuguese Education Together!

AATSP Conecta  
*Momentos Educativos*  
Virtual Innovations Fair

*In Honor of Portuguese at the AATSP*

University of Salamanca/AATSP Chapter Leader Award  
*Academia: A Catalogue of Spanish and Portuguese in Higher Education*  
Klett World Languages Award in Leadership & Program Innovation  
in Spanish and Portuguese

Featuring new partnerships with:



Co-Conferencing with:



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

[www.aatsp.org](http://www.aatsp.org) • 160 Rail Rd, Suite 3, Chesterton, IN 46304 • (219) 295.1491