EDITOR'S MESSAGE:

Dear Colleagues:

I hope and trust that all of you had a good school year and are currently taking advantage of many opportunities for travel, renewal and getting caught up on a whole range of things in your lives. Indeed I hope to see many of you at the AATSP annual meeting in Albuquerque, July 9-12. If you cannot attend that meeting this year you have a special opportunity to attend the 11th AATSP Biennial Northeast Regional meeting, which will be held in the Boston area at Regis and Wellesley Colleges, October 9-12, 2009. The call for papers (see below) has been extended to July 15th and registration details will be available in August. We plan to make this conference as affordable as possible and yet give members a good opportunity to share information with one another in a pleasant setting. The leaves in New England should be at their most colorful that weekend.

We are now including some very interesting advertisements in Enlace in order to give readers a way to find out about special opportunities of interest. Please scroll down to the end of this newsletter in order to see the advertisements for study in Cuernavaca, Masters’ programs at St. Louis University in Madrid and at New Mexico State’s Distance Learning Program, and a website featuring materials for the teaching of Spanish at various different levels.

Best wishes to all,
Mary-Anne Vetterling
Editor of Enlace
Professor of Spanish
Regis College, Weston, MA

NEWS FROM THE AATSP 11TH BIENNIAL NORTHEAST REGIONAL MEETING

Call for Papers Extended. Due July 15, 2009:
Papers and sessions may address a range of topics of interest to teachers of Spanish and Portuguese at all levels, Pre-K through Graduate. Presentations can be in Spanish and / or Portuguese / English/ Bilingual regarding Language, Literature, Film, Culture, Research, Pedagogy. In your abstract please specify whether you are submitting a paper, session, panel, workshop, poster session, performance or a creative presentation.

**Conference Co-Chairs:**
Mary-Anne Vetterling and Lucia Ortiz, Regis College
Joy Renjilian-Burgy, Wellesley College

Deadline for title and abstract (approx. 100 words): **July 15, 2009**
Send to Mary-Anne Vetterling at MAV@regiscollege.edu  / vetterma@comcast.net
or mail to:
Mary-Anne Vetterling
Regis College, Box 1071
235 Wellesley St.
Weston, MA 02493
781-768-7458

♦ NATIONAL PORTUGUESE EXAM WINNERS
Maria Branco from Falmouth, MA, the Director of the National Portuguese Exam, sends us the following names of the top-placing students and their teachers.

**Congratulations to all!**

**Level 1**
1st prize- Frank Miller -Kecoughtan High School Deborah Sommer (Virginia)
2nd prize- Diane Mickelson - St Davis School Matthew Offner (South Carolina)
3rd prize- Adam Van Dyke - St Davis School Matthew Offner (South Carolina)

**Level 2**
1st prize- Alyssa Russell -Falmouth High School Maria Branco (Massachusetts)
2nd prize- Stefanie Ribeiro - Brockton High School Americo Motta (Massachusetts)
3rd prize- Calee Therrien- Coyle and Cassidy High School Sonia Pires and Tony Nunes (Massachusetts)

**Level 3**
1st prize- Justin Mendes -Falmouth High School Maria Branco (Massachusetts)
2nd prize- Sara Cabral - St Mary Bay View Academy Virginia Craveiro Davis (Rhode Island)
3rd prize- Rute Santos- Brockton High School Americo Motta (Massachusetts)

**Level 4**
1st prize - Alexandra de Sousa- Coyle and Cassidy High School Sonia Pires and Tony Nunes (Massachusetts)
2nd prize- Igor Souza -Falmouth High School Maria Branco (Massachusetts)
3rd prize- Leticia Gomes -Falmouth High School Maria Branco(Massachusetts)
Saudações, saludos, greetings. As we finalize plans to participate in our Association's 91st Convention in Albuquerque, it is a pleasure to acknowledge that so far we expect five hundred attendees, a strong turnout under any circumstances and particularly so at a time when academic and professional travel is under the pressure of financial difficulties.

Our program's offerings include more than 200 workshops, sessions and academic panels, among which there are 17 sessions on Portuguese language topics and culture, a clear indication of the vitality of these teaching and research areas. There is also a poster session, which at the time of this writing lists nine research and curricular projects in visual presentation.

Entertainment activities include the President's Welcome Reception, the NSE/SHH/SHA Reception, and the Awards Luncheon. There will be two featured author sessions, one with Margarita Robleda, sponsored by Santillana Publishing, and the other with Clara Sánchez, under the auspices of the Ministerio de Cultura de España. In addition, the art program will feature a session with concert performer Justo Lamas and another with concert pianist Dalma Bottarini Gandolfo, sponsored by NSE.

Outdoor activities will include excursions featuring tours of Albuquerque, Sandia Peak and local winery, and Santa Fe.

Our convention and all of its activities are made possible by the joint cooperation of all AATSP members, the central office staff, the local organizers, and the continuing support of exhibitors, sponsors and advertisers that include publishing companies, the Embassy of Spain, the Ministry of Culture of Spain, printers, travel and tourism organizations, international study and travel programs, and the producers of a variety of language learning products. I believe I express the feelings of the entire Executive Committee in saying that we are proud of and thankful for the participation of all of these individuals and entities, and that we believe that if the present level of cooperation can be maintained, the AATSP will continue to occupy its position of leadership in our profession.

I look forward to greeting you personally in Albuquerque.
NEWS FROM JNCL:

FREQUENTLY ASKED QUESTIONS ABOUT JNCL-NCLIS

By
Emily Spinelli
MIWLA Public Affairs Liaison
Vice-President, JNCL-NCLIS

What does JNCL-NCLIS stand for?
JNCL-NCLIS is the acronym for the Joint National Committee for Languages and the National Council for Languages and International Studies. While the two organizations are affiliated with each other each has a separate focus.

What is JNCL?
The Joint National Committee for Languages was founded in 1976 as an informal coalition of eight national language associations. Since that time JNCL has grown considerably and is now composed of some 63 member organizations encompassing virtually all areas of the language profession: the major and less-commonly taught languages, (including classical languages, English, English as a Second Language, and American Sign Language) bilingual education, linguistics, translation and interpretation, research, and educational technology. JNCL functions as a point of reference for the planning of national language policies and the identification of national needs in this area. JNCL is a 501(c)3 non-profit organization affiliated with NCLIS.

What is NCLIS?
The National Council for Languages and International Studies was also founded in the late 1970s with the release of the report on the President’s Commission on Foreign Language and International Studies which pointed out that support for global education was inadequate. Twelve national language associations then established what later became NCLIS. The main goal was to engage in public advocacy on behalf of languages and international education in order to raise the awareness of policymakers concerning these issues. NCLIS is a 501(c)4 registered lobbying organization and is affiliated with JNCL.

Is the AATSP a member of JNCL-NCLIS?
The American Association of Teachers of Spanish and Portuguese has been a member of JNCL-NCLIS since its inception. Normally, the Executive Director serves as the official representative of the AATSP and attends the May meeting in Washington, DC. Currently, Emily Spinelli serves as the Vice-President of JNCL-NCLIS.

Where is JNCL-NCLIS located?
The JNCL-NCLIS Office is located in Washington, DC near the policymakers and governmental agencies related to the teaching and learning of foreign languages.
Who runs JNCL-NCLIS?
J. David Edwards has served as the Executive Director of JNCL-NCLIS for some 25 years; he has a small staff to help in his efforts. JNCL-NCLIS is governed by a Board of Directors composed of fifteen representatives from among the member organizations. A President, Vice-President, and Treasurer of JNCL-NCLIS are elected from within the Board of Directors and serve as the Executive Committee of the organization.

Does JNCL-NCLIS hold a conference?
Representatives from the member organizations of JNCL-NCLIS meet each May in Washington, DC for a three-day conference. The first day of the annual meeting is called “Legislative Day” when attendees meet on Capitol Hill, learn about important pending legislation related to foreign language education and international studies and then visit the offices of senators and representatives to advocate on behalf of those bills. The remaining two days of the conference are entitled “Delegate Assembly” and time is devoted to further discussion of national policies, trends, and issues related to the profession.

JNCL-NCLIS CONFERENCE
Washington, D.C.
May 7-9, 2009
Delegate Report
Emily Spinelli
Executive Director, AATSP
Vice-President, JNCL-NCLIS

As the Executive Director of the American Association of Teachers of Spanish and Portuguese, I represent the AATSP at the JNCL-NCLIS Delegate Assembly held each May in Washington, DC. It is always a great pleasure to attend these meetings and advocate on behalf of world language education. (See the article printed above, “Frequently Asked Questions about JNCL-NCLIS?” for additional information about this national organization.)

The 2009 Annual Meeting of JNCL-NCLIS took place May 7-9 in Washington, DC. A report of that meeting follows.

LEGISLATIVE DAY: THURSDAY, MAY 7, 2009
On Legislative Day (Thursday, May 7, 2009) the organizational representatives of JNCL-NCLIS met in the Library of Congress. Dan Davidson, JNCL-NCLIS President, greeted the delegates and welcomed them to the annual meeting. J. David Edwards, Executive Director of JNCL-NCLIS, provided an overview of the current issues and bills introduced during this legislative season.
There are several major bills pending that have foreign language and/or study abroad components. Among those bills are the following:

- **H.R. 2111: the Foreign Language Education Partnership Program** H.R. 2111, introduced in the 110th Congress by Rep. Rush Holt (D-NJ) is of particular importance since it is designed to develop and maintain model programs that support articulated language learning in kindergarten through grade 12 thus providing students with the opportunity to gain the language proficiency necessary to function within the target language culture.

- **S.473: Senator Paul Simon Study Abroad Foundation Act.** S.473, introduced by Senator Durbin (D-IL) would authorize $80 million in grants for U.S. students and nongovernmental institutions to provide and promote study abroad opportunities in consortium with institutions of higher education. These grants would be awarded increasingly to students studying in non-traditional locations. This bill was re-introduced from the 110th Congress (S.991 and H.R. 1469).

- **S.1010: National Language Coordination Act of 2009.** S.1010, introduced by Senator Akaka (D-HI) and co-sponsored by Senators Cochran (R-MS), Dodd (D-CT) and Durban (D-IL) would establish a National Foreign Language Coordination Council, directed by a National Language Advisor appointed by the President to oversee, coordinate, and implement continuing national security and language education initiatives.

During the afternoon of Legislative Day I visited the office of Senator Debbie Stabenow as well as the office of Representative Gary Peters. Since Congress was in session, I met with legislative aides who listened to my presentation and promised to take the information back to Senator Stabenow and Representative Peters. I advocated for co-sponsorship of the major bills outlined above and support for all legislation that would positively impact the teaching and learning of foreign languages within the United States.

**DELEGATE ASSEMBLY: FRIDAY, MAY 8 and SATURDAY, MAY 9**

On **Friday, May 8** the Delegate Assembly of JNCL-NCLIS met to learn more about the major initiatives within the Departments of Defense, Education, and State.

- Anne Hickey from the American Council on Education and Noelle M. Ellerson of the American Association of School Administrators talked on the Economic Stimulation package and the possible funds for foreign language education.
- Break-out groups discussed the various ideas presented by the invited speakers and formulated a list of initiatives that JNCL-NCLIS should pursue with regard to advocating for the foreign language profession.

The Delegate Assembly met again during the morning of **Saturday, May 9** in order to present reports about recent foreign language initiatives and to attend to the business of the organization including reports by the chairs of the Membership, Finance, and Nominating Committees.

- Michael Lemmon, Ambassador, Retired, reported on the national Language Flagship Language Programs in Arabic, Chinese, and the Eurasian languages. The
Flagship Arabic Program offered by Michigan State University and Dearborn Public Schools was one of the programs highlighted.

- Miriam Kazanjian, Consultant, Coalition for International Education, reported on the 50th anniversary of the National Defense Education Act (NDEA) and presented a draft of the video that will be used to promote foreign language study.

The Delegate Assembly adjourned at 12:00 PM on Saturday, May 9, 2009.

**A Taste of a Washington Update on YouTube**

Here is a link to an interesting YouTube Video showing Rep. Rush Holt questioning Education Secretary Arne Duncan about foreign languages before the House Education and Labor Committee as found on the JCNL Website:

http://www.youtube.com/watch?v=mwUpmntx-dA

**From the JNCL News Group:**

**Exposure To Two Languages Carries Far-reaching Benefits**

*ScienceDaily (May 20, 2009)* — People who can speak two languages are more adept at learning a new foreign language than their monolingual counterparts, according to research conducted at Northwestern University. And their bilingual advantage persists even when the new language they study is completely different from the languages they already know.

"It's often assumed that individuals who've learned multiple languages simply have a natural aptitude for learning languages," said Viorica Marian, associate professor of communication sciences and disorders at Northwestern University. "While that is true in some cases, our research shows that the experience of becoming bilingual itself makes learning a new language easier."

In the first study to explore a possible advantage in bilinguals who learned a second language at a parent's knee, Northwestern researchers asked three groups of native English speakers -- English-Mandarin bilinguals, English-Spanish bilinguals and monolinguals -- to master words in an invented language that bore no relationship to English, Spanish or Mandarin.

They found that the bilingual participants -- whether English-Mandarin or English-Spanish speakers – mastered nearly twice the number of words as the monolinguals.

And they believe the bilingual advantage is likely to generalize beyond word learning to other kinds of language learning, including learning new words in one's own language and a very basic ability to maintain verbal information.
"After learning another language, individuals can transfer language learning strategies they've acquired to subsequent language learning and become better language learners in general," said Northwestern School of Communication's Marian.

Marian and Margarita Kaushanskaya, now assistant professor of communicative disorders at University of Wisconsin-Madison, are co-authors of "The Bilingual Advantage in Novel World Learning." Their study will be published in the August issue of Psychonomic Bulletin and Review.

The study has important implications for educators who are considering the appropriate age at which to introduce foreign language instruction as well as for parents who in increasing numbers have an option to enroll their children in dual language immersion programs.

"We're seeing that exposure to two languages early in life carries far-reaching benefits," said co-author Kaushanskaya. "Our research tells us that children who grow up with two languages wind up being better language learners later on."

Although there are more opportunities today for children to participate in dual language immersion programs than in the past, parents often avoid them for fear that dual language instruction may end up confusing or distracting their children and inhibit subject learning.

In research presented in the May issue of the Journal of Experimental Psychology, however, the two co-authors demonstrate that bilinguals actually are better able than monolinguals to inhibit irrelevant information while learning a new language. Repressing irrelevant information, after all, is something bilinguals do every time they speak.

What's more, the majority of the world's population outside the United States is bilingual or multilingual, Marian noted. In the U.S., approximately one out of five American households speaks a language other than English at home, according to the U.S. Census. And, with higher birth rates among Hispanics relative to the rest of the population, that proportion is rapidly growing.

Previous research already indicates that individuals who have formally studied two or more languages as adults more easily acquire a new language than monolinguals. New research even indicates that the onset of Alzheimer's disease in bilinguals is, on average, delayed by four years compared to monolinguals.

The Northwestern researchers chose to study bilinguals who learned a second language at an early age and in a non-classroom study to avoid suggestions that their subjects simply were exceptionally talented or motivated foreign language learners.

For their study in Psychonomic Bulletin and Review, the researchers controlled for age, education, English language vocabulary size and, in the case of bilinguals, second language proficiency. Sixty Northwestern University students in their early twenties -- 20

All participants were tested twice for word mastery in the invented language. The initial test took place immediately after they heard and repeated the invented language words. The second test occurred a week later.

Adapted from materials provided by Northwestern University, via EurekAlert!, a service of AAAS.

♦ EDGs for AP:

EDG (Electronic Discussion Group) is where you can find valuable information about the AP exam from other teachers. Here is a link so that you can find more about the EDG and about AP Central, where there are many links to all kinds of useful information.

♦ LINKS TO IMPORTANT AFFILIATED SERVICES OF THE AATSP:

Chapters  https://www.aatsp.org/scriptcontent/custom/chapters/chapterlookup.cfm
NSE  http://www.nationalspanishexam.org/
SHH  www.sociedadhonorariahispanica.org
SHA  http://www.sociedadhonorariahispanica.org/sociedad-honoraria-de-amistad/
HISPANIA  http://www.hispaniajournal.org/

♦ OTHER LINKS OF INTEREST:

Best Spanish Websites:  http://www.uni.edu/becker/Spanish3.html
CARLA:  http://www.carla.umn.edu/
Cemanahuac:  http://www.cemanahuac.com/
JNCL/NCLIS:  http://www.languagepolicy.org/
Middlebury Language Schools:  http://www.middlebury.edu/academics/ls
Middlebury at Mills College:  http://www.middlebury.edu/academics/ls/mills/
NCLRC:  http://www.nclrc.org/newsletter.html
NNELL:  http://nnell.org/
Portuguese American Leadership Council  http://www.palcus.org/mc/page.do
Quia Games in Spanish  http://www.quia.com/shared/spanish/
Sigma Delta Pi  http://www.sigmadeltapi.org/
CHAPTER NEWS:
Here are some homepages of AATSP Chapters that you might wish to access as you look for good ideas for your own chapters and to help you network with other AATSP members.

Alabama Chapter
http://www.aatsp-al.org/

Arizona Chapter:
http://w3.coh.arizona.edu/pal/aatsp/

California Chapter (Southern California):
http://sites.google.com/site/aatspsocal

Florida Chapter:
http://www.faatsp.com/

Georgia Chapter:
http://www.aatsp-ga.org/
http://aatsp-ga.org/index.html

Illinois, Chicago Area Chapter:
http://www.chicagoaatsp.org/

Indiana Chapter
http://www.iaatsp.org/

Kansas Chapter (Girasol)

Massachusetts: Mass Bay Chapter
http://aatsp-massbay.tripod.com/

Minnesota Chapter
http://www.mn-aatsp.org/index.html
http://mn-aatsp.net/default.aspx

Nebraska / Omaha Chapter
http://www.nde.state.ne.us/FORLG/NATSP/NATSP.html

New Jersey Chapter:
http://www.njaatsp.org/

New York: Long Island Chapter
http://www.aatsp.longisland.20m.com/Main.htm
http://aatsplongisland.edublogs.org/

New York: Metropolitan New York Chapter:
http://www.aatspmetn.org

North Carolina Chapter:
http://www.aatsp-nc.org/portal/

North Dakota Chapter
http://bis.midco.net/jmcrow/ndaatsp/index.htm

Virginia Chapter:
http://www.longwood.edu/aatsp_va/MembInfo.html

Washington State Chapter:
http://www.juandefucaaatsp.org/Board-A.html

Wisconsin Chapter:
http://www.aatsp-wi.org
FOR YOUR CALENDAR:

- AATSP, July 9-12, 2009, Albuquerque, New Mexico. [http://www.aatsp.org](http://www.aatsp.org)
- AATSP 11th Biennial Northeast Regional Conference, Boston, MA. MAV@regiscollege.edu
- Southeast Coastal Conference on Languages and Literatures, April 1-2, 2010, Statesboro, GA. [http://ceps.georgiasouthern.edu/conted/seccll.html](http://ceps.georgiasouthern.edu/conted/seccll.html)

For more information about events of interest, please consult the calendar link at the AATSP Website at [http://www.aatsp.org/calendar.php](http://www.aatsp.org/calendar.php)

JOBS:

If you are looking for a new job, be sure to check out the AATSP website either via the scroll-down menu at the top of the AATSP homepage or at [http://www.aatsp.org/joblistings.php](http://www.aatsp.org/joblistings.php) and also go to [http://www.LatPro.com](http://www.LatPro.com)
◆ AATSP 2009 Officers ◆

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University of California, Berkeley  mmazeved@berkeley.edu

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Mayfield Senior School, Pasadena, CA  laura.sanchez@mayfieldsenior.org

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University of California, Riverside.  Quijotista@aol.com

**Executive Director:** Emily Spinelli  
AATSP, 900 Ladd Road Walled Lake, MI 48390  ESpinelli@aatsp.org

**Editor of Hispania:** Janet Pérez (2009)  
Texas Tech University.  janet.perez@ttu.edu

**Executive Council:**

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Schuyler-Colfax, Wayne, New Jersey  SraAlvarez27@aol.com

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Winston-Salem State University, Winston-Salem, CA  andersonrn@wssu.edu

Paul Michael Chandler (2010)  
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Mary E. Glendening (2009)  
Henry James Memorial School, Simsbury, CT  mglendening@simsbury.k12.ct.us

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St. Mary’s Hall, San Antonio, TX  jortega@smhall.org

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Texas Tech University, Lubbock, TX.  genaro.perez@ttu.edu

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Enlace Online is published three times a year by the American Association of Teachers of Spanish and Portuguese, Inc: in the fall, winter and spring, in addition to a special summer edition commemorating the annual meeting of the AATSP. All editorial submissions should be addressed to

Mary-Anne Vetterling, Editor, Enlace, 
Box 1071, Regis College, 235 Wellesley St, 
Weston, MA 02493.
Voice: 781-768-7458; 
FAX: 781-863-1739, 
email: MAV@Regiscollege.edu

Please note the following stipulations regarding submitting materials: 1. Submissions may be written in Spanish, Portuguese or English. 2. Submissions should be made electronically in Word for Windows and submitted either via email or snail mail (CD). 3. Photographs or art work may be in color or black and white. 4. All submissions are subject to editorial review. Deadlines: Fall—August 1; Winter—January 1; Spring—March 1.