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EDITOR’S MESSAGE:

Dear Colleagues:

The conference in Guadalajara was fabulous and it was great to see so many of you there. We had a superb combination of sessions, celebrations and opportunities to share ideas and get caught up on news about one another’s lives and careers! The food at the hotel was delicious and abundant, which made it possible to spend long breakfasts together. Be sure to scroll down in this newsletter to view the numerous pictures from our conference.

I hope that many of you will plan to present at the next AATSP conference in Washington, DC (July 6-9, 2011). Be sure to check the website (http://www.aatsp.org) for details about submission of proposals since those deadlines will be upon us sooner than we can all imagine (They are August 15-October 31, 2010)! Elections will take place online this fall, as well (October 4-October 31, 2010), so be sure to check the website and the emails sent out to you from the National AATSP office. And after meeting those Halloween Deadlines, you need to sign up your students for the NSE Exam (November 1, 2010-January 31, 2011). Scholarship and Travel stipend applications are due right after New Years (January 3, 2011) and Awards Applications are due on May 1, 2011. It will be a busy year and be sure to take advantage of all the opportunities that AATSP has to offer you.

Yet another school year is about to begin with all its challenges and surprises. I do hope that you are getting ready for classes with lots of new ideas and information gathered during the summer months. We are so very fortunate in our profession to have time for reflection and renewal or even just a change of pace or change of faces in our classrooms! I hope that all of you have been able to use your time well. Best wishes for a healthful, pleasant, productive school year.

Sinceramente,

Mary-Anne Vetterling

Editor of Enlace
Professor of Spanish, Regis College, Weston, MA
THE PRESIDENT’S CORNER:

Laura Sánchez, President AATSP, 2010
Presidential Address delivered at the AATSP Annual Meeting banquet, July 11, 2010

Brain and Sex

When I started to ponder the title of my speech to address you my dear colleagues, teachers of Spanish and Portuguese, two words converged simultaneously: Brain, which is an interest of mine, and Sex, which is an interest of most of us. Alas, the title of my speech is a misnomer; I will not be talking about Sex as we know it but Sex: meaning gender.

If I brought to your attention all the research that has been done on the Brain, on the cells neurons or the neo-cortex, where reading, planning, analyzing and decision making occur, we would be here until the wee hours of the night. If I talk about of all the intricacies of the brain, the cerebellum, which controls movement, and the cerebrum, which controls interpretation and memory, we would be here until breakfast.

Have you ever said to your loved one: I love you with all my brain? It sounds so unromantic! But dear colleagues and friends, it is the brain and not the heart that deals with our emotions. The brain regulates and monitors our breathing, movements, and heart rate.

Let us quickly examine the brain. We all have one, although at times we might think we have none, or that we have two since the brain is divided into two Hemispheres, the Left Hemisphere with specific functions of speech, language, math, and logic; and the Right Hemisphere with specific functions of visual imagery, face recognition, spatial abilities, music, and emotions. Both hemispheres usually work and communicate with each other in harmony, but sometimes they have power struggles. Did you hear the Univision announcer at the Uruguay and Ghana match at the World Cup say “El cerebro les ordena a las piernas que corran, pero ellas no quieren obedecer”? 
Although there is much to be said about the brain, I would like to focus on Memory and its importance to us as teachers of Spanish and Portuguese.

What is Memory? Eric R. Kandel, winner of the Nobel Prize for Physiology in his book: *In Search of Memory* defines memory as “The ability to acquire and store information as simple as the routine details of daily life and as complex as abstract knowledge of geography or algebra (pp. 9-10).”

Our brain is bombarded with thousands of chunks of information per second. Fortunately, like the boss who has his calls screened by his secretary, the brain has the RAS (reticular activating system) and the Thalamus to screen the “calls,” (information), that will go through. When this happens, the brain has to decide if the information will be stored in the Short-Term or Long-Term Memory.

The Short-Term Memory can store a maximum of nine things at a time, on average seven, and it can hold information for about fifteen to twenty seconds or more, as long as we keep thinking of it. Otherwise, after a few minutes, it will be forgotten. For example, if we are teaching the use of *Ser* and *Estar*, the first stumbling block in learning Spanish, we often teach one rule of *Ser* at a time, and keep repeating the rule to allow students to think about it.

The Long-Term Memory stores more information than a million encyclopedias. How long ago did you learn how to put on your socks? That information, along with your first kiss, is stored in your Long-Term Memory. Long-Term Memory gives us a lifetime benefit.

What are the memory implications for us language teachers and for our students?

We all want our students to succeed, and we wish they could store the instruction we give them and the materials we prepare for them in their Long-Term Memory. To succeed in this endeavor, what strategies have proven to be successful? A variety of them, and we learn new ones each time we come to our AATSP conferences. Some seem to revolve on the same axis: make the class lively and entertaining. But some will argue that we are in the classroom to teach not to entertain. Although that may be true, we must take into consideration that no two brains are alike, not even in twins, and that students have different learning styles, which is why we use a variety of teaching methods in order to reach a large audience. Why not have some fun in the process and help students to store the information in their Long-Term Memory? In my Spanish 1 class when I teach the Present tense of regular verbs, I use a song that I bought to one of our conferences. My students love it and they learn the conjugations much faster when we use it. In our literature classes, most of us have experienced that as we act out the various characters, for example in *La casa de Bernarda Alba* students enjoy the class more and can discuss the story with ease, and in greater depth. We need to keep reminding ourselves that excitement and emotions trigger the release of nor-adrenaline, which is a memory fixer. So let us keep spicing up our lessons.
Do you know what the attention span of a teenager is? between ten and fifteen minutes. Therefore, when we are teaching a class of High School Freshmen, we must remember that the first fifteen minutes are precious. This is the time when we have their attention. It is the perfect time to teach the most difficult part of the lesson, and right after, we must review and repeat the same information in different ways. As the clock in the classroom keeps ticking, students begin to lose interest, some look at the clock. That is why in some classrooms we might see a poster next to the clock with subliminal messages like: "Your future is in your hands." You would think the brain needs time-out, but in fact, the brain works 24 hours a day. During this time we need to change pace and strategies. For instance: sending students to the board for competitions, or moving students from one row to another for mini-dialogues, and then, as if by a miracle, we will see a surge of energy and interest in the class. Remember what I told you earlier about emotions and the release of nor-adrenaline? We need to grab the moment, and make students do translation exercises, or other activities that can show us if students are grasping and retaining the information we are giving them, which will hopefully, be stored in their Long-Term Memory.

Do you know what the attention span of adults is? Twenty minutes. If we are presenting a paper or a lecture of 45-50 minutes, we cannot simply read page after page. After twenty minutes of our reading, some listeners will be texting, and some might even be listening to their Ipods. What are we to do? Collect all cell phones and Ipods until we are finished presenting? We need to remind ourselves that we are in charge of the class or lecture and that with creativity and sensitivity we can help students stay tuned and in doing so, help them store the information we are giving them, in their Long-Term Memory.

To introduce my second point which is sex, meaning gender and its implications in language learning, I would like to briefly mention the research of Ann Moir, Ph.D., co-author of the controversial book Brain-Sex. According to Moir: "...The hormones… determine the distinct male or female organization of the brain as it develops in the womb (p.19).” So, according to Moir’s research, feeling and behaving are established right after conception, while the brain is developing the gender differences in our thinking.

Many studies have tried to explain gender differences in language expression. Bennet A. Shaywitz, M.D., a professor of Pediatrics at Yale University School of Medicine, along with a few of his colleagues, used an FMRI to study males and females to see how the brain reacted during a variety of tasks: orthographic, phonological and semantic. Dr. Shaywitz states that “During phonological tasks, brain activation in males is lateralized to the left inferior frontal gyrus regions; in females the pattern of activation is very different, engaging more diffuse neural systems that involve both the left and right inferior frontal gyrus (p. 607).” Does this study imply that because of brain structure, women may have a facility for language?

To the above finding, let us add the role that the Corpus Callosum plays in the way men and women verbally express their emotions. The Corpus Callosum is a bundle of nerves and fibers that connect the two hemispheres of the brain. Although there is no difference
in the size of the Corpus Callosum in men and women, in most women the fibers are thicker and these extra fibers, or wires that we have, allow for more rapid communication between the two sides.

Now, let us add one cultural fact, the "machismo" mentality, which does not allow a two-year old boy to cry or verbally express his feelings when he falls because "men don’t cry!" So, as we look into these studies and facts, we could surmise an inadequacy at language manipulation and or verbal expression in men. But what happens along the way that allows you male teachers to be perfectly fluent, not only in one language, but in two or more? We need more research, and we need answers to the questions asked by Eric R. Kandel, "To what degree do men’s and women’s brain structures and cognitive styles differ? Are those differences innate, or do they stem from learning and socializing (p. 316)?"

To conclude, I have given you a romanticized overview of the brain. However, if we pick up a book about the brain we will discover the incredible research that has been done and the current advances in the neurosciences; for example: that ADD, in some cases, can be related to a malfunctioning Corpus Callosum or low levels of dopamine, or what Gerald Edelman, Md., Ph.D., winner of the Nobel Prize for Physiology or Medicine, in his book Second Nature” states: “As powerful as brain science is, however, it is subject to limits. Its detailed exploration of how the brain works remains at an early stage (p. 65).”

Das ist alles, Es todo, C’est tout, Aquele é tudo. Thank you!

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Works Cited


♦ REPORT FROM THE AATSP EXECUTIVE DIRECTOR

JNCL-NCLIS MEETING
Washington, DC
May 20-22, 2010
As the Executive Director of the AATSP, I represent the organization at the JNCL-NCLIS Legislative Day and 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 below, “Frequently Asked Questions about JNCL-NCLIS” for additional information about this national organization.)

The 2010 Annual Meeting of JNCL-NCLIS took place May 20-22 in Washington, DC. A report of that meeting follows.

LEGISLATIVE DAY
On Legislative Day (Thursday, May 20, 2010) the organizational representatives of JNCL-NCLIS met in the Gold Room of the Rayburn House Office Building. 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. Representative Rush Holt (D-NJ) spoke to the group about his pending legislation entitled the Foreign Language Education Partnership Program (See below for details.)

CURRENT LEGISLATION RELATED TO FOREIGN LANGUAGE EDUCATION
There are several major bills pending that are important for world language education and for study-abroad programs. Among those bills under consideration are the following:

- **Reauthorization of the Elementary and Secondary Education Act (ESEA)**
  The Elementary and Secondary Education Act (ESEA) and the Higher Education Act (HEA) are two of the most important pieces of legislation for educators in all fields. Both acts are designed for reauthorization every five years. If Congress fails to reauthorize either act, then the existing legislation remains in force until Congress eventually reauthorizes the bill. The current ESEA legislation, containing the No Child Left Behind program, was scheduled for reauthorization in 2007 but Congress failed to act on it. Now, the Obama Administration has stated that the reauthorization of ESEA is on schedule for discussion and passage prior to the 2010 elections. The new legislation will contain elements relating to Race to the Top.

- **H.R. 4065: Foreign Language Education Partnership Program**
  H.R.4056, introduced in the 111th 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 and 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.3206: Keep Our Educators Working Act of 2010**
  S.3206 will allocate funds and grants to states who will in turn use the bulk of the grant money to award sub-grants to local educational agencies (LEAs) and public institutions of higher education to restore the reductions in state funding for elementary and secondary education and for public institutions of higher education that remain for FY2010 and FY2011, after including the funds they received for such reductions under the American Recovery and Reinvestment Act of 2009.

  S.3206 is important for all levels and all subject matter areas. The bill is related to world languages in that it would help states and districts avoid teacher layoffs that lead to reduction of world language programs and courses.

**CONGRESSIONAL VISITS**
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**
On Friday, May 21 the Delegate Assembly of JNCL-NCLIS met to learn more about the major initiatives within the Departments of Defense, Education, and State. Several speakers from government departments and agencies addressed the Assembly.

- **Edward McDermott**, Senior Program Manager, National Language Flagship Program and **David Plack**, Policy Advisor for the US Department of State, spoke about the National Security Languages Initiative (NSLI).
- **Michael Nugent**, Deputy Director of the National Security Education Program, spoke about the National Language Flagships. He discussed how the Flagship Program is changing the way that Americans learn language by infusing language into the curriculum and setting very clear expectations that undergraduates reach the Superior Level of proficiency by graduation.
- **Andrea Prejean**, Associate Director of NEA, spoke about the NEA initiative “Global Competitiveness: A 21st Century Imperative” and how world languages are a core area for Twenty-First Century Skills.
- **Andre Lewis**, the recently appointed Deputy Assistant Secretary for International and Foreign Language Education, spoke about the reauthorization of ESEA and funding for world languages.
- 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 22** 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.

Emily Spinelli was re-elected Vice-President of the Executive Committee of JNCL-NCLIS with a term ending in 2012.

The Delegate Assembly adjourned at 11:30 AM on Saturday, May 22, 2010.

♦ FREQUENTLY ASKED QUESTIONS ABOUT JNCL-NCLIS

Emily Spinelli
Executive Director, AATSP
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 MIWLA a member of JNCL-NCLIS?**
The Michigan World Languages Association has been an active member of JNCL-NCLIS for many years and is one of 26 state language associations with member status. Normally, the MIWLA Public Affairs Liaison serves as the official representative of MIWLA 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.

♦ TEACHER TIP: USE IPODS!

Sister Josephine Palmeri, MPF, Villa Walsh Academy, Morristown, New Jersey, has a great idea! She states: “We teachers should use technology as often as possible to engage the students' attention. Since they're addicted to the new technology anyway, let it be in Spanish. I teach popular Spanish songs, with my grammar-vocab lesson right on the song sheet. Then I give a ticket worth 10 points to any students who bring me their I-pods (or other device) to show me that they have downloaded the song and can sing along with it, holding my song-sheet, of course.”
CALL FOR PAPERS

Hispania—A journal devoted to the teaching of Spanish and Portuguese, published by the American Association of Teachers of Spanish and Portuguese invites the submission of original, unpublished manuscripts on language, linguistics, literature, literary criticism, film, culture, cultural studies, applied linguistics, and pedagogy having to do with Spanish and Portuguese. Hispania publishes scholarly articles that are judged to be of interest to specialists in the discipline(s) as well as to a diverse readership of teachers of Spanish and Portuguese. All articles should display thorough and comprehensive knowledge of the subject and field. Further considerations in the evaluation of manuscripts include their contribution to the advancement of knowledge, originality of method or focus, organization, and clarity of expression. Articles may refer to but not repeat previously published content. Articles may be written in Spanish, Portuguese, or English.

CALL FOR REVIEWS

The Book/Media Review Editor strongly encourages the participation of all AATSP members interested in reviewing books and/or media. To do so, please go to Hispania’s ScholarOne website, click on the “Register here” link under “New User?” at the right-hand side of the log-in screen, and follow the steps indicated.

For the submission of original manuscripts and reviews, or interest in serving as a peer reviewer, please visit the ScholarOne electronic peer review and tracking system found at: http://mc.manuscriptcentral.com/hispan

For more information, please contact:

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Managing Editor
David P. Wiseman, Lewis-Clark State College
Contact with inquiries related to submission guidelines and procedures, technical concerns, or article status at dwiseman@aatsp.org.

www.aatsp.org
CANDIDATES FOR THE AATSP EXECUTIVE COUNCIL

Be sure to vote for the candidates of your choice in the upcoming AATSP elections, online, at the AATSP website, http://www.aatsp.org. On the website you will find the candidates’ pictures, statements and CV’s. Pictures here were taken at the Annual Meeting in Guadalajara, MX. The candidates are:

Candidates for Vice President/President Elect

Christine M. Campbell, Defense Language Institute, Monterey, CA

and

José I. Suárez, University of Northern Colorado, Greeley, CO
Candidates for College / University Representative

Terry L. Ballman, *California State University, Channel Islands, Camarillo, CA*

Ada Ortúzar-Young, *Drew University, Madison, NJ*
Candidate for Two-Year College Representative

Locknath Persaud, *Pasadena City College, Pasadena, CA*

Candidate for Secondary (9 - 12) Representative

Cheryl Fuentes-Wagner, *Bush High School, Richmond, TX*
♦ AATSP ANNUAL MEETING IN GUADALAJARA, JALISCO, MEXICO
JULY 10-13, 2010

Registration
Exhibits
President’s Welcome Reception
AATSP Annual Business Meeting

AATSP Office: Cindy Kendall

AATSP Office: Roberta Miller

Outgoing EC Members
Luz Alvarez & Paul Chandler
NSE/SSH/SHA Reception
AATSP Presidents’ Meeting (Past, Present and Future)

Liliana Soto-Fernández, Enrique Ruiz-Fornells, Laura Sánchez, Emily Spinelli, Joy Renjilian-Burgy, Mary-Anne Vetterling,

AATSP Executive Council:

l-r (standing) Robert Anderson, Stephanie Cuddeback-Salim, Phyllis Van Buren, Dumniita Dumitrescu, Milton Azevedo (Past-President), Paul Chandler, Sally Merryman, José Ortega, Luz Álvarez, Oneida M. Sánchez, Ursula Sihocky; (seated): Emily Spinelli (Executive Director), Laura Sánchez (President), Liliana Soto-Fernández (President-Elect), Sheri Spaine Long(Editor, Hispania).
Featured Author: Gerardo Piña-Rosales
*Sponsored by Santillana USA*

Featured Author: El mundo literario de Ignacio García May
*Sponsored by the Ministerio de Cultura de España*
Workshop on the Mexican Revolution

Poster Session

Sessions
Portuguese Business Meeting

Hispania Business Meeting

Breakfast at the Hotel
Chapter Delegate Assembly

Dinner at Santo Coyote Restaurant
Sigma Delta Pi Reception

Awards Banquet
AATSP First-Time Attendee Travel Stipend Winners

Rene Iannotti Ashman, Mary Institute & Saint Louis Country Day School, Ladue, MO

Rebekah Garrison, University of Hawaii at Manoa, Honolulu, HI
Holly Shumaker Knox, Siegel High School, Murfreesboro, TN

César Dominique Moreno, Phillips Academy, Andover, MA

Carla Naranjo, Montgomery College, Germantown Campus, Germantown, MD

Tammy Peterson, University of Arkansas, Lowell, AR
Mark Slattery, Raleigh Charter High School, Raleigh, NC

Laura Velázquez, University of Hawaii at Manoa, Honolulu, HI

Carol Wallace, South Dakota State University, Brookings, SD

Group Photo of all First Time Attendees

AATSP SCHOLARSHIPS

Scholarships for Study in Bolivia, Ecuador, Perú:
Academia Latinoamericana de Español
Awarded to:
Anita R. Kay, Saint Agnes Academy, Memphis, TN
Scholarships for Study in Costa Rica, COSI (Costa Rica Spanish Institute)
Awarded to:
Maria Brown, Hamilton Middle School, Madison, WI
Lindsey Hurst, Centreville High School, Clifton, VA

Scholarships for Study in Mexico:
Cemanhauac Educational Community in Cuernavaca
Awarded to:
Mariana Oropeza de Falana, Moorestown Friends School, Moorestown, NJ

Cuernavaca Language School:
Awarded to:
Cruz Alfaro McPherson, Huntington Park College-Ready Academy High School,
Huntington Park, CA

¿Don Quijote Language School:
Awarded to:
Emiley Johnson, Harpeth Hall School, Nashville, TN

Scholarships for Study in Spain:

Embajada de España:
Awarded to:
Rosemary Haro, Columbus East High School, Columbus, IN
Kathy Watlington, Panola College, Carthage, TX
Enforex:
Awarded to:
*Lissa Dallas, Fairhill School, Dallas, TX*

Estudio Sampere:
Awarded to:
*Andranique Scott, John Burroughs School, Saint Louis, MO*

Robert G. Mead, Jr. Travel & Study/Research Award:
Awarded to:
*Jennifer Larson, Daviess County High School, Owensboro, KY*

AATSP Chapter Incentive Award:

*New York Metropolitan Chapter*
*Represented by Chapter President Bernard A. López*
AATSP Outstanding Teacher of the Year: Secondary Level:

Alicia Lewis, Blythewood High School, Blythewood, SC

AATSP Outstanding Teacher of the Year: Two-Year College Level:

Mara-Lee Bierman, Rockland Community College, State University of New York, Suffern, NY
AATSP Outstanding Teacher of the Year: College/University Level:

Susan Knight, Central Michigan University, Mt. Pleasant, MI

AATSP Outstanding Service Award:

Gladys Wisnefski, Oshkosh, Public Schools, Oshkosh, WI
ISE Language Matters Award:

Sean Hill, Farwell School, Farewell, MI

Robert G. Mead, Jr. Distinguished Leadership Award (2009)

Myriam Met, National Foreign Language Center, Washington, DC
AATSP Executive Council Member Awards:

*Milton M. Azevedo, University of California, Berkeley, CA.*

Vice President, 2008; President, 2009; Past President, 2010

*Luz Alvarez, George Washington Middle School, Wayne, NJ*

(2008-2010)
Paul Michael Chandler, University of Hawaii at Manoa (2008-2010)

Oneida M. Sánchez, Borough of Manhattan CC, New York, NY (2008-2010)
Janet Pérez, Texas Tech University, Lubbock, TX
(Editor of Hispania & EC Member 2001-2010)

AATSP 2010 Conference Award: Conference Liaisons:

Ana María Videz, México, D. F.
Mario Shuttleworth, IMAC, Guadalajara, MX

Awards Banquet Celebration
Guadalajara
AATSP Off-Site Excursions:

Shopping Trip to Tonalá and Tlaquepaque

Trip to Tequila and the José Cuervo Factory
♦ JOBS:
If you are looking for a new job, be sure to check out the AATSP website and click on the Career Center Button to search through the list. Go to Http://www.aatsp.org. Also go to http://www.LatPro.com.

♦ NEWS FROM JNCL (see also the 2 articles above explaining the JNCL):
♫ Topic: Policy Briefing on Capitol Hill - July 20
Ashley Lenker <programs@languagepolicy.org> Jul 23 08:19AM -0700 ^

Included below are an article from Education Week and a release from the Alliance for International Education and Cultural Exchange about The July 20th policy briefing on Capitol Hill regarding “Language Learning for a Global Age.” As noted, the program’s sponsors were JNCL/NCLIS, NEA, CED, ACTFL, and the Asia Society, The briefing began with John Wilson, Executive Director of the National Education Association (NEA) and others discussing the importance of foreign language study to a quality education. This was followed by a panel moderated by Charlie Kolb, President of the Committee on Economic Development (CED) considering the international business perspective. Dr. Dan E. Davidson, President of the Joint National Committee for
Languages and the National Council for Languages and International Studies, chaired a panel addressing ‘Preparing the Next Generation: National Security and Global Diplomacy’ with Ambassador Jim Collins, Dr. Michele Dunne (both of the Carnegie Endowment for International Peace), and Dr. Michael Nugent (National Security Education Program). Nugent explained that, while mastering another language is difficult, it is possible through the education flagship programs and others. Davidson cited recent data demonstrating that U.S. students are capable of languages at the FSI 3 (superior) and 4 (expert) levels.

Next, Representatives Judy Chu (D-CA) and Paul Tonko (D-NY) discussed new legislation, the Excellence and Innovation in Language Learning Act, that will soon be introduced with Rep. Rush Holt (D-NJ). Both stressed the need for policy makers to recognize the importance of languages in order for the U.S. to remain a global leader in this century.

Finally, the sponsors summed up the reasons for the briefing and renewed emphasis on language legislation and policies. Dr. J. David Edwards, Executive Director of JNCL/NCLIS, among the others, concluded, “since 9/11, languages have not been afforded the attention in education that they have received in defense, intelligence, and diplomacy. Perhaps this briefing, legislation and other federal language policies and initiatives will result in the Elementary and Secondary Education Act finally recognizing that foreign language study is essential to a world-class education and a necessity for students to function in the highly-competitive and increasingly perilous 21st Century.”

---------------Education Week------------------

Two Democrats from the U.S. House of Representatives said at a policy briefing yesterday on Capitol Hill that they plan to introduce a bill that would authorize $400 million in funding for fiscal 2011 for the teaching of foreign languages to K-12 students. They hope the bill will become part of the reauthorization of the Elementary and Secondary Education Act.

"Today, the lack of a second language doesn't just isolate people. It makes them less competitive," said U.S. Rep. Judy Chu, from California, at the briefing, which was hosted by the Asia Society and several other organizations that have joined together to advocate for more foreign-language instruction at the K-12 level. Chu, who grew up in a bilingual household, said that people who speak more than one language end up with "more customers" and "a better future."

U.S. Rep. Paul Tonko, from New York, also pledged his support for the bill and also emphasized how bilingualism can improve a young person's economic prospects. "Our future workers are going to be working in a global marketplace. They need to know
English isn't the only language in the world," he said.

Organizers for the event said that U.S. Rep. Rush Holt, a Democrat from New Jersey, is also supporting the bill, though he was unable to attend the briefing.

A description of the bill handed out at the briefing said it would provide $100 million for the U.S. Department of Education to take a leadership role in supporting the teaching of foreign languages, such as coordinating with the departments of state, defense, and commerce to promote best practices for language teaching. Some of the money would provide scholarships for students and teachers to study abroad.

Another $100 million would go to states to "expand and articulate" statewide efforts for language learning.

Lastly, the bill draft proposes that $200 million pay for grants from the Education Department to "partnerships" that would develop and expand model foreign-language programs. Right now, the Education Department has only one grant program with this purpose, called the Foreign Language Assistance Program. That program gave out $19 million in fiscal 2009, down from $23 million in 2008.

So if this bill were approved, it would mean a huge increase in funding for language learning by the federal government.

Most of the presentations at the briefing focused on how to boost programs for children who don't speak a language other than English at home. Dan E. Davidson, the president of the Joint National Committee for Languages and the National Council for Languages and International Studies, made a case for why the United States would benefit from having students start learning Russian at the K-12 level rather than starting out with the language as college freshmen. Essentially, he said, if students come to college with some proficiency in Russian, colleges and universities can be successful in moving them to a proficiency level that they can use professionally. But if they start from scratch in college, they don't reach professional competence by the end of four years.

One presenter, Michael Nugent, the deputy director of the National Security Education Program, a federal initiative backing the learning of less commonly taught languages, mentioned a pilot program at the K-12 level that builds on the skills of students who speak Arabic at home and attend Dearborn, Mich. public schools. In that program, Dearborn public schools are benefiting from a U.S. Department of Defense grant that went to Michigan State University to work with K-12 schools to create an Arabic-language-learning pipeline. I wrote about the potential to increase Arabic teaching and learning in Dearborn schools back in 2006.

"Once you build the program," said Nugent at the policy briefing, "not only does the heritage community come out and support it, the non-heritage people get exited, too."

~~~~~Alliance for International Educational & Cultural Exchange~~~~~~~~~~~~~~~

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Policy briefing examines "Language Learning for a Global Age," and introduces language learning bill. “If you speak to a man in a language he understands, you speak to his head,” Nelson Mandela once said. “If you speak to him in his own language, you speak to his heart.”

Dr. Dan Davidson, president and co-founder of the American Councils for International Education: ACTR/ACCELS, recalled these famous words yesterday at a policy briefing on “Language Learning for a Global Age” in Washington, DC. Davidson then summed up the principal problem with language teaching and learning in the U.S. by asserting, “We aren’t teaching our students to speak to hearts.”

The presenters at this policy briefing, sponsored by a coalition of five organizations—the Asia Society Partnership for Global Learning, the National Education Association (NEA), the Committee for Economic Development (CED), the American Council on the Teaching of Foreign Languages (ACTFL), and the Joint National Committee on Languages (JNCL)—focused on the fact that Americans lag far behind their global peers in foreign language skills, and strongly argued that this trend must be reversed for two principal reasons:

1) Language learning creates better students. Studying a foreign language not only provides students with marketable and increasingly important skills, but it also makes them better students by improving their cognitive development, including what John Wilson, Executive Director of NEA, termed as the “Four Cs”: communication, collaboration, critical thinking, and cultural awareness. “Language learning is like broccoli: it’s a super food,” said Jean Adilifu, Assistant Principal at the Medgar Evers College Prep School in Brooklyn, which runs an innovative language program. “It helps students excel in other subjects as well.”

2) Language learning will be an essential part of future success, both for individual Americans and the U.S. As all sectors internationalize, language proficiency and cultural competency will be integral parts of nearly every job and career. Many more Americans must have the capability to speak numerous languages in order for the U.S. to succeed in government, diplomacy, business, research, the arts, etc. As Charlie Kolb, President of CED, put it, language learning isn’t just “educational icing on the cake;” rather, it provides a competitive advantage for the United States. [Note: CED released a report in 2006 on the importance of language learning for U.S. economic and national security.]

The briefing also introduced a very tangible step being taken in Washington to help move language learning to the forefront of education policy: Reps. Judy Chu (D-CA) and Paul Tonko (D-NY) were on hand to speak about a piece of legislation they will introduce in Congress with Rep. Rush Holt (D-NJ) in the coming weeks: the “Excellence and Innovation in Language Learning Act.” The bill would authorize $400 million in funding for FY 2011 for the teaching of foreign languages to K-12 students. The sponsoring Representatives hope the bill will become part of the reauthorization of the Elementary and Secondary Education Act, or “No Child Left Behind.” As Rep. Tonko said, “The next generation must not follow the globe, but shape it.” Michele Dunne, a former...
diplomat and 30-year student of Arabic, made the same point in a slightly different way: Americans must “not just be outside observers, but full participants” in global affairs.

Davidson argued that for Americans to take that stride into full global participation, it is important to debunk four myths regarding language study:

Myth #1: They speak English, so we don’t need to study their language.
Myth #2: Anyone can basically pick up any language at any point.
Myth #3: U.S. students and citizens are not good foreign language students.
Myth #4: Even if Americans do achieve some language ability, it’s not good enough to be used in professional or diplomatic situations.

Davidson noted that his colleagues had sufficiently debunked the first two myths throughout the briefing: number 1 is clearly a poor business and diplomatic strategy, while number 2 is “foolish,” wishful thinking: for language study to be most effective, it must begin early and it cannot be rushed. (Kolb argued that America’s fixation on “short-termism”—on wanting results and wanting them now—inhibits our ability to properly invest in long term language study.)

Davidson then set about debunking myths three and four by pointing to data in his recently published article on language learning and study abroad in the spring 2010 edition of Foreign Language Annals. Davidson summarized the data on American Russian language students presented in his article, noting that, in short, “if the input is strong, the output is strong.” For example, those students who entered their language learning experience in Russia as a Level 1 or below (elementary proficiency) on the CTFL/Interagency Language Roundtable scale generally exited their program as a Level 2 (limited working proficiency)—a “fine” gain, as Davidson characterized it, but “not nearly good enough.”

Those students who entered their study abroad experience with a higher level of ability, however—such as a 1+ or a 2+—exited their program showing dramatic results: improvements to Level 3 and 3+ (professional working proficiency) and Level 4 (full professional proficiency). Some students even achieved Level 4+ (near native proficiency), which Davidson said was practically unheard of.

For Davidson, these data illustrate that Myths 3 and 4 are patently untrue: Americans certainly can learn foreign languages, and they can undoubtedly achieve professional and even native-level fluency. The key, though, is to give students the proper tools to succeed. Strengthen the “input” by beginning language training as early as possible and improving foreign language teaching capabilities, and the “output” will follow suit.

Note: Also see Education Week’s coverage of the briefing.
--Mark Overmann
Assistant Director & Senior Policy Specialist
Alliance for International Educational & Cultural Exchange
Ashley Lenker <programs@languagepolicy.org> Aug 06 08:21AM -0700

For the beginning of the August recess, this has been a very busy time for Congress. Please check our website for numerous updates on Congressional briefings, hearings, FLAP well-rounded education, and policy statements. As you have seen in the news, the Senate has addressed a $26 billion bill to save teacher jobs. The House will come back into session next week to consider this legislation.

Of considerable interest is that the full Senate Appropriations Committee has passed their funding recommendation for FY 2011. You can access an appropriations chart listing programs of interest to languages on the JNCL-NCLIS website (www.languagepolicy.org) or by downloading it here. This information is also on our website and if you want to access the entire bill please see: http://frwebgate.access.gpo.gov/cgibin/getdoc.cgi?dbname=111_cong_bills&docid=f:s3686pcs.txt.pdf

To summarize the figures, Title VI of the Higher Education Act receives an increase of $2 million to $110.36 million, bringing the entire foreign language and international education account [including Fulbright-Hays (102(6)6) and the Institute for International Public Policy (IIPP)] to $127.881million. Particularly good news is that the Foreign Languages Assistance Program (FLAP) is funded again at $26,928,000 as an item in its own right, instead of as part of the Administration’s proposal to combine it with other disciplines in “Effective Teaching and Learning for a Well-Rounded Education”.

Civics education, another program the Administration would merge into a larger pot is funded as $35 million with $13,383,000 going to the Cooperative Education Exchange Program. It is of interest that the Administration and the Senate would eliminate the small Javits Gifted and Talented program but would retain Javits Fellowships in higher education at $9.7 million. The Fund for the Improvement of Postsecondary Education (FIPSE) is reduced to $105.6 million but continues to have about $41 million in earmarks. Graduate assistance in areas of national need is funded at $31 million.

In a different appropriations bill, the State Department’s Educational and Cultural Exchange programs are increased from $633.2 million to $654.3 million. We do not have information on NEH and NSEP at this time. We will let you know about these programs and the House figures as we get them.
 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 (Northern California):
http://www.northerncalifornianse.org/

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/

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

Michigan Chapter:
http://www.aatsp-michigan.org/

Minnesota Chapter:
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://aatsplongisland.edublogs.org/

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

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

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

Texas (Lone Star):

Virginia Chapter:
http://www.aatspva.org

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

Wisconsin Chapter:
http://www.aatsp-wi.org
♦ LINKS TO IMPORTANT AFFILIATED SERVICES OF THE AATSP:
NSE http://www.nationalspanishexam.org/
SHH http://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/

♦ FOR YOUR CALENDAR:

- TFLA October 6-10, 2010, San Antonio, TX http://www.tfla.info/Conferences
- ACTFL, November 19 - 21, 2010, Boston, MA. http://www.actfl.org
- MLA, January 6-9, 2011, Los Angeles, CA. http://www.mla.org
- SCOLT Conference March 10-12, 2011, Baton Rouge, LA. http://www.scolt.org
- Southeast Coastal Conference on Languages and Literatures, March 31-April 1, 2011, Statesboro, GA. http://ceps.georgiasouthern.edu/conted/secll.html
- Northeast Conference April 2-4, 2011, Baltimore, MD http://www2.dickinson.edu/prorg/nectfl
- SWCOLT, April 7-9, 2011, Fort Worth, TX. http://www.scolt.org

For more information about events of interest, please consult the calendar link on the AATSP Homepage: http://www.aatsp.org
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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: November 1; Winter: January 1; Spring: April 1, Summer: August 1.

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