



**AATSP**  
ANNUAL CONFERENCE  
ORLANDO, FLORIDA • JULY 8-11, 2026

# Preliminary Schedule

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*\***DRAFT ONLY:** This preliminary schedule is subject to changes. This is **NOT** the final conference program.*

## Contact Us:

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**AATSP**  
American Association of Teachers  
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## Wednesday, July 8 | Day One

### Registration open (7:30 – 4:00)

### Session Block 1 (8:00 – 8:50)

HISPANIA EDITORIAL BOARD MEETING - INVITATION ONLY

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

### Session Block 2 (9:00 – 9:50)

STRONGER TOGETHER: COLLABORATING TO CELEBRATE AND ELEVATE MULTILINGUAL VOICES

**Presenters:** Sybil Sanchez Jacome & Sara Duca, Randolph High School, Randolph, NJ

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

This session empowers language educators to celebrate students' linguistic identities through collaboration with schools and communities. Participants will learn practical strategies to engage colleagues, families, and local partners in honoring home languages. Real examples from Randolph High School showcase how partnerships create innovative programs, multilingual events, and school-wide cultural celebrations.

FROM THE CLASSROOM TO THE COMUNIDAD: STRENGTHENING LEARNING THROUGH FAMILY & COMMUNITY PARTNERSHIPS

**Presenters:** Molly Cook, Moravian Academy, Bethlehem, PA USA

**Primary audience:** General

This session highlights the power of family and community engagement in enriching Spanish language learning. Participants will explore practical ways to connect classrooms with families, local organizations, and cultural events that celebrate students' backgrounds and strengthen home-school partnerships. Through real examples of field trips, community projects, and family-centered initiatives, educators will learn how to create inclusive, collaborative spaces where language learning extends beyond the classroom and builds meaningful connections across generations and communities.

THE PORTUGUESE BUSINESS MEETING

**Presenter:** 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.

AI IN THE COMMUNITY COLLEGE INTERMEDIATE HERITAGE LANGUAGE LEARNER CLASSROOM

**Preliminary Schedule**

**Presenter:** Daniel Hopkins, Tarrant County College, Fort Worth, TX

**Primary audience:** Community College

Artificial Intelligence raises concerns regarding its irresponsible use and potential to impede language learning, but it is not the end of our profession. This presentation is a case study of how a veteran instructor designed AI-centered activities to develop critical and thinking and language skills for Spanish Heritage Language Learners. These activities also examined AI's effects on local Texas communities while connecting students to "High Touch Career Fields" where their Spanish skills can be utilized.

#### MI COMPADRE AI: PLANNING SPANISH UNITS WITH A DIGITAL SIDEKICK

**Presenter:** Ashley Eberhart, Round Rock Independent School District, Round Rock, TX

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

In this session, participants will explore a repeatable framework for designing Spanish units aligned to communication modes and proficiency goals. Using AI as a collaborative planning partner, attendees will see a live modeling of how AI can accelerate brainstorming, outline development, and performance task design while preserving teacher voice and instructional intent. Participants will leave with a unit planning template, sample prompts, and a classroom-ready workflow that can be adapted across all proficiency levels.

#### BEHIND THE NATIONAL EXAM: COULD YOU WRITE THE NEXT NSE/NPE QUESTION? Roundtable

**Presenters:** Claudia Kechkian, AATSP, The Woodlands, TX; Alondra Pacheco, University School, Hunting Valley, OH; Marilia Amat-Baralt, West Fork HS, Kingwood, TX

**Primary audience:** General

Would you like to learn how the National Spanish/National Portuguese Exam questions are developed? This interactive roundtable invites educators to examine authentic materials, analyze effective distractors, and explore principles of proficiency-based item design (MI, SD, IN/AU, PU/TO/PV). Participants will leave with practical tools and clear guidelines for developing original items aligned with national assessment frameworks. Join the conversation to strengthen assessment literacy and help build a national community of teacher contributors.

#### CONEXIONES Y OPORTUNIDADES PARA TODOS LOS TIEMPOS CON LA SOCIEDAD HONORARIA HISPÁNICA!

**Presenter:** 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.

#### CULTURA EN ACCIÓN: ESPAÑOL COMO L2 A TRAVÉS DE TEXTOS HISTÓRICOS Y CONTEMPORÁNEOS

**Preliminary Schedule**

**Presenters:** Johana Lozano, The University of Alabama, Tuscaloosa, AL; Sharel Charry, Mississippi State University, Starkville, MS

**Primary audience:** Higher Ed

Cultura en acción: español como L2 a través de textos históricos y contemporáneos presenta estrategias pedagógicas para integrar cultura y lengua en cursos universitarios de español. La sesión explora el uso de textos históricos y contemporáneos para desarrollar competencias comunicativas y conciencia cultural mediante actividades y secuencias didácticas aplicables a niveles iniciales e intermedios.

#### CÓMO ABANDONAR TU SYLLABUS GRAMATICAL Y NO MORIR EN EL INTENTO.

**Presenter:** Maripaz Garcia, Yale University, New Haven, CT

**Primary audience:** Higher Ed

Esta presentación expondrá el proceso de transformación recientemente implementado en los cursos intermedios de español de la Universidad de Yale por el cual hemos sustituido un syllabus centrado en la gramática por uno basado en contenidos, a la vez que hemos pasado de enfoques más prescriptivos a perspectivas más funcionales de la enseñanza. Se explicará cómo se desarrolló esta transición —del pasado al presente— y cuáles son las metas que guían nuestro proyecto hacia el futuro.

#### DE LA MOTIVACIÓN A LA ACCIÓN: UN MODELO PEDAGÓGICO PARA EL APRENDIZAJE DEL ESPAÑOL

**Presenter:** Leonardo Triana, Brookland Middle School (DC Public Schools), Washington, DC

**Primary audience:** Middle/Junior

Esta presentación introduce un modelo de motivación diseñado para fortalecer el aprendizaje del español mediante prácticas pedagógicas que priorizan la comunicación significativa, la colaboración y la autorregulación. El sistema fomenta el uso sostenido de la lengua meta, incrementa la participación activa y promueve un compromiso auténtico de los estudiantes. Desde un enfoque coherente con los marcos contemporáneos de la enseñanza de lenguas, el modelo propone estrategias replicables y adaptables a diversos contextos educativos actuales formales.

#### SIG – LANGUAGES FOR SPECIFIC PURPOSES MEETING

**Presenter:** Mara Queiroz-Vaughn, University of North Texas at Dallas, Dallas, TX

**Primary audience:** Higher Ed

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 share updates on what is happening with Spanish and Portuguese curricula focusing on career and discuss how we can continue to build the LSP community within AATSP and beyond.

#### PREK-8 TOWN HALL: CONNECTING AND NETWORKING FOR EARLY LANGUAGE TEACHERS

**Presenter:** Valerie Shull, AATSP Pk-8 Representative, Chicago, IL

**Primary audience:** PreK-8

In this exciting opportunity for early language teachers, the annual PreK-8 TownHall will be a time of connection, networking with an engaging focus on resources and lessons to bring National Teacher Spanish Week to your elementary students!

#### LANGUAGE TEACHING AND PEACEBUILDING: PAST LESSONS, PRESENT PRACTICES, FUTURE DIRECTIONS

**Presenters:** Julia Chancellor & Rosa Vozzo, Mississippi State University, Starkville, MS

**Primary audience:** General

This session explores how to promote meaningful, reflective, and creative learning environments. Two instructors with very different backgrounds will share ideas, practical strategies, and classroom examples that encourage participation, student voice, and cultural connection, offering concrete tools to reinforce the classroom as a space of expression, collaboration, and authentic, sustainable language growth.

#### LECTURA SILENCIOSA: UN BANQUETE PARA EL ALMA A BILINGUAL, STUDENT-CENTERED WORKSHOP FOR LITERACY AND LANGUAGE LEARNING (9:00 – 10:50; Workshop)

**Presenters:** Melissa Groenewold, Indiana University, Bloomington, IN; Samia Mathew & Christina Smith, University of Louisville, Louisville, KY

**Primary audience:** Higher Ed

This immersive bilingual workshop models El Club de Lecturas Silenciosas, a student-centered literacy and Spanish language learning event. Participants will experience a flash version of the club, explore its pedagogical design, and leave with tools to replicate it in their own classrooms or communities.

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

**Presenters:** Benjamin Fraser, The University of Arizona, Tucson, AZ; Conxita Domènech, The University of Wyoming, Laramie, WY; Domnita Dumitrescu, California State University, Los Angeles, CA; Haley Osborn, Eastern Florida State College, Cocoa, FL

**Primary audience:** Higher Ed

#### AATSP COMMUNITY COLLEGE BUSINESS MEETING

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

### **Session Block 3 (10:00 – 10:50)**

#### SUPPORTING TEACHERS IN CREATING NEW AATSP STATE CHAPTERS

**Presenter:** Sybil Sanchez Jacome, Randolph High School, Randolph, NJ

**Primary audience:** General

This session is designed for AATSP members interested in establishing a new chapter in their state. Participants will learn about the process, requirements, and best practices for launching a chapter, as well as strategies for building initial membership, engaging colleagues, and creating sustainable leadership structures.

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Through guided discussion and shared experiences, attendees will explore practical steps for organizing interest, navigating approval procedures, and accessing national support and resources. The session will also provide an opportunity to connect with AATSP leadership and fellow educators who are committed to expanding the organization's reach and strengthening professional networks at the state level.

## LINGÜÍSTICA, LENGUAS INDÍGENAS DE MÉXICO Y PROBEM

**Presenter:** Consulado de México en Orlando / Programa Binacional de Educación (PROBEM), Orlando, FL

**Primary audience:** General

Esta presentación ofrece una visión general de la riqueza lingüística de México, destacando la importancia de las lenguas indígenas como patrimonio cultural vivo y recuperación de la enseñanza escolar. Asimismo, se abordará el papel del Programa Binacional de Educación (PROBEM) en la preservación, enseñanza y fortalecimiento de estas lenguas en contextos migratorios, promoviendo la identidad, el bilingüismo y la inclusión educativa de niñas, niños y adolescentes mexicanos en el exterior.

## IDEA EXPLOSION: A SESSION OF PEDAGOGICAL MICROCOMMUNICATION, Panel Session

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

**Primary audience:** General

This session seeks to offer ideas for dynamic activities in the Portuguese classroom but several presenters.

## FROM PAGE TO PLATFORM: DIGITAL EXPERIENCES IN THE LANGUAGE CLASSROOM

**Presenter:** Daniel Carrillo-Jara, University of North Texas, Denton, TX

**Primary audience:** Higher Ed

This presentation examines hands-on digital projects designed to enhance language learning and literary engagement in Spanish courses. It discusses student-created videogame adaptations of literary texts and podcast production in conversation classes. Emphasizing practical pedagogy, the session offers concrete steps and strategies for integrating these activities into participants' own classrooms, promoting experiential learning, collaboration, and digital literacy in the study of literature and language.

## INTEGRATING TECHNOLOGY WITH PURPOSE: PRACTICAL DIGITAL TOOLS FOR THE WL CLASSROOM

**Presenters:** Ivonne Bruneau-Botello & Cristina D. Butler, Montgomery College, Rockville, MD

**Primary audience:** General

This session explores purposeful ways to integrate technology into the WL instructional time. Participants will examine how different digital tools or platforms can enhance engagement, reinforce vocabulary, grammar, and interpersonal communication in the classroom. Attendees will see concrete sample activities

and leave with ready-to-use strategies for integrating technology in teaching the present, future and past tense for different Spanish levels.

#### CONFIDENTLY EMBRACING CHANGE FOR CONTINUED SUCCESS IN AP SPANISH LANGUAGE AND CULTURE

**Presenter:** Parthena Draggett, Community School of Naples (retired), Naples, FL

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

Change can be hard, but it can also be exciting, refreshing instructional perspectives and tools. In this session we'll unpack the new Course and Exam Description, focusing on course framework components, the new course project, and the revised exam, including analytic scoring. We will also discuss what is not changing and constant in our core instruction, but with the goal of weaving in routines that prepare students for the course project and related new exam tasks. Participants will discuss how to adjust instruction and plan for continued AP® success, going forward with confidence.

#### BUILDING LASTING SPANISH AND PORTUGUESE THROUGH BRAIN SCIENCE

**Presenter:** Emy Tomita, Aldine Independent School District, Houston, TX

**Primary audience:** General

In this session, educators explore how the Science of Learning strengthens foreign language instruction through research-based strategies. Participants examine practical instructional shifts that boost retention, accelerate acquisition, deepen communicative competence, and improve outcomes across all language domains. Educators leave with immediately applicable, cognitive science-grounded approaches that move students beyond memorization toward meaningful, transferable language use.

#### EL PAN LATINOAMERICANO DE CADA DÍA - EXPLORING CORN AS A STAPLE OF THE LATIN AMERICAN DIET

**Presenter:** Evelyn Ledezma, Bethlehem Central High School, Delmar, NY

**Primary audience:** Secondary

Corn has been a staple food across the Americas for millennia and remains central to the cultural identity of many Spanish-speaking communities. This session presents classroom activities that use traditional corn-based foods—especially arepas—as a gateway to exploring culture, migration, and identity. Participants will experience interpretive, interpersonal, and presentational tasks and discuss strategies that invite students to connect Latin American food traditions with their own experiences while developing intercultural competence and meaningful communication in Spanish.

#### CLASSICAL AND PRE-COLUMBIAN TRADITIONS IN U.S. SPANISH EDUCATION: HISTORY, PEDAGOGY, AND CLASSROOM INSIGHTS

**Presenter:** Monica Sarmiento-Archer, Hofstra University, Hempstead, NY

**Primary audience:** General

This presentation examines the historical development of Spanish language education in the United States and its connection to classical Greco-Roman and pre-Columbian traditions. It highlights how these literary frameworks enrich cultural understanding and support effective Spanish L2 pedagogy. Drawing on

classroom experiences, the session demonstrates how classical and Indigenous texts foster linguistic competence, intercultural awareness, and student engagement in diverse U.S. learning environments.

#### AATSP BOOK PRESENTATION: THE ESSENTIAL TEXTBOOK FOR UNDERSTANDING HOW PORTUGUESE WORKS: INTRODUCTION TO PORTUGUESE LINGUISTICS AND VARIATION

**Presenter:** Fernanda Ferreira, Bridgewater State University, Bridgewater, MA

**Primary audience:** Higher Ed

The textbook offers a student-friendly overview of the structure and diversity of Portuguese as spoken across the lusophone world. Designed for undergraduate and graduate learners, it covers essential topics such as phonetics, phonology, morphology, syntax, semantics, pragmatics, and dialectal variation. Accessible chapters include clear definitions, real-world examples, comprehension checks, and engaging discussion questions. The book also highlights emerging trends in sociolinguistics, language-contact situations, and language inclusivity across the Portuguese-speaking world.

#### MOTIVATING THE UNMOTIVATED STUDENTS THROUGH PERSONALIZATION, QUESTIONING AND CLASSROOM MANAGEMENT TECHNIQUES

**Presenter:** Cristy Baldwin, Darlington School, Rome, GA

**Primary audience:** Middle/Junior

If you've ever taught students who seemed to struggle to be motivated to do the work, this session is for you! Motivation does not always come from within so as a teacher you have to create lessons that make students want to be in your class. During this session we will look at how personalization, the six levels of questions in Bloom's taxonomy, and the plan for our lesson can engage even the most reluctant student.

#### NOTES FROM THE FIELD: ACTFL GUIDING PRINCIPLES IN THE K-5 WL CLASS

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

**Primary audience:** PreK-5

Take a peek into a day in the life of students in a proficiency-focused K-5 Spanish program. By leveraging the high-impact instructional practices in the ACTFL Guiding Principles, elementary teachers can help young learners matriculate into secondary school with functional skills in the language and a strong start on their path to proficiency

#### BREAKING BARRIERS TO BILITERACY: EXAMINING EQUITY AND ACCESS IN THE SEAL OF BILITERACY

**Presenter:** Francisco Garcia-Quezada, Fordham University, AATSP Metropolitan NY Chapter President

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

This session examines why English Learners, Ever-ELLs, and heritage-language students remain underrepresented among Seal of Biliteracy recipients. Drawing on data and policy analysis, this session highlights how inequitable implementation, limited assessment access, and inconsistent outreach restrict participation. The presentation shares emerging strategies for improving data use, leadership engagement, and student advocacy. Participants will explore how to advance more inclusive biliteracy pathways that reflect multilingual diversity and honor a legacy of equity.

LECTURA SILENCIOSA: UN BANQUETE PARA EL ALMA A BILINGUAL, STUDENT-CENTERED WORKSHOP FOR LITERACY AND LANGUAGE LEARNING (9:00 – 10:50; Workshop, Continued)

**Presenters:** Melissa Groenewold, Indiana University, Bloomington, IN; Samia Mathew & Christina Smith, University of Louisville, Louisville, KY

**Exhibit Hall Open (11:00 – 6:00)**

**President's Welcome Reception Grand Opening (11:00 – 11:50)**

**Opening Plenary Keynote (12:00 – 12:45)**

**Lunch Break/Reception (12:45 – 1:50)**

**Session Block 4 (2:00 – 2:50)**

TEACHING HERITAGE SPEAKERS WITH INTENTION: FOUNDATIONS, STRATEGIES, AND PROGRAMMATIC PATHWAYS (2:00 – 3:50; Workshop)

**Presenters:** Sindy M. Rhone, Texas Woman's University, Denton, TX; & Alejandro Lee, Santa Monica College, Santa Monica, CA

**Primary audience:** Higher Ed

This introductory workshop is designed for community college and higher education instructors new to teaching Spanish and Portuguese heritage speakers. Participants will explore who heritage speakers are, why they require distinct pedagogical approaches, and how to address their linguistic, affective, and identity-based needs. The session introduces a roadmap for initiating heritage language tracks at the community college and university level.

ENSEÑANZA DEL ESPAÑOL COMO LENGUA DE HERENCIA EN LA ESCUELA SECUNDARIA: DESAFÍOS, TENSIONES SISTÉMICAS Y EL IMPERATIVO DE LA SANACIÓN LINGÜÍSTICA

**Presenter:** Dr. Aracelis Nieves, Independent Researcher, WV

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

Esta investigación cualitativa exploró la carga emocional diaria que experimentan los docentes del Español de Herencia (ELH) en la escuela secundaria. Mediante un sondeo abierto, se recopilaron narrativas que revelan que el desafío central de la enseñanza de ELH va más allá de la enseñanza de gramática, anclándose en el bienestar socioemocional del estudiante y en las fallas sistémicas del entorno educativo. Los datos recopilados señalan la vergüenza lingüística como el principal obstáculo. .

ADVOCACY FOR CAREER READINESS IN PORTUGUESE LANGUAGE LEARNING, Panel session

**Presenters:** Mércia Flannery, The University of Pennsylvania, Philadelphia, PA; Eugenia Fernandes & Beatriz Cariello, Florida International University, Miami, FL; Ana Lima, University of Chicago, Chicago, IL

**Primary audience:** General

**Preliminary Schedule**

This session will feature testimonials of Portuguese students in different programs and highlight their trajectories and how they have been able to make practical applications of their language skills in and outside of academia.

#### DON'T FEAR IT, WIELD IT: AI'S ROLE IN THE FUTURE OF ONLINE SPANISH EDUCATION

**Presenter:** Crystal Marull, University of Florida, Gainesville, FL

**Primary audience:** Higher Ed

This presentation explores integrating AI into online Spanish courses to foster student-centered activities and streamline course design. Using tools like NotebookLM, ChatGPT, Suno, and ElevenLabs, educators can generate tailored study guides, podcasts, practice quizzes via direct QTI file production, Canvas pages with advanced HTML design (bypassing instructional designer bottlenecks), AI-composed songs, and voice dialogues to enhance engagement and personalize learning. It bridges traditional methods with AI-driven innovations for the future of language education.

#### EL FUTURO ES AHORA: AI AS YOUR CO-PILOT – AUTOMATING WORKFLOW AND PERSONALIZING INSTRUCTION

**Presenter:** Brianna Meyer, St. Stephen's and St Agnes School, Alexandria, VA

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

Leverage AI as your co-pilot to transition from the past to the future of language teaching. This session teaches practical strategies to automate workflow, generate differentiated materials, and provide students with personalized feedback on writing and speaking. Master the ethical integration of AI to reclaim time and focus on high-value, human-centered instruction.

#### A PBL APPROACH TO LANGUAGE ACQUISITION

**Presenter:** Gonzalo del Real, Kent School (Kent, CT) and Quinnipiac University (Hamden, CT)

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

PBL for language acquisition is a fairly new methodology with few research papers and studies done on the work. I will present the work I have done and researched with real examples of how students improve their language acquisition at greater efficiency and efficacy than more traditional methods. Hence, this focuses on past methods, current methods, and how we should move to more communicative methodologies in the future.

#### ADVANCED PLACEMENT OR DUAL CREDIT? WHAT CREDIT-BEARING PRE-COLLEGE COURSES CAN BENEFIT LANGUAGE STUDENTS IN HIGH SCHOOL?

**Presenter:** Andrea Castelluccio, Connelly School of the Holy Child, MD

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

This presentation will focus on the steps taken to redesign an Intermediate Spanish Dual Credit course. The first part of the presentation will address the differences among the various models of credit-bearing pre-college courses (Advanced Placement, dual enrollment, dual credit programs) and their impact on students' college readiness and college completion. The second part will highlight the specific steps taken to

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implement the dual credit course, the challenges and benefits of this dual credit course for learners of Spanish in our World Languages program.

#### DISRUPTIVE POETIC VOICES: INFRAREALISM AND THE POLITICS OF LITERARY PRODUCTION

**Presenter:** Daniel Walzer, Maine West High School, Des Plaines, IL

**Primary audience:** Higher Ed

In the mid-1970s, a small group of young poets emerged in Mexico City with the aim of subverting dominant institutions of artistic and cultural production: the Infrarealists. In a literary establishment that refused to listen, the Infrarealists reclaimed and redefined the marginalized writer's voice. Here, I consider two Infrarealist manifestos—one by Roberto Bolaño and the other by Mario Santiago Papasquiaro—to approach the transformational possibilities of writing through a historical, geographical, and pedagogical lens.

#### DE OCA A OCA Y TIRO PORQUE ME TOCA (TWO GEESE IN A ROW, MY TIME TO THROW)

**Presenter:** Jesús-Joaquim Cerdá-Tortosa, Embassy of Spain, Washington, DC

**Primary audience:** General

A partir del clásico juego de la oca, proponemos un recorrido lúdico por la lengua, la literatura, la historia y la cultura en el aula. Una ponencia práctica, dinámica y llena de ideas para aprender jugando, motivar al alumnado y disfrutar enseñando. Si te gusta aprender divirtiéndote y descubrir nuevas formas de enseñar, esta sesión es para ti. ¿Te animas a jugar con nosotros?

#### LANGUAGE IN ACTION: STRATEGIES FOR EFFECTIVE TARGET LANGUAGE USE

**Presenter:** Julie Pacheco-Toye, Wayside Publishing, Lewiston, ME

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

Discover practical ways to maximize target language use in your classroom through comprehensible input, scaffolding, and strategies to keep learners engaged and confident.

#### THE POWER OF THE PIVOT: LEADING FROM THE ROOTS AND ELEVATING AFRO-LATINO LEADERSHIP

**Presenter:** Rosa Maria Bell, James Campbell HS & PLC Culture and Diversity/ Cafecito Cultural, Ewa Beach, HI

**Primary audience:** General

How do we move beyond performative diversity to institutionalize true equity? Join the 2025 AATSP President for an exploration of "The Power of the Pivot"—a leadership framework rooted in Afro-Latina identity and radical innovation. By examining the "Mirror and Window" necessity, we move past standardized administration toward a culturally grounded approach. Learn how to dismantle gatekeeping through digital collaboration and leave with a concrete Action Plan to elevate Afro-descendant leadership in your department.

#### RECOMENDACIONES PEDAGÓGICAS PARA DOCENTES EN PROGRAMAS DE ESTUDIOS EN EL EXTRANJERO SOBRE HABLANTES DE HERENCIA, 2:00 – 2:30

**Presenter:** Rebecca Pozzi, California State University, Monterey Bay, Seaside, CA

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**Primary audience:** Higher Ed

En esta presentación, ofrecemos cinco recomendaciones basadas en pedagogías críticas para que los docentes en contextos de inmersión puedan mejorar la inclusión y la transformación de los hablantes de español como lengua de herencia en sus cursos. Esperamos que estas sugerencias ofrezcan recursos prácticos que ayuden a alejarse de discursos curriculares que podrían marginalizar a los hablantes de herencia, y que fomenten experiencias y resultados positivos y enriquecedores para estos estudiantes en contextos de inmersión.

SUPPORTING NEURODIVERGENT FL WRITERS WITH CHATGPT STRATEGIES

**Presenters:** Gloria Cadenas Rodríguez & Idoia Elola, Texas Tech University, Lubbock, TX

**Primary audience:** Higher Ed

This study examines how intermediate Spanish students with self-identified LDs (ADHD, dyslexia, autism) navigate L2 writing and ChatGPT using a CDST framework. Four interviews with two focal participants show nonlinear, context-sensitive interactions among cognition, emotion, classroom modality, and AI use. Students balanced anxiety/perfectionism with agency via personalized strategies. ChatGPT offered metacognitive scaffolding but raised authorship/overreliance concerns. We argue for inclusive, flexible, emotionally attuned pedagogy and reflective, trust-building AI use.

AgentIAEle: DISEÑO DE AGENTES DE IA Y HERRAMIENTAS METACOGNITIVAS (2:00 – 3:50; Workshop)

**Presenters:** Román Navarro & Miriam Levie, Hablandis - Centro internacional de idiomas, Málaga, España

**Primary audience:** General

Ni rechazo defensivo ni adopción acrítica. Este taller ofrece un camino intermedio: aprender a diseñar agentes de IA que reflejen la visión pedagógica del docente y tarjetas metacognitivas que desarrollen la autonomía de los estudiantes. Este taller es un espacio de construcción colectiva donde la tecnología se pone al servicio de la pedagogía —y no al revés.

AATSP ELECTIONS CANDIDATES INTRODUCTIONS

Exhibit Hall

We invite all AATSP members to come and listen to short speeches by the 2026 candidates for the AATSP Board of Directors. Elections will take place: October 2026

SHH BOARD MEETING (2:00 – 6:00)

Cypress Board Room

**Session Block 5 (3:00 – 3:50)**

TEACHING HERITAGE SPEAKERS WITH INTENTION: FOUNDATIONS, STRATEGIES, AND PROGRAMMATIC PATHWAYS (2:00 – 3:50; Workshop, Continued)

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**Presenters:** Sendy M. Rhone, Texas Woman's University, Denton, TX; & Alejandro Lee, Santa Monica College, Santa Monica, CA

**Primary audience:** Higher Ed

DEL AULA TRADICIONAL AL FUTURO CREATIVO: INTEGRANDO IA GENERATIVA EN LA ENSEÑANZA DEL ESPAÑOL DE HERENCIA Y L2 (3:00 – 4:50; Workshop)

**Presenter:** Ivette Dobarganes, Stephen T. Mather Building Arts and Craftsmanship High School, New York City, NY

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

Este taller explora cómo la IA generativa transforma la enseñanza del español para hablantes de herencia y aprendices de L2, integrando pedagogías comprensibles y centradas en el estudiante. A través de proyectos creativos con Adobe Express, los participantes aprenderán estrategias para desarrollar alfabetización, confianza e identidad lingüística, conectando el pasado, presente y futuro de la enseñanza.

QUANDO O PORTUGUÊS GANHA FORMA: POESIA CONCRETA/EXPERIMENTAL E PEDAGOGIA LINGÜÍSTICA EM LÍNGUA ESTRANGEIRA

**Presenter:** Telma Duarte, Universidad de Salamanca (Castilla y León - Spain) & Universidade do Porto (Portugal)

**Primary audience:** Higher Ed

Esta apresentação propõe uma reflexão sobre o potencial pedagógico da poesia concreta/experimental no ensino do português como língua estrangeira. Ao tornar visível a materialidade e a estrutura do idioma, a poesia concreta/experimental estimula uma percepção estética e metalingüística da língua. Defender-se-á que a experimentação poética favorece a consciência lingüística, a criatividade e o pensamento crítico, promovendo uma aprendizagem mais reflexiva e sensível às dimensões expressivas do português.

REDESIGNING TASKS AND PRIORITIZING AUTHENTIC LANGUAGE USE: LIMITING CHEATING IN ONLINE SPANISH COURSES

**Presenter:** Crystal Marull, University of Florida, Gainesville, FL

**Primary audience:** Higher Ed

This presentation directly addresses the 2026 conference theme “Teaching in all tenses: The past, present, and future of Spanish and Portuguese” by confronting the present challenge of AI and translator-app cheating in online courses, drawing on past proven practices (live interaction, low-stakes assessment, motivational psychology), and offering future-oriented strategies for authentic, resilient online Spanish pedagogy that will shape the next era of language teaching.

USING AI TO IMPROVE LISTENING AND SPEAKING SKILLS

**Presenter:** Claudia G Vestal, EdD. Guilford Technical Community College, Jamestown, NC

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

**Preliminary Schedule**

This session presents an innovative proposal for instructional materials designed to strengthen listening and speaking skills in the learning of Spanish as a second language through the integration of comprehensible input and artificial intelligence (AI) tools. The session includes the results, and concrete examples of listening and speaking activities using AI-driven conversational simulations, automated feedback, and level-appropriate resources that significantly enhance communicative competence in the Spanish language classroom.

#### BEYOND RIGHT AND WRONG: FEEDBACK THAT BUILDS RELATIONSHIPS

**Presenter:** Sarah Strauss, Minnetonka Public Schools, Minnetonka, MN

**Primary audience:** Community College

Strengthen teacher-student relationships through meaningful feedback using the GLOW/GROW protocol, reframing feedback as connection rather than transaction. Explore how feedback not only promotes language development but also strengthens Developmental Relationships. Walk away with practical tools, classroom strategies, and a streamlined system for supporting student growth and teacher reflection.

#### UPCOMING CHANGES COMING TO THE AP® SPANISH EXAM? NO WORRIES, VISTA HAS YOU COVERED!

**Presenters:** Parthena Draggett, Community School of Naples (retired) & Vista Higher Learning, Naples, FL; Anna Silva, Vista Higher Learning, Boston, MA

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

Participants will learn about the newly revised AP® Spanish Language and Culture Exam Preparation worktext by Vista Higher Learning. Vista heard you and has responded to your request for updated materials for effective exam preparation and practice. As before, our new worktext is organized like the exam, according to the new Course and Exam Description (CED), along with guidance, strategies, and ample practice, including a scaffolded approach to empowering students in routines and best practices for the new course project and two new speaking tasks.

#### EL VENENO QUE DEJO EL AYER/LIVING WITH YESTERDAY'S POISON

**Presenter:** Emilce Cordeiro, Framingham State University, Framingham, MA

**Primary audience:** Higher Ed

Esta ponencia analiza *La pecera* (2023), de Glorimar Marrero Sánchez, como una denuncia del impacto del militarismo estadounidense en Vieques. El filme vincula la enfermedad del cuerpo con la contaminación del territorio, resultado de décadas de prácticas militares. Se propone una lectura del cáncer como enfermedad política y colonial, asociada a metales pesados y residuos tóxicos. Finalmente, se reflexiona sobre el cine como herramienta de memoria, resistencia y denuncia colectiva con alcance local e internacional.

#### DEMONSTRATE HOW PAPER-BASED HEXAGONAL THINKING FOSTERS METALINGUISTIC AWARENESS AND HIGHER-ORDER REASONING

**Presenter:** Marcela Ramirez, Depaul Prep, Chicago, IL

**Primary audience:** General

At a time when educators are rethinking technology's role in learning, this session proposes a human-centered, low tech model that emphasizes reflection, fluency, and authentic communication. Students analyze short films through MovieTalk, create hexagon sets with unit-based vocabulary and thematic connections, and design presentations that link grammar to personal experience. They also perform short dramatizations (“acting it out”), reducing stress and enhancing fluency through experiential, narrative-based learning aligned with the TPRS methodology.

#### CREATING EXPERIENTIAL LEARNING THROUGHOUT A CURRICULUM: THE CASE OF THE APPLIED SPANISH PROGRAM AT UNT DALLAS

**Presenters:** Mara J. Queiroz Vaughn, Rosa Barrett, Daniela Archanjo, Maricruz Lopez-Estrada, & Kate Gonzalez, UNT Dallas, Dallas, TX

**Primar audience:** Higher ed

The Applied Spanish Program at UNT Dallas showcases a whole-curriculum model for experiential learning. Using a four-step framework—Map, Embed, Support, Assess—we connect outcomes to authentic tasks and NACE skills through service-learning, client projects, internships, and research tied to micro-credentials. Attendees gain tips and strategies to scale community-anchored learning at access-focused institutions.

#### FROM ZERO TO HERO: HOW CLASSROOM AND THINKING ROUTINES CAN IMPROVE EQUITY AND PARTICIPATION FOR ALL STUDENTS

**Presenter:** Olivia Barbieri-Feeney, Lexington High School, Lexington, MA

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

This session explores Project Zero's Thinking Routines (Harvard Graduate School of Education) as well as the Classroom Routines Bondie and Zusho highlight in their book “Differentiated Instruction Made Practical: Engaging the Extremes through Classroom Routines.” Attendees will participate in a variety of Classroom and Thinking Routines, learning how to use them in the language classroom to support equitable participation among all students.

#### VESTIR PARA RESISTIR: EXPLORANDO CULTURA, PODER Y SOSTENIBILIDAD EN AMÉRICA LATINA EN CURSOS DE ESPAÑOL

**Presenter:** Evelyn Silva, American Heritage School, Plantation, FL

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

Esta presentación ofrece estrategias para organizar una unidad interdisciplinaria que utiliza la vestimenta como tejido simbólico para explorar identidad cultural, estructuras sociales y sostenibilidad ambiental en cursos de español. A través del análisis de tejedoras quechuas y artesanas de Chiapas y Tlaxcala, la lectura de El delantal blanco y la investigación de diseñadores hispanoamericanos, los estudiantes examinarán la preservación del legado indígena, los marcadores de clase social y el impacto ambiental de la moda.

AgentIAEe: DISEÑO DE AGENTES DE IA Y HERRAMIENTAS METACOGNITIVAS (2:00 – 3:50; Workshop, Continued)

**Presenters:** Román Navarro & Miriam Levie, Hablandis - Centro internacional de idiomas, Málaga, España

**Preliminary Schedule**

“WELLNESS AND MINDFULNESS” PARA EDUCADORES (3:00 – 4:50; Workshop)

**Presenter:** Dr. Brenda Gonzalez & María Pérez; InnovSpire Growth Institute, Riverview, FL

Este taller está diseñado para educadores que desean fortalecer su bienestar personal, reducir el estrés laboral y desarrollar habilidades para mejorar su desempeño profesional y personal. Combina fundamentos científicos, prácticas guiadas y estrategias aplicables, como auto-cuidado y autocontrol. Drop in any time.

### **Session Block 6 (4:00 – 4:50)**

EL PODER DE LA IMAGINACIÓN: IDENTIDADES POSIBLES ENTRE ESTUDIANTES DE ESPAÑOL COMO SEGUNDA LENGUA Y COMO LENGUA DE HERENCIA

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

**Primary audience:** Higher Ed

En esta sesión se describe cómo, a través de actividades basadas en tareas, estudiantes de español como segunda lengua y como lengua de herencia exploran identidades pasadas, presentes y futuras utilizando el poder de la imaginación: los estudiantes imaginan historias de familias inmigrantes, participan en simulaciones de entrevistas de trabajo y definen posibles trayectorias profesionales. Los presentadores comparten un análisis cualitativo de las reflexiones generadas acerca de estos temas, comparando cómo cada grupo de estudiantes construye una identidad futura ideal.

DEL AULA TRADICIONAL AL FUTURO CREATIVO: INTEGRANDO IA GENERATIVA EN LA ENSEÑANZA DEL ESPAÑOL DE HERENCIA Y L2 (3:00 – 4:50; Workshop, Continued)

**Presenter:** Ivette Dobarganes, Stephen T. Mather Building Arts and Craftsmanship High School, New York City, NY

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

Este taller explora cómo la IA generativa transforma la enseñanza del español para hablantes de herencia y aprendices de L2, integrando pedagogías comprensibles y centradas en el estudiante. A través de proyectos creativos con Adobe Express, los participantes aprenderán estrategias para desarrollar alfabetización, confianza e identidad lingüística, conectando el pasado, presente y futuro de la enseñanza.

POETRY READING II/RODA DE POESIA II: EXPLORING TERRAIN IN CORA CORALINA’S POETRY

**Presenter:** M. Luci Moreira, College of Charleston, Charleston, SC

**Primary audience:** General

Poetry Reading session II is on the works of poet Cora Coralina (1889-1985). Coralina is considered a woman ahead of her time, in terms of freeing “herself from conservative values imposed to women at her time”. She published her first book in 1965, after being ‘discovered’ by Carlos Drummond de Andrade, who published her poems in the Jornal do Brasil. Her work helps us to rediscover her deep connection with the Goiás

**Preliminary Schedule**

landscape. This poetry reading session includes “Song of the Earth” from her first book. Attendees are invited to observe, listen, read, and discuss Cora Coralina’s poetry.

#### PODCASTING, REFLECTION, AND DIGITAL LITERACY IN INTERMEDIATE SPANISH

**Presenters:** Philip Allen & Jennifer Wooten, University of Florida, Gainesville, FL

**Primary audience:** Higher Ed

This session presents an AI-supported podcast project for Intermediate Spanish. Through scaffolded tasks, students use AI to brainstorm, revise, and rehearse episodes while completing reflections that shift evaluation from product to process. Presenters share prompts, rubrics, and student insights that show how AI can be used responsibly to strengthen communication, metacognition, and digital literacy and be a partner in project-based learning.

#### BEYOND MEMORIZATION: AI, DUAL LANGUAGE, AND INQUIRY-BASED CURRICULUM FOR CRITICAL THINKING AND BILITERACY

**Presenter:** Ishtar Rosario Medina, Chanhassen High School, Chanhassen, MN

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

This session explores how AI can transform dual language curriculum design, moving beyond memorization into inquiry and creation. Participants will see how research-based frameworks (e.g., Bloom’s Taxonomy, SLA) combine with AI tools to build lessons where students analyze, interpret, and create in both languages. Attendees will leave with strategies, adaptable templates, and classroom-tested examples that promote biliteracy, critical thinking, and program continuity at the secondary level.

#### USING AI TO HELP CREATE LOTE ASSESSMENTS & PRACTICES

**Presenter:** Jordan Kauffman, Allen High School, Allen, TX

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

Discover how AI can be a powerful partner in the LOTE classroom to save time, spark creativity, and support student learning. Learn practical ways to use AI to create engaging assessments and adaptable materials for all proficiency levels. See examples in multiple languages and leave with ready-to-use strategies to enhance instruction while keeping language learning authentic. Participants will create communicative activities as well as interpretative activities (vocabulary fill-in-the blanks and create audios and reading activities).

#### DISMANTLING THE 16-TENSE ‘FLAT-EARTH’ VERB SYSTEM LISTING: A TRILINGUAL 4X4 MATRIX MODEL FOR MODERN ENGLISH, SPANISH, AND PORTUGUESE CLASSROOMS

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

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

To "Teach in all Tenses," we must first ‘unlearn’ the erroneous 16-tense list. Attendees will analyze traditional 16-tense grids to identify omitted verb-phrase options, then ‘relearn’ using a predictive 4x4 matrix. In a crucial "Trash the Future" debate, attendees will argue for moving the so-called “Future Tense” to the trash bin. Join this active session to master a binary decision-tree engine that replaces memorization with architectural logic for English, Spanish, & Portuguese verb systems.

**Preliminary Schedule**

## SER MIRADO Y SER HOMBRE: EXISTENCIALISMO, MIRADA Y CRISIS DE LA MASCULINIDAD EN LA FAMILIA DE PASCUAL DUARTE DE CAMILO JOSÉ CELA

**Presenter:** Natalie Sofía Suazo Hernández, Florida International University, Miami, FL

**Primary audience:** Higher Ed

Esta presentación examina cómo la mirada femenina desestabiliza la masculinidad en La familia de Pascual Duarte. A través de teorías de Sartre, Connell y Mulvey, se propone que la violencia de Pascual surge como respuesta a sentirse observado y juzgado. El análisis de figuras como la madre y la Chispa revela una identidad masculina frágil y vigilada. Este enfoque ofrece nuevas vías para estudiar género, subjetividad y violencia en la narrativa española.

## ONE & DONE

**Presenter:** Andrea Nazelli, Detroit Country Day School, Beverly Hills, MI

**Primary audience:** General

Attendees will walk away with practical and universal reading and listening rubrics to use all year long. A writing strategy will also be shared along with some other classroom management strategies to streamline the year.

## CREATIVE (SPY) METHODS FOR FLUENCY, FUN, AND STUDENT SUCCESS

**Presenter:** Stephanie Kelley, Overlea High School, Baltimore, MD

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

Energize your World Language classroom with fresh, low-prep methods that get students speaking, moving, and creating! Experience fun mystery missions like a code breaking challenge, code construction relay, and secret agent's portrait--all scaffolded for novice and intermediate learners. Leave with ready-to-use strategies to boost fluency, fun, engagement, and motivation in your language instruction.

## WHEN LANGUAGE MEETS HEALTHCARE: CAREER-READY SKILLS THROUGH SPANISH VIRTUAL EXCHANGE (4:30 – 5:00; Compact Session)

**Presenter:** Maria Laura Mecias, University of Florida, Gainesville, FL

**Primary audience:** Higher Ed

This session presents a bilingual Virtual Exchange connecting Spanish-for-Healthcare students in the U.S. with medical and engineering students in Mexico and Colombia. Through authentic, interdisciplinary tasks, learners develop professional Spanish while strengthening NACE career-readiness competencies, including communication, teamwork, intercultural fluency, and critical thinking. The presentation highlights project design, instructional strategies, and evidence of student growth in professional language use and global collaboration.

## CURSO DE INICIACIÓN EN LÍNEA PARA ESTUDIANTES ASIÁTICOS

**Presenter:** Maria de la Luz Munguia Castillo, Centro de Enseñanza para Extranjeros, Universidad Nacional Autónoma de México, Ciudad de México, México

**Primary audience:** General

**Preliminary Schedule**

Se compartirán los avances del curso en línea que se está desarrollando para estudiantes (principalmente) japoneses que cuenten con pocos o nulos conocimientos de la lengua española. Se ejemplificará y profundizará sobre los objetivos del curso, la población a la que se dirige, la metodología, el diseño instruccional, entre otros aspectos.

#### DECENTERING SPANISH: INCLUSIVE APPROACHES TO TEACHING A PLURICENTRIC AND DIVERSE LANGUAGE

**Presenter:** Alejandra Liebke, ProfedeELE, FL

**Primary audience:** General

This session critically examines the Eurocentric bias often embedded in Spanish teaching and highlights the need to embrace the language's pluricentric and diverse nature. Participants will explore practical strategies to make non-hegemonic varieties visible, question traditional norms, and promote sociolinguistic equity in the classroom. The session offers a framework for more inclusive, culturally grounded pedagogy aligned with the realities of global Spanish.

“WELLNESS AND MINDFULNESS” PARA EDUCADORES (3:00 – 4:50; Workshop, Continued)

**Presenter:** Dr. Brenda Gonzalez & María Pérez; InnovSpire Growth Institute, Riverview, FL

**Primary audience:** General

Este taller está diseñado para educadores que desean fortalecer su bienestar personal, reducir el estrés laboral y desarrollar habilidades para mejorar su desempeño profesional y personal. Combina fundamentos científicos, prácticas guiadas y estrategias aplicables, como auto-cuidado y autocontrol. Drop in any time.

#### Session Block 7 (5:00 – 5:30)

NEURODIVERGENCIA EN EL AULA. ¿QUÉ HAGO CONTIGO? (5:00 – 5:30; Compact Session)

**Presenters:** Lisi Barros-Sehringer, ELEPrinceton, NJ/Catalunya, Spain; & Sybil Sánchez Jácome, Randolph High School, Randolph, NJ

**Primary audience:** General

Sybil Sánchez (AATSP) y Lisi Barros-Sehringer (ELEPrinceton) dialogarán sobre la creciente presencia de estudiantes con trastornos neurobiológicos en las aulas. A partir de esta realidad, presentarán propuestas metodológicas, ya probadas, para trabajar en entornos educativos neurodivergentes, con el objetivo de favorecer una inclusión áulica efectiva tanto de aprendientes neurodivergentes como neurotípicos. La sesión incluirá, además, un espacio de preguntas y respuestas para que los colegas puedan plantear sus inquietudes y compartir experiencias.

WHERE LANGUAGE MEETS LEADERSHIP: EMPOWERING STUDENTS TO LEAD THROUGH CULTURE AND IDENTITY (5:00 – 5:30; Compact Session)

**Presenter:** Cecilia Shrivastava, Pacific Ridge School, Carlsbad, CA

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

Discover how language classrooms can become spaces of identity, belonging, and leadership. This session highlights strategies for empowering students to lead cultural initiatives—such as heritage celebrations and affinity group projects—that connect language learning to authentic expression and community building. Walk away with practical ideas to help your students use language as a tool for inclusion and global citizenship

UNDERSTANDING SENIOR LEARNERS OF SPANISH AS A SECOND LANGUAGE: LANGUAGE LEARNING BELIEFS, MOTIVATIONS, AND STRATEGIES AMONG A GROWING DEMOGRAPHIC (5:00 – 5:30; Compact Session)

**Presenter:** Robert Sanders, Portland State University, Portland, OR

**Primary audience:** Higher Ed

Multiple-case study of senior auditors in a third-year Spanish as a Second Language (SSL) course, reporting language learning beliefs, motivations, and strategies as well as instructor traits and classroom experiences valued by these learners. In 2023-2024, over 180,000 third-age learners took college courses in the U.S. All signs point to continued growth of this demographic. Surprisingly, there is little grounded study of senior SSL students for the purpose of informing instructional practice.

EL IMPACTO DEL ESCAPE ROOM DIGITAL EN LA MOTIVACIÓN Y EL USO DEL PASADO EN ELE (5:00 – 5:30; Compact Session)

**Presenter:** Irati de Nicolás, Universidad de Deusto, Bilbao, Spain

**Primary audience:** Higher Ed

Este estudio analiza el impacto de un escape room digital gamificado en la motivación y el uso del pasado en ELE. 40 estudiantes de nivel intermedio reconstruyeron una historia de misterio a partir de distintas pistas en dos condiciones: una versión digital con mecánicas de gamificación y otra no gamificada. Los resultados preliminares sugieren mayor motivación y un uso más eficaz del pasado en la condición digital.

ENGAGEMENT-CENTERED FEEDBACK: COLLABORATIVE ASSESSMENT PRACTICES FOR SUPPORTING LANGUAGE DEVELOPMENT (5:00 – 5:30; Compact Session)

**Presenters:** Shauna Williams & Monica Jancha, University of Notre Dame, Notre Dame, IN

**Primary audience:** Higher Ed

This presentation investigates how collaborative feedback practices enhance student engagement and language development by positioning learners as active participants in the feedback process. Drawing on research and classroom-based evidence, presenters examine how engagement-centered feedback strengthens student-teacher interaction while supporting language growth. Benefits, challenges, and transferability across languages and disciplines are discussed, along with emerging considerations such as AI integration, oral versus written feedback, and varied student learning preferences.

WORLD LANGUAGE CLASSROOMS: THE IDEAL SETTING FOR INQUIRY-BASED LEARNING (5:00 – 5:30; Compact Session)

**Presenter:** Karen Kopitsky, University of North Carolina at Charlotte, Charlotte, NC

**Preliminary Schedule**

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

The world language classroom is the ideal environment for inquiry-based learning (IBL). The teacher poses a question to be answered or a problem to be solved that connects vocabulary, grammar, and communication in authentic ways. Students need scaffolded, context-rich experiences that encourage written and spoken communication. IBL centers the student and makes them an active participant in their learning. This session will explore how to incorporate IBL through project-based learning (PBL).

FROM BLACK-AND-WHITE TO EVERYDAY LIFE: SPANISH CULTURE IN BLANCANIEVES (2012) AND ROSA MONTERO (1982) (5:00 – 5:30; Compact Session)

**Presenter:** Aaron Arizmendi, Phoenix Country Day School, Paradise Valley, AZ

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

This presentation highlights a unit that builds students' cultural and interpretive skills through Spanish film, literature, and performance traditions. It centers on student analysis of Pablo Berger's *Blancanieves* (2012), paired with readings on flamenco and bullfighting to examine their cultural significance. The session also incorporates Rosa Montero's 1982 short story "Como la vida misma" to deepen literary interpretation. Participants will see how combining film, texts, and cultural topics fosters a richer understanding of Spanish culture.

¿QUÉ TIENEN QUE VER LAS CELEBRACIONES CULTURALES CONMIGO? EL ESPAÑOL DE PRIMER AÑO Y LOS PRODUCTOS, PRÁCTICAS Y PERSPECTIVAS (5:00 – 5:30; Compact Session)

**Presenter:** María Teresa Villanueva, Northwestern University, Evanston, IL

**Primary audience:** Higher Ed

Esta sesión presenta dos actividades culturales adaptables para cursos de español de primer año, centradas en El Día de la Candelaria y la celebración de los XV años. A partir del análisis de sus orígenes, su sincretismo y su evolución actual, se comparten estrategias didácticas que guían a los estudiantes en el estudio de productos, prácticas y perspectivas culturales, promoviendo la reflexión intercultural y la conexión con sus propias tradiciones.

FOSTERING CONVERSATION IN SPANISH FOR FREE! (5:00 – 5:30; Compact Session)

**Presenter:** Laurie Massery, Randolph-Macon College, Ashland, VA

**Primary audience:** General

Conversaciones Corrientes: Temas de Cultura y Sociedad is an OER published in 2022. The first of its kind for conversation in Spanish, this textbook is designed to facilitate conversation among intermediate and post-intermediate learners. It allows students to read about and discuss interesting and relevant topics that have been proven to elicit friendly, sometimes challenging, dialogue. We highlight students' role in its continued success and illustrate how it continues to generate relevant conversation for free!

DESIGNING CULTURALLY RESPONSIVE, GAMIFIED OER FOR SPANISH FOR HEALTHCARE (5:00 – 5:30; Compact Session)

**Presenters:** Laura Mendoza & Daisy Alvarado, University of Texas at El Paso, El Paso, TX

**Primary audience:** Higher Ed

**Preliminary Schedule**

This session presents the development of culturally responsive, gamified open educational resources (OER) for Spanish for Healthcare. Designed through interdisciplinary collaboration, the project integrates real-world clinical scenarios, scenario-based challenges, and adaptable module templates. Participants will explore the project's design framework and examine prototype activities currently in development, gaining practical strategies for creating engaging, open-access materials for Spanish for Specific Purposes courses.

BEYOND DRILLS: INNOVATIVE APPROACHES TO TEACHING SPANISH VERB TENSES ACROSS PAST, PRESENT, AND FUTURE (5:00 – 5:30; Compact Session)

**Presenter:** Andrea Setter-San Miguel, Episcopal Day School, Augusta, GA

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

This session shares practical, classroom-tested strategies for teaching Spanish verb tenses through meaningful communication and cultural contexts. Participants will explore engaging activities that move beyond drills, helping students gain confidence, accuracy, and lasting proficiency in using past, present, and future forms.

EL TRANSLANGUAGING CONTRAESCOLAR EN CONTEXTOS EDUCATIVOS BILINGÜES (5:00 – 5:30; Compact Session)

**Presenter:** Fidel Tamayo Ricardo, J.P. Taravella High School, Coral Springs, FL

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

This session examines translanguaging contraescolar in bilingual educational settings, highlighting how students' spontaneous language practices challenge and enrich institutional norms. Drawing from my doctoral research, it explores pedagogical implications that support more inclusive, authentic learning environments aligned with learners' linguistic identities.

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## SIGMA DELTA PI EVENTS

4TH ANNUAL SIGMA DELTA PI & AATSP POETRY RECITAL (5:00 – 6:00)

**Presenters:** Juan Carlos Galeano, Florida State University, Tallahassee, FL; Alex Lima Murillo, Suffolk County Community College, Selden, NY; Georgie Medina Marcano, University of Kentucky, Lexington, KY; Mónica Sarmiento-Archer, Adelphi University, Garden City, NY

**Moderators:** Mark P. Del Mastro, College of Charleston, Charleston, SC, & Benjamin Fraser, The University of Arizona, Tucson, AZ

SIGMA DELTA PI RECEPTION (6:15 – 7:45) [FOR MEMBERS OF SIGMA DELTA PI AND INVITED GUESTS]

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

## Thursday, July 9 | Day Two

**Registration open (7:30 – 4:00)**

**Session Block 8 (9:00 – 9:50)**

FAMILY LANGUAGE POLICY IN ARGENTINE FAMILIES: SPANISH AND ENGLISH IN ARGENTINA AND THE UNITED STATES

**Presenter:** Nicolas Carbone, University of Santiago de Compostela, Santiago de Compostela, Spain

**Primary audience:** Higher Ed

This session presents findings from an ongoing doctoral study on Family Language Policy in Argentine families in Argentina and the U.S. (Tri-State region). Drawing on sociolinguistic theory, it examines how Spanish and English are managed within households and how bilingualism functions as linguistic capital shaped by mobility, institutional pressures, and social legitimacy. Implications for heritage language education are discussed.

HERITAGE LANGUAGE VOICES THROUGH PERSONAL STORIES AND CULTURAL HEIRLOOMS FROM THE SPANISH-SPEAKING WORLD (9:00 – 10:50; Workshop)

**Presenter:** Maria Dessipris, Glen Ridge High School, Glen Ridge, NJ

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

Learn how Heritage Language Learners (a.k.a the collaborators, collectors and curators) and the community tell their personal stories using cultural artifacts of Spanish-speaking countries that are authentic, original, recycled or repurposed. Through PBL (Project-Based Language Learning), students immerse in work that is relevant to them, the real world and designed for an audience beyond the classroom. A potpourri of interconnected resources and global opportunities will be showcased to bridge cultural appreciation and promote language learning.

MIC ON, LANGUAGE ON: PODCASTING FOR EXPERIENTIAL LEARNING IN LSP

**Presenter:** Anna Murta Hodgson, The University of Utah, Salt Lake City, UT

Primary audience: Higher Ed

**Preliminary Schedule**

Discover how podcasting can transform LSP instruction. This session spotlights a Medical Portuguese project in which students produced a target-language podcast for Utah's Lusophone community, interviewing healthcare professionals on high-impact health topics. The project demanded teamwork, intercultural skills, and technical healthcare vocabulary in written and presentational communication, creating a meaningful public resource and illustrating how podcasting strengthens authentic, experiential LSP learning.

#### SCREENS, INTERACTION, AND LANGUAGE LEARNING: HOW LEARNING MODE SHAPES L2 SUCCESS

**Presenter:** Jamile Forcelini, Sam Houston State University, Huntsville, TX

**Primary audience:** Higher Ed

As remote learning has expanded and technology has advanced, L2 pedagogy has long incorporated technological tools (Salaberry, 2001). This study compared language outcomes and learner perceptions in online and hybrid Spanish courses. Sixty-two intermediate L2 learners participated. Performance data showed that hybrid learners outperformed fully online learners, particularly in grammar and vocabulary. However, online learners perceived their courses as easier and more enjoyable, revealing a gap between perceptions and actual learning outcomes.

#### FROM LANGUAGE TO LANGUAGE ARTS: LEVELING UP YOUR CURRICULUM

**Presenters:** Adrienne Fama & Emily Aungst; Ransom Everglades School, Miami, FL;

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

Level up your teaching from a language acquisition-based approach to a language arts lens to create memorable, culturally rich learning experiences for your students. Participants will evaluate their own curricula and leave with actionable ideas to incorporate more authentic literature, unscripted discussion, and critical thinking. This session is particularly relevant for upper secondary and heritage classrooms.

#### ALTERNATIVE FORMS OF ASSESSMENT: PANACEA OR PIPEDREAM?

**Presenter:** Jane Hardy, Wabash College, Crawfordsville, IN

**Primary audience:** Higher ed

This session will consider the pros and cons of a redesigned intermediate college Spanish course in which traditional exams were eliminated and student assessment was based largely on projects. Course evaluations show highly positive responses from students. However, three semesters of the new format have raised serious questions about the effectiveness of the approach, especially as it relates to proficiency gains and student motivation.

#### LA INDAGACIÓN COMIENZA ANTES DE LA FLUIDEZ: UN MARCO INNOVADOR PARA EL ACCESO DE ESTUDIANTES MULTILINGÜES Y NEURODIVERGENTES EN EL AULA DE ESPAÑOL

**Presenter:** Nadya Rivera, St. Andrew's School Rhode Island, Barrington, RI

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

El aprendizaje basado en la indagación suele privilegiar a estudiantes que ya dominan el lenguaje académico. En el aula de español, estudiantes multilingües y neurodiversos pueden razonar profundamente antes de expresarse con fluidez. Esta sesión presenta un marco que integra input comprensible, UDL,

translanguaging, alineación con ACTFL y uso ético de IA para rediseñar tareas sin reducir el rigor y ampliar el acceso cognitivo.

#### DEL AULA A LAS REDES: CÓMO LOS EDU-INFLUENCERS RECONFIGURAN LA DEFENSA DEL ESPAÑOL

**Presenters:** Cristina Gomez Sanchez & Candela Sevilla, The University of Alabama, Tuscaloosa, AL

**Primary audience:** Higher Ed

Esta sesión revisa, en clave de pasado, presente y futuro, la situación de los programas de español ante recortes, bajas matrículas y desafíos de visibilidad, subrayando la necesidad urgente de estrategias de advocacy. Se analizan modelos tradicionales de defensa y se examina la presencia de edu-influencers que, mediante contenido educativo y promocional en redes, moldean percepciones públicas. Reflexionamos sobre si su labor fortalece realmente la promoción y el sostenimiento del español.

#### CHOOSE YOUR TENSE: A FLOWCHART FOR THE SPANISH PAST

**Presenter:** Sarah Strauss, Minnetonka High School, Minnetonka, MN

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

Transform how you teach past tenses in Spanish! Move beyond preterite vs. imperfect lists and acronyms by using a flowchart that helps students choose verb forms based on meaning and context. This practical, ready-to-use tool builds confidence and supports more accurate, purposeful communication in the past tense.

#### ESPAÑOL PARA LAS PROFESIONES: CONECTAR AULA, PROFESIONES Y COMUNIDAD

**Presenter:** Mili Paredes Chanca, Davidson College, NC

**Primary audience:** General

Esta presentación comienza con un ejemplo práctico de un curso de Español para las profesiones que integra aprendizaje con la comunidad y el desarrollo de un portafolio profesional en español. A través de su colaboración con organizaciones locales de distintos sectores, el estudiantado aplica el idioma en contextos reales mientras reflexiona sobre su desarrollo profesional, su crecimiento personal y su contribución a las comunidades hispanohablantes, poniendo de relieve el papel del español y la competencia intercultural en la construcción de vínculos significativos.

#### DE LA TEORÍA A LA PRÁCTICA: ACTIVIDADES COMUNICATIVAS EFECTIVAS EN EL AULA DE ELE

**Presenter:** Aura Rivera-Munguia, Baltimore International Academy West, Baltimore, MD

**Primary audience:** PreK-5

Esta sesión presenta estrategias prácticas e innovadoras para potenciar la comunicación y la competencia intercultural en el aula de ELE. A través de ejemplos dinámicos, se mostrarán actividades que integran creatividad, tecnología y un enfoque comunicativo, fomentando la motivación del alumnado. Los participantes obtendrán herramientas transferibles para transformar sus clases en espacios más significativos, participativos y efectivos.

## EL ARTE DE ENSEÑAR ESPAÑOL EN TIEMPOS DE NEURODIVERSIDAD

**Presenter:** Dimaris Barrios-Beltran, Anna Maria College, Paxton, MA

**Primary audience:** General

Esta sesión explora cómo crear aulas de español inclusivas ante la creciente diversidad neurocognitiva, incluyendo perfiles como autismo, TDAH, dislexia, ansiedad y dificultades sensoriales. A partir del diseño universal del aprendizaje, se compartirán estrategias prácticas para anticipar barreras, adaptar actividades y ofrecer múltiples formas de participación y evaluación. Los asistentes obtendrán herramientas concretas para construir currículos accesibles que beneficien a todos los estudiantes.

## LOOKING TOWARD THE FUTURE: DESIGNING COMMUNICATIVE ONLINE WL COURSES (9:00 – 10:50; Workshop)

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

**Primary audience:** Higher Ed

This workshop will walk participants through the instructional design process for creating communicative online (asynchronous) WL courses. Using principles of Instructional Design theories, participants will learn the process of applying these to online WL courses. Participants will leave with the understanding of how to apply these theories and a beginning plan for designing an online course of their own. Participants should come with an idea of which course they would like to develop.

## TEACHING HERITAGE SPANISH IN SECONDARY SCHOOLS: PAST REALITIES, PRESENT PRACTICES, AND FUTURE POSSIBILITIES (9:00 – 10:50; Workshop, Continued)

**Presenters:** Ivette Dobarganes & Arlene Burgher, Stephen T. Mather Building Arts and Craftsmanship High School, New York City, NY

This workshop brings together secondary educators to discuss effective, equity-centered approaches to teaching Spanish heritage learners. Participants will examine common challenges, share classroom-tested strategies, and explore ways to honor students' linguistic identities while developing academic Spanish. The session emphasizes collaborative dialogue, practical tools, and instructional models that respond to the evolving needs of heritage learners in today's classrooms.

## SIGMA DELTA PI: STUDENT OPPORTUNITIES, LEADERSHIP & RESEARCH

**Moderators:** Mark P. Del Mastro, College of Charleston, Charleston, SC, Lucy F. Lee, Truman State University, Kirksville, MO

**Presenters:** Susan Carolina Peñuela Rodriguez and César Graciano, Arizona State University, Tempe, AZ; Jorge M. Salazar, University of Texas Rio Grande Valley, Edinburg, TX; & Eliot Steven Westdorp, University of Georgia, Athens, GA

**Primary audience:** Higher Ed

**Preliminary Schedule**

This session highlights the various opportunities that Sigma Delta Pi affords undergraduate and graduate student members to include national awards, scholarships, research grants, leadership, and more. Student leadership will be demonstrated through a chapter's presentation of its best practices, and student scholarship will be highlighted with the presentation of a 2025 graduate research grant awardee. National officers will moderate and provide an overview of the many exclusive Sigma Delta Pi benefits available to chapters and members.

HIGHER ED TOWN HALL

### **Session Block 9 (10:00 – 10:50)**

#### **EL USO DEL PODCAST EN CLASES DE ESPAÑOL PARA DESARROLLAR LA COMPETENCIA INTERPERSONAL A TRAVÉS DE EXPERIENCIAS AUTÉNTICAS Y SIGNIFICATIVAS**

**Presenter:** Anabel Soto, San Diego State University, San Diego, CA

**Primary audience:** Community College

El uso de podcasts en la enseñanza del español constituye una herramienta positiva para los estudiantes ya que les permite practicar español en entornos diversos y aproximarse a la lengua meta en contextos auténticos, desarrollando así su comprensión oral y auditiva a través de experiencias significativas, interactivas y relacionadas con la vida real. En esta presentación se expondrán formas de usar podcasts en clase y ejemplos realizados por estudiantes de español intermedio. Asimismo, se compartirán reflexiones de los estudiantes sobre su experiencia creando podcasts.

#### **HERITAGE LANGUAGE VOICES THROUGH PERSONAL STORIES AND CULTURAL HEIRLOOMS FROM THE SPANISH-SPEAKING WORLD (9:00 – 10:50; Workshop, Continued)**

**Presenter:** Maria Dessipris, Glen Ridge High School, Glen Ridge, NJ

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

Learn how Heritage Language Learners (a.k.a the collaborators, collectors and curators) and the community tell their personal stories using cultural artifacts of Spanish-speaking countries that are authentic, original, recycled or repurposed. Through PBL (Project-Based Language Learning), students immerse in work that is relevant to them, the real world and designed for an audience beyond the classroom. A potpourri of interconnected resources and global opportunities will be showcased to bridge cultural appreciation and promote language learning.

#### **AFFIRMING HERITAGE THROUGH PORTUGUESE: SUPPORTING BRAZILIAN STUDENTS' PATHWAYS TO GRADUATION**

**Presenters:** Eugênia Fernandes, Melissa Baralt, & Jazmine Exford, Florida International University, Miami, FL

**Primary audience:** Higher Ed

Brazilian heritage students are one of the fastest growing yet least visible groups in US higher education because they are not classified as Hispanic in university systems. A ten-year study of 1670 students shows

**Preliminary Schedule**

that those who enroll in Portuguese, especially beyond the intermediate level, graduate at significantly higher rates. This session presents these findings and offers practical strategies to support heritage speakers and connect Portuguese study with degree completion.

#### REINVENTANDO LA ENSEÑANZA EN LÍNEA: APRENDER ESPAÑOL EN LA ERA DIGITAL

**Presenter:** Katherine Elizabeth Vallejo Salguero, Florida International University, Miami, FL

**Primary audience:** Higher Ed

Mediante la aplicación de la metodología basada en tareas (TBLT) en plataformas digitales como Zoom comprobaremos cómo usando materiales de nuestro día a día como el mapa del metro de Madrid, los estudiantes adquieren conocimientos tanto gramaticales como pragmáticos. Entendiendo cómo incluso en un aula virtual, el trabajo en parejas y en equipo también es posible y enormemente beneficioso, logrando que el estudiante no pierda el interés.

#### LINGUISTIC IMMERSION IN SPAIN: ALL THE INFORMATION YOU NEED FOR YOU AND YOUR STUDENTS

**Presenter:** Daniel Escalona, FEDELE, Madrid, Spain

**Primary audience:** General

This session provides a comprehensive overview of linguistic immersion programmes in Spain, offering key insights for teachers and their students. It will cover types of programmes, destinations, accommodation options, and practical aspects such as planning, costs, and cultural integration. Participants will also discover how these experiences enhance language acquisition, motivation, and intercultural competence in real contexts.

#### 5 EASY LOTE ACTIVITIES TO GET STUDENTS SPEAKING

**Presenter:** Jordan Kauffman, Allen High School, Allen, TX

This interactive session explores why it is essential for students to actively produce language in Spanish and Portuguese classrooms. Participants will examine how structured speaking opportunities build fluency, confidence, and overall language proficiency.

Attendees will be introduced to five easy, ready-to-use activities that promote authentic communication while naturally incorporating past, present, and future tenses. Through guided, small-group practice, participants will experience each activity from a student perspective, including interactive games, collaborative tasks, and quick-response prompts that encourage complete sentence production.

The session also emphasizes practical application, with time to discuss how each activity can be adapted for different proficiency levels, class sizes, and instructional goals. Participants will leave with flexible, engaging strategies they can immediately implement to increase student speaking time and support meaningful language use across all verb tenses.

DEL LECTOR ESTUDIANTE AL LECTOR CRÍTICO: USOS DE LA LITERATURA HISPANOAMERICANA CONTEMPORÁNEA EN EL AULA DE AP SPANISH LANGUAGE & CULTURE

**Presenter:** Ruiz Mautino Arturo Florentino, Holy Ghost Preparatory School, Bensalem, PA

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

Esta sesión discute algunas perspectivas actuales sobre la incorporación de materiales literarios auténticos en un curso de español nivel AP y se discuten formas alternativas para la estimulación de habilidades críticas en los planos histórico, lingüístico y estético. La sesión toma en cuenta textos paradigmáticos de la literatura hispanoamericana de los últimos diez años para ilustrar la formación de un sujeto estudiantil crítico y creativo en su acercamiento al lenguaje usado con fines artísticos.

LA SUTIL SUBVERSIÓN DEL ESPACIO NARCO EN JUAN VILLORO

**Presenter:** José Neftalí Recinos, Stephen F. Austin State University, The University of Texas System, Nacogdoches, TX

**Primary audience:** Higher Ed

La naturaleza violenta del narcotráfico da paso a la narconovela, variante de la novela negra y el hard-boiled policiaco. Este subgénero literario muestra mucho más interés por las prácticas habituales de la criminalidad, el arrojío masculino y la aventura violenta, suprimiendo la innovación narrativa o cualquier indicio de concienciación social. Villoro reconoce en la violencia estatal una dimensión criminal que siempre estuvo regida por el poder oficial del Estado y su monopolio: la violencia legítima.

FROM THE AZTECS AND MAYANS TO BAD BUNNY AND MARC ANTHONY: USING LATIN AMERICAN ART AND MUSIC IN THE SPANISH CLASSROOM TO TEACH HISTORY AND CULTURE

**Presenter:** Olivia Barbieri-Feeney, Lexington High School, Lexington, MA

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

The first part of this session explores the art, history, and culture of indigenous groups and how their influences are still present in modern day artists' works in Mexico and Guatemala. The next part of this session focuses on music to explore how specific songs highlight and celebrate both the culture and history of Latin America. Participants will leave this session with lesson ideas and concrete materials they can use in their own classrooms.

LIVING THE LANGUAGE BETWEEN TWO WORLDS: INTEGRATING CULTURE, FAITH, IDENTITY, AND COMMUNICATION THROUGH ACTFL-ALIGNED INSTRUCTION

**Presenter:** Javier Navarrete, St Louis Catholic School, Memphis, TN

**Primary audience:** Higher Ed

Teaching Spanish in culturally rich, faith-centered classrooms moves beyond textbooks and invites students to live the language. This ACTFL-aligned approach integrates authentic Hispanic traditions, identity exploration, and meaningful communication. Through cultural celebrations,

**Preliminary Schedule**

storytelling, and family connections, students build confidence and proficiency. Bilingual and bicultural learners feel affirmed while developing interpersonal, interpretive, and presentational skills rooted in real-life language and cultural understanding.

#### CREATIVITY ACROSS TENSES: SOCIAL-EMOTIONAL AND BILINGUAL LEARNING WITH AHVIAN THE CREATIVE™

**Presenters:** Mahiette Tarrago & Antonia “Tonina” Llull, MOT, OTR/L, Ahvian the Creative, FL

**Primary audience:** PreK-5

This interactive session presents strategies for combining Spanish language learning with social-emotional growth, adaptable for Spanish-only or bilingual (Spanish-English) classrooms. Using Ahvian The Creative™ Curriculum, participants will explore storytelling, puppetry, and sensory tools that connect cultural traditions of the past, present classroom practices, and the future of bilingual education. Attendees will leave with concrete strategies, adaptable activities, and free resources to inspire creativity, inclusivity, and whole-child development.

#### INVESTIGATING WOMEN’S REPRESENTATION IN CURRICULAR MATERIALS: FINDINGS FROM SPANISH TEXTBOOKS

**Presenter:** Shannon Millikin, Northwestern University, Evanston, IL

**Primary audience:** Higher Ed

Textbooks are ideological artifacts that often replicate inequalities present in society. The presenter will share practical steps in a multi-pronged approach to survey curricular materials for equitable representation of women. Several Spanish language textbooks, both general and film-focused, were analyzed in terms of visuals, language, and authorship. Data will be shared, as well as recommendations for the intentional design of curricular materials.

#### LOOKING TOWARD THE FUTURE: DESIGNING COMMUNICATIVE ONLINE WL COURSES (9:00 – 10:50; Workshop, Continued)

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

**Primary audience:** Higher Ed

This workshop will walk participants through the instructional design process for creating communicative online (asynchronous) WL courses. Using principles of Instructional Design theories, participants will learn the process of applying these to online WL courses. Participants will leave with the understanding of how to apply these theories and a beginning plan for designing an online course of their own. Participants should come with an idea of which course they would like to develop.

#### SPECIAL INTEREST SESSION OF THE AATSP ACTIVE RETIREES: TOWN HALL

**Presenters:** Christine Campbell, Professor Emerita, The Defense Language Institute Foreign Language Center, Monterey, CA; Mary-Anne Vetterling, Professor Emerita, Regis College, Weston, MA; Cheryl Fuentes-Wagner, AATSP Active Retirees Co-Chair, Sugar Land, TX; & Anne Fountain, Professor Emerita of Spanish, San Jose State University, San Jose, CA

**Primary audience:** General

Please join us to find out about our programs and activities: Mentoring Program, Teacher Honor Hall, Cultural Tertulias, Social Tertulias, Book Club, Movie Club, and others. 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.

### TEACHING HERITAGE SPANISH IN SECONDARY SCHOOLS: PAST REALITIES, PRESENT PRACTICES, AND FUTURE POSSIBILITIES

**Presenters:** Ivette Dobarganes & Arlene Burgher, Stephen T. Mather Building Arts and Craftsmanship High School, New York City, NY

SECONDARY (9-12) TOWN HALL, Exhibit Hall

**Presenters:** Alondra Pacheco, University School, Hunting Valley, OH; Margarita de Leon Viera, West Career & Technical Academy, Las Vegas, NV; Sandra Delgado, Kempner High School, Sugar Land, TX; Sybil Sánchez, Randolph High School, Randolph, NJ; Rosa Bell, James Campbell High School, Ewa Beach, HI; Kelly Scheetz, SHH Franklin, TN; Haydee Taylor-Arnold, Ph.D., Ladue Horton Watkins High School, St. Louis, MO

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

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.

**Second Keynote (11:00 – 11:50)**

**Spanish Embassy Luncheon (12:00 – 1:50)**

**Session Block 10 (2:00 – 2:50)**

INVESTMENT IN CONTINUED LANGUAGE STUDY: SECOND AND HERITAGE LANGUAGE LEARNERS' LINGUISTIC IDENTITIES IN MIXED CLASSROOMS

**Presenter:** Carlo Cinaglia, Florida State University, Tallahassee, FL

**Primary audience:** Higher Ed

**Preliminary Schedule**

Amid declining enrollments and increasing student diversity, understanding why students continue studying language is essential. This ethnographic study investigated second and heritage language learners' experiences with learning Spanish and their evolving continuation plans. This presentation shares narrative cases of diverse student experiences, illustrating the complexity of perceived linguistic insecurity and legitimacy. Implications are offered for advising, curriculum, and instructional practice.

#### DEL MARGEN AL ESCENARIO: LEGITIMIDAD LINGÜÍSTICA E IDENTIDAD CULTURAL EN EL AULA DE ESPAÑOL

**Presenter:** Nadya Rivera, St. Andrew's School Rhode Island, Barrington, RI

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

Esta sesión examina cómo las ideologías lingüísticas influyen en la percepción del español en el aula. A partir de un reciente momento cultural que centró el español caribeño en un escenario global, se analizará cómo pasar del margen a la legitimidad pública impacta a estudiantes de herencia. Se ofrecerán estrategias para fomentar orgullo lingüístico, validar variedades y enseñar el español como identidad viva y diversa.

#### STRATEGIES FOR TURNING AUTHENTIC CONTENT INTO COMPREHENSIBLE INPUT

**Presenters:** Henry, Cleaves & Mike, Ferry; Mango Languages, Southfield, MI

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

Explore how the Fresco Spanish curriculum uses authentic materials to build interpretive skills. Participants will discover how Fresco scaffolds real-world input—from infographics to music videos—using metacognitive strategies like inference and context clues. Learn how purpose-driven tasks allow for easy differentiation, enabling students at various proficiency levels to engage with the same high-interest resources. Fresco simplifies instruction by curating diverse, theme-aligned content that transforms complex Spanish into comprehensible, meaningful learning.

#### ENSEÑAR EN TODOS LOS TIEMPOS: GESTOS, ACENTO E IA EN EL AULA DE ESPAÑOL

**Presenter:** Len Sekelick, Prince George's Community College, Largo, MD

**Primary audience:** General

Esta sesión explora cómo los gestos corporales y las herramientas de IA pueden mejorar el aprendizaje de los verbos en español. Los participantes practicarán los patrones de acento ALTO-bajo y bajo-ALTO con señas manuales y deletreo dactilológico, y verán cómo estas estrategias se aplican a los tiempos verbales. Actividades con ChatGPT amplían el análisis y la reflexión, mostrando cómo el movimiento y la tecnología juntos promueven precisión y fluidez.

#### IMPLEMENTACIÓN DEL APRENDIZAJE BASADO EN PROYECTOS (ABP): DEL APRENDIZAJE A LOS SERVICIOS COMUNITARIOS (2:00 – 3:50; Workshop)

**Presenter:** Du-Lu Hsiao, Black Hills State University, Spearfish, SD

**Primary audience:** General

Recorrido imaginario de un proyecto estudiantil para analizar e identificar las necesidades, obstáculos, barreras y calles accesibles que enfrentan las personas con movilidad reducida.

#### PAST, PRESENT, AND FUTURE OF SHH AND SHA - REVIEW, CELEBRATIONS, AND NEWS

**Presenters:** 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.

#### FIFTY YEARS AFTER FRANCO'S DEATH: TEACHING SPAIN'S CHILDREN AND YOUTH ABOUT THE PAST

**Presenter:** Gwendolyn Barnes-Karol, St. Olaf College (Emerita), Northfield, MN

**Primary audience:** Higher Ed

Fifty years have passed since Franco's death in 1975. Nostalgia for the Franco years is alive, and in recent surveys many young adults in Spain express positive views of the dictatorship. In this session, we'll examine how the Civil War and the dictatorship have been portrayed in textbooks, children's and young adult literature, and graphic novels published since 1975 and explore other factors that influence the perspectives of today's youth. Participants will receive a list of resources appropriate for Spanish culture courses.

#### MÁS QUE PALABRAS: LA ENSEÑANZA DE MODISMOS DENTRO DE LOS ESTÁNDARES ACTFL

**Presenter:** Wilson García, Plymouth State University, Plymouth, NH

**Primary audience:** General

Más que palabras es una presentación interactiva dirigida a educadores de español, centrada en la enseñanza de los modismos dentro de los Estándares ACTFL. Los participantes se familiarizarán con expresiones regionales, estrategias apropiadas para cada nivel y actividades enfocadas a reforzar los estándares de la Comunicación, las Culturas, las Comparaciones, las Conexiones y las Comunidades. Además, obtendrán herramientas prácticas para ayudar al alumnado a comprender, usar y disfrutar el lenguaje idiomático en contextos naturales.

#### UN SOLO IDIOMA, MUCHAS MENTES: ENGAGING ALL SPANISH LEARNERS THROUGH MI

**Presenters:** Alba Prado Wagar, Casa Freehold, Freehold, NJ; & Kevin Pollicino, Hamden High School, Hamden, CT

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

This interactive session offers eight ready-to-use learning activities based on Gardner's Multiple Intelligences, designed for Novice to Intermediate learners. Participants experience each task as learners while engaging in all modes of communication: interpretive, interpersonal, and presentational. You will leave with Spanish templates and equity driven strategies that support differentiation through movement, music, visuals, voice, and choice. Walk away prepared to implement immediately. Leave ready for Monday. Sin complicaciones.

IMPLEMENTING A REQUIRED MEDICAL SPANISH CURRICULUM IN U.S. MEDICAL SCHOOLS: A MODEL FOR LINGUISTIC EQUITY AND PROFESSIONAL COMMUNICATION, Panel session

**Presenter:** Alexandra Lopez Vera, California University of Science and Medicine, Colton, CA

**Primary audience:** Higher Ed

This session presents a required medical Spanish curriculum implemented in a U.S. medical school, highlighting design, instructional strategies, standardized patient assessment, and student outcomes. Presenters share an adaptable model for integrating Spanish for professional communication into health professions education and discuss applications for Spanish programs across K–16 and community settings.

FROM HIGH TECH TO NO TECH: ENGAGING ALL LANGUAGE LEARNERS THROUGH MOVEMENT AND MEANINGFUL INTERACTION

**Presenter:** Michelle Lange, School District 74, Lincolnwood, IL

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

Participants will experience classroom-tested activities that promote meaningful interaction, increase student confidence, and support diverse learning styles, including kinesthetic learners to hesitant speakers. The activities played are adaptable to any proficiency level or classroom setting. Attendees will leave with practical strategies that boost engagement, foster authentic communication, gain adaptable activities that support diverse learners across proficiency levels and leave with ready-to-use ideas you can use in class!

CULTURE BY DESIGN: HUMAN-CENTERED STRATEGIES FOR THE LANGUAGE CLASSROOM (2:00 – 3:50; Workshop)

**Presenter:** Patricia Orozco, University of Mary Washington, Fredericksburg, VA

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

This session introduces Design Thinking—a human-centered, iterative framework. Attendees will move through the five core stages to build an interdisciplinary project focused on the cultures of the Hispanic world. By leveraging digital tools like Wakelet for ideation, this session moves beyond theory to show how empathy-based prototyping can enhance student performance. Instructors and administrators will leave with a practical blueprint for fostering empowered collaboration and a holistic approach to language and culture.

AATSP BUSINESS MEETING

**Presenter:** Maria Carreira, AATSP

**Primary audience:** General

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. We invite all members to attend.

EXHIBIT HALL COFFEE BREAK (2:30 – 3:30)

**Session Block 11 (3:00 – 3:50)**

Preliminary Schedule

### BUILDING BRIDGES ACROSS BORDERS: INTEGRATING VIRTUAL EXCHANGE IN BEGINNING SPANISH

**Presenter:** Kim Galante-Wong, University of Hawai'i at Mānoa, Honolulu, HI

**Primary audience:** Higher Ed

The value of Virtual Exchange extends far beyond the classroom by building bridges into the future for students. This session will focus on my real-world experience of integrating VE into the curriculum for level A1 university students of Spanish. We will explore how a platform for real-time conversations between global peers shifts the student focus from "getting a grade" to "being understood." This talk provides a candid look at the challenges and rewards of connecting students across borders.

### EMPOWERING GLOBAL CONNECTIONS: A FIVE-YEAR REVIEW OF VIRTUAL EXCHANGE IN LANGUAGE EDUCATION

**Presenter:** Crystal Marull, University of Florida, Gainesville, FL

**Primary audience:** Higher Ed

This case study offers a five-year retrospective on virtual exchange in language education, backed by over 2,000 student surveys from major universities. Framed by the Three Pillar Model, it showcases gains in proficiency, cultural awareness, and engagement per ACTFL guidelines. Learn how LinguaMeeting and digital tools foster global connections, transcending barriers for enriched learning. Ideal for educators seeking innovative, research-driven strategies to boost student success.

### BUILDING COMMUNITY AT A DISTANCE: EFFECTIVE ONLINE STRATEGIES FOR TEACHING PORTUGUESE LANGUAGE AND CULTURE

**Presenters:** Evelin Pegoraro & Sandra Sousa, University of Central Florida, Orlando, FL

**Primary audience:** Higher Ed

This presentation explores effective strategies for fostering interaction, cultural engagement, and community in online Portuguese language courses. Drawing on fully online teaching experience, it highlights virtual role plays, the use of Yellowdig as a community-based discussion platform, and intentional course organization. Together, these approaches promote spontaneous language use, peer-to-peer learning, cultural awareness, and student confidence, while leveraging the affordances of online environments to support active learning and communicative competence.

### INPUT EN ACCIÓN: "CLIP CHATS" PARA TODOS LOS NIVELES

**Presenter:** Joy Victoria, Montgomery Bell Academy, Nashville, TN

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

En esta sesión, examinaremos cómo maximizar la participación y la adquisición del idioma a través de cortometrajes o "Clip Chats". Examinaremos estrategias para seleccionar cortometrajes, diversos métodos para planear y realizar un Clip Chat, y cómo crear oportunidades comunicativas antes, durante y después de verlo. La sesión explorará técnicas para "maximizar" un clip y maneras de adaptar el mismo cortometraje para distintos niveles de competencia (de principiantes hasta AP Literatura). Como el tema de la conferencia, esta sesión explorará "enseñando en todos los tiempos."

## REDES SOCIALES E INTELIGENCIA ARTIFICIAL EN ELE: COMPETENCIA MULTIMODAL Y CURRÍCULO VIVO

**Presenter:** Claudia Kechkian, AATSP/Universidad de Alcalá, The Woodlands, TX

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

Esta sesión presenta un modelo pedagógico innovador para la integración sistemática de redes sociales e IA en el aula de ELE en el nivel secundario. Se explora cómo los entornos digitales multimodales potencian el desarrollo de competencias comunicativas, lingüísticas, culturales y metalingüísticas, en coherencia con el enfoque orientado a la acción y los descriptores del MCER, así como con los descriptores de desempeño de ACTFL. Asimismo, se propone incorporar estos materiales auténticos como extensión curricular dinámica y contextualizada.

## RECORRIDO IMAGINARIO DE UN PROYECTO ESTUDIANTIL PARA ANALIZAR E IDENTIFICAR LAS NECESIDADES, OBSTÁCULOS, BARRERAS Y CALLES ACCESIBLES QUE ENFRENTAN LAS PERSONAS CON MOVILIDAD REDUCIDA.

(2:00 – 3:50; Workshop, Continued)

**Presenter:** Du-Lu Hsiao, Black Hills State University, Spearfish, SD

**Primary audience:** General

## CELEBRATE NATIONAL TEACH SPANISH WEEK 2026!

**Presenters:** Alondra Pacheco, University School, Hunting Valley, OH; Dr. Haydee Taylor-Arnold, Ladue Horton Watkins High School, MO; & Sybil Sánchez, Randolph High School, Randolph, NJ

**Primary audience:** General

Celebremos el español! National Teach Spanish Week is a yearly celebration to honor language teachers and students. This year's NTSW will take place the week of Sept. 20th to Sept. 26th, and we want your support to make it memorable. Everyday educators and student are doing outstanding work, and we want to showcase all that you do. During our session we will discuss engaging and meaningful projects to celebrate NTSW with your class. This open forum will be a great way for you to share your story, brainstorm ideas, meet other educators, and join the celebration.

## CREATING A LITERARY SPACE FOR STUDENT PRODUCTION: THE EXAMPLE OF *AZAHARES*

**Presenters:** Dr. Mary A. Sobhani, University of Arkansas - Fort Smith, Fort Smith, AR

**Primary audience:** Higher Ed

Have you ever hungered for a vehicle of creative expression for your students? One that upholds the beauty of the Spanish (or Portuguese) language in an outward-facing arena? In this session, the founder and chief editor of *Azahares Literary Magazine*, Dr. Mary A. Sobhani, offers a step-by-step guide on how to establish a literary magazine in your institution. Topics covered: creating submission guidelines, funding the print and publication costs, and creative collaboration with other stake-holders in the promotion of second-language literacy.

## EXPERIENCIAS REALES EN EL AULA DE ELE

**Presenter:** Laura Hernández Ramos, Tía Tula Colegio de Español, Salamanca, España

**Primary audience:** General

**Preliminary Schedule**

Para los alumnos siempre es más motivador poder practicar lo aprendido dentro del aula en un contexto real. En muchas ocasiones piensan que todo lo que hacemos en clase es más fácil y adaptado a ellos y creen que en el mundo exterior no se defenderían. En este taller veremos ideas sobre cómo plantear situaciones de práctica real tanto si impartimos clases en un país hispanohablante como si no. En estas actividades entrarán en juego varias destrezas y buscaremos que nuestros alumnos se sientan más motivados y orgullosos de sus progresos.

#### MINIONS, MEMES AND MORE: POP CULTURE IN THE SPANISH CLASS

**Presenters:** Victoria Taylor, Parkland Magnet High School, Winston-Salem, NC

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

This session will explore fun and creative ways to use pop culture in World Language classes that go beyond just showing movies in the target language. We will explore how to use pop culture as a tool for engagement in class and how we can adapt current activities to align with student interests. Specific examples will be provided as well as time for brainstorming new ideas together!

#### ESTRATEGIAS PEDAGÓGICAS PARA LA ENSEÑANZA DE CURSOS DE ESPAÑOL MÉDICO Y TRADUCCIÓN DE NIVEL INTERMEDIO, Panel session

**Presenters:** Carolina Rodríguez Tsouroukdissian & Timothy Ashe, University of Alabama at Birmingham, Birmingham, AL

**Primary audience:** Higher Ed

Esta sesión ofrece una reflexión sobre las mejores prácticas para la enseñanza de cursos de español médico y traducción al nivel intermedio, con ejemplos de actividades, recursos y evaluaciones adaptadas a entornos tanto presenciales como virtuales. La sesión considera los desafíos que plantean las herramientas de inteligencia artificial dentro del campo del español con fines específicos y proporciona ejemplos de proyectos de aprendizaje-servicio que refuerzan el aprendizaje profesional y la responsabilidad cívica del estudiantado.

#### LINGUACAFÉ: WE NEED TO TALK

**Presenters:** Nadine Jacobsen-McLean, NNELL, Louisville, KY; & Argelia Rodriguez Garcia, Jefferson County Public Schools, Louisville, KY

**Primary audience:** PreK-5

Ditch the "silent classroom" and ignite the joy of language! This high-energy session transforms years of formal study into spontaneous, heart-to-heart communication. By bridging students' linguistic past with engaging present activities, we build a future of lifelong confidence. Discover a toolkit of low-stakes, high-impact strategies designed to lower the affective filter and make speaking practice the highlight of every day. Turn the plateau into a springboard for success!

#### BEING CONSISTENT IN AN INCONSISTENT SYSTEM

**Presenters:** Reinaldo Whyte & Jenniffer Whyte, Bilingual Kids, Inc., Anniston, AL

**Primary audience:** General

**Preliminary Schedule**

Being Consistent in an Inconsistent System: Supporting Neurodiverse Learners. In the past, Spanish and Portuguese classrooms often relied on rigid, traditional methods that did not account for diverse learning needs. In the present, teachers face inconsistent systems, shifting expectations, and increasingly diverse student populations—including autistic and neurodivergent learners who rely on predictability to succeed. For the future, this session proposes sustainable, adaptable instructional practices that center equity, accessibility, and student well-being. By grounding our work in all three “tenses,” this presentation demonstrates how consistent, inclusive pedagogy can evolve with the profession while meeting the needs of every learner.

**CULTURE BY DESIGN: HUMAN-CENTERED STRATEGIES FOR THE LANGUAGE CLASSROOM (2:00 – 3:50; Workshop)**

**Presenter:** Patricia Orozco, University of Mary Washington, Fredericksburg, VA

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

This session introduces Design Thinking—a human-centered, iterative framework. Attendees will move through the five core stages to build an interdisciplinary project focused on the cultures of the Hispanic world. By leveraging digital tools like Wakelet for ideation, this session moves beyond theory to show how empathy-based prototyping can enhance student performance. Instructors and administrators will leave with a practical blueprint for fostering empowered collaboration and a holistic approach to language and culture.

**AATSP CHAPTER DELEGATES MEETING**

**Primary audience:** General

The AATSP Chapter Assembly Meeting will grant the opportunity for chapter officers’ representatives to hear from the AATSP leadership, network, share ideas with other chapters, as well as ask questions and/or concerns.

**EXHIBIT HALL COFFEE BREAK (2:30 – 3:30)**

## **Session Block 12 (4:00 – 4:50)**

**LEADING AND EMPOWERING AUTHENTIC WRITING THROUGH COMMUNITY, FEEDBACK, AND DIGITAL PORTFOLIOS**

**Presenter:** Kayra Alvarado, Howard County Public Schools, Clarksville, MD

**Primary audience:** General

This session presents a leadership-driven framework for strengthening authentic, proficiency-based writing in Spanish classrooms. Participants will explore how proficiency-aligned anchor lessons, differentiated instructional blogs, multilingual pen-pal exchanges, and digital portfolios work together to support heritage learners, teacher growth, and student voice. The session highlights practical, non-evaluative strategies for using authentic audiences and feedback cycles to improve writing outcomes across proficiency levels.

**BEYOND THE CLASSROOM: INTERCULTURAL EXCHANGE, VOLUNTEER ABROAD, AND SPANISH & PORTUGUESE LANGUAGE IMMERSION THROUGH INTERNATIONAL SERVICE-LEARNING**

**Preliminary Schedule**

**Presenter:** Jill Tracy, United Planet, Boston, MA

**Primary audience:** General

This panel explores the transformative power of international service-learning programs as vehicles for deep intercultural exchange and Spanish and Portuguese language immersion. Panelists will share personal experiences from immersive volunteer abroad and service-learning programs in Spanish- and Portuguese-speaking communities. Attendees will leave with practical strategies for integrating-service learning and volunteer abroad into Spanish and Portuguese programs at secondary and postsecondary levels to foster intercultural immersion and language development.

#### PORTUGUESE FOR SPECIFIC PURPOSES AND DOMAIN ANALYSIS: DESIGNING AN INTERDISCIPLINARY STUDY ABROAD PROGRAM IN BRAZIL

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

**Primary audience:** Higher Ed

This presentation examines an interdisciplinary study abroad program developed by Florida International University in Trancoso, Brazil, integrating Portuguese for Specific Purposes with International Relations and Environmental Sciences. Based on domain analysis and authentic field tasks, students conducted technical visits and environmental studies while developing professional communication skills in Portuguese for global career contexts.

#### FEDELE TOOLS AND PLATFORMS FREELY AVAILABLE FOR ELE TEACHERS

**Presenter:** Daniel Escalona, Federación De Escuelas De Español Como Lengua Extranjera FEDELE, España

**Primary audience:** General

This session introduces FEDELE as key support for ELE teachers, highlighting its virtual campus for ongoing training and resources, as well as activities and events that foster innovation and networking. It also explores international collaboration through joint initiatives that enrich teaching practice.

#### LA ENSEÑANZA DE LENGUAS EN LA ERA DE LA IA: SOSTENIBILIDAD DOCENTE EN LA ESCUELA PÚBLICA

**Presenter:** Cecilia Palacio Ribon, BMTISD, Beaumont, TX

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

En contextos de alta matrícula y creciente diversidad estudiantil, ¿cómo sostener una enseñanza de lenguas rigurosa y humana sin comprometer el sostenibilidad profesional docente? Esta sesión propone una reflexión crítica sobre el uso responsable de herramientas de inteligencia artificial como apoyo metodológico para la planificación, la diferenciación y el diseño de evaluaciones en la escuela pública.

#### FROM THEORY TO PROGRAM: EVALUATING STRONG-FORM TBLT IN PRACTICE

**Presenter:** Matt Coss, University of Alabama, Tuscaloosa, AL

**Primary audience:** Higher Ed

This study evaluates the implementation and outcomes of a four-course undergraduate Spanish curriculum grounded in strong-form Task-Based Language Teaching (TBLT). Using a collaboratively designed program

**Preliminary Schedule**

evaluation across multiple data sources (observations, documents, surveys, proficiency tests; N = 588), the study documents fidelity of implementation and learner outcomes. Findings show substantial alignment with TBLT principles and robust proficiency development, while questioning all-or-nothing conceptions of strong-form TBLT.

#### THE FUTURE OF WORLD LANGUAGE EDUCATION: CREDENTIALING TO SHOWCASE THE VALUE OF MULTILINGUALISM

**Presenters:** Kelly Moser, Mississippi State University, Starkville, MS; Linda Egnatz, The Global Seal of Biliteracy, Frankfort, IL; & Krista Chambliss, the University of Alabama at Birmingham, Birmingham, AL

**Primary audience:** Higher Ed

This session examines credentialing's pivotal role in post-secondary World Language education. Drawing on current research, we address implementation challenges, student perceptions, and the instructional "washback effect." We also analyze how credentialing, specifically the Global Seal of Biliteracy (GSoBL) influences enrollment and retention trends. Participants will gain a strategic framework for using credentials to modernize teaching and attract learners. Discover how to leverage credentialing to validate proficiency and strengthen your program's long-term value proposition.

#### THE POWER OF PLAY: BUILDING LANGUAGE AND SOCIAL-EMOTIONAL SKILLS IN LANGUAGE CLASSROOMS

**Presenter:** Molly Cook, Moravian Academy, Bethlehem, PA

**Primary audience:** General

In a world shaped by AI, human connection remains vital. This session explores how purposeful play and communicative activities enhance language learning from primary through secondary classrooms. Participants will gain strategies to engage learners, sustain target language use, and foster collaboration and well-being through adaptable, research-based practices.

#### CULTURE IN CONTEXT: AUTHENTIC VOICES, REAL CONNECTIONS

**Presenter:** Brittany Williams, Klett World Languages, Chicago, IL

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

Explore how to authentically integrate culture into language instruction from Day 1, positioning culture as inseparable from communication. Using authentic resources that highlight different voices and perspectives, students connect their own experiences with those of the target culture and see themselves as part of a global community. As proficiency grows, cultural topics deepen in complexity. Leave with concrete strategies to seamlessly incorporate culture, using real-world materials to make language learning relevant, engaging, and impactful.

#### TEACHING IN ALL TENSES: ALIGNING ALVERNO'S GLOBAL PERSPECTIVES WITH DEPTH OF KNOWLEDGE FOR LANGUAGE LEARNERS

**Presenter:** Brook Goralski-Cumbajin, Alverno College, Milwaukee, WI

How can educators design instruction that honors the past, engages the present, and prepares multilingual learners for the future? This session presents a research-based crosswalk linking Alverno’s Global Perspectives criteria with Webb’s DOK framework to support World Language Learners and Heritage Speakers. Participants explore alignment with cognitive rigor, review classroom research, and gain practical strategies to advance academic language, intercultural competence, and equity-centered curriculum design.

**CELEBRANDO LA EXCELENCIA: SHA HONORS STUDENT SERVICE, LEADERSHIP, AND AMBASSADORSHIP**

**Presenter:** Haydee Taylor-Arnold, Ph.D., AATSP, Old Monroe, MO

**Primary audience:** General

Discover how the Sociedad Hispánica de Amistad (SHA) empowers students as young as Pre-K through Grade 9 to lead through service. This interactive session showcases student-driven service projects from the past academic year and highlights the role of teacher sponsors in guiding meaningful, instruction-enhancing experiences. Attendees will gain insight into SHA membership, scholarship opportunities, and practical ways to integrate service learning into world language programs. Join us as we celebrate student excellence and the power of collaboration.

**BELIEVE - HOW FAR ARE YOU WILLING TO GO?**

**Presenter:** Israel Velasquez, McKinney ISD & Collin College, Aubrey, TX

**Primary audience:** General

Believe is a motivational and inspirational presentation about “shifting the statistics, beating the odds, eliminating the labels, and disrupting the status quo.” BelieVe is about empowering students to dream, to conquer, and to BelieVe. This presentation is about never giving in and turning adversity into possibility and opportunity.

**LANGUAGE LEARNING THROUGH GLOBAL SERVICE AND REAL-WORLD IMPACT**

**Presenter:** Erik Werner, President, Squads Abroad, Fresno, CA

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

This interactive workshop explores how the 5 C’s of Language Learning—Communication, Cultures, Connections, Comparisons, and Communities—can be authentically integrated into Spanish language instruction through implementation-based service experiences. Grounded in sustainable community partnerships through the nonprofit international development organization, Squads Abroad, this session highlights how educators can move beyond traditional classroom practices to create meaningful, real-world learning opportunities for students.

**AATSP ELECTIONS CANDIDATES INTRODUCTIONS (Exhibit Hall, 4:00 – 5:00)**

### **Session Block 13 (5:00 – 5:50)**

**ESTRATEGIAS PEDAGÓGICAS PARA DESARROLLAR LA COMPETENCIA CONVERSACIONAL E INTERCULTURAL MEDIANTE INTERCAMBIOS VIRTUALES (5:00 – 5:30; Compact Session)**

**Preliminary Schedule**

**Presenter:** Yohana Gil Berrio, Boston College, Chestnut Hill, MA

**Primary audience:** Higher Ed

Esta presentación analiza cómo los intercambios virtuales con hablantes nativos pueden desarrollar la competencia conversacional e intercultural en el aula de ELE y ELH. Se comparan dos modalidades: sesiones de SPVE (LinguaMeeting) y el programa “Inmersión Dual Virtual” (VDI) en cursos post-intermedios y avanzados. Basada en encuestas a 107 estudiantes, se discuten los beneficios y desafíos de cada modalidad, y se ofrecen recomendaciones pedagógicas para integrar estas prácticas de manera efectiva en el aula.

TRANSFORMING STUDY ABROAD: SPANISH LANGUAGE LEARNING MEETS CIVIC ENGAGEMENT (5:00 – 5:30; Compact Session)

**Presenters:** Johanna Alberich & Rich Ledet, Troy University, Troy, AL

**Primary audience:** Higher Ed

Come learn about how Troy University has transformed its traditional faculty led Spanish language learning study abroad to include more civic engagement while abroad! Two faculty members from different fields will share what they have learned from students, and discuss factors leading to the evolution of study abroad. We also describe how combining coursework with experiential learning can help language acquisition and support student reflections about community, self, and transformation.

COLLABORATIVE COURSE DESIGN WITH AI IN LANGUAGE EDUCATION (5:00 – 5:30; Compact Session)

**Presenter:** Ellen Nagasawa, Johns Hopkins University, Baltimore, MD

**Primary audience:** Higher Ed

This session presents a five-week asynchronous Portuguese course developed with AI support. It highlights how AI served as a partner in brainstorming, task design, materials creation, and Canvas integration while maintaining communicative goals and teacher agency. The course shows how AI can support curriculum design with intentional pedagogy, with examples from the final modules illustrating the results.

VIDA VIRTUAL: TEACHING TENSES THROUGH A DIGITAL CHARACTER — PAST, PRESENT, FUTURE IN ACTION (5:00 – 5:30; Compact Session)

**Presenter:** Melissa Huerta, PhD., Denison University, Granville, OH

**Primary audience:** Higher Ed

This session presents the "Vida Virtual Project," a scaffolded university-level Spanish assignment that teaches past, present, and future through a creative digital portfolio. Students build a Shorthand website for an original character and complete four tasks: a 200-word first-person present profile (10 highlighted vocabulary), a narrated travel story using preterite and imperfect, a family description with present/past/reflexive/subjunctive, and a short future voice-over video. Outcomes: stronger tense control, oral/written fluency, cultural awareness, and digital literacies.

**Preliminary Schedule**

LA MIRADA DEL DOCENTE EN ACCIÓN: EL USO DE LENTES DE SEGUIMIENTO OCULAR EN LA ENSEÑANZA DE IDIOMAS (5:00 – 5:30; Compact Session)

**Presenters:** Melissa Baralt, José Morcillo Gómez, Katherine Vallejo Salguero, & Arley Parra, Florida International University, Miami, FL

**Primary audience:** Higher Ed

Este estudio presenta uno de los primeros usos de lentes de monitoreo de movimiento ocular en la investigación de la cognición del docente al implementar la metodología enfoque por tareas.. Tras una introducción metodológica, analizamos la atención visual de un profesor durante las fases de pre-tarea, tarea y post-tarea. Los hallazgos muestran variaciones en su carga cognitiva y aportan evidencia novedosa sobre cómo el docente transforma la enseñanza de idiomas mediante el uso de tareas.

BEYOND GALDÓS: RECLAIMING CANARIAN VOICES IN THE SPANISH CURRICULUM (5:00 – 5:30; Compact Session)

**Presenter:** Cristina F. González Martín, Rollins College, Winter Park, FL

**Primary audience:** Higher Ed

This session examines the marginalization of Canary Island voices in Spanish-language curricula and considers how their cultural, historical, and linguistic contributions can enrich instruction. The presentation proposes approaches for integrating Canarian perspectives across levels and invites participants to rethink center-periphery dynamics to foster a more inclusive understanding of the Spanish-speaking world.

IDEAS ON TEACHING DIFFICULT TOPICS: THE CASE OF GABRIELLA A. MOSES'S FILM BOCA CHICA (5:00 – 5:30; Compact Session)

**Presenter:** Cheri Robinson, Binghamton University, Binghamton, NY

**Primary audience:** Higher Ed

In Boca Chica (2023), Gabriella Moses explores a community's complicity and how social norms encourage the sexualization of children. Teaching sensitive yet pertinent themes like this can be challenging. A human rights approach along with filmic strategies and other ideas will be explored in the presentation with the expectation of audience participation through an exchange of ideas.

LANGUAGING EQUITY: FEMINIST PEDAGOGY IN THE SPANISH CLASSROOM (5:00 – 5:30; Compact Session)

**Presenter:** María José Gutiérrez, Yale University, New Haven, CT

**Primary audience:** Higher Ed

This presentation focuses on how to implement feminist pedagogy in the Spanish classroom. I will discuss the meaning and principles of feminist pedagogy in foreign language teaching as part of an ongoing research project to make language instruction more equitable and inclusive. I will present strategies and activities I applied in my Spanish Intermediate II course to put feminist pedagogy into practice. Finally, I will share two surveys that reflect my students' experiences.

DEL PRESENTE AL FUTURO: UN MODELO DE COLABORACIÓN PARA LA FORMACIÓN DOCENTE EN ESPAÑOL (5:00 – 5:30; Compact Session)

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

Esta sesión presenta resultados prácticos de un proyecto de Academic Community Engagement (ACE) que vincula a futuros docentes de español con aulas de LOTE, ESL y educación bilingüe. Mediante observaciones estructuradas, actividades de servicio y reflexión guiada, los estudiantes articulan la teoría de adquisición de segundas lenguas con contextos escolares reales mientras apoyan a los docentes colaboradores. Los hallazgos destacan beneficios, desafíos y estrategias para fortalecer colaboraciones sostenibles entre universidad y escuela.

#### KNIGHTLAB STORYMAPS: A NEW APPROACH TO CLOSE READING AND LITERARY ANALYSIS

**Presenter:** Maria Jose Bordera-Amerigo, Randolph-Macon College, Ashland, VA

In this presentation I discuss how Geolocation Information Systems (GIS) programs have become a crucial part in developing new approaches to teaching close reading, literary analysis and critical thinking through the fields of literary cartography and Psychogeography. I present my findings through my case study of La Regenta where my capstone students used StoryMapsJS GIS tool to complete their final project on specific characters and spaces in the novel.

#### DISMANTLING THE MYTH: USING CORPUS DATA TO VALIDATE HERITAGE AND REGIONAL SUBJUNCTIVE USAGE (5:00 – 5:30; Compact Session)

**Presenter:** Maria Ruiz Garcia, Notre Dame, South Bend, IN

**Primary audience:** Higher Ed

Is the “Sequence of Tenses” a rule or a myth? Textbooks often claim that a past-tense matrix verb strictly requires the past subjunctive, overlooking real-world usage. This session challenges that prescriptive “harmony” using data from the CORPES XXI and CREA corpora. It also interrogates the myth of “incomplete acquisition” in U.S. Heritage Speakers (e.g., “Dijo que venga”), showing how communicative relevance—not rigid rules—shapes tense selection. Participants gain data-driven tools to validate authentic sociolinguistic realities.

#### ¿TEMAS CONTROVERSIALES? BIENVENIDOS AL SALÓN DE CLASES. MARIO VARGAS LLOSA Y LOS POLÉMICOS DEBATES DE NUESTRO MUNDO (5:00 – 5:30; Compact Session)

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

**Primary audience:** Higher Ed

La legalización de la prostitución, de la eutanasia, del matrimonio homosexual, de la pena de muerte y de la marihuana, pero también la prohibición de las corridas de toros y el derribo de estatuas. Desenfadado, provocador, liberal y conservador, Vargas Llosa convidará a los estudiantes a dialogar con sus columnas de opinión en un espacio seguro, respetuoso, y moderado de manera equilibrada.

#### AMERICAN ARCHIVE OF PUBLIC BROADCASTING VIDEO SHOWING (6:00 – 7:00)

**Primary audience:** General

## Friday, July 10 | Day Three

### Registration open (8:00 – 3:00)

### Session Block 14 (9:00 – 9:50)

#### MÁS SUTILEZAS ORTOGRAFICAS: ¿QUE O QUÉ?

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

**Primary audience:** General

Esta ponencia se propone aclarar los casos en que la palabra que (con sus valores morfológicos de pronombre relativo, pronombre interrogativo o exclamativo y conjunción) se escribe con o sin tilde, según su pronunciación y su significado semántico y pragmático.

#### SPANISH LANGUAGE LEARNING IN AN ENGLISH-BASED CREOLE-SPEAKING SOCIETY: AN EXAMINATION OF STAGES

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

**Primary audience:** Higher Ed

The proximity of Anglophone Caribbean countries to their Spanish-speaking neighbours underscores the importance of learning Spanish as a foreign language, even in predominantly English-based Creole-speaking contexts. This presentation explores the specific benefits and challenges faced by students across age groups—pre-adolescent, adolescent, and adult. Using Stern's (1967) stages of foreign language acquisition as a theoretical framework, the study assesses their applicability to contemporary language learning practices and reviews existing research and pedagogical strategies.

## O MATERIAL DIDÁTICO DE PORTUGUÊS PARA CADETES DE NAÇÕES AMIGAS: UMA ABORDAGEM DE ENSINO POR COMPETÊNCIA

**Presenter:** Ana Carolina Fontana, Academia Militar das Agulhas Negras, Resende/Rj, Brasil

**Primary audience:** General

A apresentação discute a elaboração de material didático de Português como Língua Estrangeira (PLE) para cadetes estrangeiros da AMAN, a partir da abordagem por competências. Inspirada em Dolz, a proposta entende o ensino como uma engenharia pedagógica voltada à resolução de desafios acadêmicos e militares, promovendo proficiência linguística, competência intercultural e fortalecimento da cooperação internacional.

## FROM PAPER TO PIXELS: TEACHING IN ALL TENSES WITH LOW-TECH TO AI ACTIVITIES

**Presenters:** Dr. Angélica Pereles-Coleman & Dr. Julia Ullmann, Volusia County Schools, FL

**Primary audience:** General

Discover practical strategies for Spanish and Portuguese instruction that span the past, present, and future! This session blends timeless low-tech activities, engaging digital tools, and responsible AI integration to create dynamic learning experiences. Walk away with ready-to-use ideas for any classroom—no matter your tech comfort level—and inspire students with innovative, effective approaches.

## LET'S CONVERS-AI-TE IN MY L-AI-NGUAGE LAB

**Presenter:** Tanika Perry-Vincent, The SavvyTechEd Collective, Atlanta, GA

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

This session revives our l-AI-nguage lab experience by exploring the untapped potential of generative AI to revolutionize language education. We will design a dynamic suite of interactive activities that prioritize genuine, creative, and personalized interaction. We will move beyond conventional activities to create innovative activities like multi-character, role-playing scenarios, collaborative storytelling, and text-based adventure games. The goal is to accelerate fluency and conversational confidence that will provide high-quality, engaging, and communicative practice accessible to everyone.

## A DIFFERENCE OF RESEARCH TRADITIONS: OPPOSING TRAJECTORIES

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

**Primary audience:** Higher Ed

Whether relatively new to an academic career or a seasoned professional, all tenured/tenure-track faculty will inevitably learn that one of the current topics encountered in the tenure trajectory is the question of how singular- versus multi-authored publications and work are evaluated. This talk presents survey data and raises questions relevant to opposing traditions that affect academic careers in linguistics and languages.

## DIFFERENTIATED INSTRUCTION IN SPANISH LANGUAGE ARTS (SLA) AND AP SPANISH CLASSES

**Presenter:** Mildred Reyes, North High School, Denver, CO

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

This session explores effective strategies for implementing differentiated instruction in Spanish Language Arts and AP Spanish classrooms. Participants will discover practical approaches to tailor teaching methods, materials, and assessments to diverse student needs, fostering engagement and maximizing language proficiency. Emphasizing culturally relevant content and communicative competence, the session offers tools to address varied learning styles, proficiency levels, and interests.

#### VEROSIMILITUD Y LIDERAZGO EN NAUFRAGIOS: CONSTRUCCIÓN DEL YO NARRADOR EN ÁLVAR NÚÑEZ CABEZA DE VACA

**Presenter:** Arley Parra, Florida International University, Miami, FL

**Primary audience:** Higher Ed

Este estudio examina cómo Álvaro Núñez Cabeza de Vaca construye verosimilitud en Naufragios a través de su voz y acciones como narrador-protagonista en contextos extremos. Analiza cómo la selección de episodios y el liderazgo legitiman decisiones, organizan comunidades y generan confianza. Este enfoque ofrece una lectura novedosa que integra título, episodios extraordinarios y organización de la trama, mostrando cómo historia y ficción se entrelazan para construir autoridad en la narrativa colonial.

#### SLOWING DOWN TO GAIN MOMENTUM: CULTIVATING INTENTIONAL READING IN THE SPANISH LANGUAGE CLASSROOM

**Presenters:** Sarah Anderson California State University, Chico, CA; Alyssa Holan, University of Wisconsin-Platteville, Platteville, WI

**Primary audience:** Higher Ed

Since the COVID pandemic, declines in students' basic reading fluency and motivation to read leisurely have been documented. At the same time, critical reading skills—including the ability to assess the credibility and intellectual value of online and AI-generated texts—is increasingly essential. This presentation overviews slow learning pedagogy to cultivate intentional reading in the Intermediate Spanish classroom, showcasing scaffolded activities across multiple literary genres that foster engagement and connections to self, others, and place.

#### PALABRAS CON RITMO: LENGUAJE Y CULTURA EN MOVIMIENTO

**Presenters:** Sonia Alcocer, Fairfax County Public Schools, Fairfax, VA; & Limari Perez Castellanos, FCPS Woodburn Elementary School, Falls Church, VA

**Primary audience:** General

This session explores how music, songs, and dance can transform language teaching by supporting vocabulary acquisition, promoting active participation, and deepening cultural understanding. Through hands-on activities—such as language games, simple choreography, and digital tools—participants will learn how to integrate rhythm and movement into their classes to boost student motivation and communication skills. By the end, teachers will leave with ready-to-use strategies adaptable to different ages and proficiency levels.

TRANSFORMATIVE SPANISH LANGUAGE PROGRAMS: PREPARING THE WORKFORCE FOR TOMORROW  
(9:00 – 10:50)

**Preliminary Schedule**

**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

**Presenters:** Christian Rubio, Bentley University, Waltham, MA; Erika Stevens, Walters State Community College, Morristown, TN; Giosuè Alagna, Valparaiso University, Valparaiso, IN; Glenn Martinez & Nathan Richardson, UT San Antonio, San Antonio, TX; Sedy Rhone, Texas Woman's University, Denton, TX; María José Bordera-Amérigo, Randolph-Macon College, Ashland, VA; & Gilberto Garcia, Texas Tech University Health Sciences Center El Paso, El Paso, TX

Sigma Delta Pi, the National Collegiate Hispanic Honor Society, and the Academia Norteamericana de la Lengua Española co-host their 2nd annual panel to highlight innovative college language programs in the U.S. that have managed to bolster language class enrolment and better prepare students for employment after graduation.

#### ENCUENTROS CON LA HISTORIA INFANTIL: EXPERIENCIAS NO RECLAMADAS

**Presenter:** Gabriela Miranda-Recinos, Stephen F. Austin State University, The University of Texas System, Nacogdoches, Texas

**Primary audience:** Higher Ed

En la novela de la colombiana Pilar Quintana *Los abismos* y la salvadoreña Vanesa Núñez Handal *Los locos mueren de viejos*, ambas obras subrayan desde la perspectiva infantil y de la adolescencia, un regreso al encuentro con el trauma del pasado.

#### GROWING TOGETHER: PROFESSIONAL DEVELOPMENT THROUGH TEACHER COLLABORATION

**Presenters:** Karla O'Donald, Texas Christian University, Forth Worth, TX; Amanda Smith, Birdville ISD, North Richland Hills, TX; & Nathan Henderson, Fort Worth ISD, Fort Worth, TX

**Primary audience:** General

This session invites language educators to grow together through collaboration and shared reflection on classroom practice. Grounded in the TELL Project's Professionalism domain and high-leverage teaching practices, it draws on strategies and materials from two professional development workshops. Participants will engage in teacher-centered dialogue, connect experience with innovation, and leave with practical ideas that support sustained professional growth.

#### TRADITION MEETS AI: HUMANIZING TECHNOLOGY IN THE LANGUAGE CLASSROOM, Workshop

**Presenter:** Concetta Scarfone, Holy Cross High School, Waterbury, CT (9:00 – 10:50)

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

Explore how cultural tradition and AI foster diversity, equity, and inclusion in language teaching. Following a talk on tradition and AI, live demos show how to adapt authentic texts, such as songs, recipes, or proverbs, for all learner levels. We address bias and authenticity before a collaborative lab where you will reimagine a tradition for your classroom. Leave with practical prompts and ethical, human-centered strategies to inspire inclusive learning through both vision and hands-on action.

#### ALBRICIAS: MOTIVATING LEARNERS WITH PEER-CREATED PUBLICATIONS

**Presenter:** Kelly Scheetz, Sociedad Honoraria Hispánica, Franklin, TN; & Evelyn Ledezma, Bethlehem Central High School, Delmar, NY

**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 Evelyn Ledezma will lead a discussion on best practices for helping students create, edit, and submit work for possible publication in the journal. Those interested in participating in Albricias or SHH in the future are welcome to come with questions!

EXHIBIT HALL BREAK Y GRAN SORTEO (9:30 – 10:30)

### **Session Block 15 (10:00 – 10:50)**

LANGUAGE OF RESISTANCE: PROTEST SIGNS IN THE HISPANOPHONE AND LUSOPHONE WORLDS

**Presenter:** Thomas Stephens, Rutgers University, New Brunswick, NJ

**Primary audience:** Higher Ed

This work explores the linguistic/cultural/political dimensions of protest signs across the Hispanophone and Lusophone worlds, focusing on how language users deploy tools of resistance, identity, and solidarity. Drawing on protest signage from Latin America, the Iberia, and Africa, the study analyzes rhetorical strategies, symbolic references, and contextual code-switching/cross-languaging practices. It examines how historical memory, regional dialects, and transnational movements shape the discourse of dissent, and how signs express protest locally/globally.

A CASE STUDY OF REPETITIVE ERRORS IN AMERICAN CLASSROOM: ENTONCES VS DESPUÉS

**Presenter:** Subhas Yadav, University of Notre Dame, Notre Dame, IN

**Primary audience:** Higher Ed

Entonces vs Después is a vital error in Spanish language classrooms. Students frequently use “entonces” in the place of “luego” or “después” while talking about daily routines. Why is that?

A CRIAÇÃO DE UMA REVISTA LITERÁRIA NO CURSO DE PORTUGUÊS PARA FALANTES DE ESPANHOL: UMA EXPERIÊNCIA COM O ENSINO BASEADO EM PROJETOS

**Presenter:** Monica Panigassi Vicentini, Stony Brook University, Stony Brook, NY

**Primary audience:** Higher Ed

Nesta comunicação, o objetivo é apresentar um projeto elaborado no âmbito da disciplina POR 411/511 - Português para Falantes de Espanhol na Stony Brook University, a criação de uma revista literária em português. Com base nas diretrizes subjacentes ao Ensino baseado em projetos, discorro sobre a construção da ementa da referida disciplina e as sequências didáticas, bem como apresento as revistas produzidas pelos estudantes, produtos finais publicados ao final de dois semestres.

TALKING WITH MACHINES: AI-MEDIATED INTERACTION AND SPANISH LANGUAGE AFFORDANCES IN GROUP CHATS IN BEGINNER SPANISH COURSES

**Preliminary Schedule**

**Presenter:** Dr. Timothy Ashe, Jr.; University of Alabama-Birmingham; Birmingham, AL

**Primary audience:** Higher Ed

This presentation reports findings from a mixed-methods study on AI-mediated group chat interactions in PangeaChat for novice Spanish learners (A1–A2). Over eleven weeks, students completed task-based activities using text, voice, and Pangea Bot (AI writing app) feedback as a part of their regular coursework. Analysis of pre/post tasks, transcripts, and student interactions reveals how learners negotiate meaning, adapt to AI support, and select modalities; highlighting AI's role in boosting grammatical accuracy, creativity, and satisfaction in Spanish classrooms.

**SABIDURÍA ANCESTRAL, IA Y LA CLASE DE LENGUA: LO QUE LA TECNOLOGÍA NO PUEDE ENSEÑAR SOLA**

**Presenter:** Maria D. Sandoval, Town School for Boys, San Francisco, CA

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

Esta sesión explora cómo la sabiduría ancestral e indígena ofrece marcos de conocimiento que la IA no puede reemplazar, pero sí necesita. A través de ejemplos prácticos para la clase de lengua, se demostrará cómo integrar epistemologías indígenas, cultura y reflexión crítica para que el aula de español sea un espacio donde la tecnología y el conocimiento humano dialoguen, en lugar de competir.

**RESOLVING CONFLICT FOR DEPARTMENT LEADERS**

**Presenter:** Adrienne Fama, Ransom Everglades School, Miami, FL

**Primary audience:** General

Are you a chair or coordinator seeking harmony and effective collaboration in your department? This session will offer department leaders the opportunity to share experiences and brainstorm responses to common issues. Discussions will focus on building relationships, resolving interpersonal conflict, and teacher retention.

**MÉRITO ACADÉMICO PARA GRADUANDOS EN INSTITUCIONES SIN CAPÍTULO ACTIVO DE LA SHH**

**Presenter:** Marbel Tamayo, Eastside High School, Paterson, NJ

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

Bajo el lema de 2026, esta propuesta proyecta el futuro del bilingüismo mediante el reconocimiento formal del mérito. Los ganadores de Oro portarán una estola de honor, mientras que los de Plata y Bronce lucirán cordones académicos según su rango. Complementados con la medalla oficial de la AATSP, estos elementos celebran el logro del estudiante, validando estándares de evaluación nacional y fortaleciendo la identidad del programa en instituciones que no cuentan con un capítulo activo de la SHH.

**LA DECOLONIZACIÓN COMO PRÁCTICA APLICADA AL MATERIAL DE LIBROS DE TEXTO**

**Presenter:** Jorge Porcel, Missouri University of Science and Technology, Rolla, MO

**Primary audience:** Higher Ed

Tratando de usar un marco teórico tan reducido como sea posible, esta ponencia presenta una aproximación a cómo analizar una de un libro de texto de enseñanza y aprendizaje español con amplia circulación en los ES.UU. El texto es mayormente usado a nivel universitario y en menor grado en high

**Preliminary Schedule**

schools. El objetivo es someter a escrutinio ideológico los aspectos gráficos y textuales presente en la sección del libro de texto, enfocando los aspectos «colonizantes» evidentes y encubiertos presentes en el material de análisis.

#### INSPIRING AND SUPPORTING YOUR STUDENTS' LANGUAGE LEARNING JOURNEY THROUGH THE NATIONAL SPANISH AND NATIONAL PORTUGUESE EXAM CONTESTS

**Presenter:** Claudia Kechkian, AATSP, The Woodlands, TX

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

¿Buscas motivar y reconocer a tus estudiantes? Procura motivar e reconhecer seus alunos? Discover the National Spanish and Portuguese Exams! These contest-based assessments inspire students at all levels through competition while measuring linguistic proficiency, tracking progress, and providing valuable feedback. Discover how authentic materials enhance real-world skills and foster intercultural competence. We will provide information about formats, resources, travel and monetary scholarships, and prizes that celebrate student and teacher achievements. Door prizes will also be available!

#### I AM MY LANGUAGE: ROOTS, RHYTHM, AND RESISTANCE

**Presenters:** Krishauna Hines-Gaither (President) & Sherri Halloran, ACTFL, Alexandria, VA

**Primary Audience:** General

I Am My Language honors both ancestral and acquired languages, offering a creative approach that respects home languages while building bridges to the studied language. ACTFL affirmed that all languages and varieties are equally valid. Rooted in antiracism and justice, learn inclusive practices that affirm diverse identities, strengthen acquisition and forge connections.

#### EL CUADERNO COMO EL MANUAL DE LA CLASE, Y LAS RUTINAS PARA EL ÉXITO

**Presenters:** Walter Feshold Rodríguez, MSD of Washinton Township, Indianapolis, IN; Yaritza Montijo Vázquez, MSD of Lawrence Township, Indianapolis, IN

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

Mi metodología para enseñar español como segunda lengua es sencilla; un uso bien específico del cuaderno, rutinas para cada día de la semana, y la promoción de los cuatro dominios del lenguaje. Te compartiré mi estrategia para un uso práctico del cuaderno, y cómo establecer rutinas para promover la comprensión fonética del lenguaje, tanto oral, escrita y auditiva. Tus clases serán más fáciles de planificar y tus estudiantes demostrarán mayor crecimiento.

#### REFLECTIVE PRACTICES: CULTIVATING PRE-SERVICE WORLD LANGUAGE TEACHERS' LANGUAGE BELIEFS & VALUES

**Presenter:** Dustin Hemsath, Brigham Young University, Provo, UT

**Primary audience:** Higher Ed

New research on pre-service teachers' development of language ideologies suggests that providing them opportunities to reflect on their beliefs and values about teaching and learning languages may help them retain updated language teaching practices and increase language teacher retention in the profession. In this

**Preliminary Schedule**

session, the presenter will explain the research and propose ways to effectively include reflective practices in language teacher preparation programs.

TRADITION MEETS AI: HUMANIZING TECHNOLOGY IN THE LANGUAGE CLASSROOM, Workshop, cont.

**Presenter:** Concetta Scarfone, Holy Cross High School, Waterbury, CT (9:00 – 10:50)

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

Explore how cultural tradition and AI foster diversity, equity, and inclusion in language teaching. Following a talk on tradition and AI, live demos show how to adapt authentic texts, such as songs, recipes, or proverbs, for all learner levels. We address bias and authenticity before a collaborative lab where you will reimagine a tradition for your classroom. Leave with practical prompts and ethical, human-centered strategies to inspire inclusive learning through both vision and hands-on action.

ADVICE FROM THE EXPERTS: SUBMITTING A SUCCESSFUL SHH AWARD APPLICATION

**Presenters:** Evelyn Ledezma, Bethlehem Central High School, Delmar NY; Theresa Jensen, Millard North High School Omaha, NE; Amarilys Heard Miami Country Day School North Miami

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

This presentation will address best practices for applying for the awards and scholarships sponsored by the Sociedad Honoraria Hispánica, which total more than \$130,000 annually. These awards honor students' past achievements, support their present growth, and invest in their future success. Veteran SHH advisors will share practical guidance for preparing strong applications and supporting candidates. The session will conclude with a Q & A segment.

TRANSFORMATIVE SPANISH LANGUAGE PROGRAMS: PREPARING THE WORKFORCE FOR TOMORROW (9:00 – 10:50; Continued)

**Presenters:** Mark P. Del Mastro, College of Charleston, Charleston, SC; Nuria Morgado, City University of New York (CUNY)-College of Staten Island, Staten Island, NY; Christian Rubio, Bentley University, Waltham, MA; Erika Stevens, Walters State Community College, Morristown, TN; Giosuè Alagna, Valparaiso University, Valparaiso, IN; Glenn Martinez & Nathan Richardson, UT San Antonio, San Antonio, TX; Sindy Rhone, Texas Woman's University, Denton, TX María José Bordera-Amérigo, Randolph-Macon College, Ashland, VA; & Gilberto Garcia, Texas Tech University Health Sciences Center El Paso, El Paso, TX

Sigma Delta Pi, the National Collegiate Hispanic Honor Society, and the Academia Norteamericana de la Lengua Española co-host their 2nd annual panel to highlight innovative college language programs in the U.S. that have managed to bolster language class enrolment and better prepare students for employment after graduation.

POSTER SESSIONS (Exhibit Hall)

Join us in the Exhibit Hall from 10:00 – 10:50 to view presentations of the following poster sessions:

**Title:** *Redefining Life After an L2*

**Presenter:** Sonya Nankin, WI

**Title:** *Looking to the future: Pk-8 Teachers Connect and Network!*

**Preliminary Schedule**

**Presenters:** Limari Perez, Woodburn Elementary, Fairfax Co. Public Schools, VA; & Valerie Shull, Rogers Park Montessori School, Chicago, IL

**Title:** *AI as authentic material in Second Language Learning: exploring the role of Artificial Intelligence in enhancing Language Learning*

**Presenter:** Camila Robles Cabrera, Texas Tech University, Lubbock, TX

**Title:** *Terrible de la Sierra Morena: A Folktale from Andalusia*

**Presenter:** Patricia Schechter, Portland State University, Portland, OR

**Title:** *Más que Español: Differentiation Strategies for Executive Function Challenges in the Novice Spanish Classroom*

**Presenter:** Maria Sugerman, Rodeph Sholom School, New York, NY

**Title:** *Playful Bilingual Storytelling: Ahvian the Creative as a Bridge Between Language Learning and SEL*

**Presenters:** Mahiette Tarrago & Antonia Lull, MOT, OTR/L, Ahvian the Creative, FL

FORMER PRESIDENTS' MEETING (Cypress Boardroom)

**Hosted by:** Mary-Anne Vetterling, Regis College, Emerita, Weston MA

**By invitation only**

Former AATSP Presidents are invited to an informal gathering to share insights and collaborate on recommendations for future directions and projects for the AATSP. This meeting is by invitation only.

### **Third Keynote Panel (11:00 – 11:50)**

### **Session Block 16 (1:00 – 1:50)**

MÁS ALLÁ DEL CLASSROOM: A MULTIMODAL FRAMEWORK FOR REAL-WORLD INTERACTIONS

**Presenter:** Laura Maria Ordoñez Tello, Georgia State University, Atlanta, GA

**Primary audience:** Higher Ed

This session introduces a student-centered conversation initiative that connects classroom learning with real-world language use. Grounded in Communicative Language Teaching (CLT) and intercultural competence, it provides strategies to create inclusive spaces for L2 and Heritage Language Learners (HLLs). By integrating multimodal and ludic pedagogies within the framework of Intercultural Communicative Competence (ICC), participants engage in low-anxiety, high-engagement extracurricular programs that enhance oral proficiency, cultural competence, and community building.

CAN IRONY BE TAUGHT? EVALUATING PEDAGOGICAL INTERVENTION EFFECTS ON L2 SPANISH LEARNERS' PRAGMATIC COMPETENCE. **Compact session (1:00 – 1:30)**

**Presenters:** Daniel Gonzalez & Raegeom Lee, University of Minnesota, Minneapolis, MN

**Primary audience:** Higher Ed

This session examines how L2 Spanish learners interpret irony and whether a short instructional intervention enhances their ability to identify contextually appropriate ironic expressions. Using native-speaker ratings to establish pragmatic benchmarks, the study shows the potential of focused instruction to strengthen learners' pragmatic competence and offers practical strategies for integrating irony into Spanish curricula.

#### ENSEÑANZA BILINGÜE VS ENSEÑANZA DE IDIOMAS

**Presenter:** Xavier Gisbert da Cruz, Asociación Enseñanza Bilingüe, Madrid, España

**Primary audience:** General

En los últimos años, la enseñanza bilingüe se ha consolidado como una opción educativa ampliamente implantada en el sistema educativo, alcanzando aproximadamente al 50% del alumnado de Educación Primaria y Secundaria. Esta expansión ha generado un escenario en el que conviven dos modelos distintos para la adquisición de lenguas extranjeras: la enseñanza bilingüe y la enseñanza tradicional de idiomas. Esta sesión tiene como objetivo analizar las principales diferencias entre ambos enfoques, atendiendo a su desarrollo metodológico, los resultados que ofrecen en términos de competencia lingüística y académica, y sus implicaciones pedagógicas. Asimismo, se plantea una reflexión crítica sobre la conveniencia o no de unificar los modelos de aprendizaje de lenguas extranjeras en el ámbito escolar, considerando factores como la equidad, la calidad educativa, la formación del profesorado y la diversidad de contextos socioeducativos.

#### PASSPORTS AND PROMPTS

**Presenter:** Tanika Perry-Vincent, The SavvyTechEd Collective, Atlanta, GA

**Primary audience:** General

World travel without leaving the classroom! Bridge the gap between static cultural study and immersive experiential learning. Using Google Arts & Culture for high-resolution visual exploration and Gemini as an AI-powered "Cultural Guide," participants will design virtual field trips that move beyond sight-seeing. We will use AI to facilitate interpersonal communication, where students "interview" historical figures, negotiate prices in a virtual market, or solve cultural mysteries, while staying grounded in authentic target language contexts.

#### RECYCLING AND SPIRALING WRITING ACTIVITIES THROUGH 'EN EL MUELLE DE SAN BLAS' IN THE LANGUAGE CLASSROOM

**Presenter:** Lucia Taylor, Utah Tech University, St. George, UT

**Primary audience:** General

In a Human Writing in the Tech Era Spanish course, students engage with Maná's "En el muelle de San Blas" through a spiraling sequence of writing tasks. Beginning with an intrastory based on the song and video, they later analyze narrative elements in authentic and AI texts, then rewrite the story. After a scriptwriting module, students create a play inspired by the song, with freedom to alter the ending—blending cultural content, narrative theory, and creative expression.

**BEST** PRACTICES FOR STUDY ABROAD: CREATING AND SUSTAINING HIGH IMPACT IMMERSIVE LANGUAGE EXPERIENCES

**Presenters:** Dr. Melissa Garr and Dr. Jose Garcia, Florida Southern College, Lakeland, FL; Samantha Torruella, Proyecto Español, Alicante, Spain

**Primary audience:** Higher Ed

Florida Southern College has sustained a highly successful study abroad program for over 25 years through a partnership with Proyecto Español in Alicante, Spain. More than 1,200 students have participated in short- and long-term immersive language and cultural experiences across Spain, including homestays, direct language instruction, service learning, internships, and cultural excursions. In this presentation, Dr. Jose Garcia and Dr. Melissa Garr will share a practical model for creating and sustaining high-impact study abroad programs, with a focus on Spain but applicable to other countries. Topics include building effective international partnerships, recruiting students, program logistics and safety, and leveraging study abroad for institutional recruitment, retention, and funding support.

PURA VIDA AS A CHRONOTOPIC CATEGORY: REIMAGINING LANGUAGE ACQUISITION THROUGH EXPERIENTIAL LEARNING AND MULTICULTURAL DIALOGUE IN COSTA RICA

**Presenter:** Irina Tedrick University of South Carolina-Sumter, SC

**Primary audience:** Higher Ed

The purpose of this study was to examine the immersion experiences of Black and African American students from Historically Black Colleges and Universities (HBCU) who participated in a previous study abroad program in Costa Rica as it pertained to the languages, cultures, and identities they encountered.

PAST AND PRESENT: MEMORY AND MIGRATION IN THE HISPANIC CONTEMPORARY NARRATIVE AND FILM, Panel Session

**Presenter:** Estefania Tocado, Moravian University, Bethlehem, PA

**Primary audience:** Higher Ed

This panel focuses on issues related with memory, especially dealing with historical and cultural memory, in relation to wars and traumatic events that point out the importance of testimony or communicative memory, to give voice to the marginalized. This discussion is interested in papers that focus on the recovery of historical memory of traumatic conflicts from the perspective of Cultural Studies, particularly through narrative and film, especially those works that include mobility, migration, and exile.

TEACHING IN THE CONDITIONAL: EMBRACING TRANSLANGUAGING TO DEVELOP CRITICAL THINKING IN THE INTERMEDIATE LEVEL CLASSROOM

**Presenter:** Carola Goldenberg, The George Washington University, Washington, DC

**Primary audience:** Higher Ed

This session reframes the role of the L1 in intermediate level classrooms. Rather than viewing students' L1 as obstacles, it shows how informed L1 use supports critical thinking and problem-solving when engaging complex social justice content. The study explores translanguaging strategies that honor students' full linguistic repertoires while sustaining L2 communicative development, creating classrooms where flowing between languages enhances proficiency growth.

#### ENSEÑANDO TIEMPOS VERBALES CON LIRICAS DE RAFAEL HERNÁNDEZ: SENTIMIENTOS CULTURALES EN PASADO, PRESENTE Y FUTURO

**Presenters:** Dra. Louise I. Greene-Rodriguez & Ms. Charlene A. Greene-Rodríguez, Puerto Rico L.G.R. Holocaust Museum and Research Center (School Project), Aguadilla, Puerto Rico

**Primary audience:** General

Rafael Hernández, fallecido, continúa siendo reconocido como un compositor proveniente de Aguadilla, pueblo al noroeste de Puerto Rico cuyas líricas expresan sentimientos vividos en nostalgia del pasado, reafianza de un presente y esperanzas de un futuro incierto. Sus líricas se convierten en instrumento de enseñanza significativa para adentrarnos y adentrar a los aprendices en la importancia de los tiempos verbales en español para mejorar nuestra comunicación y entendimiento en una civilización globalizada bajo distintos parámetros.

#### BEGINNING SPANISH AS CAREER-READY EDUCATION: INTEGRATING TRANSFERABLE SKILLS FROM DAY ONE

**Presenters:** Maria Laura Mecias, Alexandre Menager, María Fernanda Colón, María de la Cruz Mora, Dairén Zamora Carvajal, & Matthew Skolar; University of Florida, Gainesville, FL

**Primary audience:** Higher Ed

#### INTERCULTURAL COMMUNICATION TOOLS AND STRATEGIES TO INVESTIGATE AND SELF-ASSESS PRODUCTS PRACTICES AND PERSPECTIVES

**Presenter:** Regina O'Neal, Baltimore Polytechnic Institute, Baltimore, MD; & Claudia Dugan, NDMU, MFLA and CCPS, Baltimore, MD

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

Beginning Spanish as Career-Ready Education: Integrating Transferable Skills from Day One This hands-on session shows how beginning Spanish classes can build career-ready skills without changing course goals. Presenters share adaptable interpersonal, interpretive, and presentational tasks that integrate communication, collaboration, problem-solving, and cultural awareness into daily instruction. Designed for high school and college instructors, the session offers concrete activities and small instructional shifts teachers can implement immediately.

#### COACHING IN ALL TENSES: PREPARING CONFIDENT SPANISH EDUCATORS

**Presenters:** Francesca Sunkin, Western Kentucky University, Bowling Green, KY; & Brook Goralski-Cumbajin, Alverno College, Milwaukee, WI

**Primary Audience:** Higher Ed

**Preliminary Schedule**

This session reframes university supervision of Spanish teacher candidates as growth-centered coaching rather than compliance-based evaluation. Drawing on structured observation cycles and reflective conferencing, it highlights strengths-based feedback, strategic identification of growth areas, and candidate-driven problem solving. Participants will explore practical supervision strategies that foster resilience, confidence, and adaptability, preparing future Spanish educators to navigate evolving classroom realities and sustain the profession.

#### STRATEGIC COMPETENCE AND INTERPERSONAL COMMUNICATION IN IMPROVISATION SCENARIOS FOR THE SPANISH CLASSROOM

**Presenters:** Eduardo Negueruela-Azarola & Yvonne Gavela-Ramos; Princeton University, Princeton, NJ

**Primary Audience:** Higher Ed

This presentation explores how theater-based improvisation develops interpersonal communication and strategic competence in the L2 classroom, grounded in Vygotsky's Sociocultural Theory. It defines key concepts, outlines guided improvisation and reflection tasks, and provides practical scenarios. Improvisation fosters awareness of message, transaction, and roles, promoting learner agency and communicative development.

#### **Session Block 17 (2:00 – 2:50)**

#### FROM AWARENESS TO ACTION: BUILDING CRITICAL AGENCY IN THE SPANISH FOR THE PROFESSIONS CLASSROOM

**Presenters:** Agustina Carando, Ana Ortega, Andrea Hernández, Leigh Houck; University of California Davis, Davis CA;

**Primary audience:** General

This presentation brings together Critical Language Awareness and Linguistic Landscape methodology in a Spanish for the Professions course. The goal is to evaluate whether this framework can help students develop critical tools to navigate multilingual professional environments in the U.S. Using quantitative and qualitative methods, we measured the extent to which students developed agency as active participants in shaping more equitable and inclusive language practices in their fields.

#### WHICH VARIABLES IMPROVE VOCABULARY LEARNING THE MOST?

**Presenter:** Joe Barcroft, Washington University in St. Louis, MO

**Primary Audience:** General

While knowing which variables improve second language vocabulary learning can help language instructors, knowing relative amounts of gain these variables produce can help even more. This presentation reports a systematic review on degrees to which different variables—like using multiple talkers to present words and providing opportunities to retrieve words—improve vocabulary learning. Variables with the most benefit are identified, and concrete examples of how to integrate them into Spanish and Portuguese teaching are provided.

## MULTIMODAL PATHS TO PORTUGUESE: MUSIC, MOVEMENT, ART, AND LINGUISTIC IDENTITY IN THE L2 CLASSROOM

**Presenter:** Len Sekelick, Prince George's Community College, Largo, MD

**Primary audience:** General

This session presents strategies for integrating Brazilian cultural resources—music, museum exhibits, and visual art—into Portuguese instruction. Drawing from Rio de Janeiro’s Aquele Abraço show at the Roxy and São Paulo’s Museu da Língua Portuguesa and MASP art museum, the session highlights multimodal approaches that engage auditory, visual, and kinesthetic learners while linking language to Brazil’s past, present, and future. For Spanish instructors present, similar cultural anchors in the Spanish-speaking world will be suggested as well.

## INNOVATIONS IN TEACHING POR AND PARA: IMAGES, COLORS, AND INFORMATION PROCESSING

**Presenter:** 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 integration of por and para in student interlanguage while lowering the affective filter that would impede learning.

## IS THIS A WORD? INSIGHTS FROM VOCABULARY TESTS AMONG HERITAGE AND SECOND-LANGUAGE LEARNERS OF PORTUGUESE

**Presenter:** Fernanda Ferreira, Bridgewater State University, Bridgewater, MA

**Primary audience:** Higher Ed

This study examines the role of vocabulary knowledge in language acquisition and maintenance, emphasizing the importance of family language use. Using the LexPT vocabulary test, it assessed learners at three universities. Results show that heritage learners generally outperform second-language learners, supporting prior research on early exposure. However, differences were not statistically significant due to wide variability within groups, though a small-to-medium effect size suggests a meaningful heritage learner advantage.

## NO REQUIREMENT, NO PROBLEM: STRATEGIC COURSE DESIGN FOR SUSTAINING SPANISH ENROLLMENT

**Presenter:** Francesca Sunkin, Western Kentucky University, Bowling Green, KY

**Primary audience:** Higher Ed

This session connects past, present, and future by examining how Spanish programs evolve across institutional time. It reflects on enrollment models centered on language requirements, addresses current challenges of enrollment decline and program contraction, and offers practical, implementation-focused strategies for sustainability through innovative General Education course design and certificate pathways.

#### DON'T STALL ON THE CLIMB: DESIGNING FOR BILITERACY AND BEYOND

**Presenter:** Brandee Mau, Avant Language, Salt Lake City, UT

**Primary audience:** General

Too many language programs feel like kiddie coasters—steady, predictable, and safe. But at Intermediate proficiency, the climb gets steeper, and momentum often stalls. In this interactive session, we'll explore how to design learning experiences that keep the ride moving. Participants will identify common plateau points and redesign tasks to add cognitive stretch, purposeful challenge, meaningful communication, and the momentum students need for biliteracy and beyond.

#### LAS ARTES GRÁFICAS DE LA GUERRA CIVIL ESPAÑOLA

**Presenter:** Nancy Membrez, The University of Texas at San Antonio, San Antonio, TX

**Primary audience:** Higher Ed

Una de las épocas más contundentes de las artes gráficas españolas acompañaba la década de los 1930 y brotaba plenamente durante la Guerra Civil Española (1936-1939), por lo cual se dedica esta sesión al origen publicitario de los carteles y al análisis de los carteles y otras ilustraciones mismos para contrastar la producción de los dos bandos de la contienda.

#### GET YOUR KIDS TALKING! SEAMLESS ORALS FOR YOUR LANGUAGE CLASSROOM

**Presenter:** Gonzalo del Real, Kent School, Kent, CT & Quinnipiac University, Hamden, CT

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

This session focuses on a variety of speaking activities that get students talking in class in fun and low-stakes ways and how to build up to conversational speaking assessments. The session will include activities based on self-recordings off prompts, paired conversational activities, unplanned improv sessions and activities, skit preparations, movie creations, and more. Rubrics, procedures, and student examples will be presented, and participants will walk away with a shared Google Folder with materials that can be used for their own future activities.

#### TEACHING LATIN AMERICAN CULTURE AND CIVILIZATION THROUGH MUSIC

**Presenter:** Odalis P. Hidalgo, SUNY Cortland, Cortland, NY

**Primary audience:** General

The use of music in language classes is proven to be beneficial at all of levels. However, teaching culture and civilization while surpassing linguistics barriers can be challenging. This presentation will focus on the integration of music as a teaching tool to promote, through rhythm and a specific framework, the absorption of new complex information about the historic process of Latin-America Culture and Civilization.

#### LA IMPORTANCIA DEL IDIOMA ACÁDEMICO COMO TRADUCTOR E INTERPRETE, Workshop (2:00 – 3:50)

**Presenter:** Clotilde Santana, NYS Statewide RBERN, Manhattan, NY

**Primary audience:** Higher Ed

El dominio del idioma académico es esencial para traductores e intérpretes, ya que asegura precisión terminológica, rigor conceptual y coherencia en la transmisión de ideas complejas. Este registro lingüístico

**Preliminary Schedule**

permite interpretar y traducir con fidelidad textos científicos y especializados, así como comunicar conceptos abstractos en contextos profesionales y académicos. Un adecuado manejo del lenguaje académico fortalece la calidad del trabajo, mejora la claridad comunicativa y contribuye a la credibilidad profesional de quienes ejercen estas funciones.

#### TEACHING SMARTER WITH AI: GOOGLE GEMINI AS YOUR CLASSROOM ASSISTANT

**Presenter:** Haydee Taylor-Arnold, Ladue Horton Watkins HS, St. Louis, MO

**Primary audience:** General

How can AI simplify planning and support students' language learning? This session explores how Google Gemini can serve as a collaborative assistant for world language teachers. Participants will engage with practical examples of using Gemini for lesson design, resource creation, and effective feedback, saving time while enhancing instruction.

#### AATSP MENTORING PROGRAM: GETTING AND GIVING GUIDANCE

**Presenters:** Cheryl Fuentes, AATSP Active Retirees co-chair, Sugar Land TX; Christine Campbell, AATSP Active Retirees co-chair; & Mary-Anne Vetterling, Regis College, Lexington, MA

**Primary audience:** General

AATSP Mentoring Program is intended to assist AATSP members who are new to teaching, in new teaching scenarios, or seeking to develop skills in new areas related to Spanish and/ or Portuguese language by pairing them with 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!

### **Session Block 18 (3:00 – 3:50)**

#### BUILDING CAPACITY FOR BILINGUAL AND CULTURALLY-RESPONSIVE HIGHER EDUCATION - #ABCHIGHERED PROJECT - DESAFÍOS, OPORTUNIDADES Y APRENDIZAJES

**Presenters:** Jhonatan Henao-Muñoz, Itzel Íñiguez, University of Arizona, Tucson, AZ; Julián Vega, Pima Community College, Tucson, AZ

**Primary audience:** Higher Ed

En esta sesión reflexionamos sobre la iniciativa Advocating for Bilingual & Culturally-responsive Higher Education. Financiado por el programa HSI Faculty Seed, la iniciativa fomenta la bilingüedad y espacios de escritura bilingüe, mejorando el éxito académico de los estudiantes hispanohablantes. Se presentarán los objetivos del proyecto y sus respectivos desafíos, oportunidades y aprendizajes antes, durante y después de la ejecución del proyecto. Con potencial para replicarse en otras combinaciones bilingües, se discutirá sobre contextos institucionales y adopción.

#### EXPLÍQUENMELO: MAKING PHONOLOGY ACCESSIBLE, ONE REEL AT A TIME

**Preliminary Schedule**

**Presenter:** Ally Milner, Washington University in St. Louis, St. Louis, MO

**Primary audience:** Higher Ed

El aprendizaje basado en los proyectos facilita el aprendizaje activo por contextualizar lo aprendido en un contexto auténtico. En esta presentación, se compartirán detalles sobre un proyecto de ABP para estudiantes de pregrado de fonética y fonología. El proyecto, Explíquenmelo, consiste en diseñar y grabar un reel que aborda un tema de la variación fonológica en el mundo hispanohablante. Diseñado para una audiencia general, Explíquenmelo logra informar al público—y no solamente a la instructora del curso—sobre la variación sociofonética y recalcar los beneficios del ABP.

**BRAZILIAN CULTURAL IDENTITY IN LANGUAGE CLASSES: PAST, PRESENT, AND FUTURE, Panel Session**

**Presenters:** M. Luci Moreira, College of Charleston, Charleston SC; Mércia Flannery, University of Pennsylvania, Philadelphia, PA

**Primary audience:** General

This panel features two talks that demonstrate how to integrate cultural elements in Portuguese language classes. These presentations will highlight the connections between culture, history, and society, through the study of news, food and cuisine, and other long-established Brazilian traditions not always well developed or explored in typical language classes.

**STRENGTHENING OUR CHAPTERS: SUPPORTING MEMBERSHIP GROWTH AND ENGAGEMENT**

**Presenter:** Sybil Sanchez-Jacome, Randolph High School, Randolph, NJ

**Primary audience:** General

This session is designed for chapter leaders and AATSP members who are interested in revitalizing, sustaining, and growing their chapter membership—especially in communities experiencing recent declines. Participants will engage in a collaborative conversation focused on identifying common challenges, sharing effective strategies, and exploring practical solutions to strengthen chapter engagement and retention. Together, we will discuss members' needs, successful outreach efforts, innovative programming ideas, and ways AATSP can better support chapters at both the regional and national levels.

**TEACHING AI TO TEACH LIKE YOU: USING SNORKL TO BUILD SPANISH PROFICIENCY**

**Presenter:** Jason Paetz, Frankenmuth High School, Frankenmuth, MI

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

This session demonstrates how the AI-powered recording tool Snorkl can translate teacher expectations into personalized student feedback. Participants will explore how visual and text-based prompts paired with intuitive coaching and a 1–4 scoring scale promote reflection, revision, and oral proficiency. Attendees will experience live examples and leave with practical strategies for scalable, student-centered assessment. The presenter is a 25-year veteran of public school teaching who was the Michigan World Language 2023 Teacher of the Year.

**Preliminary Schedule**

**“¡PERO ES QUE NO ME GUSTA LA LITERATURA, PROFESOR/A!” TRANSITIONING HISPANIC LITERATURE COURSES ONLINE TO INCREASE STUDENT ENGAGEMENT**

**Presenter:** Yvette Fuentes, Nova Southeastern University, Ft. Lauderdale, FL

**Primary audience:** Higher Ed

Hispanic literature surveys have been a staple in most modern language departments, but with students moving away from the Humanities, enrollment in these courses and language programs, in general, have plummeted. This presentation will center on transitioning Hispanic literature courses to an online format to increase student enrollment and engagement. The presenter will discuss current pedagogy on online language and literature teaching and share her experience designing and teaching a fully asynchronous introductory Spanish Literature course.

**PROMOTING MULTILINGUALISM IN SCHOOLS: A FRAMEWORK FOR IMPLEMENTING THE SEAL OF BILITERACY**

**Presenter:** Amy Heineke, Loyola University Chicago, Chicago, IL

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

The Seal of Biliteracy has emerged as a promising policy to promote U.S. students' competencies in multiple languages. Drawing from our ACTFL text, this session presents a framework to implement the Seal of Biliteracy. The 5P framework includes: (a) defining purpose, (b) determining proficiency assessments to evaluate biliteracy, (c) designing programs to support language development, (d) working with partners to facilitate implementation, and (e) using strategies for promotion across schools and communities.

**TEACHING IN ALL TENSES: CONNECTING AI-ENHANCED LANGUAGE ACTIVITIES WITH THE PAST, PRESENT, AND FUTURE OF SPANISH-SPEAKING COMMUNITIES**

**Presenter:** Marcela van Olphen, University of Tampa, Tampa, FL

**Primary audience:** Higher Ed

This session explores AI-enhanced teaching activities that honor the past, present, and future of Spanish language instruction through authentic conversation partnerships with global Spanish-speaking facilitators. Grounded in pedagogical and linguistic principles, participants will explore ethical AI implementation strategies that bridge historical cultural roots with contemporary digital literacies, fostering meaningful cross-cultural connections that propel Spanish-language education into its next chapter. These college-level activities are readily adapted for other level contexts.

**TEACHING IN ALL DIMENSIONS: USING 360° VIDEO TO ENGAGE STUDENTS IN THE PAST, PRESENT, AND FUTURE OF LANGUAGE LEARNING**

**Presenters:** Jeff Longwell, Stacey Bejarano & Yureidy Chinchilla Romero; New Mexico State University, Las Cruces, NM

**Primary audience:** General

Step into new dimensions of teaching and engagement! Discover how 360° videos can transform how students experience language and culture. Learn to use YouTube and other platforms to enhance cultural learning, build curiosity, and connect language instruction across the past, present, and future. Help students “be there” linguistically and culturally for visits to historical landmarks, street festivals, marketplaces, and more. Attendees will leave with ideas and resources for the classroom.

**BAD BUNNY: EL USO DE LA MÚSICA COMO MEDIO DE RESISTENCIA**

**Presenter:** Margarita De León Viera, Affiliation, City, State

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

This 60-minute interactive session examines how Bad Bunny's latest album *Debí Tirar Más Fotos* and his residency *No me quiero ir de aquí* serve and *el Súper Tazón* as powerful cultural texts that reclaim Puerto Rican identity and resist outside forces of erasure and gentrification. Far beyond entertainment, Bad Bunny positions himself as both artist and activist, weaving themes of belonging, nostalgia, resistance, and pride that resonate deeply with global conversations on identity and culture.

LA IMPORTANCIA DEL IDIOMA ACÁDEMICO COMO TRADUCTOR E INTERPRETE, Workshop cont. (2:00 – 3:50)

**Presenter:** Clotilde Santana, NYS Statewide RBERN, Manhattan, NY

**Primary audience:** Higher Ed

El dominio del idioma académico es esencial para traductores e intérpretes, ya que asegura precisión terminológica, rigor conceptual y coherencia en la transmisión de ideas complejas. Este registro lingüístico permite interpretar y traducir con fidelidad textos científicos y especializados, así como comunicar conceptos abstractos en contextos profesionales y académicos. Un adecuado manejo del lenguaje académico fortalece la calidad del trabajo, mejora la claridad comunicativa y contribuye a la credibilidad profesional de quienes ejercen estas funciones.

BULLDOG EXPLORERS: BRINGING WORLD LANGUAGES TO YOUNG LEARNERS

**Presenters:** Kelly Moser & Kenneth V. Anthony, Mississippi State University, Starkville, MS

**Primary audience:** General

Bulldog Explorers is a community-engaged, exploratory program designed to spark young learners' curiosity about world languages and cultures. This session introduces monthly "suitcase" kits that connect families, libraries, and universities through hands-on activities, cultural exploration, and simple language chunks. Participants will see how Bulldog Explorers supports the World-Readiness Standards while offering an affordable, flexible pathway to expand access to early language learning beyond the classroom.

ECOS DE RESILIENCIA: ENSEÑANDO EL PASADO, PRESENTE Y FUTURO DE LA CULTURA AFRO-LATINA EN EL AULA DE ESPAÑOL

**Presenters:** Rosa María Bell, James Campbell HS, PLC Culture and Diversity/ Cafecito Cultural, Ewa Beach, HI

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

En esta sesión, exploraremos la rica herencia cultural afro-latina y su relevancia en la enseñanza del español. A través de actividades interactivas y proyectos comunitarios, los educadores aprenderán cómo integrar la historia, las contribuciones contemporáneas y las futuras narrativas afro-latinas en sus aulas, fomentando una comprensión más profunda de la diversidad y el empoderamiento cultural entre los estudiantes.

UNA VISIÓN INSPIRADORA PARA MOTIVAR, CONECTAR Y DESARROLLAR HABILIDADES LINGÜÍSTICAS Y CULTURALES EN ESTUDIANTES, PROFESORES Y LÍDERES DE AATSP, Panel Session

**Preliminary Schedule**

**Presenters:** Marilia Amat-Baralt, West Fork High School, Kingwood, TX; & Mary McConville, British International School of Houston, Katy, TX

Esta sesión presenta como poner en vigor una estructura exitosa para que los capítulos puedan explorar formas o estrategias prácticas para fortalecer habilidades lingüísticas y culturales. Este taller aborda cómo planificar el calendario anual y cómo usar las herramientas tecnológicas para promover los eventos a lo largo del año, para fomentar la participación estudiantil y la colaboración entre profesores. Un enfoque especial es como nuestro capítulo ha introducido la competencia de español para nuestros estudiantes de herencia y no herencia.

**AATSP EXAMS (NSE) AWARDS**

**AATSP Awards Ceremony (4:00 – 5:30)**

**Closing Reception (5:30 – 7:00)**

**Saturday, July 11 | Day Four**

**Registration Open (8:00 – 10:00)**

**Session (8:00 – 8:50)**

**Preliminary Schedule**

## CHOICE BOARDS: DIFFERENTIATING SPANISH AND PORTUGUESE THROUGH PAST, PRESENT, AND FUTURE TENSES

**Presenter:** Lori Young, Carmel Catholic High School, Mundelein, IL

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

By using ACTFL proficiency levels, Choice Boards help students work at a level that challenges them without feeling overwhelmed. Plus, they make it easier for you to meet the needs of all learners without creating extra work. Come learn how to create and use Choice Boards to make your lessons more engaging and effective for everyone!

### **Session (9:00 – 9:50)**

## ENERGIZING LANGUAGE LEARNING: MOVEMENT IN THE WORLD LANGUAGES CLASSROOM

**Presenter:** Alexia Martinez, Pasco County, Land O Lakes, FL

**Primary audience:** General

This session explores how movement boosts engagement, comprehension, and retention in world language instruction. Learn to integrate TPR, games, and kinesthetic routines to support vocabulary, culture, and communication. Discover research-based benefits and leave with practical, low-prep strategies for any level to create a vibrant, student-centered classroom where language comes alive!

## TEACHING ACROSS TENSES: BUILDING A HERITAGE SPANISH PIPELINE FROM IDENTITY TO OPPORTUNITY

**Presenters:** Ana María Pinzón, Frederick Community College, Frederick, MD; & Ivonne Bruneau-Botello, Montgomery College, Rockville, MD

**Primary audience:**

Heritage Spanish learners are one of the fastest-growing groups in U.S. language programs, yet many don't continue to advanced levels. This interactive session focuses on what actually works in the classroom. We will share strategies to support heritage learners from middle school through university, including project-based learning, translanguaging, and assignments that connect to students' communities and lived experiences. By the end of the session, attendees will begin designing their own pathway to support heritage learners in their specific contexts.

### **Workshops (8:00 – 9:50)**

## PEDAGOGIES OF BELONGING: MASCULINITY, CULTURAL MEMORY, AND CREATIVE WRITING FOR HERITAGE SPANISH STUDENTS

**Presenter:** Julio Enriquez-Ornelas, Wabash College, Crawfordsville, IN

**Primary audience:** General

This workshop explores pedagogical approaches for teaching Spanish to heritage speakers through Mexican cultural production, masculinity, and storytelling. It demonstrates how creative writing can foster identity, confidence, and cultural affirmation, with guided exercises on community storytelling and reimagining narratives around mexicanidad, patriarchy, and belonging. Participants will see sample assignments and strategies, considering how creative and critical practices help heritage speakers develop voice, agency, and a deeper connection to Spanish as a cultural heritage.

#### USING SUNO.COM TO CREATE CONTENT

**Presenter:** Nancy Membrez, The University of Texas at San Antonio, San Antonio, TX

**Primary audience:** General

Demonstration and workshop of using SUNO.com to create original music and lyrics in any language to inspire and instruct your students as well as for your own pleasure and sense of accomplishment. This AI program allows you to input as little or as much as you want. Don't miss out on one of the greatest innovations of our times! Bring a phone with internet capability to get the most out of this presentation.

#### VIAJE LINGÜÍSTICO AL PASADO, PRESENTE Y FUTURO DEL ESPAÑOL CON INTELIGENCIA ARTIFICIAL

**Presenter:** Yuseth Jiménez, Durand Arkansaw Middle and High School, Durand, WI

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

Como docente de español, siempre he creído que la lengua es un puente entre épocas, culturas y formas de pensar. Con esta ponencia propongo un enfoque innovador que conecta el pasado, presente y futuro del español, integrando herramientas de inteligencia artificial para enriquecer nuestras prácticas docentes y motivar a nuestros estudiantes a explorar la lengua desde nuevas perspectivas.

#### EVALUAR SIN LIMITAR: PASADO, PRESENTE Y FUTURO DE LA EVALUACIÓN AUTÉNTICA EN EL AULA DE HERENCIA

**Presenter:** Beatriz Uzal Caneiro, Pan Comido Spanish Language School LLC, Los Angeles, CA

**Primary audience:** General

Esta presentación explora la evolución de la evaluación en el aula de español para hablantes de herencia, desde modelos normativos hasta enfoques auténticos y equitativos. Se analizarán ejemplos de prácticas basadas en la pedagogía sociocultural que promueven la agencia, la reflexión y la validación de los repertorios lingüísticos de los estudiantes, y se proyectarán caminos futuros para integrar tecnología y evaluación humanista en la enseñanza del español.

#### TEACH FOR PROFICIENCY NO MATTER THE CIRCUMSTANCE

**Presenter:** Allynn Lodge, Thayer Academy, Braintree, MA

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

Teaching for proficiency does not mean abandoning your current curriculum. This session supports teachers who want to build communicative classrooms while working within certain curricular constraints. Discover adaptable strategies that fit any setting, including courses built around isolated grammar topics. Learn easy,

**Preliminary Schedule**

ready-to-implement routines that provide meaningful repetition of key structures, keep grammar in context, and strengthen classroom community.

#### EL TEATRO EDUCATIVO EN ESPAÑOL COMO EXPERIENCIA ACTIVA PARA ENSEÑAR LITERATURA Y CULTURA

**Presenter:** Gabriel Villegas, University of Central Florida, Orlando, FL

**Primary audience:** General

El teatro educativo ofrece experiencias auténticas que fortalecen las destrezas lingüísticas y culturales. Presentaremos estrategias probadas con la obra escolar Don Quijote en USA que los docentes pueden aplicar en clases de español para promover participación, fluidez y una conexión más profunda con la literatura.

#### EL JUEGO ES UNA COSA MUY SERIA: FÓRMULAS PARA INTRODUCIR CONTENIDOS CULTURALES Y LINGÜÍSTICOS A TRAVÉS DEL JUEGO

**Presenters:** Román Navarro & Miriam Levie, Hablandis - Centro internacional de idiomas, Málaga, España

**Primary audience:** General

El juego desinhibe, libera, y puede ayudar a conectar con la cultura y la visión del mundo de la lengua que lo vehicula. Usado tradicionalmente en clase como recurso balsámico, es un complemento ideal para trabajar contenidos específicos del aula de español, así como de temáticas más transversales. En este taller proponemos fórmulas rápidas y eficaces para trabajar con actividades lúdicas, y que puedes usar directamente mañana (o cuando regreses de tus vacaciones) en tu clase de español.

#### FROM CLASSROOM TO CAREER: CONNECTING LANGUAGE LEARNING TO EMPLOYABILITY

**Presenter:** Linda Egnatz, The Global Seal of Biliteracy, Frankfort, IL

**Primary audience:** General

Help students see language learning as career preparation from day one. Explore how stackable, digitally-shareable micro-credentials—like language certifications—boost enrollment, motivate learners, and validate in-demand soft skills. Backed by data highlighting employers' top hiring priorities, this session connects language competencies to real world jobs and identifies practical ways to engage students by identifying future job opportunities and incorporating their interests into classroom activities. Included are proven strategies to enhance both LSP and CTE programs.

#### APLICANDO LA NEUROCIENCIA EN EL AULA

**Presenter:** Dr. Brenda Gonzalez & María Pérez, InnovSpire Growth Institute, LLC, 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.

**Preliminary Schedule**

## MÁS ALLÁ DEL INDIVIDUO: PEDAGOGÍA DE LO COLECTIVO EN LA ENSEÑANZA DEL ESPAÑOL

**Presenter:** María Datel, Boston University, Boston, MA

**Primary audience:** Higher Ed

Este workshop propone integrar pedagogías de lo colectivo en cursos de español mediante estrategias decoloniales y multimodales. A través de prácticas como I Notice/I Wonder, escritura colectiva, círculos de diálogo y uso de música y literatura, se fomenta la interdependencia, la conciencia crítica y la co-construcción del conocimiento. Se compartirán estrategias concretas para fortalecer comunidad, agencia y compromiso sostenido.

## BILINGUAL STORYTELLING FOR SOCIAL-EMOTIONAL GROWTH: A HANDS-ON APPROACH WITH AHVIAN THE CREATIVE

**Presenters:** Mahiette Tarrago & Antonia Llull, MOT, OTR/L, Ahvian the Creative, FL

**Primary audience:** PreK-5

This workshop introduces a Spanish-English curriculum that blends language learning with social-emotional growth. Through stories featuring Ahvian and his dog Ahrya, children explore emotions, relationships, and culture. Educators will engage with unique tools—finger puppets, plush characters, SEL blankets, and interactive props—that support vocabulary, expression, and dialogue. Designed with occupational therapy input, the program aids diverse learners, including neurodiverse students, while aligning with standards and promoting whole-child development.



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