DESTAQUE - AATSP PRESIDENTS


O ano de 2019 marca os 75 anos do “P” na AATSP, a primeira associação nos Estados Unidos a abraçar Português, uma ideia visionária de Lawrence A. Wilkins, Diretor de Línguas Estrangeiras nas Escolas Públicas de Nova Iorque e outros professores de universidades e escolas de ensino médio da Costa Leste.


Revendo o passado com gratidão, por um lado, e sempre pensando no presente e no futuro, convidamos Analia Tebaldi para uma reflexão em Ponto de Vista sobre ensino de português à distância, uma tendência atual entre as universidades americanas. A Portuguese Newsletter traz ainda outras informações. Até San Diego!

Luci Moreira
Luci Moreira – In 2002 you said “I think it’s an exciting time to be a foreign language and literature professor.” Could you comment on your quote and relate to the present?

Yes, I saw it as an exciting time for the profession. It’s been over a decade since I retired from the profession, so my “relating it to the present” is necessarily from the point of view on an outsider. As I see it, language learning continues to be interdisciplinary with a great deal of emphases on technology.

Carmen Tesser – 2002 was a time of rapid change in the teaching of world languages and literatures—The Standards for Language Teaching and the “Five Cs” were discussed openly in traditional Literature Departments; the College Board released the World Languages Framework, developed by an interdisciplinary advisory committee; the National Endowment for the Humanities funded several projects that incorporated the study of culture as part and parcel of the study of language and literature—the demand for assessment of our departments was heard loudly. Finally, technology was taking hold of our classrooms as well as our imaginations.

I had the opportunity of working on several projects that addressed the issue of the teaching of literature in language and the understanding that we were beginning to teach “language” and not “about the particular language.”

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Luci Moreira – During your tenure as President of the AATSP, what were some of the challenges and accomplishments you faced?

Carmen Tesser – During my tenure as President of AATSP, the Board of Directors (Executive Council, as it was called) and I worked with then Executive Director Lynn Sandstedt to establish a steady presence of Portuguese in the Council and in Hispanic. We revived Phi Lambda Beta, the Portuguese Honor Society and established many new chapters. We revived the National Portuguese Examination for High School students and began recognizing outstanding students and their teachers.

We revived Phi Lambda Beta… the National Portuguese Examination for High School students and began recognizing outstanding students and their teachers.

Luci Moreira – What message would you send to new professionals in the field?

Carmen Tesser – I’ve always believed that we should be passionate about what we do to be successful. Also, learning doesn’t end after the PhD, the EdD, or the MA.

There will always be changes in our fields. Our biggest challenge is to remain curious, enthusiastic and resilient to be able to thrive ... “pro resto a gente sempre dá um jeitinho…”

We revived Phi Lambda Beta... the National Portuguese Examination for High School students and began recognizing outstanding students and their teachers.
The future of the study of Portuguese in the United States is linked to interest in foreign languages in general, which has never been as high as would be desirable.

Milton Azevedo – The future of the study of Portuguese in the United States is linked to interest in foreign languages in general, which has never been as high as would be desirable, considering the size of our country, its population, and the role of the United States in the world. According to recent MLA figures*, enrollment in Portuguese are down—9,587 enrollments in 2016 from 12,407 in 2013, and even below the 10,310 figure in 2006. But all languages other than English seem to have experienced a decline in enrollments. Even Spanish is down: 712,240 enrollments in 2016, from 861,015 in 2009.

On the other hand, in the last decade or so there has been a substantial increase in online resources for studying languages, which is a very positive development, although I have no hard data on how many people may be learning Portuguese online. That might be an interesting topic for a research project.

With the advantage of hindsight, however, I think a degree of cautious optimism is justified. When I started attending AATSP conventions way back in the early 1970’s, there was exactly one Portuguese session for everything—language teaching, literature, and linguistics. For well over two decades now the AATSP convention program has systematically offered several sessions on Lusophone topics. In addition, there have been sessions dedicated to Portuguese at other venues. Between 2003 and 2008, as AATSP liaison officer I organized eight joint sessions at MLA conventions, four of which were on topics related to Luso-Brazilian studies. There is also a very active American Portuguese Studies Association. If you take the long view the conclusion is that in the last four decades there has been a positive, if fluctuating, increase in interest in studying Portuguese as well as in scholarly activity on topics related to Portuguese, and right now there is no reason to suppose that trend might decrease in the near future.

Luci Moreira - During your tenure as President of the AATSP, what were some of the challenges and accomplishments you had? What marked your presidency?

Milton Azevedo - The Board of Directors (or Executive Council, as it was called) was quite active during that period, and whatever was accomplished resulted from the collective work of the entire Board, of which the President is but one member. I think this is a major strength of the AATSP: The Board works hard, there is a lot of discussion, and then each member casts a vote. It’s a very democratic process in which everyone participates. Now, I do remember I initiated a proposal to establish a cooperative agreement with the Academia Norteamericana de la Lengua Española, which was approved by the Board of Directors and then by the membership at the near future.

Luci Moreira – How do you see Portuguese in the U.S. looking at the past and the future?
large. I am very proud of the small role I had in that case, as I believe cooperation between the AATSP and other language associations can be extremely positive for the study and use of languages in our country.

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Luci Moreira – What message would you send to new professionals in the field?

Milton Azevedo – I’d strongly encourage them to mind the example of preceding generations of scholars and specialize in Spanish as well. To begin with, this makes programmatic sense. In Europe, Portuguese exists in the context of other Romance languages -- Catalan, Galician, Spanish -- and in Latin America the cultures based on Portuguese or Spanish have a great deal in common.

Furthermore, as a professional field Portuguese—whether literature or linguistics—is rather limited for the US academic market, so much so that Portuguese is usually in the same department as Spanish. Fluency in Spanish—not hard to reach if you speak Portuguese to begin with—and familiarity with its literature enables you to make an enriching contribution to professional dialogue with your colleagues.

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Ponto de Vista continued on pg. 6

The challenges for developing oral skills in online language classes

Analia Tebaldi, Harvard University

It is no longer surprising or uncommon to hear that “online courses are the future of education.” Technology has opened the doors for people who would never been able to get a degree in a traditional way, either because of access barriers, time, or costs. Students from all areas have increasingly sought distance education and a person can now graduate without ever stepping foot at an educational institution. However, the technological revolution on education has side effects that negatively affect some education niches, particularly language courses.

Recent news related to declining enrollments or reduced offerings of second language (L2) courses at universities are worrying instructors and administrators. The most popular languages including Spanish and French have also been affected by this trend. However, less popular languages are the ones that have felt this effect the most. We regularly learn from colleagues that another language course has been removed from the list of courses offered at their institutions. In this context, the beginning of semester has become a torture for most instructors, especially for adjunct professors who do now know if their wages will be cut off by half due to low enrollment, or even worse, if their courses will be canceled and leave them without a paycheck.

Ponto de Vista continued on pg. 6
Destaque biographies, continued
from pg. 2, 4

Milton M. Azevedo is Professor Emeritus of Spanish and Portuguese at the University of California, Berkeley, where he taught from 1976 to 2015. He has also taught at the University of Illinois at Urbana-Champaign and held visiting appointments at the University of Colorado at Boulder and the University of Minnesota at Minneapolis-St. Paul. He has lectured at universities in the United States, Australia, England, The Netherlands, Portugal, and Spain.

At the AATSP he served as a member of the Board of Directors in 1982-1984 and 2002-2004, as President Elect (2008), President (2009), and Immediate Past President (2010), and two terms as Associate Editor of *Hispania*. He is *Académico Numerario* of the Academia Norteamericana de la Lengua Española and *Académico Correspondiente* of the Real Academia Española.

Selected publications


Carmen Chaves Tesser is an Emerita Professor at the University of Georgia, Athens, GA. She received her M.A. in Foreign Languages (1969) and Ph.D. in European Cultural History: The Iberian Peninsula (1976) both from Mississippi State University. She did post-doctoral studies in Eighteenth Century Studies at the University of Georgia (1978) and Portuguese and Brazilian literature at Vanderbilt University (1980). She was a Research Fellow at the University of California, Berkeley, 1992-93. During her 33-year career, she taught at Mississippi State University (1969-1983), The University of Pittsburgh (1981-82), Ohio State University (1990-91), and The University of Georgia (1983-2004). She was the founding director of the Portuguese School at Middlebury College.

She is a member of the AATSP since 1973; has served as member of the Board of Directors and was president from 1998-1999; in 1998, she received the Encomienda de Afonso X El Sabio from the Spanish king, Juan Carlos I. In 2002 she received the Robert G. Mead, Jr. Award for Distinguished Leadership and Scholarly Contribution to the Profession – the highest honor of the AATSP. Tesser has more than sixty publications, which include books, articles, book chapters, dictionary entries.

Selected publications:

Educational institutions are demanding that instructors develop online L2 courses to increase the market size and meet the needs of both traditional and non-traditional students. There are, however, significant challenges to create online courses to meet institutional financial and planning demands and, most importantly, provide high-quality learning opportunities like those of traditional face-to-face courses.

It is undeniable that maximizing the interaction of learners with their peers, teachers and target language speakers is critical in the context of L2 learning. If interaction is a key concern in the traditional classroom, the idea of an online course that adds an additional layer of difficulty to promote interaction certainly frightens L2 professionals and learners. However, research shows that the development of technologies for distance learning and the proliferation of language learning applications can provide tools and an environment that contribute to improve not only for L2 learning in traditional courses, but also to support the successful deployments of hybrid and online language courses.

My research and experience teaching online Portuguese courses show that technological resources combined with creativity and hard work can create an effective virtual environment to meet learning objectives and promote the development of L2 oral skills. Tools created specifically for the educational market together with thousands of applications that serve to assist with common day-to-day activities can be selected and utilized to support learning in a traditional classroom as well as in an online learning environment. These technological resources combined with creativity and hard work can create an effective virtual environment to meet learning objectives and promote the development of L2 oral skills.

Despite the integration of technologies and tools to facilitate learning in face-to-face and online L2 courses, there is still significant concern among educators and language professionals on how to overcome difficulties to promote meaningful interaction between learners, especially in fully online courses. When online language courses are mentioned in a conversation, questions like the following are almost immediately raised: What about oral skills? How can students develop orality if they do not communicate orally with their instructors and colleagues? Yes, they will learn grammar, but how can they speak the language if there is no practice of the same? These concerns are warranted, but also demonstrate a lack of understanding of how new resources can be deployed to promote oral language skills.

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To my judgment, two platforms stand out among the tools that allow oral interaction among learners because of their peculiarities: 1) Blackboard Collaborate (BC), which is a video conferencing tool that is part of the Blackboard platform that allows for effective synchronous interactions among participants/learners; and 2) VoiceThread (VT), which is a type of discussion board, where communication is done orally.

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but asynchronously. These two tools are widely used in courses of diverse areas in face-to-face, hybrid, and online courses.

I recently tested these two tools with the objective of observing the use of communication strategies (CSs) during synchronous and asynchronous interactions by students of Portuguese as a foreign language in a fully online course. The study considered students who attended both the first and second semesters of online Portuguese courses. The study found evidence that in the second semester there was a significant increase in the use of CSs during interactions via BC and VT when compared to the first semester. Several factors could explain this increase, particularly with regards to asynchronous interactions via VoiceThread. For example, the lack of familiarity with VoiceThread asynchronous interaction during the first semester may be an important factor. Asynchronous interactions during the first semester are generally more mechanical because learners read previously written sentences – which reduces errors and may lead to a situation where there are fewer opportunities to use CSs. In the second semester, students are already able to go beyond reading and are more comfortable with the VoiceThread tool, thus they may be more likely to use CSs during asynchronous interactions. This finding supports the hypothesis that the continuous use and consequent increase in familiarity with asynchronous and synchronous interaction tools lead to an increased use of CSs during computer-mediated interactions, a key factor in the development of oral skills.

For foreign languages that are less commonly taught, such as Portuguese, online courses are a viable way to facilitate access for many students who live in places where the target language is not offered. In addition, technological disruption in the educational market also requires that instructors consider alternatives for promoting a language learning environment that goes beyond the traditional classroom. It is also important to emphasize that the growing presence of technology in traditional and online courses has created significant challenges for many instructors. Instructors’ resistance to some technologies in the classroom or through online courses is often related not to the effectiveness (or not) of the technology, but to their lack of knowledge of the technology itself and the high investment (time and resources) required to become a skilled user.

This is the time to act and adjust pedagogical practices so that we can be ready for today and tomorrow’s demands in higher education.

Today’s students are not the same as before. They have different capabilities and needs and seem to learn and process information in ways that differ from that of students of previous generations when digital resources were not widely available. Educational institutions must take responsibility and allocate significant resources for training and provide the necessary means for instructors to have the capability to evaluate new tools and pedagogies, develop pedagogical methods adapted to digital learners, and promote the use of technologies that are an integral part of this new digital society in which language apprentices interact and learn.

Analia Tebaldi is a Portuguese instructor at Harvard University and the University of Massachusetts, Dartmouth, MA. Analia has a Ph.D. in Luso-Afro-Brazilian Studies and Theory from University of Massachusetts – Dartmouth, MA.
Etc...

**Brown University**


**UMass, Dartmouth**

Questioning the Norm of the Portuguese Spoken within the Comunidade in Montreal, with Fabio Scetti, Université Sorbonne Nouvelle – Paris III. February 13, 2018.


A Luso-Brazilian Dialogue on Literature with Afonso Cruz and Julián Fuks. April 19, 2018.

**Virginia Commonwealth University**


**UMass, Lowell**

Lisbon and the Memory of Empire, with prof Elisa Peralta, from the University of Lisbon and Brown University. Feb 20, 2019.

**AATSP**

Remembering the July 2018 Centennial of the AATSP in Salamanca in the photos on pages 8 and 9.

continued on pg. 9
António R. M. Simões, University of Kansas, was promoted to Full Professor, in 2018. His current work applies musical notation to the analysis of speech prosody. In Fall of 2019 he will be working at the IRCAM <https://www.ircam.fr/>, in Paris, to continue the development of his current research work.


OXENTE!

College of Charleston
James Riggs, Savannah Guimarães, and George Gabriel are the first three students to graduate from the College of Charleston with the recently created minor in Brazilian and Portuguese Studies. They are part of the inaugural cohort of students in the minor.

above: College of Charleston Portuguese minor students
The Portuguese Newsletter

Volume 32 Number 1 – Spring 2019

THE BOOKSTORE

Books


**Heróínas Negras em Cordéis**, de Jairid Arraes, foi publicado pela editora Pólen Livros em 2017. O livro reúne quinze histórias de mulheres, cujas vozes defenderam seus direitos, como Antonieta de Barros Aqualtu-ne, Carolina Maria de Jesus, Danda-za, Tia Ciata, Zacim-ba Gaba e outras.

**Becoming Brazil: New Fiction, Poetry, and Memoir**, edited by Frank Stewart, Eric
Becker, and Noah Perales-Estoesta, was published by University of Hawaii Press in 2018. It is an anthology that features the work in translation of twenty-seven Brazilian writers. It includes well known authors, contemporary writers, and new voices whose work have not been translated before.

_Lisbon: A Biography_, by Magda Pinheiro, was translated by Mario Pereira and published by Tagus Press in 2019. The book, originally published in Portuguese in 2011, won the Prêmio Máxima – Prêmio Especial do Júri in 2012, is about the history of the city of Lisbon through its most remarkable moments, monuments, traditions, and legends.

_Dicionário de História da África: Séculos VII a XVI_, de Nei Lopes e José Rivair Macedo, foi publicado pela editora Autêntica em 2017. O livro trata da biografia de Baquaqua, que nasceu em Benin nos anos 1820, escapou para o Brasil em 1845, foi trafiçado para o Brasil em 1845, escapou em uma embarcação comercial, foi libertado em Nova Iorque, seguiu para o Haiti e depois Canadá, onde escreveu sua biografia. O livro foi editado por Samuel Moore.

_Dic平安edio de História da África: Séculos VII a XVI_, de Mahommah Garo Baquaqua, foi traduzido para português por Lucciani Furtado e publicado pela Editora Uirapuru em 2018. O livro relata a biografia de Baquaqua, que nasceu em Benin nos anos 1820, foi traficado para o Brasil em 1845, escapou em uma embarcação comercial, foi libertado em Nova Iorque, seguiu para o Haiti e depois Canadá, onde escreveu sua biografia. O livro foi editado por Samuel Moore.


**O hóspede**, de Mário Higa, foi publicado pela editora Ateliê em 2018. A obra reflete o empenho do autor em quebrar os próprios limites do metafórico cristal cortaraziano em um livro de contos.

**PRÉMIO JABUTI 2018**

Entregue pela Câmara Brasileira do Livro (CBL) em 2018, a obra de poesia *A cidade* foi escolhida como o livro do ano no 60º Prêmio Jabuti. Esta é a mais tradicional premiação literária do país e concede o valor de R$100 mil reais ao vencedor.

Entre os destaques de 2018 estão os livros: *O clube dos jardineiros de fumaça*, de Carol Bensimon, que levou o prêmio na categoria de melhor romance; *O Que é Lugar de Fala*, de Djamila Ribeiro, na categoria Humanidades; *Lima Barreto: Triste Visionária*, de Lilia Schwarcz, na categoria Biografia; o canal no YouTube *Ler Antes de Morrer*, na categoria Inovação; e *Fim*, de Fernanda Torres, na categoria Livro Brasileiro Publicado no Exterior.

Entre os finalistas do Prêmio Jabuti 2018, categoria Romance estão:

- *Acre*, de Lucrecia Zappi, editora Todavia
- *Adeus, cavalo*, de Nuno Ramos, editora Iluminuras
- *Machamba*, de Gisele Mirabai, editora Nova Fronteira
- *Nigredo: Estudos de morte e dília*, de Joaquim Brasil Fontes, editora Cultura e Barbárie
- *Noite dentro da noite*, de Joca Reiners Terron, da editora Companhia das Letras
- *Oito do Sete*, de Cristina Judar, editora Editora Reformatória
- *Pai, Pai*, de João Silvério Trevisan, editora Companhia das Letras

• *Roupas Sujas*, de Leonardo Brasiliense, editora Companhia das Letras
• *Última Hora*, de José Almeida Júnior, editora Record.

<https://www.premiojabuti.com.br/premiados-por-edicao/premiacao/?ano=2018>

**FILMES**

Ex-Pajé
Luiz Bolognesi, 2018. O filme mostra o conflito de um indigena da tribo Pai ter Suruí, cujos rituais são considerados como coisas do diabo pelos membros de sua tribo, após contato com brancos religiosos.

Soldado milhões
Gonçalo Galvão Teles and Jorge Paixão da Costa, 2018. Based on a real story, a Portuguese soldier named Aníbal Milhais got stranded during the La Lys battle, struggling by himself through dozens of German offensives. His nickname remains for the history of Portugal, “Você é Milhais, mas vale Milhões!”.

continued on pg. 13
Aos teus olhos  

Benzinho  

Slam: Voz de Levante  

O Nome da Morte  
Henrique Goldman, 2017. O filme mostra um pistoleiro que, apesar de já ter matado 492 pessoas, é conhecido como um homem gentil, pacato e religioso. Baseado no livro homônimo de Klester Cavalcanti e na vida real de Júlio Santana.

O grande circo místico  
Carlos Diegues, 2017. O filme, baseado no poema homônimo de Jorge de Lima, aborda um improvável romance entre um aristocrata e uma acrobata.

AGENDA

UMASS LOWELL  
The Azores: Nine Islands, Nine Photographers – An Exhibition  
March 6 - April 17, 2019, Moloney Hall  
With Keynote Address by Pedro Letria, noted artist and professor at the Escola Superior de Artes e Design, Caldas da Rainha, Portugal. The other photographers are: Luís Barra, Pedro Letria, Bruno Portela, Luís Ramos, José Manuel Ribeiro, Daniel Rocha, José António Rodrigues, Gonçalo Rosa da Silva, Luís Vasconcelos.

SAN DIEGO STATE UNIVERSITY  
Startalk summer program – Portuguese for high school students  
Dates: July 8 - August 2, 2019  
The program will offer a summer experience to 12 motivated students in grades 9-12 with no prior knowledge of the language. Startalk programs are federally funded summer programs intended to increase the number of U.S. citizens learning, speaking, and teaching critical need foreign languages. More information, contact Nadezda Novakovic, email: larcsdsu.startalk@gmail.com.

RHODE ISLAND COLLEGE  
Lecture: Ancient Iberia: 200 years of resistance to Rome, by Justin Soares, Rhode Island College alumnus. In July 2019 he will be excavating a Bronze Age settlement in the Serra d’Ossa of Portugal’s Alentejo. This lecture will be followed by induction of the 2019 Active and Honorary members of Phi Lambda Beta Portuguese Honor Society <https://conta.cc/2SF2hEZ>.

PALCUS  
Alexandre António da Costa Simões Memorial Scholarship  
PALCUS has established a scholarship in memory of Alexandre António da Costa Simões to be awarded to a Portuguese-American college student. This scholarship was created by PALCUS members and friends of the Da Costa Simões family in memory of Alexandre, child of PALCUS President Angela Simões and Adrian Simões. More information: <https://www.palcus.org/scholarship>.

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AGENDA

2) When Reality and Fiction Overlap: Readings from Lusophone Women Writers. This panel invites Lusophone female writers to read from their own published or unpublished creative work (all genres are welcome).

3) General Meeting of Mulherio das Letras – USA Chapter. The recently created chapter invites Lusophone women writers and female scholars to a general meeting where topics such as future events, collaborations, and publications will be discussed.


UMASS DARTMOUTH
Portuguese Literary & Cultural Studies
Deadline: April 15, 2019
This peer-reviewed journal, published by Tagus Press in the Center for Portuguese Studies and Culture at the University of Massachusetts, Dartmouth, invites submissions of original papers dedicated to “Heritage of Portuguese Influence: Histories, Spaces, Texts, and Objects”. Guest Editors: Miguel Bandeira Jerónimo, Anna M. Klobucka, Walter Rossa. More information: Mario Pereira <mpereira6@umassd.edu>, <https://ojs.lib.umassd.edu/index.php/plcs/about/submissions>.

Endowed Chair in Port. Studies

The Center for Portuguese Studies and Culture/Tagus Press (CPSC/TP) at the University of Massachusetts Dartmouth is seeking candidates for the Hélio and Amélia Pedroso/Luso-American Development Foundation (FLAD) Endowed Chair in Portuguese Studies for the Spring term of 2020 (January through May).

The Endowed Chair will teach one graduate course during the 2020 spring semester, among other duties. Applicants must submit a letter of interest, CV and a proposal specifying their planned research and activities for the semester, including a tentative course syllabus. Deadline: Monday, May 6, 2019 at 12:00pm, EST. For more information: <https://www.umassd.edu/portuguese-studies-center>.

AATSP CONFERENCE SCHEDULE
AT A GLANCE:

Monday July 8
11:45am: President’s Welcome Reception and Grand Opening Exhibit Hall
4:15pm: Business Meeting

Tuesday July 9
10:15am: Keynote speaker, Zoe Weil

Wednesday July 10
8:00am: Port. Advocacy Meeting
10:15am: Plenary session with speaker Ricardo Vasconcelos
6:30pm: Celebration dinner
The American Association of Teachers of Spanish and Portuguese will be celebrating the 75th anniversary of Portuguese joining our Association, and the Centennial celebration of Sigma Delta Pi—the National Collegiate Hispanic Society. The conference will take place in San Diego, California, from July 8-11, 2018. More information: <https://www.aatsp.org/page/2019Conference>.

Theme of the conference: Stronger Together: Spanish and Portuguese
Juntos más fuertes: el español y el portugués
Juntos mais fortes: o espanhol e o português

Conference Strands:

**INNOVATIVE CURRICULUM**

a) Language for Specific Purposes
b) Languages and Communities
c) Languages and Humane Education

**HERITAGE LANGUAGE (HL) INSTRUCTION AND LEARNING**

a) Supporting HL Development
b) Leading Multilingualism
c) Engaging HL Learners in Language Education

**ADVOCACY**

a) Promoting Spanish & Portuguese to Stakeholders
b) Growing and Advocating for our Programs and Curriculum
c) Speaking Spanish & Portuguese in the US

2019 AATSP CONFERENCE

Theme: “Stronger Together: Spanish and Portuguese”
San Diego, California | Town and Country Hotel | July 8-11, 2019
If you have a campus mailing address that does not match the address label below, please write your new address on the following form or send an email to Luci Moreira at <moreiral@cofc.edu>.

If you would like to have your name removed, check the appropriate choice.