

2018 Annual Conference

# AATSP



Looking Forward/Forward Looking:  
Spanish & Portuguese on the Move

Salamanca, Spain

June 25 – 28, 2018



UNIVERSIDAD  
DE SALAMANCA  
CAMPUS OF INTERNATIONAL EXCELLENCE



Program printed compliments of Santillana USA

Santillana  
ad

**2018 Annual Conference**

**AATSP**



**Looking Forward/Forward Looking:  
Spanish & Portuguese on the Move**

The American Association of Teachers of Spanish and Portuguese (AATSP) is committed to ensuring that no individual is deprived of the opportunity of membership and/or participation in the conference on the basis of age, color, height, weight, creed, disability, marital status, sexual preference, national origin, political affiliation, race, religion or sex. The conference facility is fully accessible and compliant with the American with Disabilities Act (ADA).

To make a request for special accommodations please contact the AATSP via email ([AATSPoffice@aatsp.org](mailto:AATSPoffice@aatsp.org)) or telephone at 248-960-2180 by May 15, 2018 to provide information detailing the nature of your disability and need for accommodation. With respect to all matters related to accommodation, the AATSP will only communicate with the candidate, a professional knowledgeable about the candidate's disability or impairment, or the candidate's authorized representative.





# CURSOS INTERNACIONALES DE LA UNIVERSIDAD DE SALAMANCA

## PROGRAMA DE FORMACIÓN METODOLÓGICA Y CULTURAL PARA PROFESORES DE ESPAÑOL

### METHODOLOGICAL AND CULTURAL TRAINING PROGRAM FOR TEACHERS OF SPANISH

Cursos Internacionales de la Universidad de Salamanca  
Patio de Escuelas Menores 37008 Salamanca, España  
TLF: (+34) 923 29 44 18; internat@usal.es

[www.cursosinternacionales.es](http://www.cursosinternacionales.es)



#### VARIETADES DEL ESPAÑOL Y EL ESPAÑOL COMO LENGUA DE HERENCIA

##### Curso para profesores de español de Estados Unidos y Canadá

Universidad de Salamanca

**Participantes:** el curso está diseñado para profesores de español como lengua extranjera *Grades K 12 y Community College*. Estos cursos se imparten cada año en el mes de julio.  
**Duración:** tres semanas (60 horas teórico-prácticas).  
**Horario:** cuatro horas diarias en horario de mañana.

**Contenidos:**

- El español actual: variedades geográficas y sociales (30 horas).
- Evolución del español (15 horas).
- El español como lengua de herencia (15 horas).

#### MÁSTER EN LENGUA Y CULTURA ESPAÑOLAS

Universidad de Salamanca

**Participantes:** el curso está diseñado para profesores de español como lengua extranjera *Grades K 12 y Community College*. Estos cursos se imparten cada año en el mes de julio.  
**Duración:** cinco semanas.  
**Horario:** ocho horas en horario de mañana y tarde.

**Contenidos:**

Este máster consta de 480 horas de contacto estructuradas de la siguiente manera:

- 400 horas presenciales en dos fases:  
1ª fase (200 horas).  
2ª fase (200 horas).
- Trabajo de fin de máster (TFM) (80 horas).



# 2018 CONFERENCE PROGRAM AT A GLANCE

## SUNDAY, JUNE 24

9:00am - 5:00pm AATSP Board of Directors Meeting  
3:00pm - 5:30pm Registration Open

## MONDAY, JUNE 25 (DAY 1)

9:00am – 5:00pm Registration Open  
9:30am – 10:45am Session Block 1  
9:30am – 10:45am *Hispania* Editorial Board Meeting  
9:30am – 10:45am NSE/NPE Session  
10:00am – 1:00pm Workshop 1  
11:00am – 12:00pm Conference Opening  
12:00pm – 1:00pm Conference Plenary  
1:00pm – 2:00pm Welcome Reception  
2:15pm – 2:45pm Session Block 2  
2:15pm – 3:30pm Sigma Delta Pi Session  
3:00pm – 6:00pm Workshop 2  
3:00pm – 3:30pm Session Block 3  
3:30pm – 5:00pm Sigma Delta Pi Reception  
3:45pm – 5:00pm Session Block 4  
3:45pm – 5:00pm Sharing SHA Chapter Successes  
3:45pm – 5:00pm Community College Committee Meeting  
3:45pm – 5:00pm Portuguese Committee Meeting  
4:30pm – 5:30pm JCYL-USAL Plenary  
5:15pm – 6:30pm Session Block 5  
6:45pm – 7:15pm Session Block 6  
7:30pm – 8:30pm AATSP Business Meeting

## TUESDAY, JUNE 26 (DAY 2)

9:00am – 12:30pm Registration Open  
9:30am – 10:45am Session Block 7  
9:30am – 11:30am Chapter Assembly  
9:30am – 1:30pm SHH/SHA Advisory Council Meeting  
9:30am – 1:30pm NSE Council Meeting  
10:00am – 1:00pm Workshop 3  
11:00am – 11:30am Session Block 8  
11:00am – 11:30am Online Classroom Resources

11:45am – 1:00pm Session Block 9  
11:45am – 1:00pm *Hispania* How-to Session  
12:00pm – 1:00pm JCYL-USAL Plenary  
1:15pm – 1:45pm Session Block 10  
1:15pm – 1:45pm Poster Contest e-Poster Session  
4:30pm – 5:30pm JCYL-USAL Plenary

## WEDNESDAY, JUNE 27 (DAY 3)

9:00am – 3:30pm Registration Open  
9:30am – 6:00pm Workshop 5  
9:30am – 10:45am Session Block 11  
9:30am – 10:45am K-8 Teacher Gathering  
10:00am – 1:00pm Workshop 4  
11:00am – 12:00pm AATSP Plenary Session  
12:15pm – 1:30pm Session Block 12  
12:15pm – 1:30pm SHH Business Meeting  
12:15pm – 1:30pm Past Presidents Meeting  
1:45pm – 2:15pm Session Block 13  
2:30pm – 3:45pm Session Block 14  
2:30pm – 3:45pm Poster Contest Session  
4:00pm – 5:15pm Session Block 15  
4:30pm – 5:30pm JCYL-USAL Plenary  
5:30pm – 6:00pm Session Block 16  
6:15pm – 6:45pm Session Block 17  
8:00pm – 10:30pm Awards Banquet

## THURSDAY, JUNE 28 (DAY 4)

9:00am – 12:30am Registration Open  
9:30am – 1:30pm Board of Directors Meeting  
9:30am – 10:45am Session 18  
11:00am – 11:30am Session Block 19  
11:45am – 1:00pm Session Block 20  
12:00pm – 1:00pm JCYL-USAL Plenary  
1:15pm – 1:45pm Session Block 21  
2:00pm – 2:30pm Session Block 22



Salamanca acogerá a los participantes de la 100 Conferencia de la Asociación Americana de Profesores de Español y Portugués con los brazos abiertos, como corresponde a una ciudad que tiene el título de Hospitalaria. También es una ciudad de Conocimiento, gracias principalmente a la Universidad de Salamanca, que celebra este año su VIII Centenario. Es la universidad española más antigua, y la tercera en Europa, y es la matriz de la primera universidad americana.

Con sus dos universidades, la gran implicación del sector privado y el apoyo de las instituciones, Salamanca es una referencia en la enseñanza del español en todo el mundo, por lo que es un acierto que vuelva a celebrarse en ella la Conferencia de la AATSP, como ya ocurrió en 2006. Y lo hace coincidiendo con el V Congreso Internacional del Español, que bajo el lema 'Español para todos,' convertirá a la ciudad en escenario perfecto para la práctica y el aprendizaje del este idioma, a través del mayor encuentro de hispanistas y profesores de lengua española a nivel mundial.

Además, Salamanca es Ciudad Patrimonio de la Humanidad, declarada por la Unesco, por su gran monumentalidad y la excelente conservación de su casco histórico, y Salamanca es, también, Ciudad Europea de la Cultura, designada en 2002. Por ello ofrece un marco inigualable para la celebración de cualquier evento.

Espero, como alcalde de la ciudad, que la Conferencia sea un éxito y que los participantes disfruten de la hospitalidad de sus gentes, del gran ambiente de sus calles, de su excelente gastronomía, de sus monumentos históricos y guarden un gran recuerdo de la ciudad.



**Alfonso Fernández Mañueco**

**Alcalde de Salamanca**

# Messages



Greeting to all attendees of the 2018 meeting of the AATSP.

As we gather in historic Salamanca, we are concluding a chapter in our own history: one-hundred years of AATSP. But the conclusion of one chapter does not mean the end of the book! Instead, we are eagerly anticipating the next chapter. Reflected in this year's theme, "Looking Forward/Forward Looking," we know there will be great synergy emerging from the presentations and workshops as we all ponder how we will not only move the organization forward but how each of us individually will move forward in our professional growth. I hope you are as excited about the annual meeting as I am.

As most of you know, Emily Spinelli will be stepping down as Executive Director on June 30. Her contributions to the health and wellbeing of the organization are too many to list here. I ask that you join us at the annual banquet to bid her farewell and I promise it will be a sendoff like the organization has never seen! (This is what happens when you elect a former standup comic and part-time actor as president . . .) In the meantime, as you run into Emily in the hallways and sessions of the meeting, I encourage you to stop her and offer a "thank you" for all that she has done. At the same time, extend your warm welcome to Sheri Spaine Long, incoming Executive Director, and wish her all the best as she assumes her new duties.

During the meeting be sure to visit the exhibits and vendors. Not only do they help to sponsor our meeting, they offer many resources from materials to assessment to study abroad opportunities for you and your students. And please let the national staff know that you appreciate the hard work that goes into putting this annual meeting together. A special thank you to Debra Nigohosian is in order for her excellent job as Director of Conferences and Exhibits.

So have a great meeting, have a great time in Salamanca, and safe travels to all.

With warm wishes,  
Bill VanPatten



It is my distinct pleasure to welcome you to the 100<sup>th</sup> annual conference of the American Association of Teachers of Spanish and Portuguese. This conference is special in a number of ways including the fact that it is the culminating event in our year-long centennial celebration and the fact that it is being held in the historic city of Salamanca, Spain during the 800<sup>th</sup> anniversary of its renowned Universidad de Salamanca. In addition, our conference is being held in conjunction with the *V Congreso Internacional del Español* sponsored by the Junta de Castilla y León in partnership with the Universidad de Salamanca and the Federación Internacional de Asociaciones de Profesores de Español (FIAPE).



This year's conference program is rich and varied and includes nearly 350 sessions, workshops and events from which to choose. AATSP conference participants may also attend the plenary and regular sessions offered through the *V Congreso Internacional del Español*. The Salamanca Convention Bureau has provided the AATSP conference attendees with excursions that center on the many famous and interesting sites located throughout the city. We hope that you are able to take full advantage of this exceptional conference site by participating in the excursions, workshops, and sessions devoted to Salamanca and its cultural heritage. We also hope that you will be able to enrich your teaching and research through your interactions with other conference attendees.

As I'm certain you know by now, I am retiring as the Executive Director of the AATSP at the end of this conference. I am grateful for having had this experience and for meeting and working with so many wonderful professionals devoted to the teaching of Spanish and Portuguese language and corresponding cultures. I would like to thank each of you for supporting the AATSP, its programs, its publications, and its annual conference during my term as Executive Director. Please join me in "Looking Forward" to another successful 100 years for our organization.

*Un fuerte abrazo,*  
Emily Spinelli  
Executive Director, AATSP

# A Brief History of AATSP 100 1918 2018

The American Association of Teachers of Spanish and Portuguese was born during a time of great ferment in the United States and the rest of the world. During the second decade of the 20th century times were troubled economically in the U.S., war was brewing in Europe, and Americans were beginning to struggle with thoughts of universal education and a greater place for America in the world community. Latin and Greek were still dominant in the American curriculum, with French and German not far behind. Spanish was a very distant also-ran and Portuguese did not exist in the American curriculum except in a few Eastern universities.

American isolationism gave Spanish a boost when German was dropped from many schools during the First World War. Spanish became the language of choice, not through any love of the language, but for simple expediency. Many of the teachers knew very little Spanish, but they were pressed into teaching it to save their jobs. So Spanish developed a constituency and a foothold in American education, but for unattractive and unsatisfactory reasons.

In the midst of difficult times in the nation and in the world, the American Association of Teachers of Spanish and Portuguese was founded 29 December 1917 in New York City as the American Association of Teachers of Spanish. The name was changed to the present one when Portuguese was added to the association's mission in 1944. The AATSP came about through the efforts of Lawrence A. Wilkins, Director of Foreign Languages in the New York Public Schools and a number of other individuals teaching in colleges, universities, and high schools along the Eastern Seaboard. From the very beginning, the intention — and the reality — was to have a truly national association. The AATSP was the first association in the United States devoted to the study of a specific modern foreign language, pre-dating the AATI (1923), the AATF (1927), and the AATG (1927).

Membership has always been open to teachers of Spanish and Portuguese and all others interested in the languages. Over 90% of the membership is Spanish-oriented, although the Portuguese-oriented segment of the membership is both strong and growing. There are Honorary Members and Fellows who represent, respectively, the world of Hispanic and Luso-Brazilian scholarship and the world of letters.

Over 60 local chapters of the AATSP exist in the United States and Canada. The alpha chapter has evolved into Metropolitan New York Chapter, founded in 1916 as the Association of Teachers of Spanish, and becoming the first chapter of the new AATS on 1 January 1917. Some groups are very active with regular meetings and wide-ranging cultural and pedagogical programs. Others usually meet in conjunction with the state language association and sponsor the National Spanish Examination and a few other activities. Most nominations for national officers emanate from chapters so membership and participation are important. Many lasting friendships and professional acquaintances have been made through AATSP chapters and participation seems to be growing.

From the beginning, *Hispania*, the association journal, was envisioned as a first-class scholarly publication and also as a source of practical advice for classroom teachers. It has steadily grown in prestige and has had 13 editors through the years; the present editor is Benjamin Fraser.

An Annual Meeting has been held each year since 1917 with the exception of two years during World War II when government restrictions prohibited such gatherings. Each Annual Meeting contains a plethora of sessions of wider or narrower interest, numerous workshops for members, and many social activities designed to augment the camaraderie of members. Recent meetings have been held in Costa Rica, San Diego, San Francisco, San Juan, Madrid, Cancún, Philadelphia, Chicago, and New York. The 2002 meeting was held in Rio de Janeiro, the first one in a Portuguese-speaking country.

Various auxiliaries have been founded throughout the history of the AATSP and most survive and thrive today. The *Sociedad Honoraria Hispánica* was established in 1952, after some initial moves by a group of New York teachers who started Pan American Clubs and a group of Miami teachers who first organized an honor group on a local basis, subsequently petitioning the AATSP for official recognition. It has long published an official student publication, *Albricias*. There are well over two thousand chapters and the number of initiates grows each year. A club for elementary and middle school students, the *Sociedad Hispánica de Amistad*, was formed in 2001.

One of the most signal services the AATSP offers to secondary school teachers is the **National Spanish Examination**. Offered each spring, it is often the chief activity of local AATSP chapters. The initial mechanisms for the examinations were established by Sol Saporta of Indiana University in the early 50s. In 1954, Harry T. Charly assumed leadership of the NSE, a post he held for 23 years. The current Director of the NSE is Kevin Cessna-Buscemi of Valparaiso, IN. The number of students taking the exam is at an all-time high.

The AATSP was a founding member of the Joint National Committee for Languages and the National Council for Language and International Studies. NCLIS lobbies for languages at the national level. The Executive Director of both groups is William Rivers, who maintains a Washington office and presence for us, the other AATs, the MLA, and various other groups concerned with the promotion of languages in the United States.

Language departments in both secondary schools and in higher education have traditionally been more open to women than has been the case in many disciplines; the AATSP has been no exception. Although the first 11 presidents were men, Vesta E. Condon became the first woman president in 1933 and subsequent presidents and members of the Board of Directors have been quite evenly divided between men and women, as well as between representatives of higher education and those of K-12 schools.





The **AATSP** has been people-oriented and it has served its members for more than 100 years. Today it is a vibrant and vigorous association, with a renowned journal, fine intellectual and financial assets, a free-standing corporate office directed by a full-time language professional, good will on the part of its members, and great respect from its sister groups. **AATSP** national and international members represent primary, secondary, and university teachers, professors, and administrators as well as other professionals who support Hispanic and Luso-Brazilian languages and cultures. It is probably the largest organization in the world devoted to individual languages, although that claim would be hard to prove conclusively.

Ever looking toward the future, the **AATSP** invites all teachers of Spanish and Portuguese and all those interested in those languages to become members and to share in the great task of fomenting the study of Spanish and Portuguese wherever its members live and work.



the PORTUGUESE NEWSLETTER



## AATSP President's List 1918–2018

1918	Juan C. Cebrián*	1968	Dorothy E. McMahon
1918	Archer M. Huntington**	1969	Sabine Reyes Ulibarri
1918	Lawrence A. Wilkins	1970	Mariá Olivia Muñoz
1919	Lawrence A. Wilkins	1971	Seymour Menton
1920	Lawrence A. Wilkins	1972	Anthony M. Pasquariello
1921	John D. Fitz-Gerald	1973	Theodore Anderson
1922	John D. Fitz-Gerald	1974	Zenia Sacks Da Silva
1923	C. Scott Williams	1975	Jack H. Parker
1924	Elijah C. Hills	1976	Enrique Ruiz-Fornells
1925	William M. Barlow	1977	Richard Barrutia
1926	William S. Hendrix	1978	Barbara G. Snyder
1927	Lawrence A. Wilkins	1979	A. Dolores Brown
1928	Aurelio M. Espinosa	1980	Eugene Savaiano
1929	George W. H. Shield	1981	Maria Isabel Abreu
1930	Henry Grattan Doyle	1982	James A. Castañeda
1931	William A. Clarke	1983	Irving P. Rothberg
1932	S. Griswold Morley	1984	Lynn A. Sandstedt
1933	Vesta E. Condon	1985	Eduardo Zayas-Bazán
1934	Wilfred A. Beardsley	1986	Nancy A. Humbach
1935	Hynen Alpern	1987	Juana Amelia Hernández
1936	Joseph W. Barlow	1988	Richard V. Teschner
1937	Edwin B. Place	1989	Richard B. Klein
1938	E. Herman Hespelt	1990	Ruth L. Bennett
1939	Mary Eleanor Peters	1991	Theodore A. Sackett
1940	Francis M. Kercheville	1992	Elvira García
1941	Willis Knapp Jones	1993	Donald W. Bleznick
1942	Stephen L. Pitcher	1994	Jean Carolyn Williams
1943	Stephen L. Pitcher	1995	Jean S. Chittenden
1944	Stephen L. Pitcher	1996	Marilynn Pavlik
1945	D. Lincoln Canfield	1997	Salvatore J. Poeta
1946	Sturgis E. Leavitt	1998	Carmen Chaves Tesser
1947	Elsie I. Jamieson	1999	Marco Aurelio Arenas
1948	Leavitt O. Wright	2000	Joy Renjilian-Burgy
1949	John E. Englekirk	2001	Felipe Mercado
1950	William H. Shoemaker	2002	Ronnie Maibaum
1951	Marjorie C. Johnston	2003	Mary-Anne Vetterling
1952	Lawrence B. Kiddle	2004	Emily Spinelli
1953	Agnes M. Brady	2005	John C. Wilcox
1954	Graydon S. DeLand	2006	John C. Wilcox
1955	Everett W. Hesse	2007	Scott Shearon
1956	Agnes M. Brady	2008	James A. Parr
1957	Carl A. Tyre	2009	Milton Azevedo
1958	Nicholson B. Adams	2010	Laura Sánchez
1959	Donald D. Walsh	2011	Liliana Soto-Fernández
1960	Dwight L. Bolinger	2012	Christine M. Campbell
1961	Victor R.B. Oelschlager	2013	Laura A. Zinke
1962	Robert M. Duncan	2014	Sharon Ahern Fechter
1963	Agatha Cavallo	2015	Elaine Davis
1964	Juan R. Castellano	2016	Anne Fountain
1965	Robert G. Mead, Jr.	2017	Cheryl Fuentes-Wagner
1966	Norman P. Sacks	2018	Bill VanPatten
1967	Renato I. Rosaldo		

\*Juan C. Cebrián served as Honorary President from 1918-1935

\*\*Archer M. Huntington served as Honorary President from 1918-1955

## The AATSP Annual Conferences were held in the following cities:

1917-18	New York	1969	Chicago
1919	Washington	1970	San Francisco
1920	Chicago	1971	Chicago (w MLA)
1921	Washington	1972	New York (w MLA)
1922	Los Angeles	1973	New York (w MLA)
1923	New York	1974	Denver (w ACTFL)
1924	Denver	1975	Chicago
1925	Columbus	1976	Atlanta
1926	El Paso	1977	Madrid, Spain
1927	New York	1978	San Diego
1928	Detroit	1979	Toronto, Canada
1929	Washington	1980	San Juan, Puerto Rico
1930	Boston	1981	Seattle
1931	Madison (w MLA)	1982	New Orleans
1932	San Francisco	1983	Boston
1933	Cleveland	1984	México City, México
1934	Austin	1985	New York (w AATs, ACTFL)
1935	New York	1986	Madrid, Spain
1936	Chapel Hill/Durham (w MLA)	1987	Los Angeles
1937	Chicago (w MLA)	1988	Denver
1938	New York (w MLA)	1989	San Antonio
1939	San Francisco	1990	Miami Beach
1940	Albuquerque	1991	Chicago
1941	St. Louis	1992	Cancún, Mexico
1942	New York (Council meeting only)	1993	Phoenix
1943	Not Held (because of WWII policies)	1994	Philadelphia
1944	New York (w MLA)	1995	San Diego
1945	Chicago (w MLA)	1996	Orlando
1946	Washington (w MLA)	1997	Nashville (w AATs, ACTFL)
1947	Detroit (w MLA)	1998	Madrid, Spain
1948	New York (w MLA)	1999	Denver
1949	Berkeley (w MLA)	2000	San Juan, Puerto Rico
1950	New Orleans	2001	San Francisco
1951	Chicago	2002	Rio de Janeiro, Brazil
1952	Boston (w MLA)	2003	Chicago
1953	Chicago (w MLA)	2004	Acapulco, México
1954	New York (w MLA)	2005	New York
1955	Chicago (w MLA)	2006	Salamanca, Spain
1956	Washington (w MLA)	2007	San Diego
1957	Dallas	2008	San José, Costa Rica
1958	New York (w MLA)	2009	Albuquerque
1959	Chicago (w MLA)	2010	Guadalajara, México
1960	San Diego	2011	Washington, DC
1961	Chicago (w MLA)	2012	San Juan, Puerto Rico
1962	Washington (w MLA)	2013	San Antonio, Texas
1963	Chicago (w MLA)	2014	Panama City, Panama
1964	New York (w MLA)	2015	Denver
1965	Chicago (w MLA)	2016	Miami
1966	New York (w MLA)	2017	Chicago
1967	Chicago (w MLA)	2018	Salamanca, Spain
1968	San Antonio		



## AATSP *Hispania* Editors 1918–2018

Aurelio M. Espinosa (1918–1926)  
 Alfred Coester (1927–1941)  
 Henry Grattan Doyle (1942–1948)  
 Donald D. Walsh (1949–1956)  
 Robert G. Mead (1957–1962)  
 Seymour Menton (1958–1965)  
 Irving P. Rothberg (1966–1974)

Donald W. Bleznick (1975–1983)  
 Theodore A. Sackett (1984–1992)  
 Estelle Irizarry (1993–2000)  
 Janet Pérez (2001–2009)  
 Sheri Spaine Long (2010–2018)  
 Benjamin Fraser (2018–)

# AATSP 2018 Conference Sponsors

The AATSP wishes to thank the following companies who have generously sponsored the 100<sup>th</sup> Annual Conference by providing products, services, and/or underwriting to help create a quality conference for all of our attendees.



Federación Internacional de Asociaciones  
de Profesores de Español



SANTILLANA USA PUBLISHING



*Conference Program*

NEW MEXICO STATE UNIVERSITY



*Conference Tote Bags and Course for Graduate Credit*

VISTA HIGHER LEARNING



*Badge Holders and Lanyards*

ACADEMIA NORTEAMERICANA DE LA LENGUA  
ESPAÑOLA (ANLE)



*Featured Session*

# The American Association of Teachers of Spanish and Portuguese

## STAFF

**Emily Spinelli**  
*Executive Director*

**Sheri Spaine Long**  
*Executive Director Designate*

**Cindy Kendall**  
*Director of Communications*

**Kara Majchrowicz**  
*Director of Financial Services*

**Debra Nigohosian**  
*Director of Conferences and Exhibits*

**David Wiseman**  
*Director of Publications and Marketing*

## BOARD OF DIRECTORS

**Emily Spinelli**  
Executive Director  
AATSP

**Sheri Spaine Long**  
Executive Director  
Designate

**Bill VanPatten**  
President  
Chowchilla, CA

**Martha Vásquez**  
President Elect  
San Antonio ISD  
San Antonio, TX

**Cheryl Fuentes-Wagner**  
Past President  
Retired  
Sugar Land, TX

**Adriana Aloia (2020)**  
*Secondary (9–12) Rep.*  
Retired  
Armonk, NY

**Carlos Benavides (2020)**  
*College/University Rep.*  
University of Massachusetts at  
Dartmouth  
North Dartmouth, MA

**Irma Bjerre (2019)**  
*Community College Representative*  
Clackamas Community College  
Oregon City, OR

**Kevin Cessna-Buscemi (2019)**  
*Director, National Spanish Examinations*  
Valparaiso, IN

**Parthena Draggett (2018)**  
*Secondary (9–12) Rep.*  
The Community School of Naples  
Naples, FL

**Cynthia Flax (2019)**  
*Secondary (9–12) Rep.*  
Retired  
Clifton Park, NY

**Benjamin Fraser (2021)**  
*Editor, Hispania*  
East Carolina University  
Greenville, NC

**Ron Leow (2018)**  
*College/University Rep.*  
Georgetown University  
Washington, DC

**John Maddox (2019)**  
*College/University Rep.*  
University of Alabama-Birmingham  
Birmingham, AL

**Rachel Mamiya Hernández (2020)**  
*Portuguese Rep.*  
University of Hawaii  
Honolulu, HI

**Kelly Scheetz (2019)**  
*Director, Sociedad Honoraria Hispánica*  
Franklin, TN

**Megan Villanueva (2018)**  
*K–8 Rep.*  
Smith Middle School  
Glastonbury, CT

## DIRECTORS AND COORDINATORS

**Kevin Cessna-Buscemi**  
*Director, National Spanish Examinations*

**Carol E. Galvin Flood**  
*Coordinator, Online Classroom Resources*

**Cheryl Fuentes-Wagner**  
*Interim Director*  
Sociedad Hispánica de Amistad

**James Krause**  
*Director, Phi Lambda Beta*  
Brigham Young University,  
Provo, UT

**Kelly Scheetz**  
*Director, Sociedad Honoraria Hispánica*

**Crystal Vicente**  
*Coordinator, Poster Contest*

## EDITORS OF PUBLICATIONS

**Faith Blackhurst**  
*Albricias*

**G. Cory Duclos**  
*Spanish and Portuguese Review*

**Benjamin Fraser**  
*Hispania*

**Luci De Biaji Moreira**  
*The Portuguese Newsletter*

**Mary-Anne Vetterling**  
*Conference Wrap-Up*



# Excursions in Salamanca, Spain

Pre-Registration required

---

## TUESDAY, JUNE 26, 2018

### E1: Paseo guiado por la ciudad

**Time:** 2:30pm-4:00pm

**Itinerary:** Empezando en el Palacio de Congresos, este paseo guiado (en español) va a pasar por las siguientes sitios: Casa de las Conchas, Clerecía, Universidad Pontificia, Universidad de Salamanca y Patio de las Escuelas, Catedral Nueva y Catedral Vieja, Patio Chico, Cueva de Salamanca, Convento de San Esteban, Palacio de la Salina. El paseo terminará en la Plaza Mayor.

**What to wear and bring along:** It is strongly recommended that participants wear cool, comfortable clothing and walking shoes. Participants may also want to bring along a hat, sunscreen, sunglasses, and/or an umbrella in case of rain.

**REMINDER: DON'T FORGET TO BRING YOUR CAMERA.**

### E2: Monumenta salmanticae

**Time:** 2:30pm-4:00pm

**Itinerary:** Este recorrido guiado (en español) pasa por el patrimonio arquitectónico y urbano de la ciudad en un espacio innovador y singular. La Iglesia de San Millán acoge esta novedosa visita que se apoya en recreaciones virtuales, infografía y otros elementos audiovisuales que reflejan cerca de 140 edificios y espacios urbanos. El lugar ideal para comenzar tu visita a la ciudad.

**What to wear and bring along:** It is strongly recommended that participants wear cool, comfortable clothing and walking shoes. Participants may also want to bring along a hat, sunscreen, sunglasses, and/or an umbrella in case of rain.

**REMINDER: DON'T FORGET TO BRING YOUR CAMERA.**

### E3: Paseo guiado por la ciudad

**Time:** 4:30pm-6:00pm

**Description:** See description above for E1

**REMINDER: DON'T FORGET TO BRING YOUR CAMERA.**

### E4: Casa Lis: Museo de Art Nouveau y Art Decó

**Time:** 4:30pm-6:00pm

**Itinerary:** Museo Casa Lis es un palacete muy especial que guarda en su interior la esencia del Art Déco y Art Nouveau. A través de sus diecinueve colecciones el recorrido por sus salas muestra al visitante la producción de los talleres europeos de artes decorativas de los periodos Nouveau y Déco con joyas, vidrios iridiscentes, muebles, y porcelanas. <http://www.museocasalis.org/nuevaweb/museo/casa-lis>

**What to wear and bring along:** It is strongly recommended that participants wear cool, comfortable clothing and walking shoes. Participants may also want to bring along a hat, sunscreen, sunglasses, and/or an umbrella in case of rain.

**REMINDER: DON'T FORGET TO BRING YOUR CAMERA.**



## Earning Graduate Credit at the Annual AATSP Conference

AATSP has partnered with New Mexico State University to offer a unique opportunity for 2018 conference attendees to earn graduate credit. We are providing this as an example of what is expected by attendees while at the conference.

### Course Content

In essence, this AATSP-NMSU Online Graduate Credit program provides the opportunity for conference attendees to apply everything they do at the conference in a practical way following the appropriate re-focus or in-depth review of the National Standards, all while using emerging technologies.

### Course Requirements

- ◇ Conference Registration and Attendance.
- ◇ At-conference work will include the following:
  - Attend the appropriate half-day workshops (W-3 or W-4) or the 75-minute session sponsored by NMSU Online MA in Spanish.
  - Attend a minimum of 20 hours of conference sessions, workshops and/or excursions.
  - Journal entries online in BLOG format that cover the sessions, events, excursions, etc., and how these apply to the topic of the course.

In the 3-credit course, the combination of hours is in addition to the required attendance at the NMSU-sponsored session. Session/workshop/excursion attendance should be documented as per instructions in the course syllabus.

### NMSU-sponsored Workshops:

**W-3: Ni voz, ni voto: La representación del hablante de herencia en el currículo escolar**

Tuesday, 10:00am – 1:00pm      USAL-FT Aula 4

*Presenter: Gabriela Moreno; New Mexico State University;*

**W-4: Cómo examinar un examen: Los fundamentos de análisis de ítems**

Wednesday, 10:00am – 1:00pm      USAL-FT Aula 4

*Presenter: Patricia MacGregor-Mendoza; New Mexico State University*

**061: 75-minute Session: Turn on cultural learning experiences in your classroom using technology your students already bring with them!**

Monday, 3:45pm – 5:00pm      USAL-FT Aula 16

*Jeff Longwell; New Mexico State University*

Post-conference work to be completed online includes, but is not limited to journal entries online in BLOG format, thought/research paper and/or projects. Please see course syllabi for details. (Syllabi will be provided in either hardcopy or electronic format as part of the appropriate session/workshop).

***If you are not able to participate in this opportunity in 2018, watch for it again in 2019 in San Diego!***

## CONFERENCE PROGRAM OVERVIEW

The AATSP Conference is composed of a great variety of sessions, workshops, meetings, and special events. The following list describes the various types of presentations in an effort to help you plan your conference time and select the sessions and workshops that are most beneficial to you.

### ACADEMIC PAPER

An academic paper presents research about a topic related to language, literature, culture or linguistics. An academic paper is generally 15-20 minutes in length and is scheduled in a 30-minute time block to allow for questions and discussion.

### PANEL OF ACADEMIC PAPERS

An academic panel consists of 2-4 academic papers treating a similar theme or topic. An academic panel is scheduled within a 75-minute time block to allow for questions and discussion. The Chair of the panel serves as the moderator for the session and may also read a paper during the session.

### e-POSTER PRESENTATION

An e-Poster presentation uses an electronic format operated from a laptop computer or other device. An e-Poster presentation consists of a brief outline of the important features or concepts of a research project, lesson plan, classroom materials, and/or cultural update. E-poster presentations can be either 30 minutes or 75 minutes in length.

### SESSIONS

A session treats topics related to the teaching and learning of language, literature, linguistics and/or culture of the Spanish- or Portuguese-speaking world. Sessions can have one to three presenters who explain or describe the topic in an engaging format to the attendees. A session can be 30 minutes or 75 minutes in length.

### EXHIBITOR SESSIONS

In an exhibitor session a representative from the company presents information to the attendees related to the product or service they offer. An exhibitor session can be either 30 minutes or 75 minutes in length. During the session exhibitors may not sell products or services but can explain the benefits of the product or service they offer.

### WORKSHOPS

Workshops are a half day or full day in length and provide more in-depth treatment of a particular topic than could be presented in a regular session. Workshops are interactive and allow the attendees time to practice the concepts and ideas presented. Attendees pay an additional fee to attend the workshop and receive a comprehensive treatment of the topic and materials to use as classroom resources.

## GUIDEBOOK

### The mobile app for the AATSP Annual Conference

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

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

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





# Monday Highlights

## Registration Open

9:00am – 5:00pm

## Session 004

NSE/NPE Session

9:30am – 10:45am

USAL-FT Aula 7

## Session 017

Conference Opening Session

11:00am – 12:00pm

PAL Sala Mayor

\*\*\*\*\*

## Session 018

Conference Plenary

12:00pm – 1:00pm

PAL Sala Mayor

## Session 019

Welcome Reception

1:00pm – 2:00pm

Light refreshments provided

PAL

## Session 032

Sigma Delta Pi Best Practices and Informative Session

2:15pm – 3:30pm

PAL Sala Mayor

\*\*\*\*\*

## Session 052

Sigma Delta Pi Reception

3:30pm – 5:00pm

PAL Sala de Autoridades

*All Sigma Delta Pi Members are invited to attend*

## Session 057

Sharing SHA Chapter Success

3:45pm – 5:00pm

USAL-FT Aula 10

## Committee Meetings

### Session 058: Community College Committee Meeting

3:45pm – 5:00pm – USAL-FT Aula 11

### Session 060: Portuguese Committee Meeting

3:45pm – 5:00pm – USAL-FT Aula 15

## JCYL-USAL Plenary

4:30pm – 5:30pm

PAL Sala Mayor

## Session 100

### AATSP Business Meeting

All attendees are encouraged to participate. Keep abreast of the latest AATSP news and learn how we are working to better serve you.

Please join us!

7:30pm – 8:30pm

PAL Sala Mayor

- **Archivo** = Archivo Histórico Provincial de Salamanca; Calle Las Mazas, s/n, Salamanca
- **PAL** = Palacio de Congresos
- **USAL-FT** = Universidad de Salamanca; Facultad de Traducción



# Sessions

001

Sunday, June 24 9:00am- 5:00pm Abba Fonseca

## Board of Directors Meeting

By invitation only.

Sunday, June 24  
Registration Open  
3:00pm – 5:30pm

Monday, June 25  
Registration Open  
9:00am – 5:00pm

Session Block 1  
Monday, June 25  
9:30am – 10:45am

Yet, behind the social propriety lies the reality of Spanish gender relations in daily Spanish life. The paper discusses Berlanga's female figures whose actions undermine the patriarchy and subvert the Spanish nation as Franco envisions it.

**Presenter:** Mary Makris; University of Louisville; Louisville, KY

**Audience Level:** Higher Ed

**Theme:** Literature/Literary Criticism/Literary Theory

**Guernica and all the dead children.** Using a New Historicism framework, I examine literary and visual texts that depict the children victims of the Spanish Civil War, particularly the bombing of Guernica. The literary texts include poems by Anglo writers and a play by Gerónimo López Mozo. The visual texts will be drawn from propaganda posters of the era and children's drawings done in the *Colonias Infantiles* run by the Republican Government. I also consider more contemporary texts that deal with the bombing.

**Presenter:** Enrique Álvarez; Florida State University; Tallahassee, FL

**Audience Level:** Higher Ed

**Theme:** Culture

«El hombre nuevo» en la España Republicana: datos del Archivo General de la Guerra Civil Española de Salamanca. En esta ponencia se presentan algunos documentos encontrados en el Archivo General de la Guerra Civil Española de Salamanca en relación con el concepto del «hombre nuevo» republicano. A diferencia de su homólogo en el campo nacional, el hombre nuevo republicano pone el énfasis en la cultura y en la educación, en el desprecio a la muerte y en una sociedad más igualitaria en relaciones afectivas y sexuales. Para demostrar este argumento, se presentarán algunos ejemplos de prensa de trincheras, panfletos políticos y correspondencia familiar.

004

Monday, June 25 9:30am-10:45am USAL-FT Aula 7

## National Spanish Examinations: Assessment and contest

**Presenters:** Kevin Cessna-Buscemi; National Spanish Examinations; Chesterton, IN; Salvatore Muffoletto; National Spanish Examinations; Chesterton, IN

**Audience Level:** Middle/Junior High|Secondary (9-12)

**Theme:** Assessment

This session will focus on the content, administration and prize structure of the AATSP's National Spanish Examinations (NSE) and the new NSE-SIELE Examinations. Participants will leave this session understanding exam content, how the NSE measures both performance and content standards, online test administration procedures, ideas how the exams can be used as formative and summative assessments, and the many awards, prizes and scholarships available to students.

© 2018 American Association of Teachers of Spanish and Portuguese, Inc. All rights reserved.

002

Monday, June 25 9:30am-10:45am USAL-FT Aula 2

## Aspectos culturales del español en las lecciones diarias

**Presenter:** María Dolores Linda Villadóniga; Retired; St Augustine, FL; Gale E. Jones; Duval County School District; Jacksonville, FL

**Audience Level:** Middle/Junior High|Secondary (9-12)|Higher Ed

**Theme:** Culture

En esta sesión los participantes aprenderán cómo presentar la cultura en una forma natural e íntegra, cómo hacer que la cultura forme parte de las clases diarias y también cómo usar proyectos para conocer más a fondo un punto específico sobre nuestra cultura y demostrar lo que hayan aprendido usando los tres modos de comunicación.

003

Monday, June 25 9:30am-10:45am USAL-FT Aula 6

## The Spanish Civil War and Francoist Spain

**Presenter:** Sean Thomas Dwyer; Western Washington University; Bellingham, WA

**Audience Level:** Higher Ed

**Theme:** Film/Film Studies

**Berlanga's belles: The hidden powers in film that shape Francoist society.** In the cinema of Francoist Spain, a protagonist must be a male figure who leads his family as Franco leads the nation. He is invincible, wise, with a wife who is a perfect Spanish woman. She stays home, preparing her sons to build the nation's infrastructure, and her daughters to build the human infrastructure of the Raza.

**005**

Monday, June 25 9:30am-10:45pm USAL-FT Aula 8

**Female authority in Early Modern Iberian literature****Presenters:** Jared S. White; Buena Vista University; Storm Lake, IA; Emily Tobey; Miami University; Oxford, OH; Jonathan Wade; Meredith College; Raleigh, NC; Anna-Lisa Halling; Brigham Young University; Provo, UT**Audience Level:** Higher Ed**Theme:** Literature/Literary Criticism/Literary Theory

Due to the patriarchal structures of Early Modern society, women have traditionally occupied a vulnerable space within that sphere. In spite of this precarious situation, certain Iberian texts of the period reveal women as arbiters of authority. The works discussed in this panel will first illustrate this historical tradition of misogyny, and then counter this narrative with *comedias* featuring an authoritative matriarch and a female protagonist as national champion, as well as an instruction manual intended for women navigating important administrative roles.

**006**

Monday, June 25 9:30am-10:45am USAL-FT Aula 10

**Effective writing instruction: Strategies and feedback****Presenter:** Allison Caras; The George Washington University; Washington, DC**Audience Level:** Secondary (9-12)|Higher Ed**Theme:** Applied Linguistics/Second Language Acquisition

**“Why are these underlined?” Beginning Spanish students’ thoughts on composition feedback.** As language teachers, we give feedback to our students when they write compositions, but do we know what kind helps them most and why? In this session, we will take a look at beginning Spanish students’ thought processes, transcribed from audio recordings, while they worked through teacher feedback on their compositions. Not only will we look at what the students said, we will also explore how the students processed their errors. Lastly, we will see what happened from draft-to-draft in terms of their improvement, or not, on *ser* vs. *estar* and the preterit vs. imperfect.

**Presenters:** María Lucrecia Litherland; Oklahoma Baptist University; Shawnee, OK; Kristin Marie Grimes; North Rock Creek School District; Shawnee, OK**Audience Level:** Middle/Junior High|Secondary (9-12)|Higher Ed**Theme:** Methods/Techniques/Strategies

**Strategies for effective writing instruction.** The presenters offer a number of strategies that can be embedded in the content of any curriculum at any level of language instruction. Throughout the entire process of composition, both content and language expression are addressed, from the early stage of brainstorming ideas to the editing of the final copy. Along the way, graphic organizers, checklists, rubrics and charts are some of the guiding tools to aid in the writing process as well as in peer-editing, self-monitoring and assessment.

**007**

Monday, June 25 9:30am-10:45am USAL-FT Aula 11

**Enseñar el español estandarizado a los hablantes de herencia: una perspectiva sociolingüística****Presenter:** Mary Hudgens Henderson; Winona State University; Winona, MN**Audience Level:** K-6|Middle/Junior High|Secondary (9-12)|Higher Ed**Theme:** Methods/Techniques/Strategies

¿Cómo enseñar la gramática avanzada a los que dicen «comistes», «haiga», o «el espanglish»? Muchos estudiantes que no han recibido su escolarización en español llegan a nuestras clases queriendo mejorar su gramática, pero con aprensiones de ser juzgados por su habla. En esta sesión participativa, los asistentes aprenderán técnicas divertidas que promueven la adición de un nuevo dialecto al repertorio de sus estudiantes: el español estándar, sin denegar el conocimiento que ya llevan al salón de clase.

**008**

Monday, June 25 9:30am-10:45am USAL-FT Aula 14

**Hispanic cultures and cuisines: An elective for high school Spanish students****Presenter:** Dorothea Noyes Ragsdale; Culver Academies; Culver, IN**Audience Level:** Secondary (9-12)|Higher Ed**Theme:** Culture

Cultural competence is the framework we use to motivate and energize our students about the languages they are acquiring. We try new foods, discover different celebrations across the world and discuss the commonalities that exist across world cultures and belief systems. In this session, we will use the themes of “cuisine” and “history” to explore Spain and the Americas and discover how their histories and cultures have created new traditions by blending their customs and cuisines. A sample unit plan will be reviewed and discussed for use in your classrooms.

**009**

Monday, June 25 9:30am-10:45am USAL-FT Aula 16

**Students that understand, speak: Empowering students through comprehensible input****Presenters:** Rose M. Potter; The University of Texas at Austin; Austin, TX; Amy J. Hornby Uribe; Winona State University; Winona, MN**Audience Level:** K-6|Middle/Junior High|Secondary (9-12)|Higher Ed**Theme:** Methods/Techniques/Strategies

This session will focus on fun and challenging comprehensible input strategies and activities that support a classroom immersion environment, develop 21st Century skills in all three communication modes and intrinsically motivate students to speak the target language. Participants will be able to apply questioning techniques that evoke higher-order thinking and incorporate graphic organizers to make authentic target language accessible to learners.

010

Monday, June 25 9:30am-10:45am PAL La Maqueta

## Spanish teachers' report on what they find most challenging in terms of instructional abilities

**Presenter:** Comfort Pratt; Texas Tech University; Lubbock, TX

**Audience Level:** K-6|Middle/Junior High|Secondary (9-12)|Higher Ed

**Theme:** Teacher Preparation/Development

The findings of a self-efficacy survey, which was administered to 150 high school and lower-level college Spanish teachers, revealed that what they find most challenging are knowledge about instructional strategies, selecting the most appropriate teaching approaches, and lack of theoretical foundations, fun ideas, and adequate proficiency in Spanish. The actual responses as well as possible solutions, including effective integration of immersion experiences, will be discussed. A follow-up survey administered to students about the teachers' challenges will also be analyzed.

011

Monday, June 25 9:30am-10:45am PAL Sala Nivel 0

## Teaching heritage speakers: Successes and challenges

**Presenter:** Angela Felix; Rio Salado College; Tempe, AZ

**Audience Level:** Higher Ed

**Theme:** Learner Variables/Diverse Learners

**Heritage Spanish speakers in courses designed for monolingual English speakers: A phenomenography.** What does it mean to be an adult heritage Spanish speaker in the United States? What is it like to be an adult heritage Spanish speaker in courses designed for monolingual English speakers? This session will present the results of a phenomenographical approach to answering these questions, focusing on the various ways in which learners think about and experience their heritage language in and out of the classroom. The data reveal the educational, social, and individual challenges these learners face in their quest to improve their literacy skills in Spanish.

**Presenter:** Florencia Henshaw; University of Illinois, Urbana-Champaign; Urbana, IL

**Audience Level:** Higher Ed

**Theme:** Technology

**Web-based interaction with native speakers: A comparison of L2 and heritage learners' experiences.** This session describes the use of TalkAbroad, an online platform that allows students to interact with native speakers, in a fifth-semester Spanish course that enrolls both second language (L2) and heritage language (HL) learners. The presentation will highlight differences and similarities between L2 and HL learners' perceptions of the experience, particularly with respect to its impact on their linguistic self-confidence and motivation to continue learning the language and to study abroad.

012

Monday, June 25 9:30am-10:45am PAL Aula 2

## Vocabulary acquisition through texting and computers

**Presenter:** Lori Lye; University of Florida; Gainesville, FL

**Audience Level:** Higher Ed

**Theme:** Linguistics

**Effect of text messaging on L2 Spanish vocabulary acquisition.** While mobile devices have become increasingly integral to students' lives, there is an apparent disconnect between this trend and our second language (L2) pedagogy. The present study investigates the potential benefits of a nontraditional writing assignment, texting, on vocabulary acquisition by adult learners of Spanish. Preliminary results support the idea that nontraditional writing tasks can offer a beneficial supplement to traditional classroom instruction, while methods for implementation will also be discussed.

**Presenter:** Francisco Ramón Lluna Mateu; Universidad Católica de Valencia San Vicente Mártir; Valencia, Spain

**Audience Level:** K-6|Middle/Junior High|Secondary (9-12)|Higher Ed

**Theme:** Applied Linguistics/Second Language Acquisition

**The promise of task-based synchronous computer mediated communication: An exploratory study into L2 vocabulary learning.** This paper focuses on the results obtained in an exploratory study with a small group of L2 Spanish learners with different majors pursuing a degree at Universidad Católica de Valencia. The task consisted of a vocabulary guessing game prompted by glosses from which learners had to guess and hopefully learn words or expressions related to the world of employment. The guessing games took place in a series of online sessions via the instant messaging capability available in Skype.

013

Monday, June 25 9:30am-10:45am PAL Aula 3

## J.G. Vázquez's *Historia secreta de Costaguana*: Canal dreams, Panama separatists, and metafictional history

**Presenter:** Gene H. Bell-Villada; Williams College; Williamstown, MA

**Audience Level:** Higher Ed

**Theme:** Literature/Literary Criticism/Literary Theory

Vázquez's complex novel combines three things: (1) the real, factual histories of the doomed French Panama canal effort, the parallel rise of Isthmian separatism, and the subsequent US intervention, (2) a metafictional structure that focuses on its own narrator and narrativity in conveying the myriad events, and (3) an intertextual relationship with Joseph Conrad and his "South American" novel *Nostramo*. The paper will examine the rich and varied interplay that exists between the diverse aspects of this multilayered Colombian work.

**014**

Monday, June 25 9:30am-10:45am Archivo

**Hispania Editorial Board Meeting**

**Presenter:** Benjamin Fraser; East Carolina University; Greenville, NC

The meeting includes *Hispania's* editors, associate editors and invited guests.

Attendance is by invitation only.

**W-1**

Monday, June 25 10:00am-1:00pm USAL-FT Aula 4

**Maximizing comprehensible input with TPRS®**

**Presenters:** Blaine Ray; TPRS; Phoenix, AZ; Craig Sheehy; TPRS Books; Phoenix, AZ; Michael Coxon; TPRS Books; Phoenix, AZ

**Audience Level:** K-6|Middle/Junior High|Secondary (9-12)|Higher Ed

**Theme:** Methods/Techniques/Strategies

This hands-on workshop will demonstrate Teaching Proficiency through Reading and Storytelling with the creator, Blaine Ray. Participants will actively participate in the workshop by experiencing acquisition-based activities as students learning German. Topics embedded in the demonstration will include effective classroom management strategies, tools for increasing engagement and interaction, and strategies for the use of literacy as a way to optimize comprehensible input. This session will include various ways to incorporate TPRS strategies for all levels of instruction and eight ways to easily assess proficiency.

**015**

Monday, June 25 9:30am-10:45am E-Poster Corner 1

**Moving forward: Going online to expand our Spanish heritage language program**

**Presenter:** Mayra Cortés-Torres; Pima Community College; Tucson, AZ

**Audience Level:** Higher Ed

**Theme:** Language for Specific Purposes

With a growing need to address the language needs of Heritage Language students, we began offering Spanish heritage language courses online. The flexibility of this instructional modality has increased enrollment of heritage language students in our program. We are now developing the last course in the series so that students can complete their language requirements fully online. A study abroad option gives students an immersion opportunity to practice their language and culture skills.

**017**

Monday, June 25 11:00am-12:00pm PAL Sala Mayor

**Inauguración del Congreso**

**016**

Monday, June 25 9:30am-10:45am E-Poster Corner 2

**Hacia una pedagogía digital: la tecnología en la clase de cultura**

**Presenter:** Maria Akrabova; Metropolitan State University of Denver; Denver, CO

**Audience Level:** Higher Ed

**Theme:** Technology

El uso de herramientas electrónicas en la enseñanza es una práctica común, pero no siempre merece la denominación de pedagogía, o sea, una metodología holística que combina las metas educativas con las realidades psicológicas y sociales fuera del ambiente académico. En esta presentación se mostrarán soluciones concretas para el proceso de planificación de la instrucción digitalizada en la clase de cultura. Los ejemplos abarcan actividades diseñadas para clases intermedias y avanzadas de estudios hispanos, e incluyen muestras creadas por los estudiantes.

**018**

Monday, June 25 12:00pm-1:00pm PAL Sala Mayor

**PLENARIA INAUGURAL**

**Darío Villanueva  
Real Academia Española**

**019**

Monday, June 25 1:00pm-2:00pm PAL

**Welcome Reception**

Light refreshments provided

**PLEASE NOTE: SESSION NUMBERS**



Session numbers may not be consecutive.  
Omitted numbers indicate that a session was cancelled at the request of the presenter(s).

**Session Block 2****Monday, June 25****2:15pm – 2:45pm****020**

Monday, June 25 2:15pm-2:45pm USAL-FT Aula 2

**El karaoke es otro cantar: su naturaleza afectiva y discursiva en el aula****Presenter:** Heriberto Jesús Hernández; New York University; New York, NY**Audience Level:** Secondary (9-12)| Higher Ed**Theme:** Methods/Techniques/Strategies

La exposición girará en torno a la música y a las canciones como recurso didáctico para favorecer y facilitar el aprendizaje y el desarrollo de la competencia comunicativa en español. Como paso previo, se hará una breve reflexión sobre la naturaleza de las canciones—música y letra—y su contexto social—anuncios, cine, rituales—resaltando su valor como producto cultural. A continuación, se expondrán las conclusiones sobre su aplicación en el curso que imparto en mi institución y se ofrecerán ejemplos de actividades de diversa naturaleza centradas en el karaoke.

**021**

Monday, June 25 2:15pm-2:45pm USAL-FT Aula 4

**Recent research on making requests in Spanish****Presenter:** Bruno Staszkiwicz García; Purdue University; West Lafayette, IN**Audience Level:** Secondary (9-12)| Higher Ed**Theme:** Linguistics

**Requests in Spanish: The relative importance of power, distance, and imposition.** This research examines the production of requests by Spanish Native Speakers. Data were collected via an online Discourse Completion Task, which participants completed after reading a prompt to request an object or action. The different contexts explored varied in terms of social power, distance and imposition, following Brown and Levinson's (1989) Politeness Theory. The main contributions relate to: (1) linguistic differences between requesting an object and an action and (2) the relative importance of power, distance, and imposition in Spanish requests.

**Presenter:** Rocío Chueco Montilla; University of Washington; Seattle, WA**Audience Level:** Higher Ed**Theme:** Linguistics

**Estudio comparativo de las peticiones en el español de Estados Unidos, México y España.** Este nuevo estudio analiza las peticiones formuladas por los aprendices ELE y los aprendices como lengua de herencia en Estados Unidos, así como las producidas por hablantes nativos del español de México y España. En el análisis se establecerá por una parte las similitudes y diferencias entre los hablantes que no son nativos, por otra, entre los hispanohablantes nativos, para pasar finalmente a la comparación de hablantes nativos y no nativos del español.

Por último, se propondrá una serie de prácticas metodológicas dirigidas a la mejora de la competencia pragmática.

**022**

Monday, June 25 2:15pm-2:45pm USAL-FT Aula 6

**Teaching Spanish for Special Purposes without textbooks: Developing your own curricula****Presenters:** Roberta Z. Lavine; University of Maryland; College Park, MD; Danielle Cahill Velardi; Christopher Newport University; Newport News, VA**Audience Level:** Higher Ed**Theme:** Language for Specific Purposes

Do you want to develop curricula for Spanish for Special Purposes without having to use a textbook and better address the needs of your students? Using Open Educational Resources (OER) and other timely materials from the Internet and incorporating realistic experiences into overall learning make this possible. The session offers guidelines on how to develop two 300-level classes—one for Business, the other for Health – and provides sample themes, activities and assessments. Participants also discuss their own models for instruction.

**023**

Monday, June 25 2:15pm-2:45pm USAL-FT Aula 7

**Flipping Spanish 202: actividades y sugerencias para invertir el aula****Presenter:** Carmen Patricia Tovar; Oberlin College; Oberlin, OH**Audience Level:** Higher Ed**Theme:** Teacher Preparation/Development

Buscando nuevas formas de alcanzar algunos de los objetivos del curso (dominio del idioma en todas sus modalidades, confianza en la expresión oral y escrita con un mínimo de errores gramaticales, conocimiento básico de las diferencias culturales en los países hispanohablantes), invertí el aula a manera que el estudiante aprenda a usar el idioma en lugar de aprender a tomar exámenes. En esta sesión, presentaré actividades que cubren las cuatro destrezas del idioma (leer, escribir, escuchar, expresión oral) así como actividades que fomentan la sensibilidad cultural.

**024**

Monday, June 25 2:15pm-2:45pm USAL-FT Aula 8

**Language program evaluation practices for the success of educational programs****Presenters:** Julio F.C. Ciller; University of Arizona; Tucson, AZ; Ramsés Ortín; University of Arizona; Tucson, AZ**Audience Level:** Higher Ed**Theme:** Applied Linguistics/Second Language Acquisition

Recent research on language program administration advocates for the inclusion of ongoing evaluation practices as a key factor for the success of language programs. We present an overview of best practices in language program evaluation applicable to any aspect of language program such as mission, curriculum,

or faculty. We describe the motivations behind evaluation, approaches/steps, challenges and two case studies on a Spanish and a Portuguese program as examples.

## 025

Monday, June 25 2:15pm-2:45pm USAL-FT Aula 10

### Teaching across the pond: A transatlantic approach to teaching literature in Early Modern Spain and Latin America

**Presenter:** G. Cory Duclos; Colgate University; Hamilton, NY

**Audience Level:** Higher Ed

**Theme:** Literature/Literary Criticism/Literary Theory

This session will present a pedagogical case for breaking down traditional divisions between Golden Age and colonial literature. The major writings of the colonial period were produced largely for an audience in Spain and should be studied in conjunction with literature of that period. The sessions will focus on how to teach narrative fiction in conjunction with the narratives of Spanish conquest.

## 026

Monday, June 25 2:15pm-2:45pm USAL-FT Aula 11

### Con minería se aprende: el proceso de la minería y rol de esta gran industria en Chile

**Presenter:** Flor Marielise Berman; The Dalton School; New York, NY

**Audience Level:** K-6 | Middle/Junior High | Secondary (9-12)

**Theme:** Curriculum

En esta sesión se presentará una unidad temática diseñada en torno al proceso y el impacto de la minería en Chile. La presentadora expondrá una serie de actividades comunicativas usando el modelo de Integrated Performance Assessments basado en material auténtico relevante sobre la minería. Los materiales y evaluaciones distribuidos durante la sesión incluirán una variedad de estrategias para que los estudiantes entiendan el concepto de la minería y desempeño de los mineros y mineras en el aula ELE.

## 027

Monday, June 25 2:15pm-2:45pm USAL-FT Aula 14

### Turn your class into a cultural adventure: Creating random events, boss battles and quests with Classcraft

**Presenter:** Ruth S. Valle; Monroe County Schools; Madisonville, TN

**Audience Level:** Middle/Junior High | Secondary (9-12)

**Theme:** Culture

The presenter will demonstrate how she turned her Spanish I and II classes into a cultural adventure on Classcraft. Students experience a new teacher-created random event each day to be immersed in the Spanish culture. Cultural Quests allow for differentiation. In addition, students participate in daily boss battles that reinforce and quiz cultural knowledge. As an added bonus, Classcraft serves as a gamifying classroom management

system that is greatly enjoyed by students as their knowledge of Spanish is reflected upon their character in the game.

## 028

Monday, June 25 2:15pm-2:45pm USAL-FT Aula 15

### A Portuguese Vocabulary Levels Test

**Presenters:** Paul Michael Chandler; University of Hawai'i at Manoa; Honolulu, HI; Fernanda Ferreira; Bridgewater State University; Bridgewater, MA

**Audience Level:** Secondary (9-12) | Higher Ed

**Theme:** Assessment

This session shares a Portuguese Vocabulary Levels Test drawn from the 5000 most frequently used Portuguese words. Based on similar English and Spanish tests, it may supplement placement procedures or provide snapshots of receptive and productive vocabulary knowledge at the beginning or end of a course. Pilot test results will be shared. Attendees will receive sample items for discussion purposes, which they may use or adapt for their Portuguese programs.

## 029

Monday, June 25 2:15pm-2:45pm USAL-FT Aula 16

### Afro-Hispanic culture as motivation for Spanish as a foreign language: The Nigerian experience

**Presenter:** Purity Ada Uchechukwu; Nnamdi Azikiwe University; Awka, Nigeria

**Audience Level:** Higher Ed

**Theme:** Culture

In a situation where students have almost no opportunity to use the target language on a daily basis, the task of motivating such students falls primarily on the foreign language teacher; more especially, in a multilingual, competitive environment with other foreign languages. This paper presents the language situation in Nigeria focusing on aspects of Hispanic culture homogeneous with some indigenous Nigerian cultures as a motivational strategy for students to choose Spanish as a foreign language.

Visit [aatsp.org](http://aatsp.org) frequently



STAY IN TOUCH  
WITH YOUR ORGANIZATION!

Do we have your current e-mail address and updated contact information?

[www.aatsp.org](http://www.aatsp.org)

### 030

Monday, June 25 2:15pm-2:45pm PAL La Maqueta

#### Student-created stories: Connecting higher-level student authors with beginning readers in university Spanish classes

**Presenters:** Jane E. Hardy; Wabash College; Crawfordsville, IN; Alicia López Romero; Independent Consultant; Madrid, Spain

**Audience Level:** Secondary (9-12)| Higher Ed

**Theme:** Methods/Techniques/Strategies

Students in a 5<sup>th</sup>-semester university Spanish course wrote short, easy stories which were given to students in 2<sup>nd</sup>-semester Spanish. For the advanced students, the project provided a collaborative and creative writing assignment for a genuine audience, while generating appropriate reading material for beginning students. The session will include details on the project, including the assignment and peer review guidelines, useful online resources for the creation of original stories, samples from the stories themselves, and feedback on the project from the participants.

### 031

Monday, June 25 2:15pm-2:45pm PAL Sala Nivel 0

#### How the oral tradition of Spanish heritage learners impacts teaching

**Presenter:** Hugo Mejias; The University of Texas Rio Grande Valley; Edinburg, TX

**Audience Level:** Secondary (9-12)| Higher Ed

**Theme:** Instructional Materials

Data collected from among heritage language Spanish students at the University of Texas Rio Grande Valley on the border with Texas and Mexico indicate that students bring with them an oral tradition of use for Spanish. While this may seem unimportant, very often items such as our teaching strategies, assessments, and textbook choices are not taking this vital issue into account. This paper begins with a number of examples showing heritage language Spanish users' oral tradition and is followed by strategies necessary for teaching them.



### 032

Monday 2:15pm-3:30pm PAL Sala Mayor

#### Sigma Delta Pi Best Practices and Informative Session

**Presenter:** Mark P. Del Mastro; College of Charleston; Charleston, SC

**Presenter:** Rosti Vana; Arizona State University; Tempe, AZ; *Entre Amgi@s; Conversations without borders*

**Presenters:** Diego Lecca; California State University San Marcos; San Marcos, CA; Selma Cota; California State University San Marcos; San Marcos, CA; *Cultura: conversaciones multifacéticas*

**Presenter:** Marta Gómez Salcedo; Montclair State University; Montclair, NJ; *¡Hablamos Español!*

**Presenter:** María Auxiliadora P. Castillo Soto; West Virginia University; Morgantown, SC; *Spreading Hispanic Culture through Language and Activities: Delta Tau's New Perspectives*

**Audience Level:** Higher Ed

**Theme:** Advocacy/Policy

Sigma Delta Pi, the National Collegiate Hispanic Honor Society, hosts student members to share their local chapters' best practices through formal presentations. An open discussion will follow regarding the purpose and benefits of the organization as well as information about its numerous programs, procedures for founding and reactivating chapters, and ideas for chapter activities. All current and prospective chapter advisers and members of Sigma Delta Pi, as well as interested conventioners are encouraged to attend.

### 033

Monday, June 25 2:15pm-2:45pm PAL Aula 2

#### Learning Spanish phonetics, literature and culture in an integrated way

**Presenter:** Maria E. Zaldivar; Kent State University; Kent, OH

**Audience Level:** Higher Ed

**Theme:** Applied Linguistics/Second Language Acquisition

I will share best-practices in the teaching of Spanish Linguistics that improve outcomes and motivation and that focus on the following topics: using a collaborative instructional model where students spend class time practicing the concepts learned and pronunciation, incorporating poetry on a regular basis allowing students to simultaneously learn literature and the Spanish sound system, and offering opportunities to interview native speakers or volunteer in the community to learn about Latino culture and use language skills in a real life setting.



## 034

Monday, June 25 2:15pm-2:45pm PAL Aula 3

### Impact of immersion on L2 learners' knowledge of differential object marking and prepositional particles

**Presenter:** Elisa Téllez Pérez; Rutgers University; New Brunswick, NJ

**Audience Level:** Higher Ed

**Theme:** Applied Linguistics/Second Language Acquisition

In this study, we test the effect of study abroad immersion on L2 learners' production and acceptance of target and non-target forms of differential object marking and prepositional particle selection in Spanish. Results demonstrate minimal effects of immersion on participants' variable knowledge of these forms. The findings will be discussed in the context of the current debates in the framework of activation, vulnerable domains and cross-linguistic influence.

## 035

Monday, June 25 2:15pm-2:45pm E-Poster Corner 1

### Modernize, and make it simple: Using culturally authentic materials in the beginning language classroom

**Presenter:** Faith Blackhurst; Brigham Young University; Provo, UT

**Audience Level:** Middle/Junior High|Secondary (9-12)|Higher Ed

**Theme:** Culture

The use of culturally authentic teaching materials can improve students' knowledge of and interaction with the L2; however, it can be extremely challenging to find such materials that meet the needs of a beginning level foreign language classroom. This session will discuss the advantages of using culturally relevant images in vocabulary instruction and memes in modeling real-life language use, both of which encourage understanding of the L2 culture in a simple and engaging way.

## 036

Monday, June 25 2:15pm-2:45pm E-Poster Corner 2

### The impact of reflective practice in a college language class

**Presenter:** Liliana Torres Goens; Butler University; Indianapolis, IN

**Audience Level:** Secondary (9-12)|Higher Ed

**Theme:** Methods/Techniques/Strategies

This poster session will explain my recent research on the impact of reflective practice on a college-level language class. This study will show how a student-centered approach along with reflective activities will strengthen students' confidence and participation in the class as well as promote a more reciprocal teaching and learning environment. Specific examples will be highlighted. This is an interdisciplinary approach that can be used in any subject areas.

## Session Block 3

Monday, June 25

3:00pm – 3:30pm

## 037

Monday, June 25 3:00pm-3:30pm USAL-FT Aula 2

### Adopting design thinking curriculum to integrate cultural productions in the classroom

**Presenter:** Victoria Louise Ketz; La Salle University; Philadelphia, PA

**Audience Level:** Middle/Junior High|Secondary (9-12)|Higher Ed

**Theme:** Curriculum

Our current language learners are intuitively who challenge their instructors to reframe how they teach. In response to this, the Foreign Service Institute has piloted a new curriculum based on design thinking, which takes a human-centered perspective to develop innovative solutions. This paper will explore the possibilities of this methodology and how to build prototypes through ideation, which allow for teachers to integrate graded literature (poems-> fiction), cinema (clips-> films), and culture (artifacts-> customs) into the classroom.

## W-2

Monday, June 25 3:00pm-6:00pm USAL-FT Aula 4

### Maximizing Comprehensible Input with TPRS®

**Presenters:** Blaine Ray; TPRS; Phoenix, AZ; Craig Sheehy; TPRS Books; Phoenix, AZ; Michael Coxon; TPRS Books; Phoenix, AZ

**Audience Level:** K-6|Middle/Junior High|Secondary (9-12)|Higher Ed

**Theme:** Methods/Techniques/Strategies

This hands-on workshop will demonstrate Teaching Proficiency through Reading and Storytelling with the creator, Blaine Ray. Participants will actively participate in the workshop by experiencing acquisition-based activities as students learning German. Topics embedded in the demonstration will include effective classroom management strategies, tools for increasing engagement and interaction, and strategies for the use of literacy as a way to optimize comprehensible input. This session will include various ways to incorporate TPRS strategies for all levels of instruction and eight ways to easily assess proficiency.

**038**

Monday, June 25 3:00pm-3:30pm USAL-FT Aula 6

**La piel del deseo: Buñuel/Almodóvar; *Tristana* y *La piel que habito*****Presenter:** Olga Guadalupe; University of Pennsylvania; Philadelphia, PA**Audience Level:** Higher Ed**Theme:** Film/Film Studies

*La piel que habito*, en mayor medida si cabe que otras películas de Pedro Almodóvar, se haya envuelta en un complejo tejido de referencias visuales y literarias que han sido ya destacadas por la crítica. Mi propuesta se centrará en otras relaciones de intertextualidad cinematográfica que han pasado desapercibidas, las existentes entre *Tristana*, de Luis Buñuel, una de las grandes influencias filmicas de Almodóvar y *La piel que habito*. El juego de coincidencias arroja luz al universo compartido de los dos cineastas más internacionales de la cinematografía hispana.

**039**

Monday, June 25 3:00pm-3:30pm USAL-FT Aula 7

**Las dueñas del *Libro de buen amor* en su ambiente: un análisis ecocrítico****Presenter:** Mary-Anne Vetterling; Regis College (Emerita); Weston, MA**Audience Level:** Higher Ed**Theme:** Literature/Literary Criticism/Literary Theory

En esta sesión examinaremos el mundo ecológico en el cual viven Doña Endrina y Doña Garoza en el *Libro de buen amor* del siglo XIV para entender mejor las situaciones de estas mujeres frente a los hombres que tratan de seducirlas. Un examen del contraste del uso de la naturaleza y los animales en estos dos episodios ayudará a explicar mejor las diferencias entre estas dos mujeres y aclarará el mensaje que Juan Ruiz intenta darnos con estos personajes y sus aventuras.

**040**

Monday, June 25 3:00pm-3:30pm USAL-FT Aula 8

**La mujer española en el cine de Icíar Bollaín: visión al futuro****Presenter:** Ada Ortúzar-Young; Drew University (Emerita); New York, NY**Audience Level:** Secondary (9-12)|Higher Ed**Theme:** Film/Film Studies

Esta exitosa directora de cine (*Hola, ¿estás sola?* (1995), *Flores de otro mundo* (1996), *Te doy mis ojos* (2003), entre otras) sitúa a la mujer en el contexto de una España moderna y cambiante mirando al futuro en el nuevo milenio. Temas importantes (la despoblación rural, la inmigración, la violencia de género, la mujer en el mundo laboral) pueden ser usados en el aula como trampolín para comprender hechos históricos, sociales y lingüísticos en el mundo hispánico hoy y para establecer comparaciones con situaciones similares en los Estados Unidos.

**041**

Monday, June 25 3:00pm-3:30pm USAL-FT Aula 10

**Redesigning Spanish literature courses: Moving towards proficiency in the 21<sup>st</sup> century****Presenter:** Vanessa Rodriguez de la Vega; Missouri State University; Springfield, MO**Audience Level:** Higher Ed**Theme:** Teaching of Literature

Tired of doing literary terms exams or non-meaningful literary analyses? Are you struggling with the lack of interest in literary reading from your students? This session will address a less traditional way of conceptualizing Hispanic literature courses through instructional tools such as Integrated Performance Assessments (IPAs), creative writing, and technology apps that will contribute to boost the students' proficiency and interest in the subject.

**042**

Monday, June 25 3:00pm-3:30pm USAL-FT Aula 11

**«El vecindario del tiempo»: convivencia de culturas****Presenter:** Laura Rubio; University of Alabama; Tuscaloosa, AL**Audience Level:** Middle/Junior High|Secondary (9-12)|Higher Ed**Theme:** Methods/Techniques/Strategies

¿Por qué enseñar siempre las clases de civilización y cultura de manera cronológica? En esta presentación queremos enfocarnos en la adquisición de aspectos culturales de una manera en la que cada estudiante realmente se sienta parte de su proceso de aprendizaje. A través de la creación de una comunidad de vecinos de diferentes épocas se integran tanto la parte didáctica, contextualizando la historia, la gramática y el vocabulario, como la parte personal, dando cabida a la creatividad.

**043**

Monday, June 25 3:00pm-3:30pm USAL-FT Aula 14

**Teaching the city****Presenters:** Benjamin Fraser; East Carolina University; Greenville, NC; Susan Larson; Texas Tech University; Lubbock, TX**Audience Level:** Secondary (9-12)|Higher Ed**Theme:** Culture

This session explores the various methods, themes, and benefits, of shaping course units or entire courses around individual cities (e.g., Buenos Aires, Barcelona, La Habana, Lisbon, Madrid, México, São Paulo, etc.). Each presenter will talk for 3-5 minutes about their experience with teaching the city, and the remainder of the time will be spent in discussion with the audience. Participants with interest in both K-12 and higher education, language, literature, linguistics, film/media, culture, digital humanities are welcome.

Commercial products or services displayed or presented as a part of the conference are not considered to be endorsed by the AATSP.

**044**

Monday, June 25 3:00pm-3:30pm USAL-FT Aula 15

**The foundational novel revisited: Paulo Scott's *Habitante irreal*****Presenter:** Luiz Fernando Valente; Brown University; Providence, RI**Audience Level:** Higher Ed**Theme:** Literature/Literary Criticism/Literary Theory

Paulo Scott's *Habitante irreal* revisits and updates the foundational narrative of the encounter between white and indigenous peoples, while simultaneously chronicling the growing disenchantment of the generation that came of age with redemocratization. The ambiguous ending offers alternative narratives of hopeful reconciliation and helpless disillusionment, producing an alienating effect designed critically to engage the reader in the challenges and choices currently confronting Brazilian society as it struggles with its own identity and uncertain political future.

**045**

Monday, June 25 3:00pm-3:30pm USAL-FT Aula 16

**Pairing immersion with service and learning abroad****Presenter:** Josef Hellebrandt; Santa Clara University; Santa Clara, CA**Audience Level:** Secondary (9-12)|Higher Ed**Theme:** International Education/Study Abroad

Study abroad program providers offer students a cornucopia of immersion experiences in numerous Spanish-speaking countries. These include options to combine academic learning with language immersion, cultural explorations, service-learning as well as volunteer experiences. This presentation highlights the findings of a review of five program websites to (1) inform about the type and scope of immersion opportunities they provide and (2) the tools they offer to assist students with the selection process.

**046**

Monday, June 25 3:00pm-3:30pm PAL La Maqueta

**Increasing intercultural competence in L2 Students of Spanish: A study on compliment and compliment response strategies****Presenter:** Jeremy W. Bachelor; Heartland Community College; Normal, IL**Audience Level:** Secondary (9-12)|Higher Ed**Theme:** Applied Linguistics/Second Language Acquisition

The objective of this session is to discuss the impact of pragmatic lessons regarding compliments and compliment responses on beginning and intermediate L2 Spanish students. To this end, in the fall of 2017, students at a Midwestern college in the US took a pretest consisting of an authentic 30-minute conversation in Spanish and a second paper and pencil pretest. Later, pragmatic lessons were presented to the experimental group, followed by a repeat of the pretests. This presentation will focus on the lessons, results, and student recordings.

**047**

Monday, June 25 3:00pm-3:30pm PAL Sala Nivel 0

**Los *Caprichos* de Goya: conexión entre ELE y arte e historia****Presenter:** Manuela González-Bueno; University of Kansas; Lawrence, KS**Audience Level:** Middle/Junior High|Secondary (9-12)|Higher Ed**Theme:** Content-related Instruction

La autora presenta una lección interactiva de ELE contextualizada en las áreas de arte e historia. La lección compara los *Caprichos* de Goya con las versiones del artista mexicano Enrique Chagoya (Ciudad de México, 1953), haciendo referencia a la crítica social que hace Goya de la sociedad española de finales del siglo XVIII y a la que hace Chagoya (*Return to Goya's Caprichos*, 1999) de la sociedad americana de finales del XX.

**048**

Monday, June 25 3:00pm-3:30pm PAL Aula 2

**Diversity and the study abroad experience****Presenters:** Kimberly Talentino; Kent State University; Kent, OH; Patrick Gallagher; Kent State University; Kent, OH**Audience Level:** Higher Ed**Theme:** International Education/Study Abroad

A number of institutions are developing initiatives to promote diversity within their study abroad experiences. Kent State University has started a grass roots effort to reach out to underrepresented students and encourage participation in our study abroad programs. We will discuss our findings of why students do not study abroad and consider common barriers that hinder underrepresented groups. We will also talk about our success recruiting underrepresented students to our elementary, advanced and K-12 teacher study abroad programs in Spain.

**049**

Monday, June 25 3:00pm-3:30pm PAL Aula 3

**O'Connor y otras intertextualidades en *La noche de la usina* y *Aráoz* y *la verdad* de Eduardo Sacheri****Presenter:** Edward Waters Hood; Northern Arizona University; Flagstaff, AZ**Audience Level:** Higher Ed**Theme:** Literature/Literary Criticism/Literary Theory

En *La noche de la usina* (2017), el escritor argentino Eduardo Sacheri vuelve al espacio y la historia que había desarrollado en *Aráoz y la verdad* (2008): el pueblo de O'Connor y la destrucción de su planta eléctrica. Esta ponencia examina el aspecto temporal de estas obras--la acción de la primera novela ocurre seis años después de los hechos narrados en la segunda--y el manejo genial de Sacheri de las relaciones intertextuales entre ellas.

## 050

Monday, June 25 3:00pm-3:30pm E-Poster Corner 1

### Mash-ups of Spanish or Latin American paintings: Engaging with cultural content through creativity and analysis

**Presenter:** Linda Mae Willem; Butler University; Indianapolis, IN

**Audience Level:** Secondary (9-12)| Higher Ed

**Theme:** Culture

Each student electronically creates a new painting by combining portions of two existing ones from different artistic periods/movements and by different painters. The student must explain how the fusion of the two works creates new meaning by bringing fresh insights into the subject matter/historical context of the paintings and to the aesthetics/artistic movements they represent. In so doing, the student shows how the new creation invites the viewer to think about both of the original paintings in a new way, making the mash-up more than the sum of its two parts.

## 051

Monday, June 25 3:00pm-3:30pm E-Poster Corner 2

### El español para la profesión médica: una buena inversión y necesidad

**Presenter:** Maria Socorro Coloma; University of Notre Dame; Notre Dame, IN

**Audience Level:** Higher Ed

**Theme:** Language for Specific Purposes

Con la creciente demografía latina actual en los EEUU, es imprescindible que el sistema universitario considere la preparación de sus estudiantes en un ambiente médico. Esta sesión de e-poster tiene como meta presentar la dinámica de un curso, incluyendo los beneficios de la clase, pedagogía, terminología médica, creencias culturales, conocimiento de algunos aspectos del paciente latino y la reflexión de algunos estudiantes. La presentadora expondrá su experiencia acumulada durante varios semestres de enseñar el curso "Español para la profesión médica".

## 052

Monday, June 25 3:30pm-5:00pm PAL Sala de Autoridades

### Recepción de Sigma Delta Pi, la Sociedad Nacional Honoraria Hispánica

**Presenter:** Mark P. Del Mastro; Director Ejecutivo; College of Charleston; Charleston, SC

**Audience Level:** Higher Ed

Reception for Sigma Delta Pi members and invited guests.

## Session Block 4

Monday, June 25

3:45pm – 5:00pm

## 053

Monday, June 25 3:45pm-5:00pm USAL-FT Aula 2

### New perspectives in teaching pronunciation in the classroom

**Presenters:** María Teresa Martínez García; Hankuk University of Foreign Studies; Seoul, , South Korea; Patricia Arnold; University of Texas at Arlington; Arlington, TX; A. Raymond Elliott; University of Texas at Arlington; Arlington, TX; Antônio Roberto Monteiro Simões; University of Kansas; Lawrence, KS

**Audience Level:** Higher Ed

**Theme:** Teacher Preparation/Development

The teaching and learning of pronunciation has been a neglected aspect of world language education although it is undergoing a classroom revival and increasing research interest. However, many foreign language teachers do not have the necessary resources and tools to know how to approach the task of teaching pronunciation. The three presenters will explain new methodologies, support techniques, and data to help the world language teacher teach pronunciation effectively.

## 054

Monday, June 25 3:45pm-5:00pm USAL-FT Aula 6

### Empowering student voice through the arts

**Presenters:** Michelle Geoffrion-Vinci; Lafayette College; Easton, PA; Samara Spielberg; The Allen-Stevenson School; New York, NY

**Audience Level:** K-6| Middle/Junior High| Secondary (9-12)| Higher Ed

**Theme:** Methods/Techniques/Strategies

In this hands-on session, the presenters will explore how to use poetry, music and theater to help students face their fears about speaking and develop their interpretive, interpersonal and presentational skills in Spanish. Through the celebration of the arts, learners at all levels develop self efficacy, openness and empathy while tapping into their creative skills. The presenters will model activities that build proficiency in the 5 Cs and in students' sense of power in their own voice as global citizens.

## 055

Monday, June 25 3:45pm-5:00pm USAL-FT Aula 7

### An articulated advanced language pathway from high school to post-secondary

**Presenters:** Fernando Rubio; University of Utah; Salt Lake City, UT; Jill Landes-Lee; University of Utah; Salt Lake City, UT; Katie Marin; Weber State University; Ogden, UT

**Audience Level:** K-6| Middle/Junior High| Secondary (9-12)| Higher Ed

**Theme:** Curriculum

This panel introduces a state-wide initiative that prepares 10th- to 12th-grade students for college success in post-AP Spanish courses, merging pathways for heritage learners with those of

learners in secondary and immersion programs. Panelists discuss the challenges and opportunities of an early college pathway, and share some of the specific difficulties related to its implementation, such as the need to provide the scaffolding that these learners require to be able to handle the levels of language and content expected in advanced college courses.

## 056

Monday, June 25 3:45pm-5:00pm USAL-FT Aula 8

### **Narrativas en contacto: estrategias y significados en la adaptación literaria y fílmica latinoamericana**

**Presenters:** **Valentina Velázquez-Zvierkova**; Ball State University; Muncie, IN; **Marina Guntsche**; Ball State University; Muncie, IN

**Audience Level:** Higher Ed

**Theme:** Literature/Literary Criticism/Literary Theory

Este panel examina las estrategias y significados resultantes de la adaptación en la narrativa y el cine latinoamericano. El niño protagonista de la novela argentina *El tilo* (2003) compara la leyenda del "Niño Peronista" con otro niño, Sambo, protagonista, a su vez de *Little Black Sambo*. Su espíritu de inocente niño negro se transmuta al Niño Peronista y, en última instancia, al mismo protagonista. *Muchachas de uniforme* (1951) es la adaptación mexicana del film alemán *Maedchen in Uniforme* (1931). Aunque ambas versiones exploran el tema del amor lésbico, el melodrama mexicano modifica la puesta en escena, trasladando la narrativa un internado religioso.

## 057

Monday, June 25 3:45pm-5:00pm USAL-FT Aula 10

### **Sharing SHA chapter successes**

**Presenter:** **Cheryl Fuentes-Wagner**; Interim Director, Sociedad Hispánica de Amistad; Sugar Land, TX

**Audience Level:** K-6 | Middle/Junior High

**Theme:** Methods/Techniques/Strategies

The Sociedad Hispánica de Amistad (SHA), an elementary and middle school friendship society, strives to recognize students, and teach others about Hispanic languages and culture through student service projects and learning experiences. This session will focus on sharing successful project ideas, as well as explore new initiatives for SHA. Current and potential sponsors are invited to attend and share ideas.

## 058

Monday, June 25 3:45pm-5:00pm USAL-FT Aula 11

### **Community College Committee Meeting**

**Presenter:** **Irma Cristina Bjerre**; Clackamas Community College; Oregon City, OR

**Audience Level:** Higher Ed

All faculty of community colleges are encouraged to attend this meeting to discuss in an open forum issues related to two-year institutions such as pedagogy, guided pathways, articulation with high schools and four-year institutions, assessment, increasing enrollment, study abroad and the newly formed Honor Society for community colleges. The meeting will also include a discussion of how to increase community college participation in AATSP and how the Association can help meet the needs of community colleges.

## 059

Monday 3:45pm-5:00pm USAL-FT Aula 14

### **Textual enhancement in the L2 classroom: What the research reveals**

**Presenters:** **Ronald Leow**; Georgetown University; Washington, DC; **Alexandra Martin**; Georgetown University; Washington, DC; *To enhance or not to enhance to promote L2 development: What the research reveals.*

**Presenters:** **Angela Donate**; Georgetown University; Washington, DC; **Hortensia Gutierrez**; Georgetown University; Washington, DC; *Textual enhancement and L2 development: A depth of processing perspective*

**Presenters:** **Gabriela DeRobles**; Georgetown University; Washington, DC; **Meagan Driver**; Georgetown University; Washington, DC; *Processing type of recasts in SCMC: Replicating and extending Gurzynski-Weiss et al. (2015).*

**Audience Level:** K-6 | Middle/Junior High | Secondary (9-12) | Higher Ed

**Theme:** Applied Linguistics/Second Language Acquisition

A popular technique used by many teachers to attract learners' attention to specific L2 features in the foreign language input is what is known as textual enhancement (TE). Does TE, which is an external manipulation of the L2, work? This panel provides an up-to-date report of the role of TE in the instructed SLA literature, two empirical studies on the effect of TE, and provides potential pedagogical implications for the classroom setting.

**Stay up to date and connected!**

**Conference updates available on ...**

**Twitter:** <http://twitter.com/AATSPglobal>

**Facebook:** <http://facebook.com/AATSPglobal>

**060**

Monday, June 25 3:45pm-5:00pm USAL-FT Aula 15

**Portuguese Advocacy Meeting****Presenter:** Rachel Mamiya Hernández; University of Hawai'i at Manoa; Honolulu, HI**Audience Level:** K-6|Middle/Junior High|Secondary (9-12)|Higher Ed

Current Portuguese instructors and anyone interested in teaching courses on Portuguese and Lusophone cultures are invited to attend this meeting. We will discuss the variety of AATSP initiatives available to help grow Portuguese language programs at the K–16 levels and encourage the sharing of news and events on campuses around the world.

**061**

Monday, June 25 3:45pm-5:00pm USAL-FT Aula 16

**Cultural learning experiences in the classroom using technology that students bring with them****Presenter:** Jeff Longwell; New Mexico State University; Las Cruces, NM**Audience Level:** K-6|Middle/Junior High|Secondary (9-12)|Higher Ed**Theme:** Technology

In this session the presenters will teach participants how to have students use their own devices in class that will then encourage the students to extend their learning of languages and culture beyond the classroom into their everyday lives. Participants will learn to create activities and use readily available apps and other programs to engage with culture. Participants are encouraged to bring pictures, selfies, videos and other media gathered while in Spain to put it to use in this hands-on experience. **Those receiving credit via NMSU for attending the conference must attend either W-3, W-4, or Session 061. If you are a NMSU graduate student, please contact Jeff Longwell at [jelongwe@nmsu.edu](mailto:jelongwe@nmsu.edu) for instructions on how to register for this workshop and receive credit.**

**062**

Monday, June 25 3:45pm-5:00pm PAL La Maqueta

**Moving learners from Advanced Mid to Superior: Course materials and assessments****Presenter:** Christine Campbell; Campbell Language Consultants; Salinas, CA**Audience Level:** Higher Ed**Theme:** Methods/Techniques/Strategies

This interactive session will promote knowledge creation and sharing on the topics of the assessment of language proficiency and the creation of course materials to move learners from Advanced Mid to Superior. Using the backward design model, course materials targeting Superior-level assessment criteria and created using an Open Architecture approach will be presented. Attendees will have the opportunity to share and critique sample materials designed to move learners from Advanced Mid to Superior.

**063**

Monday, June 25 3:45pm-5:00pm PAL Sala Nivel 0

**Afro-Latin America: Race, resistance, and negotiation****Presenters:** John Maddox; University of Alabama at Birmingham; Birmingham, AL; Dellita Martin Ogunsola; University of Alabama at Birmingham (Emerita); Birmingham, AL; Thomas M. Stephens; Rutgers University; New Brunswick, NJ**Audience Level:** Higher Ed**Theme:** Culture

Latin American maroons resisted slavery and became a symbol of black resistance and negotiation with hierarchy, as is shown by the 2018 issue of the *Afro-Hispanic Review*. A guest editor shows the evolving maroon figure in Latin America's contemporary relevance: the relationship of slavery to space in Cuba, an Afro-Argentine's genealogy, and a fictitious maroon nation near Brazil. Another panelist traces a similar history of marronage in Argentina, Mexico, and the Caribbean to contextualize a Cuban independence fighter's memoir. Finally, today's racial terms in the Dominican Republic illustrate the Haitian Revolution's impact on its neighboring nation.

**064**

Monday, June 25 3:45pm-5:00pm PAL Aula 2

**Supporting language students through innovative strategies****Presenter:** Melba I. Amador; Penn State University; New Kensington, PA; Rachel Queck; Student Tutor at Penn State University; New Kensington, PA**Audience Level:** Secondary (9-12)|Higher Ed**Theme:** Methods/Techniques/Strategies

**Building stronger language students: Classroom support through peer tutoring and collaboration.** This presentation details the development of a Spanish peer tutoring program at a small, rural, public university in Western Pennsylvania. The panelists, a Spanish professor, a tutoring coordinator, and a student tutor, discuss their collaboration in building and promoting the program, explore how peer tutoring is provided inside/outside of class through one-to-one and small group dynamics, and assess the program's effectiveness. Audience members will participate in a collaborative activity during the presentation to address the specific needs of their institutions.

**Presenter:** Joanna Birnbaum; The Graduate Center, CUNY; New York, NY**Audience Level:** Secondary (9-12)**Theme:** Methods/Techniques/Strategies

**The Spanish Summer Immersion Project: Teaching Spanish language and culture to former New York City high school dropouts.** The Spanish Summer Immersion Project assists struggling New York City high school transfer students with fulfilling their foreign language requirement, and, consequently, with graduating from their Staten Island Charter alternative high school. These former high school dropouts (ages 16-21) have either failed beginner Spanish, or have never had the opportunity to study a foreign language. The project solves

this critical problem through an innovative and successful model that increases self-esteem and motivation, and leads to improved academic records.

## 065

Monday, June 25 3:45pm-5:00pm PAL Aula 3

### Using technology to teach culture

**Presenter:** Patricia Andueza; University of Evansville; Evansville, IN

**Audience Level:** Higher Ed

**Theme:** Technology

#### Cómo integrar la cultura en la enseñanza de la lengua en niveles iniciales a través de proyectos de tele-colaboración.

Este trabajo tiene como objetivo presentar una unidad didáctica cultural sobre la vida universitaria a través de la telecolaboración de dos grupos de estudiantes: uno de los Estados Unidos y otro de un país hispano. Se darán pautas sobre cómo presentar el tema cultural; cómo trabajar las percepciones iniciales, las conclusiones y las actitudes de los estudiantes a través de discusiones en foros; y cómo trabajar los aspectos pragmalingüísticos. Finalmente, se plantearán diferentes maneras de evaluar el desarrollo interno de la competencia cultural.

**Presenter:** Pamela L. Anderson-Mejias; The University of Texas Rio Grande Valley; Edinburg, TX

**Audience Level:** Secondary (9-12)|Higher Ed

**Theme:** Instructional Materials

**Lessons from ELF for using the Internet to teach Spanish cultures to heritage and second language learners.** NCSSFL and ACTFL created Can-Do Statements leading to a proficiency-based learner assessment portfolio. Yet teachers have a number of questions: What variety of Spanish should students use? Should students interact with only native users? Which culture(s) should be explored? What type of culture? These issues were faced by English teachers and a focus emerged for English as a global lingua franca (ELF). This paper explores how Spanish as a lingua franca can build on the ELF issues and incorporate the portfolio to create cultural awareness of various Spanishes.

## 066

Monday, June 25 3:45pm-5:00pm E-Poster Corner 1

### Myths and legends: A unit for intermediate-level Spanish students

**Presenter:** Dianne Hobbs; Texas Christian University; Fort Worth, TX

**Audience Level:** Secondary (9-12)|Higher Ed

**Theme:** Content-related Instruction

The presenter will describe a unit from an intermediate children's literature course that employs myths and legends to strengthen students' speaking, reading and writing skills as well as introducing them to well known myths and legends in the Spanish-speaking world. The unit includes multiple examples of myths and legends and describes suggestions for activities utilizing all four skill areas that culminate with the guidelines for students to create their own stories.

## 067

Monday, June 25 3:45pm-5:00pm E-Poster Corner 2

### Engaging pre-kindergartners through college students in an immersive community-based service-learning experience

**Presenter:** Charla Lorenzen; Elizabethtown College; Elizabethtown, PA

**Audience Level:** K-6|Middle/Junior High|Secondary (9-12)|Higher Ed

**Theme:** Service Learning/Community Engagement

This presentation highlights a model community-based service-learning program that engages pre-kindergartners through college students in the teaching and learning of Spanish in an immersion atmosphere. The youngest children learn Spanish in fun and meaningful ways, and often return as teacher assistants after completing the program. The college students engage in situated teaching practice and develop into accomplished teachers who enter the field prepared to effectively use Spanish to teach Spanish.

Monday, June 25 4:30pm-5:30pm PAL Sala Mayor

### JCYL-USAL Plenaria

**Javier Muñoz-Basols;** University of Oxford/ASELE: "La enseñanza del español LE/L2 como disciplina global: líneas de actuación inmediatas"

#### Session Block 5

Monday, June 25

5:15pm – 6:30pm

## 068

Monday, June 25 5:15pm-6:30pm USAL-FT Aula 2

### ARTiculate! Integrating language and culture through visual art and music

**Presenter:** Darcy Ann Johnson; Westwood High School; Austin, TX

**Audience Level:** Middle/Junior High|Secondary (9-12)|Higher Ed

**Theme:** Curriculum

Participants will explore a standards-based cultural unit that allows intermediate-level students to explore both Advanced Placement and International Baccalaureate themes while using the Spanish language. Students will use all three modes (Interpersonal, Presentational, and Interpretive) to engage in an inquiry of products, history, and perspectives through the analysis of relevant artists and their creations from the Spanish-speaking world.

☆ AATSP elections conducted on-line ☆

Watch for election information in early autumn

**069**

Monday, June 25 5:15pm-6:30pm USAL-FT Aula 6

**La Consejería de Educación de España en EE. UU. y Canadá****Presenter:** Jesús María Jurado Mendoza; Education Office - Embassy of Spain; Washington, DC**Audience Level:** K-6|Middle/Junior High|Secondary (9-12)|Higher Ed**Theme:** Advocacy/Policy

La Consejería de Educación de España en EE. UU. y Canadá se encarga de promover, dirigir y gestionar las acciones educativas en estos países. Abordaremos los programas que la Consejería lleva a cabo con el fin de promocionar la lengua y la cultura española en los sistemas educativos de EE. UU. y Canadá. Analizaremos también programas de formación del profesorado de español y el Programa de Auxiliares Norteamericanos en centros educativos en España.

**070**

Monday, June 25 5:15pm-6:30pm USAL Aula 7

**Sharing SHH chapter successes****Presenter:** Kelly Scheetz; Sociedad Honoraria Hispánica; Franklin, TN**Audience Level:** Secondary (9-12)**Theme:** Service Learning/Community Engagement

Whether you are a seasoned SHH sponsor or just beginning to think about starting a chapter of the honor society for high school students of Spanish and Portuguese, you will want to attend this session. Current sponsors and SHH Advisory Council members will be introduced. Award-winning ideas will be presented and sponsors are invited to share ideas for activities and methods for developing successful chapters.

**071**

Monday, June 25 5:15pm-6:30pm USAL-FT Aula 8

**High impact practices during study abroad: Portfolios of Trujillo, Spain****Presenters:** Devon Hanahan; College of Charleston; Charleston, SC; Susan Divine; College of Charleston; Charleston, SC**Audience Level:** Higher Ed**Theme:** Culture

The Maymester study abroad program at the College of Charleston is unique for its location and its relationship to its host city: Trujillo, Spain. Over twenty years of history in the small, geographically isolated city forms a deeply symbiotic relationship between our students and the close-knit *trujillanos*. Students will develop this relationship via the production of an online portfolio that includes class-room activities, responses to historic sites, interviews with their host family and locals in order to document their language and learning goals.

**072**

Monday, June 25 5:15pm-6:30pm USAL-FT Aula 10

**Salamanca's dreadful characters Celestina and Lazarillo: Pleasure and lust in Medieval Iberian literature****Presenters:** Jaime Leños; University of Nevada, Reno; Reno, NV; Paul Larson; Baylor University; Waco, TX; Emily C. Francomano; Georgetown University; Georgetown, DC; Carlos Hawley; North Dakota State University; Fargo, ND**Audience Level:** Higher Ed**Theme:** Literature/Literary Criticism/Literary Theory

The papers encompassing this panel explore different facets within the frame of pleasure and lust of the marginal Salamantian characters of Lázaro and Celestina. Both individuals, judged on their mischievous lifestyles, are confined to live in the outer limits of a well-behaved society. Therefore, the societal outer perimeter, also seen as an ill-behaved space, allows these two to indulge in the carnal and sensual pleasures of their own spaces.

**073**

Monday, June 25 5:15pm-6:30pm USAL-FT Aula 11

**Propuesta de programa para estudiantes asiáticos de ELE****Presenter:** María de la Luz Munguía; UNAM; México DF, México**Audience Level:** Higher Ed**Theme:** Applied Linguistics/Second Language Acquisition

Con base en un análisis psicolingüístico de las producciones orales y del desempeño en el salón de clases de estudiantes asiáticos de ELE en el CEPE-UNAM-México, se identificaron algunos aspectos problemáticos en el proceso de enseñanza-aprendizaje. Se compartirá con los asistentes parte del análisis y de la problemática observada en el salón de clases. Se compartirán algunas actividades (como parte del programa propuesto) que favorecerán el desarrollo de las habilidades lingüísticas de los alumnos.

**074**

Monday, June 25 5:15pm-6:30pm USAL-FT Aula 14

**New perspectives on Golden Age theater****Presenter:** Gloria Bodtorf Clark; Penn State University; Middletown, PA**Audience Level:** K-6|Middle/Junior High|Secondary (9-12)|Higher Ed**Theme:** Literature/Literary Criticism/Literary Theory

**Juan Ruíz de Alarcón on limitations and life: Lessons from a Salamanca scholar.** In 1600, Juan Ruiz de Alarcón, lately from Mexico, entered the vibrant academic and social life of the University of Salamanca. Although constrained by a crippling spinal condition, he understood action as the key to achievement. Throughout his career as a Golden Age writer, he employed the *comedia* to validate his understanding. This presentation will examine the ways selected characters mirror his views in confronting their limitations and take action in their fictional lives.



**Presenter:** Doreen M. O'Connor-Gómez; Whittier College; Whittier, CA

**Audience Level:** Secondary (9-12)| Higher Ed

**Theme:** Teaching of Literature

**La fuerza del Fénix: Lope de Vega on the 21<sup>st</sup> Century Stage.** How can the theater of the Golden Age reach and touch the lives of our 21<sup>st</sup> century students? This paper analyzes two 21<sup>st</sup> century theatrical adaptations of Lope de Vega's *Fuenteovejuna*: Juan Mayorga's (2005) and Alberto Conejero's (2017). Lope's exploration of tensions, paradoxes, and contradictions continue to inspire eminent contemporary Spanish playwrights to share his timeless themes with the 21<sup>st</sup> century audience: repression, censorship, abuse of power, intolerance, migration, and marginalization. Pedagogical strategies for the classroom will be emphasized.

## 075

Monday, June 25 5:15pm-6:30pm USAL-FT Aula 15

### **Trends in LSP: Contemplating future directions in the United States and Europe**

**Presenters:** Mary Risner; University of Florida; Gainesville, FL;  
Beatriz Sedano Cuevas; Universidad Nacional de Educación a Distancia; Madrid, Spain

**Audience Level:** K-6|Middle/Junior High|Secondary (9-12)|Higher Ed

**Theme:** Language for Specific Purposes

The field of languages for Specific Purposes (LSP) is growing as world language educators recognize the need for courses to be relevant and applicable to personal and professional real world contexts. Increased integration of LSP is desired, but prompts the need to raise awareness of LSP literature and resources to ensure the field advances by building on existing work. In this session, presenters will provide an overview of LSP themes and initiatives in recent decades and then discuss recommendations for future research and curricular needs with the audience.

## 076

Monday, June 25 5:15pm-6:30pm USAL-FT Aula 16

### **Moving up through the modes**

**Presenter:** Megan Villanueva; Glastonbury Public Schools; Glastonbury, CT

**Audience Level:** K-6|Middle/Junior High|Secondary (9-12)

**Theme:** Assessment

Participants will learn how to move students up the proficiency scale by focusing on the modes of communication. During this session, participants will learn how to tweak their lesson planning and assessments with a focus on the modes. Discussion will be centered on the use of authentic materials. Participants will look at backward planning and development of relevant Integrated Performance Assessments (IPAs). Teachers will discuss and brainstorm ideas for implementation in their own teaching and learning environments. Examples from K-12 will be shared.

## 077

Monday, June 25 5:15pm-6:30pm PAL La Maqueta

### **Using design thinking to facilitate program review and curricular innovation in Spanish programs**

**Presenters:** Gwendolyn Barnes-Karol; St. Olaf College; Northfield, MN; Maggie A. Broner; St. Olaf College; Northfield, MN

**Audience Level:** Higher Ed

**Theme:** Curriculum

Design Thinking, a "human-centered" approach to promote creativity that originated in the world of design, is a strategy that can facilitate important discussions about improving the teaching and learning of languages. The presenters will share how they have successfully used Design Thinking in their Spanish program to make program review an opportunity to build a shared vision for the future and to foster an atmosphere of collegiality and collaboration in on-going curricular innovation. Attendees will engage in sample brainstorming activities.

## 078

Monday, June 25 5:15pm-6:30pm PAL Sala Nivel 0

### **Anímese a integrar la literatura para tener un máximo rendimiento competitivo en la competencia de los estudiantes**

**Presenter:** Melissa L. Dalton; Lake Orion Community Schools; Lake Orion, MI

**Audience Level:** K-6|Middle/Junior High|Secondary (9-12)

**Theme:** Literature/Literary Criticism/Literary Theory

A veces se evita explorar la literatura durante los cursos básicos. Sin embargo, los estudiantes realmente son capaces de apreciarla. Además, la literatura puede ampliar su perspectiva sobre la cultura de la comunidad que habla el idioma. Los participantes verán el plan entero del tema «la casa ideal». También, descubrirán cómo se incorporan un poema de Lorca y un cuento de Cortázar, integrando los recursos auténticos de una manera alcanzable. La literatura no debe ser espantosa.



**079**

Monday, June 25 5:15pm-6:30pm PAL Aula 2

**Integrating the study of literature, film, and culture into Spanish course sequencing to enhance proficiency and interculturality****Presenters:** Kelly Conroy; Metropolitan State University of Denver; Denver, CO; Meredith Lyn Jeffers; Metropolitan State University of Denver; Denver, CO**Audience Level:** Secondary (9-12)|Higher Ed**Theme:** Curriculum

Discover strategies to integrate authentic works of literature, film, and culture into all Spanish courses, with a focus on bridge courses between the novice-intermediate and advanced levels. Experienced university instructors will present a curriculum design framework with sample materials while participants collaborate and tailor content to distinct instructional contexts. Participants will acquire practical knowledge to enhance existing and future curriculum that support students' development of proficiency and interculturality.

**080**

Monday, June 25 5:15pm-6:30pm PAL Aula 3

**Working with native speakers to improve language and cultural proficiency****Presenters:** Silvia Marijuan; California Polytechnic State University; San Luis Obispo, CA; Scott Ferree; California Polytechnic State University/Cuesta College; San Luis Obispo, CA**Audience Level:** Secondary (9-12)|Higher Ed**Theme:** Culture

**Broadening cultural perspectives by interviewing Spanish native speakers in the second language classroom.** Since intercultural sensitivity seems to be a strong predictor for L2 gains in immersive contexts, the development of this type of sensitivity prior to going abroad may be critical for L2 development and cultural understanding. In this presentation, the authors discuss how computer-mediated and face-to-face interviews with Spanish native speakers living both in the target culture and in the United States can help L2 learners examine and engage with different cultural perspectives in the second language classroom.

**Presenter:** Mariana González Boluda; University of Illinois, Urbana-Champaign; Urbana, IL**Audience Level:** Higher Ed**Theme:** Technology

**Desarrollo de destrezas orales en un modelo de aprendizaje autónomo y online.** La popularidad de los cursos de lenguas extranjeras online ha llevado a muchas instituciones universitarias a interesarse por este nuevo modelo de docencia, que es una modalidad muy exigente porque el alumno se enfrenta a su aprendizaje de manera autónoma. En esta investigación trataremos de analizar el desarrollo de destrezas orales en un contexto online así como de estrategias de aprendizaje. Se expondrán los resultados de las acciones llevadas a cabo para mejorar la competencia oral a través del uso de videoconferencias, role play e intercambios con nativos online.

**081**

Monday, June 25 5:15pm-6:30pm E-Poster Corner 1

**Using internships in Spanish for health care degree programs****Presenter:** Carole Anne Champagne; University of Delaware; University of Maryland Eastern Shore; Newark, DE**Audience Level:** Secondary (9-12)|Higher Ed**Theme:** Language for Specific Purposes

Career trends have led to the expansion of health care-related major and minor degree programs. The Spanish for Health Care Internship is an experiential learning course that immerses students in health care settings in which language proficiency is essential to serving the needs of patients whose primary language is Spanish. Direct contact with patients strengthens language and cross-cultural skills, while immersion in health care settings enhances understanding of cultural and social aspects of an integrated experiential internship component.

**082**

Monday, June 25 5:15pm-6:30pm E-Poster Corner 2

**5-minute videos to keep students engaged in learning languages****Presenter:** Edgar Serrano; University of Mississippi; University, MS**Audience Level:** K-6|Middle/Junior High|Secondary (9-12)|Higher Ed**Theme:** Content-related Instruction

'You will learn strategies on how to integrate photos, videos, and music to help build language competence by providing students with engaging video lectures and feedback on their assignments. We will focus on the simple use of technology in helping reduce student stress levels while helping increase their language learning confidence. We will also give you the tools necessary to assess students' learning experiences which are supported by personal experience and current research.'

**Session Block 6****Monday, June 25****6:45pm – 7:15pm****083**

Monday, June 25 6:45pm-7:15pm USAL-FT Aula 2

**Using inquiry learning through pop culture to promote Spanish language acquisition****Presenter:** Ida Maria D'Ugo; Roosevelt High School; Yonkers, NY**Audience Level:** Secondary (9-12)**Theme:** Methods/Techniques/Strategies

The paper focuses on the use of inquiry learning through the integration of pop culture to improve conversational competency on a cultural topic in both a formal and informal register as measured by the New York State/FLACS Checkpoint B Speaking Rubric. Inquiry promotes student self-directed learning through

the initiation of inquiry, the direction of investigations, time management, and the use of technology productively. Inquiry learning is an effective method for teaching students planning, communicating, problem solving and decision-making.

## 084

Monday, June 25 6:45pm-7:15pm USAL-FT Aula 4

### **Servicio a la comunidad en las clases de español: ayuda recíproca en idiomas**

**Presenter:** Patricia Tome; Winter Park, FL

**Audience Level:** Middle/Junior High|Secondary (9-12)|Higher Ed

**Theme:** Service Learning/Community Engagement

Con el auge de la población latina en los EE.UU., las tutorías de inglés como segunda lengua han tenido gran demanda, tanto a nivel infantil como adulto. Con ímpetu de mostrar cómo incorporar la enseñanza del inglés en el curriculum de lenguas modernas, esta presentación utilizará el ejemplo concreto de un grupo de estudiantes que imparten clases de inglés a hispano-parlantes durante su ingreso en los cursos de lengua española. Las explicaciones gramaticales expuestas en español son recíprocamente incorporadas en las tutorías de ESL, motivando la enseñanza del idioma.

## 085

Monday, June 25 6:45pm-7:15pm USAL-FT Aula 6

### **Approaches to discussing the Catalán Independence Movement in a Spanish civilization and culture class**

**Presenter:** George Arthur Carlsen; Pepperdine University; Malibu, CA

**Audience Level:** Secondary (9-12)|Higher Ed

**Theme:** Culture

There are a number of possible outcomes for the present stalemate between Cataluña's bid for independence and the conservative-led Spanish state ranging from reconciliation to Civil War. In this state of flux, any Spanish civilization and culture class will need to address Cataluña in a more significant manner than in the past. In this presentation I will provide historical context, a sample lesson plan with readings, visuals, and discussion questions designed to facilitate student engagement with Cataluña and its independence movement.

## 086

Monday, June 25 6:45pm-7:15pm USAL-FT Aula 7

### **Spanish listening comprehension test development project: Considering learner L2 listening comprehension in the course placement equation**

**Presenter:** Jennifer Elise Musgrove; Iowa State University; Ames, IA

**Audience Level:** Higher Ed

**Theme:** Assessment

Second language (L2) placement exams utilized towards course placement decisions at higher-level educational institutions are considered "high-stakes" relative to the impact that the

assessment outcome has on the individual student level as well as consequences at the institutional level. We will discuss how assessing a learner's L2 listening comprehension is an integral part of the course placement equation. Utilizing small group discussion and audio/visual examples, we will develop and discuss ideas related to placement test authenticity and its relevance.

## 087

Monday, June 25 6:45pm-7:15pm USAL-FT Aula 8

### **Aspectos culturales y pragmáticos del discurso académico del español como L2**

**Presenter:** Lourdes Sánchez-López; University of Alabama at Birmingham; Birmingham, AL

**Audience Level:** Higher Ed

**Theme:** Language for Specific Purposes

En las universidades de habla hispana hay convenciones pragmáticas y culturales que los estudiantes extranjeros deben saber para funcionar de manera adecuada y exitosa durante su estadía. Pero, ¿están formalmente preparados para este compromiso antes de llegar a una institución extranjera? Este estudio internacional, basado en cuestionarios completados por profesores, investiga la preparación de los estudiantes en su gestión sociocultural y pragmática de su discurso académico para su transición a una universidad de habla hispana. Se presentarán los resultados.

## 088

Monday, June 25 6:45pm-7:15pm USAL-FT Aula 10

### **Perceptions and practices of writing in heritage Spanish classrooms: A national student survey**

**Presenters:** Ana Padial; Texas Tech University; Lubbock, TX; Idoia Elola; Texas Tech University; Lubbock, TX; Ariana Mikulski; Penn State University; University Park, PA

**Audience Level:** Higher Ed

**Theme:** Learner Variables/Diverse Learners

Despite growth in the field of heritage language acquisition and pedagogy, little is known about student writing experiences in heritage language classrooms. This study describes writing perceptions and practices among heritage Spanish students from across the United States. Using an online questionnaire, participants expressed concerns about their grammar development. Although they used social tools (e.g., Facebook) multiple times daily, technology use in the classroom tended to be limited to word processing programs.

**Proposals for the 2019 AATSP Conference  
in San Diego**

**SUBMISSION BEGINS LATE SUMMER**

**Visit [www.aatsp.org](http://www.aatsp.org) for more  
information**

**089**

Monday, June 25 6:45pm-7:15pm USAL-FT Aula 11

**Spontaneous loanwords in bilingual US Spanish and the question of lexical proficiency****Presenter:** Mark Waltermire; New Mexico State University; Las Cruces, NM**Audience Level:** Middle/Junior High|Secondary (9-12)|Higher Ed**Theme:** Linguistics

The use of English-origin loanwords in bilingual Spanish is often seen as a way to compensate for a lack of lexical knowledge in Spanish. This study focuses on the role of lexical proficiency as the primary motivation for the use of these words. Results from translation tasks administered to 15 bilinguals, who identified Spanish equivalents of loanwords that they produced during interviews, show that bilinguals, particularly those who speak Spanish frequently and who were raised by at least one Mexican-born parent, do not use loanwords primarily for this reason.

**090**

Monday, June 25 6:45pm-7:15pm USAL-FT Aula 14

**Language learning is processing-specific: Implications for instruction****Presenter:** Joe Barcroft; Washington University in St. Louis; St. Louis, MO**Audience Level:** K-6|Middle/Junior High|Secondary (9-12)|Higher Ed**Theme:** Applied Linguistics/Second Language Acquisition

Lexical input processing theory and research indicates that vocabulary learning is processing-specific, referring to how tasks that increase processing for only one of three components of word learning (formal, semantic, or mapping) will increase that one component of word learning, but not the other two. Similar patterns are observable in other areas of language learning. This presentation explains and demonstrates how language instruction is improved by understanding and making use of processing specificity.

**091**

Monday, June 25 6:45pm-7:15pm USAL-FT Aula 15

**O folclore Bumba Meu Boi e as toiradas Açorianas no Projeto Startalk®: um estudo de caso sobre a comunicação intercultural em cenário de imersão****Presenters:** Renato Alvim; California State University; Stanislaus, CA; Sílvia Ramos Sollai; Florida State University; Tallahassee, FL**Audience Level:** K-6|Middle/Junior High|Secondary (9-12)**Theme:** Culture

Alinhando material autêntico ao backward design—planejamento que identifica os resultados desejados, determina os instrumentos de avaliação e provas aceitáveis de aprendizagem, e por fim, desenvolve a instrução—relatamos um episódio do Projeto Startalk®. Falantes por herança comparam o folclore Bumba Meu Boi como expressão artística da organização social e econômica de colônias escravagistas com as “toiradas”

Açorianas. Os resultados mostram que a interculturalidade vai além da descoberta do outro, pois possibilita a reflexão sobre aspectos dados como adquiridos.

**092**

Monday, June 25 6:45pm-7:15pm USAL-FT Aula 16

**Towards the implementation of a task-based Business Spanish curriculum****Presenters:** Sergio Adrada-Rafael; Fairfield University; Fairfield, CT; Alexandra Martín; Georgetown University; Washington DC**Audience Level:** Higher Ed**Theme:** Language for Specific Purposes

The present study carried out a needs analysis of a university Business Spanish course. Throughout three phases, it identified target tasks of the business world rating them on frequency and difficulty as perceived by Spanish business students, instructors, and professionals. The identification of these target tasks will help the researchers design a task-based curriculum for a semester-long intermediate-level Business Spanish course. This curriculum will be particularly helpful for those Spanish instructors who are non-expert in the area of business.

**093**

Monday, June 25 6:45pm-7:15pm PAL La Maqueta

**Alteridades afrolatinas: México y Brasil, incidencias, disonancias y representaciones de su tercera raíz****Presenter:** Eduardo Santa Cruz; Hanover College; Hanover, IN**Audience Level:** Higher Ed**Theme:** Literature/Literary Criticism/Literary Theory

De Veracruz, México a Bahía, Brasil, el impacto de la llamada «tercera raíz» repensada menos como elemento circunstancial y más en su impacto sociocultural nos muestra como el estado colonial español o portugués primero; y posteriormente, el independiente mexicano o brasileño, reapropian, suprimen o suplantam el discurso y contribuciones afro-descendientes creando un consenso que insiste en minimizar sus contribuciones y auto-representación.

**094**

Monday, June 25 6:45pm-7:15pm PAL Sala Nivel 0

**Revaluating texts from a post-structuralist perspective in second language instruction****Presenter:** Russell Simonsen; University of Minnesota-Twin Cities; Minneapolis, MN**Audience Level:** K-6|Middle/Junior High|Secondary (9-12)|Higher Ed**Theme:** Instructional Materials

Texts are commonly assigned static qualities. They are authentic or inauthentic; they contain natural or contrived language; they have a significant or insignificant sociocultural purpose. These characterizations are not in line with post-structuralist theory, which highlights each reader's (i.e., each student's) unique role in evaluating the nature, meaning, and value of a text. This

presentation provides suggestions for selecting texts based on students' needs and learning objectives, without regard to any inherent qualities of texts.

## 095

Monday, June 25 6:45pm-7:15pm PAL Sala Mayor

### Teaching about privilege: Critical thinking in the Spanish language classroom

**Presenter:** Erma Nezirevic; University of Minnesota - Twin Cities; Minneapolis, MN

**Audience Level:** Higher Ed

**Theme:** Methods/Techniques/Strategies

This presentation examines the way we teach and develop critical thinking in the Spanish language classroom through the incorporation of concepts such as social privilege, race, and gender. Several examples of critical thinking activities through topical textbook chapters that deal with fashion, personality, and human rights are analyzed. The Spanish language classroom fulfills its goal of communicatively teaching the target language while developing college-level critical thinking and analysis skills transferrable in an interdisciplinary liberal arts curriculum.

## 096

Monday, June 25 6:45pm-7:15pm PAL Aula 2

### Buitres, vampiros y el 'epicentro de la actualidad': vitalismo, ecología, realismo y Calor de Manuel Vilas

**Presenter:** Candelas Gala; Wake Forest University; Winston Salem, NC

**Audience Level:** Higher Ed

**Theme:** Literature/Literary Criticism/Literary Theory

La exaltación de la vida permea los escritos de Manuel Vilas (Barbastro, Huesca, 1962), junto con la denuncia de sus formas pervertidas por la contaminación, el calentamiento climático y el impacto de industria y capitalismo en la naturaleza y en los seres humanos. El propósito de este ensayo es investigar el vitalismo en el libro *Calor*, donde se articula la postura ecológica del autor y un nuevo tipo de realismo en la línea de los teóricos Deleuze y Guattari.

## 097

Monday, June 25 6:45pm-7:15pm PAL Aula 3

### Los tesoros de la niña: All that glitters in Ana María Matute's "Fausto"

**Presenter:** Joan M. Hoffman; Western Washington University; Bellingham, WA

**Audience Level:** Secondary (9-12)| Higher Ed

**Theme:** Literature/Literary Criticism/Literary Theory

The prominence afforded "all that glitters" in Ana María Matute's short story "Fausto" is indeed intriguing. Broken glass, sugar, stars, tavern lights, and scraps of paper and metal—common everyday objects all—appear throughout this short piece and affect the devastating transformation of the tale's young protagonist every

bit as much as do any of the more overt lessons she learns with regard to one particularly scruffy street cat.

## 098

Monday, June 25 6:45pm-7:15pm E-Poster Corner 1

### You want me to teach what?: Collaborative learning techniques for teaching outside your expertise

**Presenter:** Christina Garcia; Saint Louis University; Saint Louis, MO

**Audience Level:** Higher Ed

**Theme:** Methods/Techniques/Strategies

At a time when there is increased demand for professional language courses, language educators are often asked to teach classes that fall far outside of their expertise. However, it is not necessary to be a medical or business expert in order to teach a Language for Special Purposes (LSP) course. I will share collaborative learning techniques that I have used in teaching medical Spanish as a non-expert. Students have the needed technical knowledge and the language teacher has the necessary linguistic tools. The collaborative classroom takes advantage of both sides' strengths to achieve learning outcomes.

## 099

Monday, June 25 6:45pm-7:15pm E-Poster Corner 2

### Las telenovelas como herramienta para la conciencia crítica sociolingüística

**Presenter:** Alex Zunterstein; University of Oregon; Eugene, OR

**Audience Level:** Secondary (9-12)| Higher Ed

**Theme:** Linguistics

En esta presentación se hablará de cómo las telenovelas pueden servir no solo para enseñar cultura, sino también para desarrollar la conciencia crítica sociolingüística de los estudiantes a través de un análisis de aspectos como acento, entonación, los regionalismos y el uso de variedades diferentes del español. Se hablará también sobre maneras de adaptar este tipo de análisis para niveles diferentes.

## 100

Monday, June 25 7:30pm-8:30pm PAL Sala Mayor

### AATSP Business Meeting

*All members are welcome to attend.*

*Please join us!*

**7:30pm – 8:30pm**

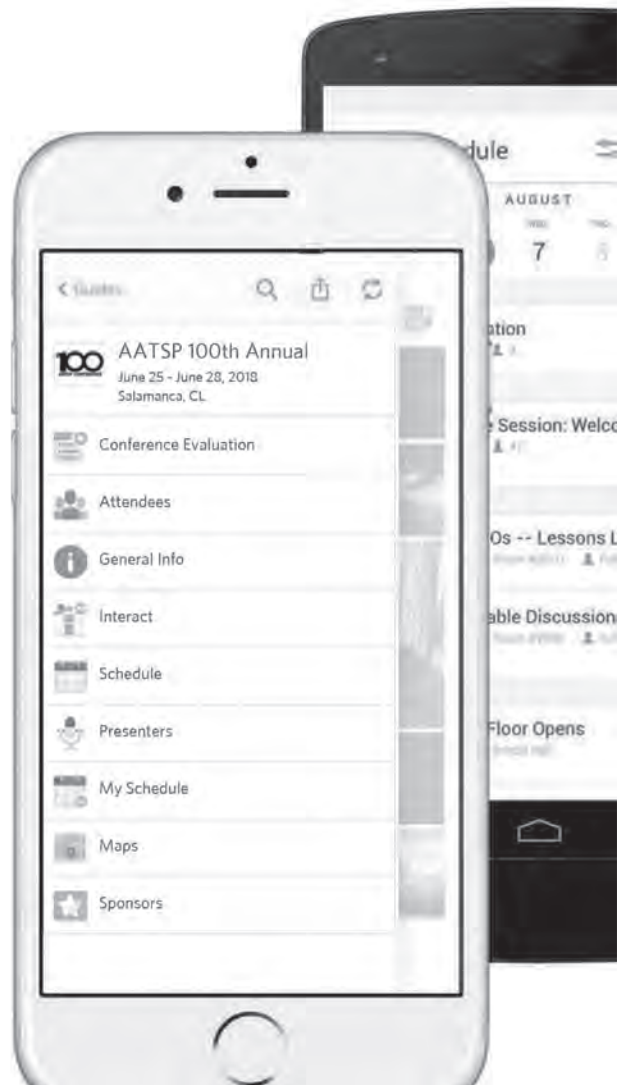
guidebook

# AATSP 100th Annual Conference has gone mobile!

Get the app on your mobile device now, for free.

<https://guidebook.com/g/aatsp100/>

- 1 Visit the above URL on your device
- 2 Tap the “download” button to get the free Guidebook app
- 3 Open Guidebook and look for the guide:  
AATSP 100th Annual Conference



# Tuesday Highlights

## Registration Open

9:00am – 12:30pm

## Session 112

### Chapter Assembly

9:30am – 11:30am

PAL Sala Mayor

## Session 123

### Online Classroom Resources

11:00am – 11:30am

USAL-FT Aula 14

## Session 139

### Hispania How-to Session

11:45am – 1:00pm

USAL-FT Aula 16

## JCYL-USAL Plenary

12:00pm – 1:00pm

PAL Sala Mayor

## Session 159

### Poster Contest E-Poster Session

1:15pm – 1:45pm

E-Poster Corner 1

## JCYL-USAL Plenary

4:30pm – 5:30pm

PAL Sala Mayor

T  
U  
E  
S  
D  
A  
Y

- **Archivo** = Archivo Histórico Provincial de Salamanca; Calle Las Mazas, s/n, Salamanca
- **PAL** = Palacio de Congresos
- **USAL-FT** = Universidad de Salamanca; Facultad de Traducción

**Tuesday, June 26**

**Registration Open**

**9:00am – 12:30pm**

**Session Block 7**

**Tuesday, June 26**

**9:30am – 10:45am**

**101**

Tuesday, June 26 9:30am-10:45am USAL-FT Aula 2

## **La poesía oral/slam como herramienta pedagógica en la clase de ELE**

**Presenter:** Inés Arribas; Bryn Mawr College; Bryn Mawr, PA

**Audience Level:** Secondary (9-12)| Higher Ed

**Theme:** Applied Linguistics/Second Language Acquisition

Mediante actividades prácticas de escritura, dicción y pronunciación, esta sesión reflejará el alcance innovador de la poesía oral/slam como herramienta en la adquisición del español. Mostrará cómo guiar a los estudiantes a través del proceso de escritura e interpretación de sus propios textos poéticos. Los participantes crearán un breve poema que interpretarán en un formato slam como culminación de la sesión. También podrán usar y adaptar en sus clases las actividades ofrecidas, y desarrollar el método. No se requiere conocimiento previo en poesía.

**102**

Tuesday, June 26 9:30am-10:45am USAL-FT Aula 6

## **Comida y cultura en la enseñanza del español**

**Presenter:** Ana Gómez-Bravo; University of Washington; Seattle, WA

**Audience Level:** Middle/Junior High|Secondary (9-12)| Higher Ed

**Theme:** Culture

La sesión ofrecerá una introducción a la enseñanza de la comida y la cultura en los diversos países hispanos. Este enfoque consigue atraer el interés inmediato de los estudiantes y permite un enfoque integrador de todas las culturas hispanas, al tiempo que resalta las identidades nacionales, étnicas y personales. El estudio de los alimentos y la cultura se presentará como una introducción alternativa al estudio de temas culturales y literarios tras finalizar el segundo año de lengua. La sesión incluirá información sobre materiales y recursos multimedia.

**103**

Tuesday, June 26 9:30am-10:45am USAL-FT Aula 7

## **Integrated Performance Assessments using telenovelas, documentaries, and spontaneous encounters in Medical Spanish**

**Presenter:** Debra Faszler-McMahon; Seton Hill University; Greensburg, PA

**Audience Level:** K-6|Middle/Junior High|Secondary (9-12)|Higher Ed  
**Theme:** Language for Specific Purposes

This session uses Nearpod and a range of web 2.0 tools to offer hands-on experience using Integrated Performance Assessment (IPA) strategies, particularly in classes for the professions. Handouts include a Medical Spanish syllabus and IPAs for Interpretive, Presentational and Interpersonal modes. Participants will both experience and create interpersonal assessments, and discuss how teachers can gradually implement IPAs without feeling overwhelmed by the process. Focused on Medical Spanish but applicable to any content area and all levels.

**104**

Tuesday, June 26 9:30am-10:45am USAL-FT Aula 8

## **Mujer y política en la España de los años treinta**

**Presenters:** Michael Ugarte Precioso; University of Missouri-Columbia (Emeritus); Columbia, MO; Mar Soria López; University of Missouri-Columbia; Columbia, MO; Juli Highfill; University of Michigan; Ann Arbor, MI

**Audience Level:** Secondary (9-12)| Higher Ed

**Theme:** Literature/Literary Criticism/Literary Theory

En este panel se examinarán las conexiones entre lo político y lo femenino en la cultura de la España del primer tercio del siglo 20. De los acontecimientos políticos de este período histórico surgieron variados conflictos sociales en los cuales la voz femenina tuvo gran impacto a pesar de la tendencia entre críticos e historiadores de ignorarlo. Se presentarán análisis de autores/as, textos y temas que abarcan y elucidan la presencia de la mujer en tales conflictos.

**105**

Tuesday, June 26 9:30am-10:45am USAL-FT Aula 10

## **The Commission on Language Learning: Where are we now?**

**Presenter:** Bill Rivers; Joint National Committee for Languages; Garrett Park, MD

On February 28, 2017, the Commission on Language Learning of the American Academy of Arts & Sciences released *America's Languages: Investing in Language Education for the 21<sup>st</sup> Century*. Requested of the Academy by a bipartisan group of Senators and Representatives, the Commission's report finds that languages are vital to the national interest, and provides five recommendations for improving language education: increase the number of language teachers, develop new and innovative ways to fund programs, support heritage languages, support Native American languages, and make study abroad more equitable and accessible. In order to develop these high level strategic goals into concrete actions, the Academy established a Working Group on Languages, of which the presenter is a member. This session will provide an update on the activities of the Working Group, and will invite participants to give their ideas and suggestions.



## 106

Tuesday, June 26 9:30am-1:30pm USAL Aula 11

### SHH/SHA Advisory Council Meeting

**Presenters:** Kelly Scheetz; Sociedad Honoraria Hispánica; Franklin, TN; Maritza Sloan; Ladue Horton Watkins High School; St. Louis, MO; Cheryl Fuentes-Wagner; Interim Director, Sociedad Hispánica de Amistad; Sugar Land, TX

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

This meeting is open to SHH Advisory Board members only.

## 107

Tuesday, June 26 9:30am-10:45am USAL-FT Aula 14

### Making theater of the past relevant to present and future audiences

**Presenters:** Sharon Keefe Ugalde; Texas State University; San Marcos, TX; Yuri Porras; Texas State University; San Marcos, TX; David Navarro; Texas State University; San Marcos, TX

**Audience Level:** Higher Ed

**Theme:** Culture

From varied perspectives, presenters consider how 16<sup>th</sup> and 17<sup>th</sup> dramas are made to connect with contemporary audiences. Recovering the extant music of Golden Age theatrical pieces is one avenue explored. A pedagogical focus, the representation of a bilingual version of Shakespeare's *Comedy of Errors*, and an analysis of Eduardo Quiles' *Ofelia sin Hamlet* (1993), which brings gender constructs to the fore, are other options considered for projecting theater of the past into the future.

## 108

Tuesday, June 26 9:30am-10:45am USAL-FT Aula 15

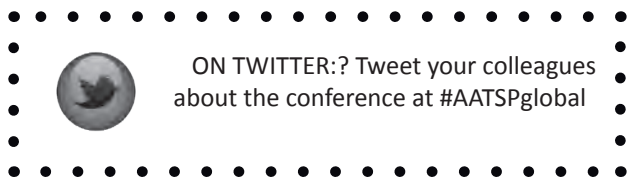
### Centro de Auto-Acesso: estratégias de aprendizagem em línguas estrangeiras

**Presenter:** Marta Aparecida Oliveira Balbino Dos Reis; Universidade Estadual de Londrina; Londrina, Brasil

**Audience Level:** Higher Ed

**Theme:** Methods/Techniques/Strategies

Centro de Auto-Acesso—programa do Departamento de Letras Estrangeiras Modernas da Universidade Estadual de Londrina, Brasil—destina-se a seus alunos dos cursos licenciatura em Letras (espanhol, francês ou inglês). Configuram seu escopo teórico estudos sobre as estratégias de aprendizagem e seu objetivo é promover discussão e intercâmbio de experiências entre docentes/discentes sobre as estratégias desenvolvidas em suas práticas de aprendizagem, bem como a abordagem dessa temática no currículo dos cursos de licenciatura em questão.



## 109

Tuesday, June 26 9:30am-10:45am USAL-FT Aula 16

### edTPA: Language awareness and performance trends

**Presenters:** Susan A. Hildebrandt; Illinois State University; Normal, IL; Anne C. Hlas; University of Wisconsin - Eau Claire; Eau Claire, WI; Jennifer Behney; Youngstown State University; Youngstown, OH

**Audience Level:** Higher Ed

**Theme:** Teacher Preparation/Development

The performance assessment edTPA is used across the country to make decisions about teacher education and licensure, despite a lack of research. At a cost of \$300 each, these portfolios are submitted by student teachers during their last semester of university studies. This panel will explore this high-stakes portfolio assessment and Spanish teacher candidates' performance. In particular, it will address language awareness and pedagogical content knowledge in Spanish teacher candidates' assessment practices, as well as general performance trends across several states.

## 110

Tuesday, June 26 9:30am-10:45am PAL La Maqueta

### Textos y pre-textos en contexto: una sesión de aprendizaje literario y cultural basado en la participación cívica

**Presenter:** Vialla Hartfield-Méndez; Emory University; Atlanta, GA

**Audience Level:** K-6|Middle/Junior High|Secondary (9-12)|Higher Ed

**Theme:** Methods/Techniques/Strategies

Esta sesión involucra a los participantes en un método pedagógico flexible basado en varias prácticas desarrolladas en América Latina, organizadas en un protocolo sencillo. Utiliza textos complejos para generar la creatividad, participación plena, y lectura crítica a través de lazos explícitos entre la literatura y las otras artes.

## 111

Tuesday, June 26 9:30am-10:45am PAL Sala Nivel 0

### Empowering students as discussion leaders

**Presenter:** Parthena Draggett; Community School of Naples; Naples, FL

**Audience Level:** Secondary (9-12)|Higher Ed

**Theme:** Methods/Techniques/Strategies

This session will give teachers the tools for an engaging project that focuses on integrating skills for student-led discussions. Participants will be able to guide their students to develop effective discussion questions based on issues of high student interest and world importance. Students will be empowered to take the lead as they integrate skills, beginning with researching authentic materials as stimuli, developing engaging questions, and leading the discussion on their assigned day. Students will come to class eager to participate on discussion days.

**112**

Tuesday, June 26 9:30am-11:30am PAL Sala Mayor

**Chapter Assembly****Presenter:** David Wiseman; Director of Publications and Marketing, AATSP; Walled Lake, MI**113**

Tuesday, June 26 9:30am-10:45am PAL Aula 2

**Using task-based activities to enhance cultural awareness and pragmatic competence****Presenter:** Daniel Alex Castaneda; Kent State University at Stark; North Canton, OH**Audience Level:** Secondary (9-12)|Higher Ed**Theme:** Culture

**The use of task-based activities to develop cultural awareness and speaking skills in Spanish.** This presentation will focus on a descriptive-qualitative study in which the teacher-researcher explored how task-based activities enhance perceived cultural awareness and speaking skills among students. The activities for this study were based on three principles: (a) the role of input, (b) the role of output, and (c) the role of learners' interactions in the language learning process. The presenter will share with the audience the implementation of the activities and some preliminary results of this study. Implications for teaching language/culture will be discussed.

**Presenter:** Kimberly Morris Ogorzalek; University of Wisconsin, La Crosse; La Crosse, WI**Audience Level:** Higher Ed**Theme:** International Education/Study Abroad

**Making tasks meaningful: A model of task-based pragmatics instruction for study abroad.** With the rise of short-term study abroad programs, it has become increasingly important to support and accelerate L2 students' pragmatic development, a necessary component for successful communication. This session presents a model of task-based pragmatics instruction that significantly enhanced the pragmatic competence of 12 university students studying beginning L2 Spanish in Madrid, Spain for 10 weeks. Grounded in empirical research, this model provides teachers, directors, and students with insights on how to maximize the immersion experience via meaningful tasks.

**114**

Tuesday, June 26 9:30am-10:45am PAL Aula 3

**Enseñanza bilingüe y enseñanza de idiomas: un mismo enfoque para ambas****Presenters:** Xavier Gisbert da Cruz; Asociación de Enseñanza Bilingüe; Madrid, España; Virginia Vinuesa Benítez; Universidad Rey Juan Carlos; Madrid, España**Audience Level:** Elementary, Middle/Junior High, Secondary (9-12), Higher Ed**Theme:** Methods/Techniques/Strategies

Esta sesión proporcionará una visión general de la enseñanza bilingüe en España, de su evolución, de su situación actual y planteará la necesidad de acabar con la brecha que se ha

generado entre centros bilingües y centros no bilingües. Se ofrecerá, desde un enfoque práctico, propuestas de utilización en centros ordinarios de la metodología que ha demostrado resultados positivos en los centros bilingües, con el fin de que cualquier profesor de idioma, sea cual sea éste, pueda mejorar las competencias lingüísticas de sus alumnos.

**115**

Tuesday, June 26 9:30am-1:30pm Archivo

**National Spanish Examinations Board Meeting****Presenters:** Kevin Cessna-Buscemi; National Spanish Examinations; Chesterton, IN; Kara Majchrowicz; National Spanish Examinations; Chesterton, IN; Lesli Mikenas; National Spanish Examinations; Chesterton, IN; Melanie Flick; National Spanish Examinations; Chesterton, IN**Audience Level:** Middle/Junior High|Secondary (9-12)

This session is the annual meeting of the NSE Board to discuss policy and procedures of the National Spanish Examinations.

**Open to NSE Board and staff only.****116**

Tuesday, June 26 9:30am-10:45am E-Poster Corner 1

**El proyecto Dartmouth Digital Orozco en la clase de lengua y cultura****Presenter:** Roberto Rey Agudo; Dartmouth College; Hanover, NH**Audience Level:** Secondary (9-12)|Higher Ed**Theme:** Instructional Materials

El fresco *La epopeya de la civilización americana* (Dartmouth College) del pintor mexicano José Clemente Orozco es uno de los mejores ejemplos de muralismo en los Estados Unidos. El proyecto Dartmouth Digital Orozco es un recurso interactivo que permite explorar los 24 paneles del mural con los más de 200 dibujos y fotografías de los fondos del Museo Hood no disponibles para el público. Estos materiales permiten entender el proceso creativo, los métodos y la evolución del mural. La presentación demostrará cómo navegar por el sitio web y cómo usarlo en el aula.

**117**

Tuesday, June 26 9:30am-10:45am E-Poster Corner 2

**A project-based framework for heritage and second language learners of Portuguese: A STARTALK experience****Presenter:** Christina Ramos Zubelli; City University of Seattle; Seattle, WA**Audience Level:** Middle/Junior High|Secondary (9-12)|Higher Ed**Theme:** Methods/Techniques/Strategies

Project-based learning (PBL) leverages learning through the use of authentic materials and real-life tasks. In this five-week project developed at the STARTALK HL Teacher Workshop at UCLA, students develop a guide for Portuguese speakers who rent property in the United States. Students build a glossary using authentic resources, compare rentals addressing cultural

differences, and make a PowerPoint presentation on what information prospective clients must know. Students become exposed to all aspects of the language, developing their linguistic and communicative skills.

## W-3

Tuesday, June 26 10:00am-1:00pm USAL-FT Aula 4

### Ni voz, ni voto: la representación del hablante de herencia en el currículo escolar

**Presenter:** Gabriela Moreno; New Mexico State University; Las Cruces, NM

**Audience Level:** Secondary (9-12) | Higher Ed

**Theme:** Methods/Techniques/Strategies

Establecer un currículo para hablantes de herencia requiere considerar una serie de aspectos: identidades de estudiantes, materiales en el aula, temas y mucho más. Como docentes seguimos implementando métodos tradicionales que desaniman la participación y aprendizaje de los estudiantes; ignoramos voz y necesidades. El taller presenta un acercamiento comprensivo al currículo para hablantes de herencia. Se discuten identidades y niveles, diseño de actividades socioculturales relevantes, espacios como refugios y formas de transmitir conocimiento a comunidades. **Those receiving credit via NMSU for attending the conference must attend either W-3, W-4, or Session 061. If you are a NMSU graduate student, please contact Jeff Longwell at [jelongwe@nmsu.edu](mailto:jelongwe@nmsu.edu) for instructions on how to register for this workshop and receive credit.**

### Session Block 8

Tuesday, June 26

11:00am – 11:30am

## 118

Tuesday, June 26 11:00am-11:30am USAL-FT Aula 2

### Flamenco A to Z: Engaging Spanish history through culture

**Presenters:** Mary McKinney; Texas Christian University; Fort Worth, TX; José María Barcells Domènech; University of Leon; Boca Raton, FL

**Audience Level:** Secondary (9-12) | Higher Ed

**Theme:** Culture

This multidisciplinary introduction to flamenco in Spain begins with the arrival of the art form in the Iberian peninsula. Course content charts the development of flamenco in historical context, focusing on critical historical moments crucial not only to flamenco's evolution but also to broader Spanish and Andalusian history. The course examines flamenco's various musical forms, instruments, and some dance elements, as well as how flamenco is represented in literature and film.

## 119

Tuesday, June 26 11:00am-11:30am USAL-FT Aula 6

### Use of Wiki for peer-revision feedback and collaborative writing

**Presenter:** Ariadna Pichs; George Washington University; Washington, DC

**Audience Level:** Higher Ed

**Theme:** Instructional Materials

Students' evaluation showed the importance of critical thinking in the class and how peer-feedback revision was helpful to improve their Spanish writing skills. However, students were unhappy about the feedback they received from students whose Spanish was not accurate. In Wiki, students are able to write feedback at their own time and pace, and have more than one reader-reviewer. Research has shown that collaborative work in these instances has also proved successful for community building and for the development of critical writing and thinking skills.

## 120

Tuesday, June 26 11:00am-11:30am USAL-FT Aula 7

### Cervantes en Facebook y Lorca en Twitter: la literatura en el siglo XXI

**Presenters:** Conxita Domènech; University of Wyoming; Laramie, WY; Isabel Martín-Sánchez; University of Wisconsin-Madison; Madison, WI; Kelly Moore; Cornell University; Ithaca, NY

**Audience Level:** K-6 | Middle/Junior High | Secondary (9-12) | Higher Ed

**Theme:** Teaching of Literature

En una clase de literatura del siglo XXI es casi imposible evitar las redes sociales y otras herramientas de Internet, habituales en el día a día de nuestros alumnos. En consecuencia, tiene sentido integrarlas en nuestros cursos para mejorar el aprendizaje de los estudiantes dentro y fuera del aula. En esta sesión, corregiremos a Wikipedia, crearemos infografías literarias, bloguearemos y vloguearemos, utilizaremos Padlet para las discusiones digitales, leeremos artículos de Academia.edu y, ¿por qué no?: Cervantes ingresará en Facebook y Lorca en Twitter.

### AATSP Programs and Contests for K-12 Students

#### AATSP Poster Contest

Open to all Spanish and Portuguese students grades K-12  
[www.aatsp.org](http://www.aatsp.org)

#### National Portuguese Examinations (NPE)

[www.aatsp.org](http://www.aatsp.org)

#### National Spanish Examinations (NSE)

Assessing many students, many levels  
[www.nationalspanishexams.org](http://www.nationalspanishexams.org)

#### Sociedad Honoraria Hispánica (SHH)

Honoring and involving high school students  
[www.aatsp.org](http://www.aatsp.org)

#### Sociedad Hispánica de Amistad (SHA)

Service organization for K-8 students  
[www.aatsp.org](http://www.aatsp.org)

## 121

Tuesday, June 26 11:00am-11:30am USAL-FT Aula 8

### Following the trend: From language major to interdisciplinary area studies

**Presenters:** Isabel Dulfano; University of Utah; Salt Lake City, UT; Fernando Rubio; University of Utah; Salt Lake City, UT

**Audience Level:** Secondary (9-12)|Higher Ed

**Theme:** Curriculum

Growth in Latin American Studies enrollments, associations, public intellectuals, and participation in public debate accelerated recently. Concurrent with shifts away from individual language major study, programs and curriculum cross-pollinate in order to gain a comprehensive understanding of the interconnected global world through the specific lens of Area and Indigenous Studies, Gender, Business, +/or Ethnic/Race Studies, etc. We examine the transformation in academia with data and historical trend analysis from post WWII to current configuration in the profession.

## 122

Tuesday, June 26 11:00am-11:30am USAL-FT Aula 10

### La traducción a partir del análisis del género y el uso de corpus digitales

**Presenter:** Cecilia Dolores Sessarego; Mount Royal University; Calgary, Alberta, Canada

**Audience Level:** Higher Ed

**Theme:** Translation and Interpretation

Se presenta una metodología pragmático-discursiva centrada en el concepto del género para la enseñanza de traducción inglés-español, la cual se llevó a cabo en un curso introductorio de pre-grado de español en Canadá. El enfoque didáctico es por tareas y se utilizan corpus digitales en inglés y español. Se hace hincapié en las etapas del proceso de aprendizaje de los aspectos genéricos, temáticos, discursivos, funcionales y de selección de términos lingüísticos para la traducción de textos informativos-persuasivos básicos.

## 123

Tuesday, June 26 11:00am-11:30am USAL-FT Aula 14

### Online classroom resources for the world language classroom

**Presenter:** Carol E. Galvin Flood; Coordinator, Online Classroom Resources; Walled Lake, MI

**Audience Level:** K-6|Middle/Junior High|Secondary (9-12)|Higher Ed

**Theme:** Instructional Materials

Are you familiar with AATSP's Online Classroom Resources? This session will describe our resources as well as share new resources that can help you manage and develop instructional materials.

## 124

Tuesday, June 26 11:00am-11:30am USAL-FT Aula 15

### Português como língua de herança e aquisição do pretérito: recomendações pedagógicas

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

**Audience Level:** Higher Ed

**Theme:** Learner Variables/Diverse Learners

A apresentação foca na aquisição do pretérito entre os aprendentes de língua estrangeira e aprendentes de língua de herança do português. Existe elisão de vogais finais, o que produz confusão das formas superficiais, apesar do maior acesso à língua. Há variedade significativa entre alunos de português como língua de herança. Os resultados de testes de julgamento gramatical e produção escrita são discutidos, além de implicações para a manutenção da língua. Finalmente, propomos soluções pedagógicas na sala de aula.

## 125

Tuesday, June 26 11:00am-11:30am USAL-FT Aula 16

### A method for every season

**Presenter:** Boris Yelin; Northeastern University; Boston, MA

**Audience Level:** Higher Ed

**Theme:** Methods/Techniques/Strategies

As pedagogy evolves and changes, there is an overwhelming tendency to discard old methods in favor of new ones. However, different elements of methods past and present, such as the grammar-translation method, the audio-lingual method, and the direct method, can be used in different amounts and at different levels of language learning. This session will explore effective combinations of methods across a curricular language sequence in order to streamline language learning and address individual differences.

## 126

Tuesday, June 26 11:00am-11:30am PAL La Maqueta

### On-line activity design: Incorporating the elements of communication into beginning Spanish instruction

**Presenters:** Paul B. Mandell; University of Houston Downtown; Houston, TX; William Nowak; University of Houston Downtown; Houston, TX; Raquel Patricia Chiquillo; University of Houston Downtown; Houston, TX

**Audience Level:** Middle/Junior High|Secondary (9-12)|Higher Ed

**Theme:** Methods/Techniques/Strategies

This presentation will address elements in activity design that incorporate opportunities for beginning Spanish learners to express, interpret, and negotiate meaning with one another in on-line instruction. Actual examples will be shared from collaborative work that has been incorporated into an on-line curriculum.

## 127

Tuesday, June 26 11:00am-11:30am PAL Sala Nivel 0

### Los ejercicios de calentamiento: ideas para un inicio dinámico y variado de nuestras clases

**Presenter:** Anny Guimont; Concordia University / McGill University; Montreal, Quebec, Canada

**Audience Level:** Higher Ed

**Theme:** Methods/Techniques/Strategies

Es reconocida la importancia de los ejercicios de calentamiento en la práctica de una actividad física o artística. En el aula ELE también se usan dichas actividades para mejorar las condiciones de aprendizaje de los estudiantes así como fomentar su participación activa en clase. En esta ponencia expondré una reflexión sobre el papel de los ejercicios de calentamiento en la clase de ELE y luego presentaré unas actividades creadas para estudiantes de nivel A1 y A2.

## 128

Tuesday, June 26 11:00am-11:30am PAL Aula 2

### Integrating Latino bilingual literature in the Hispanic heritage speakers classrooms

**Presenter:** Erika Zavala; Texas Tech University; Lubbock, TX

**Audience Level:** K-6 | Middle/Junior High | Secondary (9-12) | Higher Ed

**Theme:** Teaching of Literature

This presentation will discuss the importance of integrating Latino bilingual books in the Hispanic heritage speakers classrooms. Simultaneously, the presenter will provide teachers with innovative strategies to teach language and culture along with this literature. The goal of this session is to explain how students can improve their learning and how it can be applied in the social, human and cultural context.

## 129

Tuesday, June 26 11:00am-11:30am PAL Aula 3

### The semiotics of code-switching in language communication of subcultures in Rose Marie Tapia's literary work

**Presenter:** Sara Escobar-Wiercinski; Wayne State University; Detroit, MI

**Audience Level:** Secondary (9-12) | Higher Ed

**Theme:** Teaching of Literature

The literary work of Panamanian writer, Rose Marie Tapia is a vital instrument for studying cultural linguistics within a literature course. The communication patterns and social issues encountered in her novels help the understanding of how subcultures interact in Panama and in Latin America. This analysis explains why the study and interpretation of the semiotics encountered in Tapia's novels are useful linguistic, sociolinguistic and cultural linguistics devices for analysis in the classroom.

## 130

Tuesday, June 26 11:00am-11:30am E-Poster Corner 1

### Fostering intercultural competency through CineMaestro, a collaborative digital humanities project

**Presenters:** María García Puente; California State University San Bernardino; San Bernardino, CA; Erin Kimberly Hogan; University of Maryland Baltimore County; Baltimore, MD

**Audience Level:** Middle/Junior High | Secondary (9-12) | Higher Ed

**Theme:** Culture

In this presentation we will share strategies for the implementation in the world languages curriculum of CineMaestro, an open-access collaborative digital humanities project designed to promote intercultural competencies through cinema. Our presentation will showcase content-based and project-based classroom activities based on films from Spain, Latin American, and Latinx, as well as other original educational resources available through the project's online platform.

## 131

Tuesday, June 26 11:00am-11:30am E-Poster Corner 2

### Promoting proficiency via synchronous conversational partner chats: An international exchange for teacher candidates

**Presenter:** Michael Vrooman; Grand Valley State University; Allendale, MI

**Audience Level:** Higher Ed

**Theme:** Teacher Preparation/Development

Over the course of one semester, English-speaking students in the US pursuing teaching licensure in Spanish engaged in weekly computer mediated communication sessions with Chilean peers pursuing licensure in English. Each teacher candidate served as a target language model for their respective partner. The real-time interactions were recorded and feedback was provided to promote increasingly sophisticated oral proficiency. This presentation outlines the nature of the study and reviews the preliminary findings of the research.

#### Continuing Education Units or Credits

**Attendees may obtain CEUs for participation in this conference.**

For attendees seeking Continuing Education Units or Credits, the AATSP will provide documentation of attendance at individual sessions. Attendees **MUST** complete the AATSP Conference Workshop/Session Attendance form. The forms are available at the Registration Desk and should be picked up **BEFORE** the sessions begin.

**Reminder:** It is the responsibility of attendees to contact their district **BEFORE** the conference to determine necessary measures to fulfill their district professional development requirements and to receive approval for conference participation.

Session Block 9  
Tuesday, June 26  
11:45am – 1:00pm

132

Tuesday, June 26 11:45am-1:00pm USAL-FT Aula 2

### Cádiz, Havana and Córdoba: Creating effective language immersion programs

**Presenters:** Susan Mraz; University of Massachusetts, Boston; Boston, MA; **Stephanie Cuddeback-Salim**; Matignon High School; Cambridge, MA; **Patricia Pogal**; Morehouse College; Atlanta, GA; **Joy Renjilian-Burgy**; Wellesley College; Wellesley, MA

**Audience Level:** Secondary (9-12)|Higher Ed  
**Theme:** International Education/Study Abroad

Immersion programs are effective for training culturally knowledgeable and linguistically prepared students. Presenters will describe immersion programs in Cadiz, Córdoba, and Havana. They will discuss development of program components and share models to achieve successful outcomes. The program in Cadiz features Spain-USA exchanges for high school students/families. Afro-Cuban traditions are highlighted in a summer program in Havana for students from a traditionally-Black college, while Córdoba offers historical and ethnic diversity for college students.

133

Tuesday, June 26 11:45am-1:00pm USAL-FT Aula 6

### La literatura infantil y la educación ética en la obra de Circe Lolo

**Presenters:** Lilita Soto-Fernández; John Jay College of Criminal Justice; New York City, NY; **Oneida M. Sánchez**; Borough of Manhattan Community College (Retired); New York City, NY; **Phyllis VanBuren**; University of Minnesota- St. Cloud (Retired); St. Cloud, MN

**Audience Level:** Middle/Junior High|Secondary (9-12)|Higher Ed  
**Theme:** Teaching of Literature

This panel will present and analyze Circe Lolo's three short stories written for children with the purpose of teaching cultural acceptance and diversity. The author incorporates art, as well as color in the stories, to get across or present the ethical concept of acceptance of other points of view. She reflects, as many psychologists, educators and philosophers do, on education as an ethical concept in which personal development depends as much on the self as on the face of others. The key to self-understanding is to perceive the human element not only in the self but in others.

Commercial products or services displayed or presented as a part of the conference are not considered to be endorsed by the AATSP.

134

Tuesday, June 26 11:45am-1:00pm USAL-FT Aula 7

### AP Spanish Language and Culture: Overview, Trends, updates, and resources for the course and exam

**Presenter:** Marcia Brown Arndt; The College Board, Advanced Placement Program; Waltham, MA

**Audience Level:** Secondary (9-12)|Higher Ed  
**Theme:** Assessment

If you currently teach AP Spanish Language and Culture or are considering it for the future, this session is for you! Participants will explore the expectations for the course and exam and they will examine recent trends in student performance. Challenge areas will be discussed and insights will be provided for improving student outcomes. Information about existing, new, and future free instructional resources on AP Central will be provided.

135

Tuesday, June 26 11:45am-1:00pm USAL-FT Aula 8

### Conversaciones: la enseñanza de español para profesiones, el uso de la cultura y la adquisición de la lengua en cursos intermedios nivel 300

**Presenters:** Cynthia Odette Meléndrez; California State University San Marcos; San Marcos, CA; **Amalia V. Garzón**; Northern Arizona University - Yuma Branch; Yuma, AZ

**Audience Level:** Secondary (9-12)|Higher Ed  
**Theme:** Content-related Instruction

Este panel ofrecerá una explicación general de las nuevas tendencias en la enseñanza de cursos intermedios de español como segunda lengua nivel 300. De acuerdo a varias investigaciones y realidades institucionales, la enseñanza del español ha ido adquiriendo nuevos significados; donde el uso de artefactos culturales incluyendo cine, música, literatura, medios masivos de comunicación y la creación de propósitos específicos, como lo es el español para las profesiones, son los nuevos paradigmas en la enseñanza efectiva de la lengua. En esta conversación hablaremos de las nuevas técnicas interdisciplinarias utilizadas en distintos centros académicos en los que trabajamos.

136

Tuesday, June 26 11:45am-1:00pm USAL-FT Aula 10

### Equity for all: Social justice in the world language classroom

**Presenter:** Suzanne Marée Pezzulli; The Gordon School; East Providence, RI

**Audience Level:** Middle/Junior High|Secondary (9-12)|Higher Ed  
**Theme:** Service Learning/Community Engagement

In the world language classroom, students explore global issues that impact their daily lives. During this session, participants will learn about Equal Exchange, a local community connection. The presenter will share her team's partnership with Equal Exchange and provide curricular units and assessment tools on fair trade.

The objective of this session is to outline opportunities for language students to work with a local community organization as a way to deepen their understanding and awareness of global issues and become agents of social change.

## 137

Tuesday, June 26 11:45am-1:00pm USAL-FT Aula 14

### Early history of the AATSP and *Hispania*

**Presenter:** Walter R. Archuleta; Jubilado (New Mexico Highlands University); Santa Fe, NM

**Audience Level:** Higher Ed

**Theme:** Culture

#### Don Aurelio Espinosa, primer redactor de la revista *Hispania*.

Este trabajo se enfocará en la trayectoria de don Aurelio Espinosa, primer redactor de la revista *Hispania*. También se discutirán sus viajes por España desde principios de julio del año 1920 hasta el 9 de diciembre del mismo año. Sus viajes lo llevaron de Madrid, a Santander, a Burgos, al sur de España y a otros sitios. Don Aurelio coleccionó 302 cuentos. De estos, publicó 280 cuentos en sus *Cuentos populares españoles*.

**Presenter:** Lorena Albert-Ferrando; Zaragoza, Spain

**Audience Level:** Higher Ed

**Theme:** Advocacy/Policy

**From “Yankee Pigs” to “The Great Power:” The foundation of the AATSP and *Hispania* as ideological phenomena.** The aim of this paper is to study the foundation of both the AATSP and *Hispania* as ideological phenomena. Thus, it seeks to delve into these Spanish-language-and culture-teaching-related cultural projects with regards to their participation in the discourses that articulated the Spanish national tale after the outbreak of the First World War. This analysis is framed within the political-historical context of the development of international relationships between Spain and the United States.

## 138

Tuesday, June 26 11:45am-1:00pm USAL-FT Aula 15

### Portuguese on the move: Teaching for autonomy

**Presenters:** Lyris Wiedemann; Stanford University; Stanford, CA; Marianne Akerberg; Universidad Nacional Autónoma de México; México DF, México; Ana Isabel Delgado; Johns Hopkins University; Washington, DC

**Audience Level:** Higher Ed

**Theme:** Curriculum

This session presents strategies that help intermediate learners cross the advanced level threshold as they become effective, independent learners. Instructors from three universities will share task designs and classroom activities that foster advanced language production in a Portuguese for International Relations Program, as well as the integration of literature, culture, and pronunciation awareness into regular intermediate Portuguese courses. In this approach, students are empowered to become forward-looking and life-long Portuguese language learners.

## 139

Tuesday, June 26 11:45am-1:00pm USAL-FT Aula 16

### *Hispania*: On future collaborations and how to publish in the journal

**Presenters:** Benjamin Fraser; East Carolina University; Greenville, NC; Jennifer Brady; University of Minnesota Duluth; Duluth, MN; Conxita Domènech; University of Wyoming; Laramie, WY; Domnita Dumitrescu; California State University, Los Angeles; Los Angeles, CA

**Audience Level:** K-6 | Middle/Junior High | Secondary (9-12) | Higher Ed

**Theme:** Instructional Materials

This session involves audience members in a discussion of where *Hispania* is headed and provides information on how to publish in the flagship journal of the AATSP. The momentum established under the leadership of Sheri Spaine Long, culminating in the centenary issue of *Hispania* (100.5, 2017), has set a course for continuing innovation. Join the editorial team in a collaborative discussion of the road ahead.

## 140

Tuesday, June 26 11:45am-1:00pm PAL La Maqueta

### Beyond the tour: Study abroad with a purpose by engaging students through service

**Presenters:** Nohelia Rojas-Miesse; Miami University; Oxford, OH; Julie Szucs; Miami University; Oxford, OH; Martha Castañeda; Miami University; Oxford, OH

**Audience Level:** Secondary (9-12) | Higher Ed

**Theme:** International Education/Study Abroad

The 2017 AAAS commission report recommends promoting opportunities for students to learn languages in other countries by experiencing other cultures and immersing themselves. Yet, most short-term programs provide superficial encounters with language and culture. Presenters will describe three programs in Central America where students are transformed through engagement and meaningful relationships in the community. Attendees will learn how to develop connections in the host country, forge service-learning opportunities and prepare students to maximize the experience.

### **Announcements and Reminders**

Sent out every 2–3 weeks throughout the year

Notify us at [AATSPOffice@aatsp.org](mailto:AATSPOffice@aatsp.org) to update your record.

**141**

Tuesday, June 26 11:45am-1:00pm PAL Sala Nivel 0

**El voseo: Actualities and aspirations****Presenters:** Jean W. LeLoup; U.S. Air Force Academy; Colorado Springs, CO; Barbara C. Schmidt-Rinehart; Ashland University; Ashland, OH**Audience Level:** Middle/Junior High|Secondary (9-12)|Higher Ed  
**Theme:** Curriculum

This session details a study to ascertain modern day use of "you" (*usted, tú, vos*) in Costa Rica and related instructional/curricular practices in U.S. classrooms. The results of both phases of the study (interviews with native speakers in CR and online questionnaires of US students and teachers) indicate a gap between foreign language educational practices and the field of second language acquisition, which touts the importance of sociolinguistic accuracy. Proposals for curricular changes are suggested.

**142**

Tuesday, June 26 11:45am-1:00pm PAL Aula 2

**Teaching an adaptation of a travel unit through the lens of social justice****Presenter:** Frances H. Mecarty; The Pingry School; Basking Ridge, NJ**Audience Level:** Secondary (9-12)|Higher Ed  
**Theme:** Curriculum

Teachers of Spanish often struggle with how to incorporate themes of social justice into the curriculum. However, exposing students to content that fosters global awareness should be a central component at all levels. Utilizing the framework of *Words and Actions: Teaching Languages through the Lens of Social Justice* (ACTFL, 2014), this presentation describes a modification of a traditional lesson on travel to a standards-based unit from a social justice perspective. Participants will receive a lesson plan template, ideas, and resources to design their own lessons.

**143**

Tuesday, June 26 11:45am-1:00pm PAL Aula 3

**César Antonio Molina, portavoz actual de la cultura española****Presenter:** Douglas LaPrade; University of Texas Rio Grande Valley; Edinburg, TX**Audience Level:** Higher Ed  
**Theme:** Culture

César Antonio Molina ha sido Ministro de Cultura de España y también Director del Instituto Cervantes. Es poeta, periodista y profesor con una amplia bibliografía de libros publicados a lo largo de treinta años. En sus últimas memorias, investiga el vínculo entre la cultura y la política en España. También examina la recepción de la cultura española en los demás países europeos, los cuales visitó durante sus años como máximo exponente de la cultura española. Ha sido llamado el Alejandro Magno de la cultura española debido a su diplomacia cultural por el mundo.

**144**

Tuesday, June 26 11:45am-1:00pm E-Poster Corner 1

**Supporting and retaining language learners: A collaborative approach****Presenters:** Cynthia Slagter; Calvin College; Grand Rapids, MI; Elizabeth Page Vrooman; Calvin College; Grand Rapids, MI**Audience Level:** Higher Ed  
**Theme:** Learner Variables/Diverse Learners

College students identified as at-risk for retention benefit from innovative collaboration between world language and academic support departments. A pilot course-pairing proposes that integrated curriculum and programing increases student engagement in the language classroom. Students in this study are concurrently enrolled in academic strategies and Spanish-language courses in their first year. This e-poster presentation details the intentional connections between departments and shares evidence of emerging metacognitive and linguistic awareness in the students.

**145**

Tuesday, June 26 11:45am-1:00pm E-Poster Corner 2

**Exploring assessment for a task-based program****Presenter:** Carmen Sánchez García; University of Mississippi; Oxford, MS**Audience Level:** Secondary (9-12)|Higher Ed  
**Theme:** Assessment

Assessing students has long been a challenge for language instructors. How can we assess language learners within a communicative approach? This presentation will briefly review traditional versus task-based assessment by offering examples of task-based assessments for beginning and intermediate levels. The examples are in Spanish, but they can be adapted for Portuguese. They are also applicable for secondary as well as post-secondary education contexts.

Tuesday, June 26 12:00pm – 1:00pm PAL Sala Mayor

**JCYL-USAL Plenaria****Concepción Maldonado González;** Universidad Complutense de Madrid: "Diccionarios y medios de comunicación en el aula ELE"

Stay connected with AATSP on Facebook:

<http://facebook.com/AATSPglobal>



## Session Block 10

Tuesday, June 26

1:15pm – 1:45pm

### 146

Tuesday, June 26 1:15pm-1:45pm USAL-FT Aula 2

#### Helping students with learning differences find success: Looking forward to a future where all our students love learning languages

**Presenter:** Eve Abra Leons; Landmark College; Putney, VT

**Audience Level:** K-6|Middle/Junior High|Secondary (9-12)|Higher Ed

**Theme:** Learner Variables/Diverse Learners

Interested in learning how to better support students with auditory processing problems, phonological processing problems, executive functioning issues, ADHD, or ASD in your classes? Wondering how to remove barriers to learning and create a rich learning environment? This presentation will provide sound suggestions for analyzing and improving curriculum design grounded in both research and practice. Discussion will include educational technology.

### 147

Tuesday, June 26 1:15pm-1:45pm USAL-FT Aula 4

#### «Sin mujeres no hay revolución»: amor y guerra de Nuria Amat

**Presenter:** Pilar Martínez-Quiroga; University of Illinois, at Urbana-Champaign; Urbana, IL

**Audience Level:** Higher Ed

**Theme:** Literature/Literary Criticism/Literary Theory

Después de una larga trayectoria en castellano, en 2011 Nuria Amat publicó su primera novela en catalán que fue un cambio llamativo ya que ella siempre había cuestionado la lengua como la base de la catalanidad y la identificación de la mujer con la madre patria. Mi propuesta es que el cambio se debe al momento histórico elegido para ambientar la novela, 1936, pero también a la situación política que se vive en Cataluña en los últimos años. Como intentaré demostrar, en ambos períodos históricos el auge del nacionalismo introdujo a las mujeres en un proceso de politización.

### 148

Tuesday, June 26 1:15pm-1:45pm USAL-FT Aula 6

#### Flipping the script: From grammar-based to task-based language instruction

**Presenter:** Heather Summey; Alabama School of Mathematics and Science; Mobile, AL

**Audience Level:** K-6|Middle/Junior High|Secondary (9-12)|Higher Ed

**Theme:** Curriculum

Despite recent interest in proficiency-based language curricula, many language instructors still rely on grammar-based instruction, and most major language textbooks are organized around grammatical themes, while failing to make the

connection between grammar and real-world language usage explicit. We provide practical guidance for language instructors interested in developing a task-based language curriculum that emphasizes authentic communicative contexts using the (primarily grammar-based) textbooks and other resources that they already have at their disposal.

### 149

Tuesday, June 26 1:15pm-1:45pm USAL-FT Aula 7

#### Forwarding-looking curricula: Rethinking the grammar curriculum of intermediate-level Spanish programs

**Presenters:** Dolly Jesusita Young; The University of Tennessee; Knoxville, TN; Jane E. Berne; The University of North Dakota; Grand Forks, ND

**Audience Level:** Higher Ed

**Theme:** Curriculum

In this session, we examine why more than 50% of the grammar curriculum in intermediate-level Spanish programs is dedicated to instruction about the subjunctive via the perspectives of the particular realities of ten Spanish FL specialists to illustrate the political, historical, social and economic forces at play working collectively against change. We also explore participants' innovative suggestions for reducing the emphasis of subjunctive instruction at this level to allow time for literary, cultural and immersion experiences.

### 150

Tuesday, June 26 1:15pm-1:45pm USAL-FT Aula 8

#### Experiences and models for immersing students in Spanish- and Portuguese-speaking communities

**Presenters:** Ethel E. Jorge; Pitzer College; Claremont, CA; Juanita Aristizabal; Pitzer College; Claremont, CA; Paula Gutierrez; Pitzer College; Claremont, CA

**Audience Level:** Secondary (9-12)|Higher Ed

**Theme:** Service Learning/Community Engagement

Pitzer College's language faculty share their reflections on the development of a successful language and culture program that integrates classroom teaching, interdisciplinary connections, community-engaged learning locally and globally, and linkages to study abroad programs. This discussion includes the Community-based Spanish Program, a virtual course linking US Portuguese learners with Brazilian English learners, a new study abroad program in Bahia, and the employment of heritage Spanish speakers in the development of a peer-led conversation program for L2 learners.

**151**

Tuesday, June 26 1:15pm-1:45pm USAL-FT Aula 10

**Choose your own adventure: "Multiple choices" assignments for heritage/non-heritage learners in Languages for Special Purposes****Presenters:** *Diana Ruggiero*; University of Memphis; Memphis, TN; *Christina Garcia*; Saint Louis University; Saint Louis, MO**Audience Level:** Higher Ed**Theme:** Learner Variables/Diverse Learners

This session illustrates "multiple choices," assignments for which students are given options for completing the task at hand. This strategy accommodates diverse students, particularly heritage and non-heritage learners, and empowers them to showcase their language skills. For example, instead of having all students write a final paper, options are given to present research in various formats such as a video interview, a digital presentation, or a traditional paper. Different methods of personalizing LSP (Language for Special Purposes) assignments will be detailed. While these LSP assignments focus on heritage learners, they also benefit all students.

**152**

Tuesday, June 26 1:15pm-1:45pm USAL-FT Aula 14

**Spanish in my city****Presenter:** *Michael Gerard Hydak*; Austin Community College; Austin, TX**Audience Level:** K-6|Middle/Junior High|Secondary (9-12)|Higher Ed**Theme:** Service Learning/Community Engagement

The "My City" activity provides an opportunity for students in all four levels of Spanish taught at our community college to experience Hispanic culture in a direct way through contact with their own city. Students are given a choice of six areas where Hispanic culture is evident, from non-Mexican Hispanic restaurants to street names. Students write a one-page summary of the area and attach a photo or authentic object to verify the experience. Students then compare their gain in knowledge of Hispanic culture and share it with at least two colleagues.

**153**

Tuesday, June 26 1:15pm-1:45pm USAL-FT Aula 15

**Construindo conexões culturais através da Aprendizagem Baseada em Projetos****Presenter:** *Rachel Mamiya Hernández*; University of Hawai'i at Manoa; Honolulu, HI**Audience Level:** K-6|Middle/Junior High|Secondary (9-12)|Higher Ed**Theme:** Culture

A Aprendizagem Baseada em Projetos (ABP) é uma abordagem que engaja e envolve os alunos através da investigação de questões ou problemas reais. Esta apresentação visa mostrar um exemplo da ABP, especificamente no ensino-aprendizagem de Português como Língua Estrangeira (PLE), que teve como objetivo desenvolver as práticas de letramento (digital e tradicional) e fortalecer conexões culturais.

**154**

Tuesday, June 26 1:15pm-1:45pm USAL-FT Aula 16

**Evaluating undergraduate student interests in language study beyond the requirement****Presenters:** *Deborah Rosenberg*; Northwestern University; Evanston, IL; *Chyi Chung*; Northwestern University; Evanston, IL; *Elisa Baena*; Northwestern University; Evanston, IL**Audience Level:** Higher Ed**Theme:** Curriculum

This paper will detail methodology and outcomes of a multi-year curricular evaluation study in Northwestern University's Department of Spanish and Portuguese. The study surveyed all undergraduates enrolled in Spanish language courses during the 2015-16 academic year in order to assess ways to increase student engagement in the curriculum beyond the university's foreign language requirement. We will present an overview of student responses and also discuss the possible next steps, including a language proficiency certificate that incentivizes advanced classwork.

**155**

Tuesday, June 26 1:15pm-1:45pm PAL La Maqueta

**Incidental L2 vocabulary acquisition while reading: Effects of frequency and word bolding****Presenters:** *Pablo Robles García*; University of California, Davis; Davis, CA; *Mercedes Pérez Serrano*; Universidad Antonio Nebrija; Madrid, Spain; *Claudia Helena Sánchez Gutiérrez*; University of California, Davis; Davis, CA**Audience Level:** Higher Ed**Theme:** Applied Linguistics/Second Language Acquisition

This paper examines the effect of frequency and typographic enhancement on Spanish L2 intake of words through reading. Learners read a text with targets that appeared 1, 5 or 10 times. The text had a parallel version with targets typographically enhanced. Students were tested three times on both spelling and meaning recognition of the targets. Results show that (1) the number of encounters improves spelling and meaning recognition skills; (2) word bolding leads to learning at a form recognition level; (3) there is no interaction between enhancement and frequency.

**156**

Tuesday, June 26 1:15pm-1:45pm PAL Sala Nivel 0

**Espacios de resistencia femenina en *El color del silencio* de Elia Barcelo e *Inés y la alegría* de Almudena Grandes****Presenter:** *Cristina Carrasco*; University of North Carolina at Chapel Hill; Chapel Hill, NC**Audience Level:** Higher Ed**Theme:** Literature/Literary Criticism/Literary Theory

En este ensayo analizaré cómo a través de ámbitos tradicionalmente femeninos como la cocina, Almudena Grandes empodera a las mujeres y su papel en la Resistencia durante los años de la

dictadura. Además, en el más reciente libro de la catalana Elia Barceló, una de las protagonistas también usa la costura y la moda como un espacio de resistencia y libertad política en los años anteriores a la guerra civil. En ambos casos, estos bestsellers de calidad, proponen una revisitación del pasado reciente español a través del uso de espacios reservados a las mujeres.

## 157

Tuesday, June 26 1:15pm-1:45pm PAL Aula 2

### **Incorporating math activities into language classes: Why and how**

**Presenter:** Jeanne McGill; Indiana University; Bloomington, IN

**Audience Level:** Middle/Junior High | Secondary (9-12)

**Theme:** Content-related Instruction

How many times have your students been reading out loud and just stopped when they got to a number? Or worse yet, said it in English and didn't even notice! Why are numbers so difficult? Come get an answer to that question from a doctoral student in SLA and former high school/middle school Spanish teacher. Learn about the benefits of doing math in the L2 classroom, and leave with activities and resources you can really use. Mathphobics, don't be scared! This session is for you too!

## 158

Tuesday, June 26 1:15pm-1:45pm PAL Aula 3

### **Teaching about Latina/o lives through biographical films**

**Presenter:** Angela Arenivar; Texas A&M University; College Station, TX

**Audience Level:** Higher Ed

**Theme:** Film/Film Studies

The use of Latina/o biographical films, a burgeoning genre in the film industry, can be used as a pedagogical tool in film, culture, and language classes. The three biopics selected for my analysis, *Cesar Chavez*, *Spare Parts*, and *McFarland, USA*, highlight Latina/os in a non-stereotypical fashion. In addition to functioning as a medium of cultural remapping, the biopic can also be studied for its cinematic elements, representation of gender, and Spanish-language acquisition.

## AATSP Career Center

The AATSP **Job Posting Service** is a convenient way for school districts, colleges, universities, and businesses to announce job openings to members of the Association.

To place a job opening or view the current listings, please visit:

[www.aatsp.org](http://www.aatsp.org)

**Career Center**



## 159

Tuesday, June 26 1:15pm-1:45pm

E-Poster Corner 1

### **AATSP Poster Contest: ¡El español y el portugués en marcha! O espanhol e o português em movimento!**

**Presenter:** Crystal Vicente; Coordinator, AATSP Poster Contest; Valdosta, GA

**Audience Level:** K-6 | Middle/Junior High | Secondary (9-12)

**Theme:** Advocacy/Policy

The AATSP Poster Contest is for K-12 Spanish or Portuguese students of current AATSP members. Step-by-step instructions for participating and for organizing a Chapter Contest will be provided. Benefits such as the following will also be discussed: "Encourages cross-curriculum collaboration;" "Encourages discussion of language study;" "Promotes creative thinking;" "Celebrates visual learners;" "It's a great program advocacy tool;" "Provides student recognition."

## 160

Tuesday, June 26 1:15pm-1:45pm E-Poster Corner 2

### **Developing cultural sensitivity using a social justice project in a second-semester Spanish class**

**Presenter:** Michael Tallon; University of the Incarnate Word; San Antonio, TX

**Audience Level:** Higher Ed

**Theme:** Culture

Social justice refers to the idea of creating a just society and recognizing the dignity of every person. With increased globalization, it is important to understand people of different cultures and the issues they are experiencing. This presentation will demonstrate a social justice project in a second-semester Spanish class in which students work in small collaborative groups to examine a social justice issue in a Spanish-speaking country. This innovative approach allows students to develop their own perspectives of the culture and the issues.

Tuesday, June 26 4:30pm – 5:30pm PAL Sala Mayor

### **JCYL-USAL Plenary**

**Javier de Santiago Guervós;** Universidad de Salamanca; "Sobre la didáctica de la conexión discursiva en ELE"

☆ AATSP elections conducted on-line ☆

Watch for election information in early autumn

# SALAMANCA

T  
U  
E  
S  
D  
A  
Y



# Wednesday Highlights

## Registration Open

9:00am – 3:30pm

## Session 175

### K – 8 Teacher Gathering

9:30am – 10:45am

Archivo

## Session 178

### AATSP Plenary Session

11:00am – 12:00pm

PAL Sala Mayor

## Session 218

### Poster Contest Session

2:30pm – 3:45pm

USAL-FT Aula 14

## JCYL–USAL Plenary

4:30pm – 5:30pm

PAL Sala Mayor

- **Archivo** = Archivo Histórico Provincial de Salamanca; Calle Las Mazas, s/n, Salamanca
- **PAL** = Palacio de Congresos
- **USAL-FT** = Universidad de Salamanca; Facultad de Traducción

## Session 274

### AATSP Awards Banquet

(Pre-registration required)

8:00pm – 10:30pm

### Hotel Doña Brígida

AATSP buses to Banquet: Meet in the Palacio de Congresos at 7:30pm.

Location of Awards Banquet:  
Hotel Doña Brígida  
Avda. del Tormes  
37185 Villamayor, Salamanca



Wednesday, June 27

Registration Open

9:00am – 3:30pm

## W-5

Wednesday, June 27 9:30am-6:00pm Casa Unamuno

### Unamuno: obras claves y recorrido salmantino

**Presenter:** Graciela Helguero-Balcells; Northern Virginia Community College; Woodbridge, VA; Nova Southeastern University; Ft. Lauderdale, FL

**Audience Level:** Middle/Junior High | Secondary (9-12) | Higher Ed

**Theme:** Curriculum

Este taller del día entero tratará de la historia y cultura de Salamanca, de la Universidad de Salamanca y de la vida y algunas obras de Miguel de Unamuno. Es una oportunidad para aquellos profesores que enseñan literatura y cultura de entrar en otra dimensión del autor en su querida Salamanca. La presentación consistirá en comentarios literarios sobre las novelas *Niebla* y *San Manuel Bueno, Mártir* y los ensayos «Salamanca en París» y «El castellano, idioma universal». Se dará estrategias didácticas para impartir sobre el autor y las obras mencionadas. Durante y después del almuerzo los participantes tendrán la oportunidad de continuar en el mundo unamuniano a raíz de invitados especiales: Pablo Unamuno, nieto de Unamuno que hablará sobre anécdotas familiares de su abuelo y Ana Chaguaceda Toledano, Directora de la Casa Museo de Unamuno que hablará sobre el museo. El taller culminará en la visita a la Casa Museo. El almuerzo y la entrada al museo están incluidos en la inscripción del taller.

### Session Block 11

Wednesday, June 27

9:30am – 10:45am

## 161

Wednesday, June 27 9:30am-10:45am USAL-FT Aula 2

### Using the power of music to teach Spanish

**Presenter:** Gisela Galvan; Sherwood High School; Sherwood, OR

**Audience Level:** Secondary (9-12) | Higher Ed

**Theme:** Methods/Techniques/Strategies

This session will provide techniques and strategies for making classes more enjoyable through music. Participants will learn about numerous interactive activities involving music including TPR, role playing and skits. Participants will also be provided with ways to use songs in Spanish to strengthen students' communication skills, reinforce specific structures and vocabulary, and enhance cultural awareness. Detailed handouts will be offered.

## 162

Wednesday, June 27 9:30am-10:45am USAL-FT Aula 6

### Bridging the affective filter: Supporting students across the spectrum of online courses

**Presenters:** Karen Acosta; Valdosta State University; Valdosta, GA; Kelly Frances Davidson; Valdosta State University; Valdosta, GA

**Audience Level:** Higher Ed

**Theme:** Methods/Techniques/Strategies

Online learning often poses challenges, such as time management, anxiety and loss of interest. In this session, the presenters will share examples of student support techniques in three different types of online courses: beginner and intermediate conversation, Spanish literature and culture, and foreign language pedagogy. Structured group work will explore how these theories and best practices can be implemented in an individual way.

## 163

Wednesday, June 27 9:30am-10:45am USAL-FT Aula 7

### Moving forward with a focus on communicative reading

**Presenter:** Billie Hulke; Baylor University; Waco, TX; Alexandra Fraley; Baylor University, Waco, TX

**Audience Level:** Secondary (9-12) | Higher Ed

**Theme:** Methods/Techniques/Strategies

This session highlights communicative reading activities which integrate the 5Cs in all three language modes. The primary focus is on interactive reading as a strategy to increase linguistic and cultural proficiency. Educators will have the opportunity to explore a variety of samples and participate in numerous scaffolded, authentic reading selections. Participants will receive copies of the PowerPoint presentation and all activities.

## 164

Wednesday, June 27 9:30am-10:45am USAL-FT Aula 8

### Formando ciudadanos del mundo en la diversidad, la inclusión y la justicia social en la clase de español

**Presenters:** Adriana Merino; Princeton University; Princeton, NJ; Paloma Moscardo-Valles; Princeton University; Princeton, NJ; Sylvia Zetterstrand; Princeton University; Princeton, NJ

**Audience Level:** Higher Ed

**Theme:** Content-related Instruction

La enseñanza-aprendizaje de segundas lenguas del futuro ha de comprometerse con el discurso social, cultural y cívico. A tal fin, nuestras clases de español, desde el nivel elemental a los más avanzados, promueven la diversidad de pensamiento, la empatía, la inclusión y la justicia social. En esta sesión, compartimos algunas de nuestras unidades temáticas y proyectos que apuntan a desarrollar tanto la competencia intercultural como el pensamiento crítico y la resolución de problemas por parte del alumno como agente de cambio.

## 165

Wednesday, June 27 9:30am-10:45am USAL-FT Aula 10

### Visions of the Andes: Interdisciplinary approaches to Andean cultural production

**Presenters:** **Andrea Meador Smith**; Shenandoah University; Winchester, VA; **Eunice Rojas**; Lynchburg College; Lynchburg, VA; **Patricia Reagan**; Randolph-Macon College; Ashland, VA

**Audience Level:** Secondary (9-12)|Higher Ed

**Theme:** Culture

This panel treats music and film produced in the Andean region from a variety of disciplines, including literary, cultural, political, and religious studies. We examine specific works from Chile, Peru, and Bolivia in hopes of bringing to light some of the complexity and nuance of contemporary artistic production from a region that often plays a marginal role in Hispanic Studies. While this panel is academic in nature, it is our hope that the examples provided in each presentation will spark ideas that instructors can incorporate into their own classrooms and curricula.

## 166

Wednesday, June 27 9:30am-10:45am USAL-FT Aula 11

### Nuevos retos sobre la enseñanza de ELE: qué y cómo enseñar

**Presenter:** **Isabel Pereira**; NYU Madrid; Madrid, Spain

**Presenters:** **Diana Zea**; NYU Madrid; Madrid, Spain; **Stephanie Szabó**; NYU Madrid; Madrid, Spain; **Morgan Crater**; NYU Madrid; Madrid, Spain

**Audience Level:** Secondary (9-12)|Higher Ed

**Theme:** Applied Linguistics/Second Language Acquisition

En este panel se presentarán tres trabajos que exploran distintas necesidades de la enseñanza de español en contextos de inmersión. Se defenderá la necesidad de creación de materiales autóctonos para la enseñanza del español en Colombia, la importancia y aportación al aprendizaje del español de los cursos temáticos, y el impacto en el aprendizaje de la enseñanza intuitiva de la gramática. Se espera aportar así nuevas perspectivas a la enseñanza actual del español en distintos contextos de inmersión.

## 167

Wednesday, June 27 9:30am-10:45am USAL-FT Aula 14

### What students expect and want to learn

**Presenter:** **Sergio A. Guzmán**; College of Southern Nevada; Las Vegas, NV

**Audience Level:** Higher Ed

**Theme:** Curriculum

Typically Spanish for Heritage Speakers (SHS) curricula is based on professors and/or textbook ideas and priorities. Very few programs take into account what their students want to learn. This presentation will introduce the qualitative and quantitative results of a study that investigated what students expected and what they wanted to learn in SHS programs at four large universities in the Southwest. Curricular recommendations will be offered.

## 168

Wednesday, June 27 9:30am-10:45am USAL-FT Aula 15

### Information literacy for digital natives: Strategies for the Spanish and Portuguese classroom

**Presenters:** **David Wiseman**; AATSP/Brigham Young University; Provo, UT; **Alejandra Gutierrez Barbón**; University of Miami; Coral Gables, FL

**Audience Level:** K-6|Middle/Junior High|Secondary (9-12)|Higher Ed

**Theme:** Methods/Techniques/Strategies

Your students are digital natives, but are they information literate? Come join us for a session on strategies for teaching information literacy in the Spanish and Portuguese classroom, starting in K-12 programs and extending to the university. The presenters—a librarian and a language educator—will lead an open discussion on ways that libraries and teaching departments at all levels of education can collaborate to prepare students to discover and interpret information in an increasingly complex digital world.

## 169

Wednesday, June 27 9:30am-10:45am USAL-FT Aula 16

### The power of silence: Exploring the pedagogical affordances of wordless graphic novels and silent short films

**Presenter:** **Dulce de Castro**; Collin College; Plano, TX

**Audience Level:** Secondary (9-12)|Higher Ed

**Theme:** Instructional Materials

We live in an increasingly visual world, in which we are surrounded by images. Yet the pedagogical potential of wordless graphic novels and silent short films remains virtually untapped. The presenter will discuss the benefits of using wordless graphic novels and silent short films at all proficiency levels and will share strategies for using these authentic resources to promote cultural understanding, explore global issues, improve students' proficiency, and develop their visual and media literacy, which are key to critical thinking in the twenty-first century.

### STAY IN TOUCH WITH YOUR ORGANIZATION

Do we have your current e-mail address and updated contact information?



[www.aatsp.org](http://www.aatsp.org)

170

Wednesday, June 27 9:30am-10:45am PAL La Maqueta

### Corpus Linguistics: Applications to standardization, semantics, and syntax

**Presenters:** John M. Chaston; University of New Hampshire; Durham, NH; Jeffrey S. Turley; Brigham Young University; Provo, UT; G. Lynn Williams; Brigham Young University; Provo, UT; Robert N. Smead; Brigham Young University; Provo, UT

**Audience Level:** Higher Ed

**Theme:** Linguistics

Technological advances have made possible the collection and access of corpora which enable detailed and objective analysis of linguistic usages. This session brings together presentations which make use of these corpora to provide insights into the development of language norms (language of Felipe IV's court) and usage patterns of syntactic and semantic elements in comparative constructions (*del que* vs. *de lo que*), and mood selection in subordinate clauses of: (a) surety and probability (*seguro* vs. *probable*), and (b) evaluative exclamations and psuedo-clefts (*¡Qué bueno que!* and *¡Lo bueno es que!*).

171

Wednesday, June 27 9:30am-10:45am PAL Sala Nivel 0

### Measuring oral and written L2 proficiency development in Spanish majors at the university: Is it time to rethink the upper-division curriculum?

**Presenters:** David Beard; Miami University; Oxford, OH; Nohelia Rojas Miesse; Miami University of Ohio; Oxford, OH

**Audience Level:** Secondary (9-12)| Higher Ed

**Theme:** Assessment

How much proficiency do Spanish majors develop while at the university? Two groups of students at a university in the United States were tested using ACTFL's OPI-c and WPT. Group 1 consisted of freshmen who declared Spanish as their major and group #2 included graduating seniors completing the major. Results reveal definite L2 proficiency development in both oral and written registers, although perhaps less than one might expect. A discussion ensues on how to reshape the upper-division curriculum as to emphasize these skills with clearly delimited guidelines by level.

Proposals for the 2019 AATSP Conference in San Diego

SUBMISSION BEGINS LATE SUMMER

Visit [www.aatsp.org](http://www.aatsp.org) for more information

172

Wednesday, June 27 9:30am-10:45am PAL Sala Mayor

### Actividades, últimas publicaciones y proyectos de la ANLE

**Presenters:** Silvia Betti; Alma Mater-Università di Bologna y ANLE; Bologna, Italy; Domnita Dumitrescu; California State University, Los Angeles y ANLE; Los Angeles, CA; Gerardo Piña Rosales; CUNY Graduate Center y ANLE; New York City, NY

**Audience Level:** Middle/Junior High | Higher Ed

**Theme:** General Interest

El objetivo del panel es el de informar sobre las actividades, publicaciones y proyectos que se desarrollan en el seno de Academia Norteamericana de la Lengua Española. Esta sesión especial de la ANLE encierra interés tanto para maestros de escuelas secundarias como para profesores universitarios, así como para un amplio público interesado en la lengua española y las culturas hispánicas en los Estados Unidos

173

Wednesday, June 27 9:30am-10:45am PAL Aula 2

### Curriculum Development Activism (CDA): Moving forward with Spanish for the Professions and Specific Purposes (SPSP)

**Presenters:** Michael Scott Doyle; University of North Carolina at Charlotte; Charlotte, NC; Lourdes Sánchez-López; University of Alabama at Birmingham; Birmingham, AL; Enrica J. Ardemagni; Indiana University-Purdue University Indianapolis (Emerita); Indianapolis, IN

**Audience Level:** Higher Ed

**Theme:** Language for Specific Purposes

One of the prepublished essays in the *Hispania* Centenary Issue concludes with a call for Curriculum Development Activism (CDA) by those who work in Spanish for the Professions and Specific Purposes (SPSP). This panel will explore what such activism entails in terms of stakeholders, leadership, attitude, needs assessment, didactic designs, curricular architectures, integration, and program continuity, and how the future will be shaped by ongoing SPSP-CDA.

174

Wednesday, June 27 9:30am-10:45am PAL Aula 3

### El cuerpo habitado en *El animal sobre la piedra* de Daniela Tarazona

**Presenter:** María Victoria Albornoz Vásquez; Saint Louis University-Madrid; Madrid, Spain

**Audience Level:** Higher Ed

**Theme:** Literature/Literary Criticism/Literary Theory

En este trabajo me propongo explorar la compleja relación entre el yo femenino y el cuerpo en *El animal sobre la piedra* de Daniela Tarazona. El cuerpo aparece aquí como campo de batalla de los conflictos y de la locura de la protagonista. Por un lado, se perfila como un espacio extranjero con el cual la narradora

W  
E  
D  
N  
E  
S  
D  
A  
Y



no se identifica y en el que no quiere estar, pero por otro lado funciona también como proyección de su identidad anfibia. Como base para mi ensayo usaré la teoría de la metamorfosis de Rosi Braidotti.

**175**

Wednesday, June 27 9:30am-10:45am Archivo

### **K-8 Teacher Gathering (Formerly K-8 Committee Meeting)**

**Presenter:** Megan Villanueva; Glastonbury Public Schools; Glastonbury, CT

**Audience Level:** K-6 | Middle/Junior High

**Theme:** Instructional Materials

All K-8 teachers are welcome to attend this gathering to meet and collaborate with other K-8 teachers. We will discuss a variety of strategies on a number of different topics, including but not limited to: the best places to find age-appropriate authentic resources, what the AATSP has to offer to K-8 teachers, classroom management techniques, standards-based grading, and much more. There will be several opportunities throughout the session to win prizes and resources that you can bring back to use in your classrooms. Come join us for this networking opportunity.

**176**

Wednesday, June 27 9:30am-10:45am E-Poster Corner 1

### **Let's celebrate Cinco de Mayo! A service learning class project**

**Presenter:** Francisco Martínez; Northwestern Oklahoma State University; Alva, OK

**Audience Level:** Secondary (9-12) | Higher Ed

**Theme:** Service Learning/Community Engagement

This session highlights a service learning class project focusing on the misconception in the US that Mexico celebrates its independence on Cinco de Mayo. The presenter will detail the stages of the project in which students identify the problem, review the literature about the history of Cinco de Mayo, create a brochure summarizing the events, and write a reflection paper about the project.

**177**

Wednesday, June 27 9:30am-10:45am E-Poster Corner 2

### **Let's get up and learn!**

**Presenter:** Laura Salas-Damer; University of Chicago Laboratory Schools; Chicago, IL

**Audience Level:** Middle/Junior High | Secondary (9-12)

**Theme:** Methods/Techniques/Strategies

Do you need ideas for kinesthetic learners? Do you want to learn activities that will have your class standing and moving while practicing grammar, culture, and syntax? Brain and body do not function separately, and after a certain amount of time into a lesson, the brain starts to doze. Teachers and students often face long periods in middle and high school. When is the best time to introduce movement that will bring energy and awareness? What are settling activities? In this workshop, you will learn fun and practical activities and the right time to introduce them.

**W-4**

Wednesday, June 27 10:00am-1:00pm USAL-FT Aula 4

### **Cómo examinar un examen: los fundamentos de análisis de ítems**

**Presenter:** Patricia MacGregor-Mendoza; New Mexico State University; Las Cruces, NM

**Audience Level:** K-6 | Middle/Junior High | Secondary (9-12) | Higher Ed

**Theme:** Assessment

Es escaso el escrutinio que recibe una prueba después de administrarse. Un análisis de ítems puede ayudar a identificar posibles sesgos que pueden afectar a estudiantes de herencia o L2 de manera diferente. Para capacitar a los maestros de idiomas, el presente taller presentará tanto la información básica necesaria para efectuar un análisis de ítems como la oportunidad de realizar un análisis basado en datos generados por pruebas actuales creadas por maestros de español. **Those receiving credit via NMSU for attending the conference must attend either W-3, W-4, or Session 061. If you are a NMSU graduate student, please contact Jeff Longwell at [jelongwe@nmsu.edu](mailto:jelongwe@nmsu.edu) for instructions on how to register for this workshop and receive credit.**

**178**

Wednesday, June 27 11:00am-12:00pm PAL Sala Mayor

### **AATSP Plenary**

**LOOKING FORWARD/FORWARD LOOKING  
NEW INITIATIVES, PROGRAMS, AND PARTNERS**

### **AATSP CAREER CENTER**

**Have a job opening? Need to get the word out?**

AATSP's Career Center is a convenient way for school districts, colleges, universities, and businesses to announce job openings

**Looking for a new position?**

AATSP's Career Center has postings for a variety of positions, putting you in contact with the people who are hiring

**Visit [www.aatsp.org](http://www.aatsp.org) and click on "Career Center" to place an ad or view current listings**

W  
E  
D  
N  
E  
S  
D  
A  
Y

**Session Block 12**  
**Wednesday, June 27**  
**12:15pm – 1:30pm**

**179**

Wednesday, June 27 12:15pm-1:30pm USAL-FT Aula 2

### **Creating community through oral practice in Spanish online classes using VoiceThread.com**

**Presenters:** Raquel Patricia Chiquillo; University of Houston-Downtown; Houston, TX; Paul B. Mandell; University of Houston-Downtown; Houston, TX; William Nowak; University of Houston-Downtown; Houston, TX

**Audience Level:** Secondary (9-12)| Higher Ed

**Theme:** Technology

This presentation will explain the use and making of videos using VoiceThread.com for use in Spanish online classes to give both oral practice to students and to help create a deeper connection between students and their instructor, as well as between the students themselves. This sense of community is often missing in online classes and we hope to show how through the use of Voicethread.com we can start to reconnect with online students and give them a sense of belonging in the class, which should lead to a higher retention rate, while they also practice speaking.

**180**

Wednesday, June 27 12:15pm-1:30pm USAL-FT Aula 6

### **Flipping your classroom: How to's and benefits**

**Presenters:** Pam Benton; Pinellas County Schools; Largo, FL; Marlene Ricalde; Pinellas County School; St. Petersburg, FL; Esther Gonzalez-Wright; Pinellas County Schools; Seminole, FL

**Audience Level:** Middle/Junior High|Secondary (9-12)

**Theme:** Methods/Techniques/Strategies

Three teachers who participated in an inquiry project into the flipped classroom share how they prepared the students, found resources, gathered data, modified the way they teach, and outlined what the results were. The presenters will also discuss how using the flipped classroom has changed their practices over the years.

**181**

Wednesday, June 27 12:15pm-1:30pm USAL-FT Aula 7

### **Technology and beyond: Tools for innovation and communication in the Spanish language classroom**

**Presenters:** Maria C. Fellie; Pennsylvania State University, Berks; Reading, PA; Sarah Booker; University of North Carolina at Chapel Hill; Chapel Hill, NC; Robert Noffsinger; University of North Carolina at Chapel Hill; Chapel Hill, NC

**Audience Level:** Secondary (9-12)| Higher Ed

**Theme:** Methods/Techniques/Strategies

Innovation in the Spanish language classroom may involve new tools or technology, but just as important are the ways in which

we use these tools, whether new or traditional. This discussion session will focus on the ways in which three Spanish instructors actively innovate their teaching in order to maximize student engagement and learning and to promote communication both in the classroom and within the target culture. We will specifically address tools for teaching culture, translation, and conversation.

**182**

Wednesday, June 27 12:15pm-1:30pm USAL-FT Aula 8

### **Improving oral proficiency through technology and curricular design**

**Presenter:** Mercedes Meier; Miami Dade College; Miami, FL

**Audience Level:** Middle/Junior High|Secondary (9-12)| Higher Ed

**Theme:** Technology

**Speak up! Improving oral proficiency with VoiceThread, an ideal tool for the 5Cs.** Voice Thread (VT) is an instrumental tool to help students with their oral skills. The presenter will share project ideas and will invite attendees' participation to interact by creating oral threads. VT can be used to present content, create discussion boards, practice oral skills and for asynchronous assessment in testing mode. It is great for helping students with pronunciation and for providing feedback for student project presentations as well as for building student portfolios. VT is highly valuable for online, blended and F2F classes.

**Presenters:** Stephanie Enseñat Davis; Isidore Newman School; New Orleans, LA; Melanie G. Krob; Isidore Newman School; New Orleans, LA

**Audience Level:** Middle/Junior High|Secondary (9-12)| Higher Ed

**Theme:** Content-related Instruction

**Building Spanish language proficiency: Backwards design for a world language capstone course.** Curriculum design in grades 6-12 requires a clear goal in order to develop a high level of proficiency. Establishing a senior-level capstone course in the target language helps focus curriculum progression at the skills-level. This session will help attendees learn how to develop an oral and written progression from a content-based capstone course in a target language to intermediate and beginner skills levels. In this session, we will share lesson plans and techniques to develop such a program.

**183**

Wednesday, June 27 12:15pm-1:30pm USAL-FT Aula 10

### **Research on syllabification and teaching dialects**

**Presenter:** Maria Kouti; St. Ambrose University; Davenport, IA

**Audience Level:** Higher Ed

**Theme:** Linguistics

**Silabificación de los diptongos crecientes /ie/ y /ue/ por aprendices universitarios norteamericanos: análisis desde la Teoría de la Optimidad.** Este estudio evalúa los patrones de silabificación de los diptongos crecientes /ie/ y /ue/ en aprendices universitarios norteamericanos de E/L2. El análisis, basado en la Teoría de Optimidad, demostró que los aprendices dependen de su L1 para silabificar los diptongos, manifestando la tendencia de producir hiatos. Asimismo, se verificaron las etapas de su interlengua: aparte de la gramática fonológica de su L1 y la gramática de la lengua meta, se atestiguaron dos gramáticas fonológicas más.

**Presenter:** Elena Marie Schoonmaker-Gates; Elon University; Elon, NC

**Audience Level:** K-6|Middle/Junior High|Secondary (9-12)|Higher Ed

**Theme:** Methods/Techniques/Strategies

**Language as cultural content: Incorporating dialect instruction into the Spanish language curriculum.** Dialect instruction offers a unique opportunity for students to learn about culture through the lens of language, with benefits that can include enhanced comprehension of native speakers and greater flexibility in learners' use of the L2. This session addresses how discussions of dialect can be incorporated into almost any level of Spanish language instruction. The presenter will share techniques designed to raise students' awareness about dialects with engaging, level-appropriate lessons that address the relationship between language and cultural identity.

## 184

Wednesday, June 27 12:15pm-1:30pm USAL-FT Aula 11

### Aligning learners' interests through meaningful content in the CBI classroom

**Presenters:** Pablo Marcelo Oliva Parera; Middlebury Institute of International Studies; Monterey, CA; **María Jesús Iglesias Barca;** Middlebury Institute of International Studies; Monterey, CA

**Audience Level:** Higher Ed

**Theme:** Content-related Instruction

In this session, we will demonstrate how to integrate meaningful and relevant content such as climate change, inclusion, or food security into the Spanish class. We will focus on the planning and assessment of content and language and discuss the potential of authentic materials and their use for intermediate levels. We will also present different ways of assessing language in the content-based classroom.

## 185

Wednesday 12:15pm-1:30pm USAL-FT Aula 14

### Meeting the needs and interests of students and teachers in Spanish curriculum development

**Presenters:** Leslie L. Schrier; University of Iowa; Iowa City, IA; **William Coghill-Behrends;** University of Iowa; Iowa City, IA; *Developing Spanish Language Curriculum to Meet the Needs of Preservice Teachers*

**Presenter:** Pilar Marcé; University of Iowa; Iowa City, IA; *Creating and Evaluating Curriculum and Materials for Language for Specific Purposes*

**Presenter:** Antonio Alejandro Perez Belda; University of Iowa/ West Liberty Community Schools, Iowa City, IA; *Creating Curriculum that meets the needs of Dual Language Instruction*

**Presenter:** Karen Marie Barkauskas-Goering; University of Iowa/ Barrington Heights High School; Iowa City, IA; *Developing Curricula for Secondary Heritage Language Courses*

**Audience Level:** K-6|Middle/Junior High|Secondary (9-12)|Higher Ed

**Theme:** Curriculum

Advancing curricular changes in both higher education and secondary Spanish language teaching is necessary to meet the dynamic needs of Spanish language learning and teaching in our society. The panel consisting of both university professoriate and secondary teachers will present curriculum for Language for Specific Purposes, professional development curricula for Dual Language and Heritage Language teachers, and will give examples of linguistic requirements in new preservice teacher assessments (edTPA). The audience will be given examples of these curricula and will be asked to evaluate their importance to the Spanish language major.

## 186

Wednesday, June 27 12:15pm-1:30pm USAL-FT Aula 15

### When I say "move": Dance class confusion across English, Spanish, and Portuguese

**Presenter:** Laurie Lomask; Borough of Manhattan Community College; New York, NY

**Audience Level:** Higher Ed

**Theme:** Linguistics

This paper compares the culturally specific language used in Spanish, Portuguese, and English to direct movement of the body. In particular, it will take into account the verb tenses used to give commands related to telegraphing a choreography and the metaphors used to describe the motion desired. In dance and yoga classes, for example, we see clear cultural distinctions in the expression of the concept of time, the shape of the body, and its location in space. The data presented here remind us of the haptic elements of communication when teaching and learning.

## 187

Wednesday, June 27 12:15pm-1:30pm USAL-FT Aula 16

### Extra culture, extra history, extra credit: Supplemental instruction in the time-pressured classroom

**Presenter:** Maria Ploof; Oakland University; Rochester, MI

**Audience Level:** Higher Ed

**Theme:** Culture

Extra credit is a dirty word to many instructors. But what if we could think of it as supplemental instruction instead? There never seems to be enough time in the classroom to cover all that language teachers want to convey about culture. Not only that, but sometimes what the instructor teaches, and what a student actually wants to learn, about a given topic may never cross paths. This session will demonstrate that by offering optional, independently done research assignments, students are encouraged and motivated to be responsible for their own learning.



188

Wednesday, June 27 12:15pm-1:30pm PAL La Maqueta

### Service learning initiatives: Language gain and cross-cultural understanding

**Presenter:** Encarna B. Bermejo; Houston Baptist University; Houston, TX

**Audience Level:** Higher Ed

**Theme:** Language for Specific Purposes

**Away from the classroom walls: Advancing language skills for specific purpose through a study abroad service-learning initiative.** This research describes a study abroad service-learning initiative at a hospital that integrates concepts and techniques from the field of health care with language instruction. It is based on clinical models to develop interaction types that occur in clinical settings such as patient counseling. We describe the program; the results of the students' language gain and analyze students' reflections that show how the experience helped them take their language agency beyond the classroom walls and integrate language, health care, and cultural knowledge.

**Presenter:** Chin-Sook Pak; Ball State University; Muncie, IN

**Audience Level:** Higher Ed

**Theme:** Service Learning/Community Engagement

**Years later: Former students of Spanish and their service-learning experience.** This presentation reports on the outcome of a study on the long-term impact of service-learning (SL) for students of Spanish, two to seventeen years after their SL experience. Former students who participated in various types of SL projects at a public university in the Midwest completed surveys and interviews. The paper highlights what students retained from their SL experience and its impact on Spanish language learning, cross-cultural understanding, and interest in societal needs years later.

189

Wednesday, June 27 12:15pm-1:30pm PAL Sala Nivel 0

### Teachers, learners, and curriculum for heritage language courses

**Presenters:** Elisa Gironzetti; University of Maryland; College Park, MD; Flavia Belpoliti; Texas A&M University Commerce; Commerce, TX

**Audience Level:** Middle/Junior High|Secondary (9-12)|Higher Ed

**Theme:** Teacher Preparation/Development

**Perfiles docentes de instructores de español como lengua de herencia en los Estados Unidos.** Esta ponencia presenta los resultados de una encuesta nacional sobre el perfil docente de los instructores de español como lengua de herencia (ELH) en los Estados Unidos. Los datos recolectados permiten comprender quiénes son los instructores de ELH en relación con las siguientes áreas: su experiencia profesional como docentes de lengua, su formación académica y profesional, los desafíos que encuentran en el aula, así como entender sus necesidades e intereses para el desarrollo profesional continuo.

**Presenter:** Marisa Filgueras-Gómez; Florida International University; Miami, FL

**Audience Level:** Higher Ed

**Theme:** Learner Variables/Diverse Learners

**Developing and supporting cultural sensitivity, identity and linguistic security through a Spanish as a heritage language course: The case of Miami.** This study focuses on the need for heritage language (HL) courses promoting cultural sensitivity, identity building, and linguistic security even in the southeastern US, an area where Spanish is widely spoken across different socioeconomic levels and enjoys acceptance and prestige (Carter & Lynch, 2015). Students were interviewed before and after a HL course aiming to develop an appreciation for the cultural and linguistic variation present in the Spanish-speaking world. Implications for current tendencies in HL pedagogy and curriculum development are addressed.

190

Wednesday, June 27 12:15pm-1:30pm PAL Sala Mayor

### SHH Business Meeting and Award Ceremony

**Presenters:** Kelly Scheetz; Director, Sociedad Honoraria Hispánica; Franklin, TN; Maritza Sloan; Ladue Horton Watkins High School; St. Louis, MO

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

**Theme:** Service Learning/Community Engagement

All sponsors of the Sociedad Honoraria Hispánica are invited to attend the annual business meeting of the program. News concerning the SHH will be announced. Awards for Chapter of the Year, Activity of the Year, Sponsor of the Year and State Director of the Year will be presented. Prospective sponsors or other representatives from schools with SHH chapters are also welcome to attend.

191

Wednesday, June 27 12:15pm-1:30pm PAL Aula 2

### Concepts of space, waiting, and resistance in Borges

**Presenter:** Mark Frisch; Duquesne University; Pittsburgh, PA

**Audience Level:** Secondary (9-12)|Higher Ed

**Theme:** Literature/Literary Criticism/Literary Theory

**The concepts of space and waiting in Borges' "La casa de Asterión" and Wiesel's "An Evening Guest".** In modern and postmodern literature, the theme of waiting assumes certain deeply conflicted and existential qualities. In the Borges short story, "La casa de Asterión," the concept of space and the theme of waiting play a crucial role in capturing those conflicted, existential qualities, both from the perspective of the narrator, Asterión, whose space is a labyrinth, and from that of Ariadne and Theseus. However, Elie Wiesel revisits the theme of waiting in the story, "An Evening Guest" and suggests a much different understanding of its value and shortcomings.

W  
E  
D  
N  
E  
S  
D  
A  
Y

**Presenter:** Valentin González-Bohorquez; Pasadena City College; Pasadena, CA

**Audience Level:** Higher Ed

**Theme:** Literature/Literary Criticism/Literary Theory

Esta presentación explora algunos modos de lo que puede considerarse una resistencia estética e ideológica en la narrativa de Borges. A través del análisis de algunos de sus textos, puede observarse que estos modos de resistencia incluyen al menos tres elementos principales: el idealismo contrapuesto al discurso de la corporeidad, la movilidad del sujeto frente a la tentación totalitaria y la tolerancia y la primacía de lo individual frente a los proyectos políticos del orden que sean.

## 192

Wednesday, June 27 12:15pm-1:30pm PAL Aula 3

### Arqueología lingüística de las variables sociolingüísticas del español de Málaga

**Presenters:** Antonio Manuel Ávila-Muñoz; Profesor Titular de Universidad; Málaga, España; Álvaro Molina; Becario de Investigación; Málaga, España

**Audience Level:** Higher Ed

**Theme:** Linguistics

Nuestro trabajo consiste en investigar las fuentes sonoras (radio, TV, documentales) que sirven como testigos de la trayectoria temporal y sociolingüística de las variedades urbanas de Málaga. Se trata de recoger un corpus oral procedente de los medios de comunicación y de otras fuentes alternativas, que se complementará con un corpus de documentos escritos de inmediatez. El estudio de las principales variables permitirá comprobar las hipótesis principales sobre la emergencia y el significado social de la supuesta formación de una variedad coinética centromeridional.

## 193

Wednesday, June 27 12:15pm-1:30pm Archivo

### Past President's Meeting

By invitation only.

## 194

Wednesday, June 27 12:15pm-1:30pm E-Poster Corner 1

### Traducción e interpretación para los estudiantes universitarios: abriendo camino a una profesión en demanda

**Presenter:** Robin Ragan; Knox College; Galesburg, IL

**Audience Level:** Higher Ed

**Theme:** Translation and Interpretation

Pocas universidades en los EEUU ofrecen una asignatura de traducción, y aun menos de interpretación. Además las asignaturas de traducción suelen enfocarse en textos literarios, requiriendo un nivel avanzado. En esta presentación se explica cómo pueden funcionar estas dos asignaturas como pareja

complementaria, que además ofrecen al alumno intermedio una forma de acceder el mundo profesional con un énfasis en la justicia social y legal. Abre también las posibilidades de colaboración con las comunidades locales que requieren servicios de traductores e intérpretes.

## Session Block 13

Wednesday, June 27

1:45pm – 2:15pm

## 195

Wednesday, June 27 1:45pm-2:15pm USAL-FT Aula 2

### ¡Viva Cuba libre!: como crear empatía y solidaridad con el pueblo cubano

**Presenter:** Mary A. Thron; Southwest Minnesota State University; Marshall, ND

**Audience Level:** Secondary (9-12) | Higher Ed

**Theme:** Culture

Esta sesión se concentra en la enseñanza de la historia y cultura cubana a los estudiantes del nivel intermedio por medio de la literatura, el cine y la música para crear empatía. Desde la poesía del revolucionario del siglo XIX, José Martí y las canciones de la Revolución, hasta los cortometrajes y canciones populares de la actualidad, los alumnos aprenderán del espíritu indomable del pueblo cubano y desarrollarán destrezas de la competencia intercultural. Podrán distinguir entre las relaciones gubernamentales de Cuba y los EEUU y las más solidarias entre los pueblos.

## 196

Wednesday, June 27 1:45pm-2:15pm USAL-FT Aula 6

### El legado de Álvaro Mutis

**Presenter:** Carlos Torres; Casady School; Oklahoma City, OK

**Theme:** Literature/Literary Criticism/Literary Theory

La narrativa de Álvaro Mutis (Bogotá, 1923-México DF, 2013) está asociada con travesías inconclusas, personajes nómadas, barcos a la deriva y una nostalgia poética por la monarquía. Este trabajo examina cómo las descripciones físicas y morales de sus personajes tienen su punto de contacto con aquello que está imperfecto, frágil y con la particularidad de lo efímero, dentro de una atmósfera poética y existencial. Se hará énfasis en sus libros *Los emisarios* (1984), *Crónica regia y alabanza del reino* (1985) y en todas sus siete novelas.

**197**

Wednesday, June 27 1:45pm-2:15pm USAL-FT Aula 7

**A century after: Looking forward into reading strategies****Presenters:** Marcela van Olphen; Saint Leo, FL; Silvia Peart; United States Naval Academy; Anapolis, MD**Audience Level:** Higher Ed**Theme:** Applied Linguistics/Second Language Acquisition

This session provides an overview of (a) where we are now in terms of reading strategies along some historical landmarks in reading for the last century, (a) how gender impacts the choices readers make, and (c) proposes some forward-looking questions as to how we can continue nurturing students' reading skills within the context of 21<sup>st</sup> century needs. Examples of strategies and activities for college level Spanish will be discussed.

**198**

Wednesday, June 27 1:45pm-2:15pm USAL-FT Aula 8

**The country in transition: Traditional and contemporary ruralities in Spanish crime fiction****Presenter:** David J. Knutson; Xavier University; Cincinnati, OH**Audience Level:** Higher Ed**Theme:** Literature/Literary Criticism/Literary Theory

Conventional wisdom on crime fiction purports that this popular genre is limited to urban settings. However, the tradition of rural crime is well established and has expanded in recent years. This presentation will introduce current crime writers from Spain and demonstrate contrasting views of the country in traditional and contemporary texts.

**199**

Wednesday, June 27 1:45pm-2:15pm USAL-FT Aula 10

**Comida mineira: A cultural patrimony of Brazil****Presenter:** Steven Byrd; University of New England; Biddeford, ME**Audience Level:** Higher Ed**Theme:** Culture

In 2016, the state government of Minas Gerais, Brazil formally codified into law that the cuisine of Minas Gerais was a "cultural patrimony." The present paper examines how and why "comida mineira," as it is popularly known, has been decreed as such. The paper offers discussion on three correlated aspects: (1) the contextual origins of regionalism and nationalism in Brazil; (2) how *comida mineira* is understood from its historical origins and from contemporary chefs and cookbooks; (3) how *comida mineira* has been fostered as a cultural patrimony by the state government.

**200**

Wednesday, June 27 1:45pm-2:15pm USAL-FT Aula 11

**Urban photography of Sao Paulo: The case of Carlos Cazalis****Presenter:** David William Foster; Arizona State University; Tempe, AZ**Audience Level:** Secondary (9-12)| Higher Ed**Theme:** Culture

Sao Paulo is unquestionably the Latin American city with the highest density of skyscrapers, dating back to the 1920s. Carlos Cazalis is a Mexican photographer who has worked in Sao Paulo, chronicling the social contexts of these edifices, their decay, their destruction, and their reuse. Both a dossier on Sao Paulo's continuing fascination with highrise buildings and an interpretation of their historical and political implications, Cazalis's work exemplifies the intrigue with which many foreign-born photographers have approached the city's urban landscape.

**201**

Wednesday, June 27 1:45pm-2:15pm USAL-FT Aula 14

**Nuevas aproximaciones a la obra de Nancy Alonso****Presenters:** Anne Fountain; San José State University (Emerita); San Jose, CA; Michael Conniff; San José State University (Emeritus); San Jose, CA**Audience Level:** Secondary (9-12)| Higher Ed**Theme:** Culture

Nancy Alonso es una autora cubana cuyas obras tienen gran alcance popular. Ha dado numerosas conferencias en España, Italia y los Estados Unidos. En esta sesión daremos ejemplos de cómo enseñamos sus cuentos en el aula y cómo la creación de un mini documental y la incorporación de sus obras en libros de historia aportan nuevas perspectivas. Explicaremos cómo los nuevos recursos pueden ser utilizados por los profesores de español.

**202**

Wednesday, June 27 1:45pm-2:15pm USAL-FT Aula 15

**Los paisajes lingüísticos como herramienta de pensamiento crítico y reflexión social en programas en el extranjero****Presenter:** Maite Correa; Colorado State University; Fort Collins, CO**Audience Level:** Secondary (9-12)| Higher Ed**Theme:** International Education/Study Abroad

Los paisajes lingüísticos se definen como la visibilidad y prominencia del lenguaje en señales y carteles públicos o comerciales de un territorio o región (Landry & Bourhis, 1997). Debido a que estos paisajes reflejan la política lingüística, identidad cultural y aspiraciones de sus miembros, se propone su uso en programas en el extranjero como una herramienta didáctica idónea para desarrollar no solo el conocimiento cultural de la comunidad de habla, sino también para promover el pensamiento crítico y la reflexión social de l@s estudiantes en el aula.

## 203

Wednesday, June 27 1:45pm-2:15pm USAL-FT Aula 16

### Film as a pedagogical tool in beginning, intermediate, and advanced Spanish courses

**Presenter:** Brianne Stambaugh; Covenant College; Lookout Mountain, GA

**Audience Level:** Secondary (9-12)| Higher Ed

**Theme:** Methods/Techniques/Strategies

Second language instruction often seeks to produce autonomous learners who are culturally sensitive and communicatively competent in the target language. In order to achieve this goal, a variety of authentic materials are incorporated into the classroom at every level of language learning. This presentation will focus on how one type of authentic material—film—can be used in beginning, intermediate, and advanced level Spanish courses in order to develop students' communicative competence, encourage cultural sensitivity, and foster learner autonomy.

## 204

Wednesday, June 27 1:45pm-2:15pm PAL La Maqueta

### Teaching culture: Experiences in program-wide integration of language and culture

**Presenter:** Lyris Wiedemann; Stanford University; Stanford, CA

**Audience Level:** Secondary (9-12)| Higher Ed

**Theme:** Culture

This presentation will describe the organization of cultural events as a means to integrate language and culture in all courses of a 3-year Portuguese-as-a-Foreign-Language college program. The presenter will share the evolution of these program-wide events, which moved from having students as guests learning about culture (2005) to empowering them as fully participant actors who put together each event (2017). Novice- to Advanced-Level classroom activities linked to program objectives and different linguistic capacities will be described.

## 205

Wednesday, June 27 1:45pm-2:15pm PAL Sala Nivel 0

### Improving text type and accuracy in second- and third-semester Spanish

**Presenters:** María Mercedes Fages Agudo; University of Southern California; Los Angeles, CA; Liana Stepanyan; University of Southern California; Los Angeles, CA

**Audience Level:** K-6|Middle/Junior High|Secondary (9-12)|Higher Ed

**Theme:** Applied Linguistics/Second Language Acquisition

This presentation focuses on strategies aimed at improving text type and accuracy in writing. Presenters will discuss activities employed in 2<sup>nd</sup>- and 3<sup>rd</sup>-semester Spanish courses that allow students to begin to produce more complex sentences, strings of complex sentences and simple paragraphs. Presenters will also discuss tasks that provide students with an opportunity to sustain control of simple structures and verb forms, and venture into more complex structures and different time frames.

## 206

Wednesday, June 27 1:45pm-2:15pm PAL Sala Mayor

### En la torre de marfil: memorias y melancolía en la literatura española de los ochenta

**Presenter:** Alberto Villamandos; University of Missouri-Kansas City; Kansas City, MO

**Audience Level:** Higher Ed

**Theme:** Literature/Literary Criticism/Literary Theory

Esta ponencia se propone ver cómo dentro de la literatura de los ochenta aparece una corriente cosmopolita y europeísta que recupera el motivo del estado melancólico de tradición aurisecular, pero conectándose con el spleen urbano y moderno de Baudelaire. Las múltiples memorias y diarios que aparecen en esa época, como los dietarios de Gimferrer y el ciclo de Miguel Sánchez Ostiz, manifiestan este fenómeno que apunta a un momento de cambio en lo político (la entrada en la CEE) y a la reformulación del canon español y su tradición con respecto a la anterior dictadura.

## 207

Wednesday, June 27 1:45pm-2:15pm PAL Aula 2

### Over my dead body: Objectification and violence against women in short stories by Emilia Pardo Bazán and Rosario Ferré

**Presenter:** Antonia Garcia-Rodriguez; Pace University; New York, NY

**Audience Level:** Higher Ed

**Theme:** Literature/Literary Criticism/Literary Theory

In this essay, I examine the ways in which two Hispanic writers, the nineteenth-century Spanish author Emilia Pardo Bazán and twentieth-century Puerto Rican writer Rosario Ferré, employ the female body to contest male representations of female characters. Pardo Bazán and Ferré use the Fantastic, which allows them to depart from their realist narratives in a moment of separation to force the reader to examine what is real and what is fantasy.

## 208

Wednesday, June 27 1:45pm-2:15pm PAL Aula 3

### The overlap of two Golden Ages in Lauro Olmo's *Nuevo retablo de las maravillas y olé*

**Presenter:** Charles Patterson; Western Washington University; Bellingham, WA

**Audience Level:** Higher Ed

**Theme:** Literature/Literary Criticism/Literary Theory

This presentation will demonstrate how the Spanish playwright Lauro Olmo (1922-94) adaptively repurposes elements from Miguel de Cervantes' *El retablo de las maravillas* (1615) in his short play *Nuevo retablo de las maravillas y olé* (1965). While Cervantes' work lampoons the early modern obsession with blood purity, Olmo reworks it to criticize the institutions of power in Francoist Spain during the years of the Spanish Miracle. I will analyze this critique and examine how Olmo enhances it by explicitly connecting Cervantes' time period with his own.

## 209

Wednesday, June 27 1:45pm-2:15pm E-Poster Corner 1

### Facilitating intercultural communication and promoting cultural humility through virtual exchanges

**Presenter:** Zak Kane Montgomery; Wartburg College; Waverly, IA

**Audience Level:** Secondary (9-12)|Higher Ed

**Theme:** Methods/Techniques/Strategies

This presentation highlights the design, implementation, and research-based outcomes of a virtual one-on-one exchange project between students in 300-level composition courses at an Hispanic-serving institution and a predominantly white college in different states. Students communicated with partners via videoconferencing and Google docs throughout the semester, providing feedback about family ethnography in essays they each wrote. The results demonstrate the potential for virtual exchange to promote cultural humility through intercultural communication.

## 210

Wednesday, June 27 1:45pm-2:15pm E-Poster Corner 2

### How to use short movies for Spanish conversation

**Presenter:** Maria E. Davis; Oxford College of Emory University; Oxford, GA

**Audience Level:** Secondary (9-12)|Higher Ed

**Theme:** Instructional Materials

After teaching Spanish conversation courses for 18 years, I noticed that students are very interested in movies and talking about them, but they do not have time to watch them in or outside of class. Therefore, I decided to write a short movie and use it with my students. I would like to share the results of using that short movie in class along with the types of activities that worked and also obtain input from other Spanish professors.

Session Block 14  
Wednesday, June 27  
2:30pm–3:45pm

## 211

Wednesday, June 27 2:30pm-3:45pm USAL-FT Aula 2

### Miradas variadas hacia la Guerra Civil Española: estrategias pedagógicas para promover un análisis crítico del pasado, presente y futuro

**Presenters:** Mina T. Levenson; Allderdice High School; Pittsburgh, PA; Susan G. Polansky; Carnegie Mellon University; Pittsburgh, PA

**Audience Level:** Secondary (9-12)|Higher Ed

**Theme:** Content-related Instruction

Esta sesión compartirá actividades a niveles colegial y universitario que se enfocarán en el estudio de la Guerra Civil Española. Mostrarán cómo involucrar al pasado, reflejar al presente y contemplar el futuro. Los estudiantes desarrollarán la capacidad de escribir y hablar en español por estrategias las

cuales guían el uso de estructuras gramaticales y promueven su interacción con perspectivas múltiples mientras demuestran su comprensión y análisis crítico de los conceptos clave presentados en documentos históricos, textos literarios, películas y música.

## 212

Wednesday, June 27 2:30pm-3:45pm USAL-FT Aula 4

### Every day's an IPA

**Presenter:** Norah L. Jones; Fluency Consulting LLC; Gladys, VA

**Audience Level:** Middle/Junior High|Secondary (9-12)|Higher Ed

In this session you will learn how, when, where, and why to use Integrated Performance Assessments (IPAs) so that students work in all three communication modes every day to easily and effectively achieve your instructional goals. Because IPAs involve language use for communication, you already have the tools to create meaningful, articulated, integrated sequences of interpretive, interpersonal, and presentational activities. In this session we will see how to motivate formative student learning every day.

## 213

Wednesday, June 27 2:30pm-3:45pm USAL-FT Aula 6

### Hispania cumple 101 años: en torno al futuro de los estudios hispanolusos

**Presenters:** Luis Álvarez-Castro; University of Florida; Gainesville, FL; Frank Nuessel; University of Louisville; Louisville, KY; Domnita Dumitrescu; California State University, Los Angeles; Los Angeles, CA; Jennifer Brady; University of Minnesota, Duluth, Duluth, MN

**Audience Level:** Higher Ed

**Theme:** Advocacy/Policy

Tomando como punto de partida el reciente centenario de *Hispania*, los cuatro ponentes de este panel exploran algunos de los retos y oportunidades que el futuro de los estudios hispanolusos presenta a instructores e investigadores universitarios. Se presta especial atención a la articulación entre investigación y docencia y, más específicamente, al papel esencial que publicaciones académicas como *Hispania* desempeñan en la evolución académica y profesional de la disciplina de los estudios hispanolusos, desde la perspectiva del proceso cada vez más acuciante de afirmación de su relevancia institucional en el ámbito universitario.

## 214

Wednesday, June 27 2:30pm-3:45pm USAL-FT Aula 7

### Developing language proficiency for Spanish heritage language learners

**Presenter:** Bonnie Christina Holmes; University of North Georgia; Gainesville, GA

**Audience Level:** Secondary (9-12)|Higher Ed

**Theme:** Service Learning/Community Engagement

**Developing Spanish heritage language learners' literacy skills through service learning.** Spanish heritage language learners often have limited literacy skills despite more advanced aural and production abilities. This session will detail a service-learning



project designed to increase learners' Spanish literacy skills through the development of Spanish language materials that support a bilingual earth sciences learning environment in the local community. Students' language gains and reflections will be shared, as will suggestions for adapting the project for different courses and learning levels.

**Presenter:** Clara Burgo; Loyola University Chicago; Chicago, IL

**Audience Level:** Higher Ed

**Theme:** Methods/Techniques/Strategies

**Best practices in mixed classes for Spanish heritage language learners.** In spite of the need for Spanish courses for heritage language learners (HLLs), mixed classes are still the norm (Lynch, 2008). However, educators should still modify and adapt the curriculum for the benefit of all learners. An agenda of best practices is then strongly needed despite the commonality of these mixed classes. Therefore, this session will offer an overview of best practices of differentiated instruction considering the benefits and challenges HLLs usually face in this learning scenario.

## 215

Wednesday, June 27 2:30pm-3:45pm USAL-FT Aula 8

### La Radio de Todos: un curso para hablantes de herencia

**Presenter:** Juan Pablo Orejudo González; Texas A&M University-Commerce; Commerce, TX

**Audience Level:** Higher Ed

**Theme:** Curriculum

La Radio de Todos es un proyecto que se centra en las necesidades pedagógicas de los hablantes de herencia: mejora gramatical, escritura académica y comunicación oral en contextos formales. Se basa en un programa de radio en español creado para ser reproducido en radios locales e Internet. Los estudiantes desempeñan un rol presente en los programas radiofónicos (investigador, escritor, editor, presentador) y diseñan un programa semanal. Como resultado, se mejoran las competencias comunicativas formales en un contexto real integrado en sus comunidades locales.

## 216

Wednesday, June 27 2:30pm-3:45pm USAL-FT Aula 10

### Languages in movement: New geographies, new languages

**Presenters:** Connie L. Scarborough; Texas Tech University; Lubbock, TX; Matthew V. Desing; University of Texas at El Paso; El Paso, TX; Yasmine Beale-Rivaya; San Marcos, TX

**Audience Level:** Higher Ed

**Theme:** Literature/Literary Criticism/Literary Theory

This panel identifies moments in the peninsula when languages in contact produced hybrid forms that affected the development of vocabulary, syntax, and stylistic conventions in Castilian. Beale-Rivera examines the erroneous etymologies in Diego de Gaudix's Arabic-Castilian dictionary, especially its incorporation of peoples of the New World as "moros." Desing postulates that travel is a theme that binds together the diverse texts of Escorial ms. K-III-4; all are written in Castilian with Aragonese influence,

with addendum in Catalan. Scarborough examines Alfonso X's understanding of "palabra," his penchant for definition, and its effect on the style of Castilian.

## 217

Wednesday, June 27 2:30pm-3:45pm USAL-FT Aula 11

### New perspectives on the poetry of Nicolás Guillén

**Presenter:** Linwood John Randolph Jr.; University of North Carolina, Wilmington; Wilmington, NC

**Audience Level:** Secondary (9-12)|Higher Ed

**Theme:** Teaching of Literature

**Literature for transformation: Critical cultural competence and social justice through Nicolás Guillén's *Motivos de son*.** Using Nicolás Guillén's first collection of poetry (*Motivos de son*, 1930) as an authentic language resource, this paper outlines a critical framework for cultural study and literary analysis that challenges traditional pedagogical approaches in order to achieve two goals: (1) foster critical cultural competence among language learners at the novice and intermediate levels (including complex and nuanced intersections of language, race, gender, and socio-economic status); and (2) engage students as advocates for social justice in their immediate and global communities.

**Presenter:** Caridad Milagros Rodríguez; Maricopa Community College; Tempe, AZ

**Audience Level:** Secondary (9-12)|Higher Ed

**Theme:** Literature/Literary Criticism/Literary Theory

**Mestizaje, religión africana y transculturación en la poesía de Nicolás Guillén.** La cultura cubana surge como resultado de un largo proceso de transculturación y mestizaje dentro del cual tiene un papel importante la vida, tradición y religión africana. Partiendo de lo anteriormente expuesto y basado en los planteamientos teóricos de Fernando Ortiz, el presente trabajo está dirigido a hacer un análisis de la presencia del negrismo, las religiones africanas y el proceso de sincretismo en la poesía de Nicolás Guillén como forma de expresión de la cultura nacional cubana.

## 218

Wednesday, June 27 2:30pm-3:45pm USAL-FT Aula 14

### AATSP Poster Contest: Insider's secrets to winning

**Presenter:** Crystal Vicente; Coordinator, AATSP Poster Contest; Valdosta, GA

**Audience Level:** K-6|Middle/Junior High|Secondary (9-12)

**Theme:** Advocacy/Policy

Posters are more than just another project; they are an artistic expression in the language classroom. Encouraging students to create posters allows them to express their abilities through art, cultural understanding, and language. Posters are an important curriculum activity that can capitalize on the artistic abilities of students and help them conceptualize the benefits of learning other languages. Curriculum and collaboration suggestions will be discussed. Prizes and tips for winning will be provided.

**219**

Wednesday, June 27 2:30pm-3:45pm USAL-FT Aula 15

**Relatório de Estágio: texto e competência discursiva em espanhol como língua estrangeira****Presenter:** Silvana Salino Ramos; Universidade Estadual de Londrina; Londrina, Brasil**Audience Level:** Higher Ed**Theme:** Applied Linguistics/Second Language Acquisition

A pesquisa analisa a competência discursiva discente no Relatório de Estágio Supervisionado I, Curso de Letras Espanhol, da Universidade Estadual de Londrina. A base teórica congrega Linguística Textual, pressupostos do Interacionismo Sociodiscursivo, Gêneros Textuais e referências da Linguística Aplicada. Os dados possibilitaram o (re)conhecimento dos elementos linguísticos utilizados na opinião quanto ao processo prático da formação docente inicial do professor de E/LE.

**220**

Wednesday, June 27 2:30pm-3:45pm USAL-FT Aula 16

**Sugerencias para el desarrollo de un curso introductorio de español legal: recursos y experiencias****Presenter:** Lisa J. Huempfer; University of Wisconsin-Whitewater; Whitewater, WI**Audience Level:** Higher Ed**Theme:** Language for Specific Purposes

A base de varios años de desarrollo, instrucción y revisión, se presentarán materiales y recursos para el diseño de un curso de español legal que sirva para introducir a los estudiantes al lenguaje y conocimiento básico de varios campos jurídicos y su contexto sociocultural. Participantes en esta sesión identificarán recursos en sus propios locales y recibirán otros para poder comenzar el desarrollo de sus propios cursos.

**221**

Wednesday, June 27 2:30pm-3:45pm PAL La Maqueta

**Proposed teaching vocabulary and syntax for first-level Spanish: Renewing the scope and sequence for more effective acquisition****Presenter:** David Allen Bedford; Texas Christian University; Fort Worth, TX**Audience Level:** Secondary (9-12)|Higher Ed**Theme:** Instructional Materials

A formal draft position paper for teaching vocabulary and syntax for beginning-level Spanish courses will be presented. A critique and discussion of the draft document will be encouraged in order to develop a strategy for achieving a national conversation on reforming our scope and sequence of beginning courses on a scientific (rather than traditional) basis.

**222**

Wednesday, June 27 2:30pm-3:45pm PAL Sala Nivel 0

**Spanish Heritage Learners and mainstream classes: Advantages and disadvantages****Presenter:** Marta de Vega-Díez; University of Nevada; Reno, NV; University Studies Abroad Consortium Spain; Spain / Spain**Audience Level:** Higher Ed**Theme:** International Education/Study Abroad

**Consideraciones sobre los hablantes de herencia en programas de inmersión: ventajas e inconvenientes de aulas heterogéneas y de cursos específicos.** El artículo tiene como punto de partida los interrogantes surgidos al implantar una línea específica para estudiantes norteamericanos hablantes de herencia de español en un programa de inmersión. Se determina la conveniencia de diseñar cursos específicos para este perfil o, por el contrario, de integrarlos en las aulas regulares de español LE, por lo que se analizan las ventajas e inconvenientes de ambos modelos. Para ello, se revisa la literatura sobre la especificidad del estudiante nativo y se realiza un estudio cualitativo sobre sus necesidades pedagógicas.

**Presenter:** Raquel Mattson-Prieto; Temple University; Philadelphia, PA**Audience Level:** Secondary (9-12)|Higher Ed**Theme:** Applied Linguistics/Second Language Acquisition

**Incorporating Spanish Heritage Learners' needs in the mainstream classroom: The benefits and pitfalls of mixed group interaction.** Researching the impact of classroom practices may be an indication of learner positioning and identity. Data analyzed from a Spanish class reveal how some HLLs are positioned as native speakers/bilinguals, while others are considered non-native/foreign language learners. Pedagogical implications suggest classroom practices are inclusive to some HLLs, but exclude bilingual/native speakers.

**223**

Wednesday, June 27 2:30pm-3:45pm PAL Aula 2

**Best practices for courses on Language for Specific Purposes****Presenter:** Grant A. Gearhart; Georgia Southern University-Armstrong; Savannah, GA**Audience Level:** Higher Ed**Theme:** Language for Specific Purposes

**Aligning Languages for Specific Purposes and the traditional humanities-driven curriculum.** How can Language for Specific Purposes courses better align with the goals of a traditional, humanities-driven curriculum? This presentation uses specific examples of activities that directly challenge students to use their skills developed in literature and culture courses—particularly critical thinking, rhetoric, analysis, and debate—in language courses focusing on business and medicine. These activities, when appropriately executed, lead students interested in non-academic careers to see the value in studying a language's literature and its cultural production.

**Presenter:** **María Luisa Ortega Hernández;** DePaul University; Chicago, IL

**Audience Level:** Secondary (9-12)| Higher Ed

**Theme:** Methods/Techniques/Strategies

**Lengua y sanación.** La falta de concordancia lingüística entre el personal sanitario de los Estados Unidos y el alto número de sus pacientes de habla hispana con dominio limitado del inglés hace obligatoria la oferta de cursos universitarios en español dirigidos a las funciones comunicativas propias de este entorno. Esta reflexión explora herramientas didácticas desde una perspectiva práctica, reconoce algunas dificultades en la enseñanza de estos cursos e invita al intercambio de ideas entre los presentes en pro de la igualdad sanitaria y el bienestar social.

## 224

Wednesday, June 27 2:30pm-3:45pm PAL Aula 3

### **Transculturation, La Malinche, mestiza consciousness, and *Jane the Virgin***

**Presenter:** **Michele Marie Pascucci;** Trinity Washington University and Marymount University; Washington, DC

**Audience Level:** Higher Ed

**Theme:** Literature/Literary Criticism/Literary Theory

Drawing on Latin American and Latinx literary traditions and discussions of identity, culture, and language in the writings of Fernando Ortiz, Octavio Paz, Gloria Anzaldúa, and others, this paper offers an analysis of the popular television series *Jane the Virgin* and demonstrates how the show portrays and embodies concepts such as transculturation and the mestiza consciousness.

## 225

Wednesday, June 27 2:30pm-3:45pm E-Poster Corner 1

### **Culture as a motivating tool**

**Presenters:** **Anna Gabriela Diakow;** Northwestern University; Evanston, IL; **Asha Nagaraj;** Northwestern University; Evanston, IL

**Audience Level:** Secondary (9-12)| Higher Ed

**Theme:** Culture

This e-poster presentation focuses on enhancing student motivation through the engagement with Hispanic cultures on the Yellowdig social platform in low- intermediate college Spanish courses. Recent studies have shown an important link between learners' autonomy and motivation. Autonomous learners become more highly motivated. Presenters will demonstrate how students, through interacting with cultural themes and practices on the social platform, become independent and proactive learners genuinely interested in culture. Handouts will be shared.

## 226

Wednesday, June 27 2:30pm-3:45pm E-Poster Corner 2

### **Unidad didáctica “Tu sala de clases”: enseñando lengua y contrastando salones de clase alrededor del mundo**

**Presenter:** **Camilo Alberto Jiménez-Alfonso;** Frontier Academy; Greeley, CO

**Audience Level:** Middle/Junior High|Secondary (9-12)| Higher Ed

**Theme:** Instructional Materials

Siguiendo la metodología de Understanding by Design, esta unidad didáctica integra la enseñanza de la lengua y la de la cultura en el nivel de español 1. En el plano lingüístico la unidad tiene dos objetivos: describir un salón de clase e indicar donde están ubicados los objetos. En el cultural, el objetivo es comparar las perspectivas culturales sobre la escuela. La pregunta detrás de esta unidad es ¿cómo se relacionan los espacios con el aprendizaje? Para esto los estudiantes comparan salones de clases alrededor del mundo y construyen un diorama con su propio salón.

### Session Block 15

Wednesday, June 27

4:00pm–5:15pm

## 227

Wednesday, June 27 4:00pm-5:15pm USAL-FT Aula 2

### **Integrating cultural understanding: Bringing the culture and history of El Salvador to our language courses**

**Presenters:** **Sharon A. Fechter;** Montgomery College; Rockville, MD; **Carla Isabel Naranjo;** Montgomery College; Germantown, MD; **Shelley Jones;** Montgomery College; Takoma Park, MD

**Audience Level:** Higher Ed

**Theme:** Culture

In general, there exists a misunderstanding regarding Salvadoran immigration. In addition, many ignore the rich cultural heritage of this country. At Montgomery College, located in an area with a large Salvadoran population, Spanish faculty promote the integration of cultural understanding of El Salvador within Spanish classes. Faculty who traveled to El Salvador with the college's NEH funded Global Humanities Institute share curriculum developed to increase students' awareness and appreciation of Salvadoran history and culture.

## 228

Wednesday, June 27 4:00pm-5:15pm USAL-FT Aula 4

### **Innovative ways to utilize authentic resources via technology**

**Presenter:** **Krista Steiner;** Clinton Public Schools; Clinton, OK

**Audience Level:** K-6|Middle/Junior High|Secondary (9-12)| Higher Ed

**Theme:** Technology

The presenter will demonstrate engaging learning activities that incorporate authentic resources and culture using electronic devices and technology. This interactive session will include a brief overview of the activity plus step-by-step instructions on how to create and implement the activity. Some of the programs and apps discussed will be EduPuzzle, digital FVR resources, virtual field trips, and film editing to adjust authentic films so they are classroom appropriate. NOTE: Bring a laptop to collaborate.

229

Wednesday, June 27 4:00pm-5:15pm USAL-FT Aula 6

### El Camino de Santiago: A cultural unit and immersion experience

**Presenter:** Julia Meade; Blessed Sacrament School; Washington, DC; Elena Meschieri; The Langley School; McLean, VA

**Audience Level:** Middle/Junior High

**Theme:** Culture

**El camino de Santiago: una experiencia cultural y espiritual en realidad virtual.** Durante esta sesión, se explicará el proceso de un proyecto innovador, que incluye historia, espiritualidad y cultura, en el cual los alumnos, mediante el uso de la tecnología, logran planificar y visualizar el peregrinaje del Camino de Santiago. Al concluir la sesión, los participantes saldrán con todas las herramientas necesarias para implementar el proyecto en sus aulas de middle or high school.

**Presenter:** Sharenda Holland Barlar; Wheaton College; Wheaton, IL

**Audience Level:** Higher Ed

**Theme:** International Education/Study Abroad

**Cultural immersion and character formation in student groups on the Camino de Santiago.** This presentation will show that perhaps unconventional short-term study abroad experiences like the Camino de Santiago can increase language abilities significantly in intermediate Spanish speakers. Post Camino, students will take an OPI test and complete a cultural competence essay which will determine if their Spanish language abilities improved during their transformative Camino journey. Since all of the reflections and cultural activities will be conducted in the target language, I am confident that the results will show a marked change in language production.

230

Wednesday, June 27 4:00pm-5:15pm USAL-FT Aula 7

### Teaching the Spanish past tense: imperfect versus preterit

**Presenters:** Janet Sandarg; Augusta University; Augusta, GA; DiAnne Johnson; Evans High School; Evans, GA; Christy Presgrove; Greenbrier High School; Evans, GA

**Audience Level:** Middle/Junior High|Secondary (9-12)|Higher Ed

**Theme:** Methods/Techniques/Strategies

**Illuminating the past: Helping students master the preterit and imperfect.** The concepts of preterit and imperfect can be daunting for Spanish language learners. The presenters will share integrated projects incorporating cultural connections, such as the Day of the Dead, and literary activities, such as the use of well-known children’s books and authentic legends, that have helped their students master the preterit and imperfect tenses in meaningful and personal ways. Participants will be asked to share their own classroom successes related to these concepts.

**Presenter:** Gayle Jeffers; Texas Tech University; Lubbock, TX

**Audience Level:** Middle/Junior High|Secondary (9-12)|Higher Ed

**Theme:** Methods/Techniques/Strategies

**Rethinking the teaching of the Spanish past tense: A mixed methods study conducted in Salamanca, Spain.** To determine whether teachers in Spain face similar challenges when teaching the Spanish past tense as in US schools, a mixed method study was conducted in three bilingual schools to determine if such strategies could further deepen an understanding of the Spanish past tense. Teachers from all three institutions participated in the study. Findings reveal that difficulty in teaching the Spanish past tense depends on several factors that go beyond the scope of a specific teaching strategy. Solutions and implications for the teachers will be discussed.

231

Wednesday, June 27 4:00pm-5:15pm USAL-FT Aula 8

### AP Spanish Literature and Culture: Overview, trends, updates, and resources for the course and exam

**Presenter:** Marcia Brown Arndt; The College Board, Advanced Placement Program; Waltham, MA

**Audience Level:** Secondary (9-12)|Higher Ed

**Theme:** Assessment

If you currently teach AP Spanish Literature and Culture, or are considering it for the future, this session is for you! Participants will explore the expectations for the AP Spanish Literature and Culture Course and Exam. They will examine recent trends in student performance, review challenge areas, and discuss ways to improve student outcomes. Updates will be provided about existing, new and future free resources to support instruction available on AP Central.

232

Wednesday, June 27 4:00pm-5:15pm USAL-FT Aula 10

### Hybrid art, hybrid faith: Teaching Latin American religious practices and perspectives through art

**Presenter:** Caitlin E. Samples; University of Georgia; Athens, GA

**Audience Level:** Secondary (9-12)|Higher Ed

**Theme:** Culture

A study of seventeenth- and eighteenth-century religious paintings from Bolivia and Peru shows these works to be evidence of a hybridity between Christian and Native religious cultures that resulted in a syncretic form of Latin American Catholicism. I discuss several religious paintings that illustrate this blending and suggest methods of incorporating them into class discussions on religion in Latin America. Our goal is for students to broaden their understanding and appreciation of Latin American cultures through enhanced knowledge of those cultures’ perspectives, practices, and products.

**Proposals for the 2019 AATSP Conference in San Diego**  
**SUBMISSION BEGINS LATE SUMMER**  
**Visit [www.aatsp.org](http://www.aatsp.org) for more information**

## 233

Wednesday, June 27 4:00pm-5:15pm USAL-FT Aula 11

### El proyecto de media naranja: un intercambio estudiantil para cruzar las fronteras culturales

**Presenters:** Katherine Anne Kaiser; Norcross High School; Norcross, GA; Daliana Nicole Harrington; Norcross High School; Norcross, GA; Nuria Fernández Rodríguez; Norcross High School; Norcross, GA

**Audience Level:** Secondary (9-12)| Higher Ed

**Theme:** Methods/Techniques/Strategies

El propósito de esta presentación será demostrar como aprovecharse de los ricos recursos que tienen las escuelas multiculturales. En este taller explicaremos como crear relaciones entre los alumnos nativohablantes de castellano y los que adquieren la lengua castellana y crear situaciones académicas y sociales donde los alumnos podrán interactuar. La meta de este proyecto fue crear una cultura de liderazgo, apoyadora y positiva entre los estudiantes de diversas culturas.

## 234

Wednesday, June 27 4:00pm-5:15pm USAL-FT Aula 14

### Albricias: Best practices and updates for sponsors

**Presenters:** Faith Blackhurst; Editor of *Albricias*, AATSP; Provo, UT; David Wiseman; Director of Publications and Marketing, AATSP; Provo, UT

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

**Theme:** Instructional Materials

*Albricias*, the student journal of the Sociedad Honoraria Hispánica (SHH), publishes art, essays, photography, poetry, stories, and other work created by SHH students. In this session, the Editor will lead a discussion on best practices for helping students create and submit work for possible publication in the journal, as well as seek feedback from current SHH sponsors. Updates to the submission process, upcoming multimedia submissions, and new online rubrics will also be discussed.

## 235

Wednesday, June 27 4:00pm-5:15pm USAL-FT Aula 15

### Integrating telecollaboration in Spanish and Portuguese classrooms: Recommendations to manage risks and maximize rewards

**Presenter:** Ariel Zach; DePauw University; Greencastle, IN

**Audience Level:** Higher Ed

**Theme:** Methods/Techniques/Strategies

This paper reviews the implementation of telecollaboration—interaction between language learners and native speakers using audio and visual technologies—as a tool for creating an immersion experience within traditional university Spanish and Portuguese classrooms. It addresses considerations including logistics, learner differences, assessment, and instructor and learner expectations in order to make recommendations to future practitioners for successful application that effectively manages risks and maximizes rewards.

## 236

Wednesday, June 27 4:00pm-5:15pm USAL-FT Aula 16

### Carmen Martín Gaité: Salamanca en las obras de su ilustre hija

**Presenters:** Joan L. Brown; University of Delaware; Newark, DE; José Jurado Morales; Universidad de Cádiz; Cádiz, Spain; María Luisa Guardiola; Swarthmore College; Swarthmore, PA; Nuria Cruz Cámara; University of Tennessee; Knoxville, TN

**Audience Level:** Higher Ed

**Theme:** Literature/Literary Criticism/Literary Theory

En esta sesión cuatro especialistas en la literatura de Carmen Martín Gaité explorarán la presencia de Salamanca en sus obras. Las ponencias aportarán nuevas perspectivas a la trayectoria literaria de la autora salmantina en obras escritas durante y después de la dictadura de Franco (1936-75). La sesión abarcará la obra de Martín Gaité desde sus primeras poesías de los años 40 y 50, a su novela censurada *Entre visillos* (1958), a *El cuarto de atrás* (1978), novela de la Transición, hasta *Irse de casa* (1998), su última novela completa.

## 237

Wednesday, June 27 4:00pm-5:15pm PAL La Maqueta

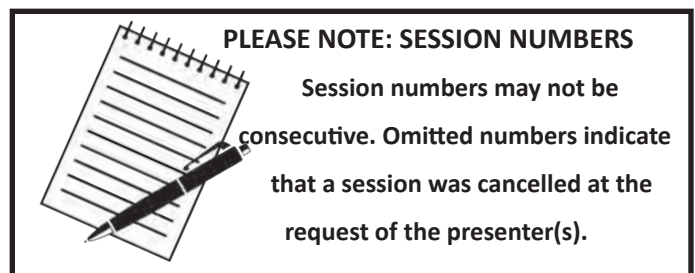
### Crossing Borders: Immigrants, emigrants and exiles and their depictions in Spanish film

**Presenters:** Joy Renjilian-Burgy; Wellesley College; Wellesley, MI; Eva María Martín González; Cuerpo de Profesores de Escuelas de Idiomas; Ávila, España; Elena Gascón-Vera; Wellesley College; Madrid, Spain

**Audience Level:** Secondary (9-12)| Higher Ed

**Theme:** Film/Film Studies

Presenters will analyze strategies for survival manifested in three Spanish films: *Un franco, 14 pesetas* (Iglesias, 2006); *Flores de otro mundo* (Bollaín, 1999); and *El viaje de Carol* (Uribe, 2002). Perils and pleasures of border crossings will be examined, as well as themes of love and death, social injustice and national identity. Presenters will show representative film clips and highlight the integration of film in language, literature and culture classes.



**PLEASE NOTE: SESSION NUMBERS**

Session numbers may not be consecutive. Omitted numbers indicate that a session was cancelled at the request of the presenter(s).

**238**

Wednesday, June 27 4:00pm-5:15pm PAL Sala Nivel 0

**The development of linguistic and grammatical competence in short-term study abroad programs****Presenter:** Montserrat Mir; Illinois State University; Normal, IL**Audience Level:** Secondary (9-12)| Higher Ed**Theme:** International Education/Study Abroad

El desarrollo de la competencia lingüística en el ámbito social durante una experiencia de inmersión limitada. Presentamos los resultados de un estudio de inmersión lingüística del español de un solo mes con un grupo de 25 alumnos universitarios norteamericanos en Avila, España. Nos enfocamos en el desarrollo lingüístico de los aprendices en el ámbito social comparando conversaciones entre aprendices y familiares de acogida con reflexiones escritas de los alumnos sobre su desarrollo lingüístico y cultural. Defendemos el valor de una inmersión limitada en las destrezas conversacionales de los aprendices.

**Presenters:** Goretti Prieto Botana; University of Southern California; Los Angeles, CA; **Andrea Parra;** University of Southern California; Los Angeles, CA

**Audience Level:** Higher Ed**Theme:** Applied Linguistics/Second Language Acquisition

The effectiveness of short-term study abroad on complex grammatical items. A pretest-posttest study was conducted to examine the impact of short-term study abroad on the learning of the *ser/estar* distinction. Results suggest that after four weeks, learners were significantly better at identifying environments where *ser* usage was ungrammatical, and *estar* was needed. These findings align with previous claims in the *ser/estar* literature advancing that learners progress from using *ser* exclusively, to gradually incorporating *estar* (VanPatten, 2010). Our findings indicate that study abroad may facilitate learning of complex grammatical features.

**239**

Wednesday, June 27 4:00pm-5:15pm PAL Aula 2

**Cultura en la clase de español: materiales auténticos con textos literarios, película y los libro-álbumes, desde Salamanca y Cenicienta, a Pepe Carvalho**

**Presenters:** Maria Lamarque; Texas A&M University-Commerce; Commerce, TX; **Jeannette Rivero;** Texas A&M University-Commerce; Commerce, TX; *Enseñando cultura con el film La nueva Cenicienta*

**Presenter:** David Hervás; University of Texas at Arlington; Arlington, TX; *Salamanca como un personaje literario en la clase de cultura en español*

**Presenter:** Massimilla Lewis; Tarrant County College; Fort Worth, TX; *Una aproximación al relato detectivesco en la clase de L2*

**Presenter:** Dulce de Castro; Collin College; Plano, TX; *Using authentic picture books to explore culture at the beginning and intermediate levels*

**Audience Level:** Higher Ed**Theme:** Culture

Este panel presenta propuestas que giran en torno a estrategias y técnicas para enseñar cultura en la clase de español de nivel inicial a avanzado, usando textos literarios y fílmicos auténticos. El panel explica textos desde la presencia en la literatura de la ciudad de Salamanca, la película *La nueva Cenicienta*, hasta el uso del género detectivesco, y los libros-álbum, con imágenes sin texto. Hay cuatro aproximaciones con input original para la enseñanza de aspectos culturales en clase de español.

**240**

Wednesday, June 27 4:00pm-5:15pm PAL Aula 3

**Prioritizing acquisition via meaningful mission-based curriculum design: Moving beyond the topical or grammar-driven syllabus**

**Presenter:** Lara Walker; Flintridge Sacred Heart Academy; La Cañada Flintridge, CA

**Audience Level:** Secondary (9-12)| Higher Ed**Theme:** Curriculum

How do you incorporate your school's mission, values, or cross-curricular themes into your Spanish program while still prioritizing acquisition and proficiency, even with novice and intermediate learners? How do you foster higher order thinking regarding social justice, service or empathy, while simultaneously facilitating and prioritizing the acquisition process? This interactive session will share examples from current course design and vertically-aligned program scope and sequence, as it invites participants to re-envision their language program curriculum.

**241**

Wednesday, June 27 4:00pm-5:15pm E-Poster Corner 1

**Integrar la cultura a través del lenguaje / Integrar el lenguaje a través de la cultura**

**Presenter:** Rhashida Xiael Hilliard; Horace Mann School; Bronx, NY

**Audience Level:** Middle/Junior High| Secondary (9-12)**Theme:** Content-related Instruction

¿Qué es la cultura? ¿Cómo se puede integrar la cultura en una lección a través del lenguaje? ¿Cómo se puede usar el lenguaje para introducir la cultura? Usando palabras interrogativas, algunos eventos culturales con respecto al mundo hispanohablante y la gramática esta sesión intenta mostrar cómo una lección puede integrar la cultura a través del lenguaje o al revés cómo el lenguaje puede introducir la cultura.

**242**

Wednesday, June 27 4:00pm-5:15pm E-Poster Corner 2

**El aprendizaje-servicio en el contexto de la enseñanza secundaria: implementación en una escuela de Texas**

**Presenter:** Viara Levterova; Imagine International Academy of North Texas; McKinney, TX

**Audience Level:** Middle/Junior High| Secondary (9-12)| Higher Ed**Theme:** Applied Linguistics/Second Language Acquisition

A partir de revisar las características, desafíos y beneficios del aprendizaje-servicio en la enseñanza del español como segunda lengua, se presenta la implementación de un modelo de aprendizaje-servicio en una escuela secundaria en McKinney, Texas. Se hace un análisis de la metodología curricular que incorpora el aprendizaje-servicio en un curso de español del Programa del Diploma (PD) del Bachillerato Internacional® (IB), y se caracteriza los logros alcanzados por los estudiantes, aportando a la investigación pedagógica en contextos de nivel secundario.

Wednesday, June 27 4:30pm – 5:30pm PAL Sala Mayor

### JCYL–USAL Plenary

**Javier Serrano; FIAPE;** “Asociacionismo y cooperación en torno al español”

Session Block 16

Wednesday, June 27

5:30pm – 6:00pm

## 244

Wednesday, June 27 5:30pm-6:00pm USAL-FT Aula 4

### La pronunciación internacional del español y su enseñanza

**Presenter: Raul Avila;** El Colegio de México; México, DF, México

**Audience Level:** Higher Ed

**Theme:** Applied Linguistics/Second Language Acquisition

Ofrezco resultados de las conversaciones espontáneas de locutores de radio de una estación por cada capital hispánica. Encuentro que hay tres grandes normas de pronunciación del español, que he llamado alfa (no distinción de z vs s, no aspiración de s implosiva), beta (no distinción de z vs s, aspiración de s implosiva y gama (distinción de z vs s, no aspiración de s implosiva). Estas tres normas deberían usarse para la enseñanza de la lengua, sobre todo la alfa y la beta. La gama (norma castellana) sólo se escucha en los canales o corresponsales españoles.

## 245

Wednesday, June 27 5:30pm-6:00pm USAL-FT Aula 6

### Delitos sexuales y personajes femeninos secundarios en la novela negra: *Crímenes exquisitos*

**Presenter: Jessica Blanco-Marcos;** University of Tennessee, Knoxville; Knoxville, TN

**Audience Level:** Higher Ed

**Theme:** Literature/Literary Criticism/Literary Theory

Detectives, inspectores y asesinos (en serie) acaparan el centro de atención en la novela negra. Este trabajo ahonda en la primera entrega de Vicente Garrido y Nieves Abarca, *Crímenes exquisitos* (2012), centrándose en los personajes femeninos secundarios y con un énfasis en delitos sexuales. ¿Cómo están implicados y cómo responden estos personajes frente a delitos sexuales? ¿Qué tienen en común? ¿Cómo responden o desvirtúan estereotipos femeninos?

## 246

Wednesday, June 27 5:30pm-6:00pm USAL-FT Aula 7

### The Animated Classroom: A richly immersive environment for the teaching and learning of Spanish and other second languages

**Presenter: Raúl Vega Romero;** California State University Dominguez Hills; Carson, CA

**Audience Level:** K-6 | Middle/Junior High | Secondary (9-12) | Higher Ed

**Theme:** Applied Linguistics/Second Language Acquisition

Powerful new developments in the cognitive sciences, imagery research, and gesture studies strongly suggest the creation and implementation of an Animated Classroom for the teaching and learning of Spanish. The Animated Classroom creates a richly immersive environment with all of its tables and chairs on wheels, colorful wall murals, and varied assortment of props and pictures. This innovative classroom easily permits multimodal interactions between students. The presenter will summarize twenty years of classroom action research in this highly experiential environment.

## 247

Wednesday, June 27 5:30pm-6:00pm USAL-FT Aula 8

### Implicaciones de dos enfoques post-junguianos para el análisis de cuentos hispanoamericanos

**Presenter: Mark K. Warford;** Buffalo State College (SUNY); Buffalo, NY

**Audience Level:** Secondary (9-12) | Higher Ed

**Theme:** Teaching of Literature

Esta sesión se centra en la aplicación de una rama creciente en estudios pos-junguianos al análisis literario en el contexto de un curso sobre el cuento hispanoamericano. *El Complejo Cultural* (Singer y Kimbles, 2004) y *El Trauma Cultural* (Gudait y Stein, 2014) enriquecieron la experiencia de indagar las identidades hispanoamericanas, el mestizaje, entre otros temas relacionados con la evolución del cuento en Hispanoamérica. Además de antecedentes sobre los dos enfoques psicoanalíticos, se compartirán planes de clase ejemplares dirigidos a diversos niveles y edades.

## 248

Wednesday, June 27 5:30pm-6:00pm USAL-FT Aula 10

### The new Spanish future subjunctive

**Presenter: Amy Orf;** Northern Michigan University; Marquette, MI

**Audience Level:** Secondary (9-12) | Higher Ed

**Theme:** Linguistics

Previous studies of the Spanish future subjunctive all discuss the forms ending in ending in *-re, -res, -re, -remos, -reis, -ren*, which resulted from the merger of the Latin future perfect indicative, perfect subjunctive, and imperfect subjunctive (Lloyd, 1987). These forms have all but disappeared from the modern language, having largely been replaced by the present subjunctive (Whitley, 2002). However, Spanish has a new future subjunctive. This presentation examines the subjunctive with *ir a + infinitive* constructions, as found in *El Corpus de Referencia del Español Actual*.

**249**

Wednesday, June 27 5:30pm-6:00pm USAL-FT Aula 11

**Elementary Spanish students' own "Can-Do Statements"****Presenter:** Mary Ellen Kohn-Buday; Mount Mary University; Milwaukee, WI**Audience Level:** K-6 | Middle/Junior High | Secondary (9-12) | Higher Ed**Theme:** Curriculum

The ACTFL "Can-Do Statements" are useful to instructors in planning what they want students to learn, but are they reality for students? The presenter had two years of beginning college-level Spanish students write what they can do in Spanish at the beginning of the semester and at the end to see if they are really learning/acquiring what we think they should. The results, comparing the professional statements with those of the students, will be shared along with speculations on why the beginning-of-semester statements do or do not match those from the end of the semester.

**250**

Wednesday, June 27 5:30pm-6:00pm USAL-FT Aula 14

**Latinos in the USA: Bridging the gap between teaching language and culture****Presenter:** Sylvia Zetterstrand; Princeton University; Princeton, NJ**Audience Level:** Higher Ed**Theme:** Content-related Instruction

At about 17% of the population, Latinos are a strong and vibrant presence in the US, with deep roots in our country's history. In this session, we showcase some of the thematic units and materials of an intermediate-level, content-based course centered on the US Hispanic population. We illustrate how the teaching of grammar and pragmatics can be seamlessly integrated with cultural content that is engaging, thought-provoking and relevant to our students' lives. Our far-reaching goal is to enhance learners' critical-thinking skills and cross-cultural understanding.

**251**

Wednesday, June 27 5:30pm-6:00pm USAL-FT Aula 15

**"José Soller, "peregrino mulato****Presenter:** John Kitchen Moore; University of Alabama at Birmingham; Birmingham, AL**Audience Level:** Higher Ed**Theme:** Literature/Literary Criticism/Literary Theory

This paper offers a comparative analysis of early modern historical and fictional figures who dressed in disguise. The principal narrative stems from a Spanish legal case from 1693-94, "El fiscal de su Majestad contra José Soller, peregrino mulato, por fingirse sacerdote y otros delitos." My talk will compare Soller's story and mode of disguise with those of other historical figures, such as Catalina de Erauso, the *monja alférez*, and Martín Garatuza, also a priest impersonator, as well as fictional characters such as the *morisco Ricote* in the second part of *Don Quijote*.

**252**

Wednesday, June 27 5:30pm-6:00pm USAL-FT Aula 16

**Making authentic literary texts relevant, meaningful, and fun in advanced beginner and intermediate Spanish-language classrooms****Presenter:** Laura Shepin; Rolling Meadows High School; Rolling Meadows, IL**Audience Level:** Secondary (9-12) | Higher Ed**Theme:** Teaching of Literature

This session will focus on strategies for making the study of authentic literary texts (poetry and prose) relevant, meaningful, and fun in advanced beginner and intermediate Spanish-language classrooms. Among the pre-reading, comprehension, and interpretation strategies to be discussed are ideas for integrating language instruction, for using other aspects of culture (art, music), and for leveraging students' own experiences and imaginations to support and to enliven the instruction of literature.

**253**

Wednesday, June 27 5:30pm-6:00pm PAL La Maqueta

**DOGSTAILS, un acrónimo para ayudar a recordar los nueve elementos de la geografía en las clases bilingües o de inmersión****Presenter:** Dina Ross; Greasewood Springs Community School; Ganado, AZ**Audience Level:** K-6 | Middle/Junior High | Secondary (9-12)**Theme:** Methods/Techniques/Strategies

En esta sesión, voy a presentar las nueve partes de cualquier mapa con el acrónimo inglés DOGSTAILS: Date (fecha); Orientation (los cuatro puntos cardinales); Grid (las líneas imaginarias); Scale (escala, ya sea en metros o millas); Title (nombre del mapa); Author (la persona que creó el mapa); Index (lista alfabética); Legend (leyenda, o dibujos que nos ayudan a encontrar lo que hay en el mapa); Situation (la situación, en caso que el mapa esté muy grande). También voy a enseñarles a los maestros a crear un Mapa Mental.

**254**

Wednesday, June 27 5:30pm-6:00pm PAL Sala Nivel 0

**Preparación docente y socialización profesional en programas de español como lengua extranjera****Presenter:** Alfredo Urzúa Beltrán; San Diego State University; San Diego, CA**Audience Level:** Higher Ed**Theme:** Teacher Preparation/Development

En muchas universidades en Estados Unidos, es común que los cursos de español como lengua extranjera sean impartidos por estudiantes de posgrado con poca o nula experiencia previa, por lo que es crucial prepararlos de manera rápida y efectiva, así como generar sinergias que impacten tanto la preparación docente como el programa de lengua mismo. En esta sesión se presenta un modelo educativo que busca desarrollar dichas sinergias a través de prácticas reflexivas que lleven a la creación de una comunidad local de aprendizaje y socialización temprana a la profesión.



## 255

Wednesday, June 27 5:30pm-6:00pm PAL Aula 2

### The new religion of materialism in Pérez Galdós' *La de Bringas* (1884) and *Torquemada en la hoguera* (1889)

**Presenter:** Frieda Hilda Blackwell; Baylor University; Waco, TX

**Audience Level:** Higher Ed

**Theme:** Literature/Literary Criticism/Literary Theory

In *La de Bringas* (1884) and *Torquemada en la hoguera* (1889), Benito Pérez Galdós, Spain's leading realistic writer, examines the rise of Spain's bourgeoisie. Materialism has become their new creed distancing them from traditional Christian values. Through his characters with their materialistic obsessions, use of religious language applied to secular concerns, and his surprising endings, Galdós diagnoses the destructive effects of materialism on the individual, a cautionary tale for our own consumer-driven society.

## 256

Wednesday, June 27 5:30pm-6:00pm PAL Aula 3

### Utilizando el tiempo en *Cien años de soledad* para enseñar marcos estructurales a los estudiantes universitarios

**Presenter:** Selene Ortiz; Pocatello, ID

**Audience Level:** Higher Ed

**Theme:** Teaching of Literature

El tema del tiempo es algo que muchos críticos y lectores cuestionan al leer *Cien Años de Soledad* de Gabriel García Márquez, pero que ayuda a entender la presentación del realismo mágico. La referencia al tiempo es algo que se repite al largo de la novela, derivándose a diferentes conceptos relacionados con personajes, la memoria, el olvido e incluso la muerte. Esta novela de ficción reta las novelas tradicionales y su clásico tema del tiempo cronológico a favor de un tiempo que es a la vez cíclico y simultáneo. El tiempo muestra la continuidad del proceso asociativo.

## 257

Wednesday, June 27 5:30pm-6:00pm E-Poster Corner 1

### Mujeres, espacios, y flashbacks: enseñando las películas de Julio Medem

**Presenter:** Timothy James Ashe Jr.; Arizona State University; Tempe, AZ

**Audience Level:** Higher Ed

**Theme:** Film/Film Studies

Julio Medem utiliza la memoria y el flashback como elementos del cine español para atraernos a los personajes de tres películas recientes para mostrarnos un mundo distinto. Sus películas son máquinas digitales u obras de maestría digital porque su uso de la cámara y la percepción en donde se enfoca la imaginación es una maravilla para el espectador. Podemos interpretar la independencia de sus protagonistas y la lucha de ellos como un aspecto curioso pero único en su cinematografía.

## 258

Wednesday, June 27 5:30pm-6:00pm E-Poster Corner 2

### Anatomy of a criminal mock trial for court interpretation students

**Presenter:** Fatima Maria Cornwall; Boise State University; Boise, ID

**Audience Level:** Secondary (9-12)| Higher Ed

**Theme:** Translation and Interpretation

The presenter discusses the application of the mock trial, a common practice in legal education, to students of court interpretation. The mock trial is easily incorporated into a court interpretation class and is a valuable educational tool in helping prospective court interpreters better understand the legal system. The use of the mock trial also helps students become familiar with the Code of Professional Responsibility for Interpreters in the Judiciary and allows them to practice their language and interpreting skills in a real-life situation.

Session Block 17

Wednesday, June 27

6:15pm – 6:45pm

## 259

Wednesday, June 27 6:15pm-6:45pm USAL-FT Aula 2

### Visible learning: Promoting target language proficiency and culture through collaborative work across language levels

**Presenter:** Marcela G. Garcini; The Episcopal School of Dallas; Dallas, TX; Leonardo G. Arango; The Episcopal School of Dallas; Dallas, TX

**Audience Level:** Middle/Junior High | Secondary (9-12)

**Theme:** Methods/Techniques/Strategies

This session will demonstrate how students from middle and upper school are collaborating, using and documenting peer assessments across divisions. The main focus of the presentation is to share how students from different grades and ages can improve their language proficiency and embrace the target language culture through collaborative work and peer assessment. Speakers will demonstrate how educators can integrate divisions, boost language proficiency, and enhance motivation in their schools.

☆ AATSP elections conducted on-line ☆

Watch for election information in early autumn

## 260

Wednesday, June 27 6:15pm-6:45pm USAL-FT Aula 4

### El impacto del realismo mágico sobre el cine hispánico

**Presenters:** Sharon Lynn Sieber; Idaho State University; Pocatello, ID; Selene Ortiz; Pocatello, ID

**Audience Level:** Higher Ed

**Theme:** Teaching of Literature

Podemos observar que el realismo mágico cobra una estructura verosímil en las artes visuales ya que sabemos que «ver es creer», y el resultado es que el cine hispánico sigue un desarrollo muy diferente en comparación con el norteamericano. El cine hispano ha sido influenciado por los grandes autores maestros del realismo mágico como García Márquez, Juan Rulfo y M. A. Asturias, haciendo necesario conocer a estos autores para entender el cine hispano. Hay que enseñar como los diferentes conceptos del realismo a través del tiempo cambian con la cultura y su mitología.

## 261

Wednesday, June 27 6:15pm-6:45pm USAL-FT Aula 6

### Historia personal de un triunfo en contexto de study abroad: un estudio de caso

**Presenter:** Alba Fernández; Western Michigan University; Kalamazoo, MI

**Audience Level:** Higher Ed

**Theme:** Applied Linguistics/Second Language Acquisition

¿Cuáles son las características personales que debe tener un estudiante para disfrutar de una experiencia exitosa en un programa de estudio en el extranjero (SA)? Este estudio de caso sigue de cerca la evolución de un estudiante a su paso por España, durante un programa de SA de cuatro meses. Desde un acercamiento sociolingüístico, se explorará su mejora en la adquisición de la L2 (el español, en este caso), así como la visión etnográfica que presenta sobre la cultura de acogida, tratando de establecer vínculos entre ambas.

## 262

Wednesday, June 27 6:15pm-6:45pm USAL-FT Aula 7

### Responding to institutional and student needs: Developing online and competency-based language classes

**Presenters:** Rachel S. Knighten; University of Wisconsin Fox Valley; Menasha, WI; Valerie Mumm-Jansen; University of Wisconsin Fond du Lac; Fond du Lac, WI

**Audience Level:** Higher Ed

**Theme:** Technology

We will share how we developed Introductory Spanish courses for our university's online and competency-based education programs in response to institutional needs and initiatives. Our courses prioritized assessing language based on the ACTFL Proficiency Guidelines so we will show how we developed appropriate assessment tools in that situation. We will describe our development process, demonstrate our course sites, and

we will explain how we conveyed our priorities and values to administrators and instructional designers, none of whom came from a language-teaching background.

## 263

Wednesday, June 27 6:15pm-6:45pm USAL-FT Aula 10

### Communicative learning outcomes and the World Language edTPA: Characteristics of high-scoring portfolios

**Presenters:** Pete Swanson; Georgia State University; Atlanta, GA; Susan A. Hildebrandt; Illinois State University; Normal, IL

**Audience Level:** Middle/Junior High|Secondary (9-12)|Higher Ed

**Theme:** Teacher Preparation/Development

The World Language edTPA is a high-stakes assessment for novice teachers. The authors report on an empirical study of pre-service Spanish teachers' performance on the World Language edTPA as it relates to planning for instruction in a communicative context. The five highest scoring edTPA portfolios from two large world language teacher education programs were examined, with a focus on their alignment with communicative language teaching approaches and Gronlund's (2004) criteria for articulating student learning outcomes.

## 264

Wednesday, June 27 6:15pm-6:45pm USAL-FT Aula 11

### The role of the Language Resource Center in creating additional immersive experiences in departmental, institutional, and community contexts

**Presenter:** Paul L. Sebastian; Appalachian State University; Boone, NC

**Audience Level:** Higher Ed

**Theme:** Applied Linguistics/Second Language Acquisition

This session reports on a multiple-case study of five contemporary Language Resource Centers (LRCs). Findings show that contemporary LRCs are a highly diverse group of institutions that contribute to a wide variety of departmental, institutional, and community language and culture initiatives. Emphasis is placed on how these five centers helped to create immersive experiences by orchestrating target-language conversation hours, providing opportunities for additional language study to K-12 students, and connecting learners virtually through synchronous interactions.

## 265

Wednesday, June 27 6:15pm-6:45pm USAL-FT Aula 14

### ¿Subjuntivo o infinitivo?

**Presenter:** Hans-Jörg Busch; University of Delaware; Newark, DE

**Audience Level:** Secondary (9-12)|Higher Ed

**Theme:** Applied Linguistics/Second Language Acquisition

Según Butt / Benjamin (2013: 251), "los hispanohablantes evitan el subjuntivo cuando las reglas de la gramática lo permiten". Distinguen verbos como 'ayudar' que se pueden usar con el subjuntivo o con el infinitivo: 'te ayudaré a conseguir / a que

*consigas algo*'. Otros verbos se dividen en dos categorías, un grupo generalmente seguido por el infinitivo y verbos que están en un estado de transición del subjuntivo al infinitivo como *dejar*, *recomendar*, *sugerir*, *pedir*, y *rogar*, entre otros. Me concentraré en el segundo grupo y proporcionaré datos y recomendaciones didácticas.

## 266

Wednesday, June 27 6:15pm-6:45pm USAL-FT Aula 15

### **A land of the future: Utopia in Brazilian culture**

**Presenter:** Patricia Vieira; Georgetown University; Washington, DC

**Audience Level:** Higher Ed

**Theme:** Culture

In this talk, I analyze the influence of utopian thought in Brazilian culture. I focus on the country's self-perception as a land of the future, where dreams of social, racial and gender equality, as well as of ecological harmony, will come true. I concentrate on Modernist writer Oswald de Andrade's texts on utopia and matriarchy and argue that he sees Brazil as a model for a post-capitalist, leisurely world society to come.

## 267

Wednesday, June 27 6:15pm-6:45pm USAL-FT Aula 16

### **Processing instruction in Spanish: An overview and meta-analysis of twenty-five years of research**

**Presenter:** Michael John Leeser; Florida State University; Tallahassee, FL

**Audience Level:** Higher Ed

**Theme:** Applied Linguistics/Second Language Acquisition

Processing Instruction (PI) is an instructional intervention that attempts to improve how second language (L2) learners make form-meaning connections and interpret sentences during real time comprehension. Since 1993, more than 30 studies have been published that investigate PI with L2 learners of Spanish. This presentation provides an overview of PI research and reports on a meta-analysis of Spanish PI studies. The discussion focuses on (a) the overall effectiveness of PI, (b) factors that mediate PI's effectiveness, and (c) directions for future research in PI.

## 268

Wednesday, June 27 6:15pm-6:45pm PAL La Maqueta

### **La conciencia como interlocutora en *Réquiem por un campesino español* y *Cinco horas con Mario***

**Presenter:** Anna Martha Cepeda; Florida International University; Miami, FL

**Audience Level:** Higher Ed

**Theme:** Literature/Literary Criticism/Literary Theory

En esta investigación establezco una comparación por lo que toca al sentimiento de la culpa en los protagonistas de *Réquiem por un campesino español* (1960), de Ramón J. Sender y *Cinco horas con Mario* (1966), de Miguel Delibes. Para dicha comparación me baso en los planteamientos de Kierkegaard en cuanto a los

razonamientos en la mente culpable. La acción en estas obras ocurre en dos momentos críticos: la Guerra Civil Española y el Franquismo. Ambos momentos establecen el cuadro psicológico dentro del que se mueven los personajes que motivan la presente investigación.

## 269

Wednesday, June 27 6:15pm-6:45pm PAL Sala Nivel 0

### **Memoria y transmisión en el aula universitaria: recordando/aprendiendo sobre la represión franquista en el aula transnacional**

**Presenter:** Cinta Ramblado; University of Limerick; Limerick, Ireland

**Audience Level:** Higher Ed

**Theme:** Content-related Instruction

Uno de los métodos de transmisión de la memoria más efectivos es el uso de la historia y la representación de la misma dentro del aula educativa para promover el desarrollo de la capacidad crítica y comparativa del alumnado en su acceso y asimilación de experiencias pasadas colectivas de relevancia, tanto desde el punto de vista identitario como educativo. La ponencia analiza el uso de la literatura testimonial, la experiencia propia del personal docente y el material audiovisual como variables que se combinan en el estudio del contenido cultural en el aula.

## 270

Wednesday, June 27 6:15pm-6:45pm PAL Sala Mayor

### **El enfoque por tareas en el aprendizaje virtual: aplicación al español como lengua extranjera**

**Presenter:** Ana Boman; Trine University; Angola, IN

**Audience Level:** Middle/Junior High|Secondary (9-12)|Higher Ed

**Theme:** Applied Linguistics/Second Language Acquisition

Esta investigación presenta un estudio piloto sobre el enfoque por tareas con el uso de tecnología Web 2.0 en la enseñanza del español como lengua extranjera. El estudio analiza el impacto de la utilización de una de las herramientas Web 2.0 con tareas y actividades enfocadas a incrementar la competencia lingüística del alumno en el aprendizaje de la lengua española. El proyecto está dirigido con la participación de estudiantes universitarios en un curso de español de nivel básico (A1) con una plataforma de sesiones presenciales durante un semestre académico.

271

Wednesday, June 27 6:15pm-6:45pm PAL Aula 2

### The Colombian linguistic landscape: A study of commercial signs

**Presenter:** *Francia Martínez*; University of Michigan-Dearborn; Dearborn, MI

**Audience Level:** Higher Ed

**Theme:** Linguistics

This presentation shows the impact of the high status of American English and culture in Colombian commercial landscape due to the globalization and commodification of English. It also describes how Colombian advertisers make use of various language and visual mechanisms in the commercial linguistic landscape, both in Spanish and English, to convey messages, create an image with which the target audience can identify, and build a relationship with that target audience.

272

Wednesday, June 27 6:15pm-6:45pm PAL Aula 3

### The Architect and the Emperor of Assyria of Fernando Arrabal as satire and the teaching of literature in translation

**Presenter:** *William Flores*; Southern Connecticut State University; New Haven, CT

**Audience Level:** Higher Ed

**Theme:** Literature/Literary Criticism/Literary Theory

This session examines *The Architect and the Emperor of Assyria* as a satire of the process of cultural deterritorialization and of anthropocentric perspectives and practices in relationship with the environment. Concurrently, this presentation exposes the important holistic perspective of social justice presented in the work, a perspective that includes the human being and nature as equally important for the subsistence of each other. The session also shares ideas on the inclusion of Arrabal's work for the teaching of literature in translation.

273

Wednesday, June 27 6:15pm-6:45pm E-Poster Corner 2

### Enseñando en programas de doble inmersión lingüística: necesidades de desarrollo profesional para profesores en los Estados Unidos

**Presenter:** *Antonio Alejandro Pérez Belda*; University of Iowa; Iowa City, IA

**Audience Level:** Higher Ed

**Theme:** Teacher Preparation/Development

Analizaremos aspectos clave en la formación de profesores de programas duales: (1) conciencia sociocultural del programa dual en la comunidad, necesidades educativas y lingüísticas de los estudiantes y conocimiento lingüístico de los profesores; (2) percepción docente: objetivos educativos del profesorado vs. objetivos académicos de la comunidad educativa; (3) implementación de currículos y estrategias de enseñanza: tensión entre paradigmas de educación estandarizada y la especificidad de programas duales; (4) prácticas educativas satisfactorias en programas duales.

274

Wednesday, June 27 8:00pm-10:30pm Hotel Doña Brígida

### Awards Banquet

See Page 75 for details



### STAY IN TOUCH WITH YOUR ORGANIZATION

Do we have your current e-mail address and updated contact information?



[www.aatsp.org](http://www.aatsp.org)

AATSP 100<sup>th</sup> Annual Conference

# AWARDS BANQUET

**Hotel Doña Brígida**

**Wednesday, June 27, 2018**

8:00pm – 10:30pm

7:30pm – Bus Departure

**(AATSP buses to Banquet: Meet in the Palacio de Congresos at 7:30pm.**

**Location of Awards Banquet: Hotel Doña Brígida - Avda. del Tormes,  
37185 Villamayor, Salamanca)**

## **Dinner and Awards Program**

(Pre-registration required)

## **Presentation of Awards**

National Spanish Examinations Awards

Sociedad Honoraria Hispánica Awards

Sigma Delta Pi / AATSP Mario Vargas Llosa Award

AATSP First-Time Attendee Travel Stipends

AATSP Study-Abroad Scholarships

AATSP Special Awards

**Bill VanPatten, 2018 AATSP President**

“That Long Road”

W  
E  
D  
N  
E  
S  
D  
A  
Y



# COSTA RICA

Faculty Led Group Programs  
for Middle School, High School & University



- > Programs adapted to your group's interests, budget and dates
- > Airport transfers
- > Accommodations and meals in host families, hostels or hotels
- > Spanish classes and cultural activities (Latin dance, Costa Rican cooking, activities with local students)
- > Volunteer work and service learning activities
- > Lectures and site visits based on group's interests
- > Excursions to rainforests, volcanos, beaches & national parks
- > 24/7 support and staff accompanying group

[www.spanishandmore.com](http://www.spanishandmore.com)

From USA: 1-866-230-6361  
[crla@spanishandmore.com](mailto:crla@spanishandmore.com)



## Camino de Santiago

### ¡Buen camino!

#### A READING & LISTENING SPANISH LANGUAGE ADVENTURE

by Mercedes Meier

Easy Reader: <http://buen-camino.weebly.com>

The books provide readers an enjoyable option for simultaneous listening and reading about the adventures of a student who wins a trip to Spain. Most of the vocabulary has been selected to match language selections and grammar tenses appropriate of introductory and intermediate Spanish textbooks.

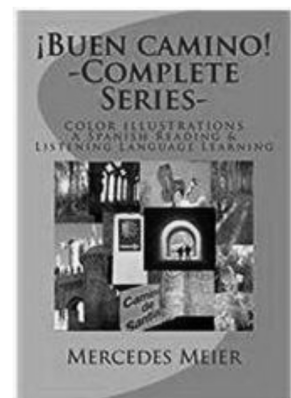
**Volume 1:** Introductory Elementary Spanish

**Volume 2:** Introductory Elementary Spanish

**Complete series** – Intermediate & Advanced.

Ideal for **AP Spanish** and for courses with **study abroad** related to **El Camino de Santiago**.

*Students read, listen and write the last chapter!*



Thursday, June 28

Registration Open

9:00am – 12:30pm

**275**

Thursday, June 28 9:30am-1:30pm Abba Fonseca

### Board of Directors Meeting

By invitation only.

Session Block 18

Thursday, June 28

9:30am – 10:45am

**276**

Thursday, June 28 9:30am-10:45am USAL-FT Aula 2

### Promoviendo empatía y compromiso social por medio del Hip Hop consciente en español

**Presenter:** Sonia Rey-Montejo; University of St. Thomas; Saint Paul, MN

**Audience Level:** Middle/Junior High|Secondary (9-12)|Higher Ed

**Theme:** Methods/Techniques/Strategies

Esta sesión propone estrategias de cómo conectar con el estudiante del siglo XXI, estableciendo así un espacio innovador para el estudio de textos literarios y fílmicos por medio del Hip Hop consciente en español. Dicha expresión artística, no sólo permite construir un puente en el aula con el que conectar una forma de educar más tradicional con una reflexión cultural contemporánea, sino que también promueve valores esenciales, como la empatía y el compromiso social, en una generación aparentemente enajenada de su contexto social a nivel local y global.

**277**

Thursday, June 28 9:30am-10:45am USAL-FT Aula 4

### Increasing comprehension and confidence at the novice level: Engaging students in authentic sources and giving them confidence to communicate

**Presenter:** Lisa Machnik; Somerville Public Schools; Somerville, MA

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

**Theme:** Methods/Techniques/Strategies

Attendees will participate in the same engaging strategies with authentic sources as students do to acquire skills and gain confidence in comprehension and communication. The strategies include activities to give students practice using contextual, physical and vocal intonation cues and learned expressions to ask for clarification in order to take the fear out of trying to understand native speakers. These cues and expressions are the linguistic lifelines students need for real-world comprehension and communication

**278**

Thursday, June 28 9:30am-10:45am USAL-FT Aula 6

### Teaching Spanish for Specific Purposes: The importance of cultural proficiency

**Presenter:** Yvette Fuentes; Nova Southeastern University; Fort Lauderdale, FL

**Audience Level:** Secondary (9-12)|Higher Ed

**Theme:** Language for Specific Purposes

**Preparing students for the future: Practical ideas for teaching specialized Spanish.** With the steady growth of the Hispanic population across the United States, Spanish language educators of all levels are under increased pressure to teach specialized courses for the professions. The presenter will share ideas on how to incorporate the terminology, as well as cultural knowledge, Spanish language students will need in future careers in business, law and medicine, for example. The presenter will discuss available resources, as well as share assignments designed to strengthen students' language skills, while simultaneously honing into specialized topics.

**Presenters:** Lucía Osa-Melero; Duquesne University; Pittsburgh, PA; Carmen Alicia Martínez; Duquesne University; Pittsburgh, PA

**Audience Level:** Higher Ed

**Theme:** Service Learning/Community Engagement

**Bridging Health Studies and Spanish Studies with the Latino community: A balanced triangular relationship.** College students from two courses, Conversation and Composition, and Spanish for Healthcare Professionals, cooperatively developed a community-engaged program on healthy habits with Spanish-speaking immigrant children aged 5-8. Over four weeks, students and children prepared theatrical shows which they presented at the university. While this effort benefited Health students, students of Spanish, and Spanish-speaking children, particular attention was paid to students' perceptions of the Latino community and children's perceptions of predominantly Caucasian students.

**Presenter:** Gilda M. Socarrás; Auburn University; Auburn, AL

**Audience Level:** Secondary (9-12)|Higher Ed

**Theme:** Language for Specific Purposes

**Spanish for Specific Purposes: Connecting language with cultural awareness.** This session describes a Spanish for Healthcare Professional course designed to develop oral proficiency, as well as to foster critical discussions about cultural differences. Even though learners of Spanish as an L2 realize the value of being bilingual, they are not aware of cultural differences that might facilitate or hinder medical treatment. Looking forward, spelling out the role of critical thinking skills in a language course also serves to define foreign languages as a discipline that goes beyond the development of linguistic skills.

© 2018 American Association of Teachers of Spanish and Portuguese, Inc. All rights reserved.

**279**

Thursday, June 28 9:30am-10:45am USAL-FT Aula 7

**Seis semanas estudiando español en el extranjero: renovación curricular y aplicación didáctica personalizada****Presenter:** **Celinés Villalba Rosado**; Rutgers University; New Brunswick, NJ**Audience Level:** Higher Ed**Theme:** International Education/Study Abroad

Uno de los retos de los programas de inmersión es lograr un currículo conducente al desarrollo de la competencia cultural. Sin embargo, ¿cómo se les prepara? ¿Cómo se articula para que sea motivador y atractivo? En esta sesión se describe una reformulación innovadora del programa de inmersión de verano de seis semanas. Los participantes aprenderán sobre su diseño curricular y analizarán actividades interactivas y programáticas que se usan en las excursiones culturales.

**280**

Thursday, June 28 9:30am-10:45am USAL-FT Aula 8

**Developing intercultural communication through service learning and exchange programs****Presenter:** **Anthony "T.J." Troche**; Las Vegas Academy of the Arts; Las Vegas, NV**Audience Level:** Middle/Junior High|Secondary (9-12)**Theme:** Service Learning/Community Engagement**Proyecto Pulpero: A service project conceived by high school juniors on the SHH Bertie Green Scholarship trip to Guatemala.**

This session highlights a service learning project that was conceived by the 24 high school juniors that participated in the SHH Bertie Green Scholarship trip to Guatemala last summer. On the trip the students had the opportunity to visit an organic, free-trade coffee cooperative outside of Antigua and learned about the growing and refining processes from the cooperative owners themselves. Upon learning about the process, the students created a plan to make the process more efficient for the cooperative members by fundraising and donating. Information will be provided for becoming involved with the project.

**Presenters:** **Christina Gauss**; Rumson-Fair Haven Regional High School; Rumson, NJ; **Aida Márquez Pérez**; Junta de Castilla y Leon, IES Isabel de Castilla; Avila, Spain**Audience Level:** Secondary (9-12)**Theme:** International Education/Study Abroad

**The development of the sister school: Creating and fostering an exchange program for secondary school students.** Do you want to expose your students to authentic intercultural communication? This session will provide you with the tools to develop a sister-school relationship that will enable your students to use their skills to interact in real-world situations. We will explain how we have successfully built opportunities for our students to utilize interpersonal, presentational, and interpretive modes of communication from electronic penpals to collaborative projects and even in-country homestays based on our experiences between secondary schools in Rumson, NJ and Avila, Spain.

**281**

Thursday, June 28 9:30am-10:45am USAL-FT Aula 10

**The World Language edTPA: Promises and problems****Presenters:** **Pete Swanson**; Georgia State University; Atlanta, GA; **Elizabeth Goulette**; Georgia State University; Atlanta, GA; **Kelly Frances Davidson**; Valdosta State University; Valdosta, GA; **Victoria Russell**; Valdosta State University; Valdosta, GA**Audience Level:** Higher Ed**Theme:** Teacher Preparation/Development

Teacher accountability remains at the forefront of educational policy in the United States, and teachers, more than ever, are in the crosshairs of reform efforts. One attempt to bring accountability to teacher education programs is a national, standardized portfolio assessment called edTPA, which is used in 757 educator preparation programs in 40 states. This panel will explore edTPA, its promises, and problems in Spanish teacher education. Panelists will discuss pedagogical practices along with native and nonnative English speakers' perceptions of edTPA.

**282**

Thursday, June 28 9:30am-10:45am USAL-FT Aula 11

**Lazarillo de Tormes: Irony in the picaresque novel of the 16<sup>th</sup> century****Presenters:** **Maritza Sloan**; Ladue Horton Watkins High School; Saint Louis, MO; **Gladys Wisnefski**; Oshkosh Area School District & UW Oshkosh-CAPP; Oshkosh, WI**Audience Level:** Middle/Junior High|Secondary (9-12)**Theme:** Teaching of Literature

This session will demonstrate techniques to expand students' skills in the interpretive and presentational modes of communication by analyzing the novel *Lazarillo de Tormes*. The scaffolded activities provided in this session build students' comprehension, help them to synthesize ideas and to think critically, and then produce coherent literary analysis through effective argumentation in formal and informal written presentation.

**283**

Thursday, June 28 9:30am-10:45am USAL-FT Aula 14

**La enseñanza de la novela negra femenina española en la universidad: acercamientos y perspectivas****Presenters:** **Shelley Godsland**; Universiteit Van Amsterdam; Amsterdam, Netherlands; **Chung-Ying Yang**; National Chengchi University; Taipei, Taiwan; **Elena Losada Soler**; Universidad de Barcelona; Barcelona, Spain**Audience Level:** Higher Ed**Theme:** Teaching of Literature

Esta mesa examinará el valor de la novela negra femenina española en el aula universitaria como herramienta no solo para desarrollar la capacidad analítica del estudiante, sino también para abordar temas como el género, la realidad laboral de la mujer profesional, la ironía y el contexto social, la violencia y la ética. A través del estudio de tres autoras (Giménez Bartlett,



Fallarás, Dueñas), las integrantes de la mesa considerarán las técnicas que emplean en clase para abordar los temas mencionados, y evaluarán los resultados pedagógicos obtenidos hasta la fecha en cursos de BA y de MA.

## 284

Thursday, June 28 9:30am-10:45am USAL-FT Aula 15

### A “Counterbalanced Approach” in immersion education: Fourth-grade Portuguese immersion students’ responses to form-focused instruction

**Presenter:** Michael W. Child; Brigham Young University; Provo, UT

**Audience Level:** K-6|Higher Ed

**Theme:** Methods/Techniques/Strategies

Research on foreign language immersion education has shown that students’ speaking and writing skills in the immersion language are far from native-like (e.g., Harley, Cummins, Swain, & Allen, 1990; Walker & Tedick, 2000). To address this, Lyster (2007; 2014) has proposed a “Counterbalanced Approach” to teaching in immersion contexts. To date, only one known empirical study of Lyster’s approach (Tedick & Young, 2016) has been conducted in the United States. The present study examines the proposal as implemented in a fourth-grade Portuguese immersion classroom in Utah.

## 285

Thursday, June 28 9:30am-10:45am USAL-FT Aula 16

### Nuevas aproximaciones a la obra de Unamuno

**Presenter:** Luis Alvarez-Castro; University of Florida; Gainesville, FL

**Audience Level:** Secondary (9-12)|Higher Ed

**Theme:** Culture

**Miguel de Unamuno y los límites de la interpretación: La frase “Venceréis pero no convenceréis” en la política española actual.** La frase de Unamuno “Venceréis pero no convenceréis”, pronunciada al comienzo de la Guerra Civil, ha vuelto a sonar estos días en el contexto de la crisis política provocada por el independentismo catalán. Esta charla explora el uso de esa frase durante la polémica de los llamados “Papeles de Salamanca” (2005), con el fin de analizar las estrategias interpretativas que convierten a un autor clásico en una autoridad intelectual y moral en la sociedad contemporánea, en una mezcla de literatura, ideología y semiótica que enfatiza la relevancia de los estudios culturales.

**Presenter:** Brian James Cope; The College of Wooster; Wooster, OH

**Audience Level:** Higher Ed

**Theme:** Literature/Literary Criticism/Literary Theory

**El fondo escéptico de Abel Sánchez de Unamuno.** Propongo analizar las dimensiones escépticas de Joaquín Monegro y de su adversario, Abel Sánchez. Joaquín exhibe atributos del escéptico académico, cuyo principal objetivo era el de buscar la verdad, mientras Abel exhibe atributos del escéptico pirrónico, cuyo principal objetivo el de procurar la serenidad. Arguyo que Unamuno utiliza a Abel y Joaquín para explorar el lado oscuro del escepticismo helénico y así ofrecer una crítica de su viabilidad como modo ontológico en la modernidad. Utilizo *Del sentimiento trágico de la vida* para situar mi análisis y argumento.

## 286

Thursday, June 28 9:30am-10:45am PAL La Maqueta

### La morfología derivativa en los manuales de español elemental estadounidenses: un estudio exploratorio

**Presenters:** Pablo Robles García; University of California, Davis; Davis, CA; Claudia Helena Sánchez Gutiérrez; University of California, Davis; Davis, CA

**Audience Level:** Middle/Junior High|Secondary (9-12)|Higher Ed

**Theme:** Instructional Materials

Este estudio analiza el tratamiento de ocho sufijos frecuentes del español en nueve manuales estadounidenses de ELE y pone en evidencia una presentación inefectiva de la morfología derivativa. Cuando se presentan en los libros, suele ser para explicar el género gramatical y no para desarrollar estrategias de aprendizaje léxico basadas en la identificación de patrones morfológicos. Sin embargo, los sufijos *-mente*, *-ito* e *-ísimo* incluyen explicaciones de su significado y actividades para ejercitar diferentes tipos de conocimiento morfológico. Estas observaciones invitan a desarrollar materiales que aprovechen la regularidad y productividad de algunos paradigmas derivativos.

## 287

Thursday, June 28 9:30am-10:45am PAL Sala Nivel 0

### The passion and pain of advanced Spanish composition

**Presenter:** Anne Becher; University of Colorado-Boulder; Boulder, CO

**Audience Level:** Higher Ed

**Theme:** Methods/Techniques/Strategies

Do you teach, or will you soon be teaching, advanced Spanish composition? Have you grappled with any of these questions?: Are my students learning from my time-consuming feedback? Is their writing improving? Is peer review worth it? How should I teach grammar? My students’ needs are so diverse! The presenter, who has taught advanced Spanish composition for 13 years, will share her hard-learned responses to these questions, and will invite participants to share their experiences as well.

#### Continuing Education Units or Credits

Attendees may obtain CEUs for participation in this conference.

For attendees seeking Continuing Education Units or Credits, the AATSP will provide documentation of attendance at individual sessions. Attendees **MUST** complete the AATSP Conference Workshop/Session Attendance form. The forms are available at the Registration Desk and should be picked up **BEFORE** the sessions begin.

**Reminder:** It is the responsibility of attendees to contact their district **BEFORE** the conference to determine necessary measures to fulfill their district professional development requirements and to receive approval for conference participation.

**288**

Thursday, June 28 9:30am-10:45am PAL Aula 2

**Teaching Golden Age literature in the 21<sup>st</sup> Century****Presenter:** Parissa Tadrissi; Sonoma State University; Rohnert Park, CA**Audience Level:** Higher Ed**Theme:** Teaching of Literature

**Teaching Góngora via digital poetry.** Technologies of information and communication allow us to redefine our encounters with texts as interactive and communicative in a constant exercise of conceptual re-elaboration. For example, in Belén Gache's digital poetry *Góngora Wordtoys* we find a confluence of reading and gaming. We are active participants who are lead through a literary maze based on a virtual experience of our choice. This is a means of empowering the reader, blurring the lines between author/reader, while also revisiting and learning about the poetry of one of Spain's greatest poets.

**Presenter:** Jonathan Paul O'Conner; St. Olaf College; Northfield, MN**Audience Level:** Higher Ed**Theme:** Teaching of Literature

**(Re)Reading the classics: Adapting Spanish Golden Age literature to the 21<sup>st</sup>-Century undergraduate curriculum.** Pedagogical research affirms that literature fosters critical thinking and can help develop empathy in students. Current research further asserts that the study of literature in the target language has particular benefits for language learners, including building vocabulary, but also facilitating movement beyond self-referential thinking and the development of cultural awareness. This session examines the challenges presented by traditional literary study in language programs and proposes solutions that address the canon's relevance in the 21<sup>st</sup>-century language curriculum.

**289**

Thursday, June 28 9:30am-10:45am E-Poster Corner 1

**Multiperspectivismo: proyectos de arte en la clase de lengua y literatura española****Presenter:** María Auxiliadora Rey-López; Metropolitan State University of Denver; Denver, CO**Audience Level:** Secondary (9-12)|Higher Ed**Theme:** Methods/Techniques/Strategies

Este póster electrónico se enfocará en la descripción de actividades interdisciplinarias relacionadas con la incorporación del arte (pintura, murales, música, colchas literarias, diarios e historias digitales) en el aprendizaje de la lengua española. Se explorará también cómo estos proyectos constituyen métodos pedagógicos efectivos que promueven la internalización, apropiación y aplicación del material aprendido al mismo tiempo que establecen un diálogo con la experiencia personal del alumno y con su realidad.

**290**

Thursday, June 28 9:30am-10:45am E-Poster Corner 2

**Speaking in rhythms: Incorporating dance and movement activities into the Spanish classroom****Presenter:** Ryan Patrick Casey; Lexington High School; Lexington, MA**Audience Level:** K-6|Middle/Junior High|Secondary (9-12)|Higher Ed**Theme:** Curriculum

This presentation will discuss concrete ways in which dance and movement can be integrated into Spanish curricula at varying levels. Participants will learn why such activities are beneficial to learners and how the National Dance Education Organization's Standards for Learning and Teaching Dance support this work. The presenter will provide specific ideas that can be used or adapted for the classroom to get students up and moving and talking about movement.

**Session Block 19****Thursday, June 28****11:00am – 11:30am****291**

Thursday, June 28 11:00am-11:30am USAL-FT Aula 2

**Learning to laugh and laughing to learn in the L2****Presenter:** Marcus Richard Welch; Wabash College; Crawfordsville, IN**Audience Level:** Secondary (9-12)|Higher Ed**Theme:** Methods/Techniques/Strategies

More and more students enter the classroom with anxiety not solely associated with L2 learning, but by life in general. This session will feature how humor in the secondary language classroom can be used as a pedagogical tool to promote cultural and communicative competence along with vocabulary acquisition. Such humor reduces stress and anxiety lowering the affective filter for not only improved SLA, but improved mental health, engagement, participation, and retention beyond the classroom as well.

**292**

Thursday, June 28 11:00am-11:30am USAL-FT Aula 4

**Aligning a Spanish program with general education and first-year experience to promote college success****Presenters:** Julie Bezzerides; Lewis-Clark State College; Lewiston, ID; Martin Gibbs; Lewis-Clark State College; Lewiston, ID**Audience Level:** Higher Ed**Theme:** Assessment

Introductory and intermediate language courses are key pieces of many general education programs at higher ed institutions. This session reports on a pilot project designed to integrate and emphasize essential first-year academic skills with High Impact Practice(s) into lower-division general education coursework, including beginning Spanish, and to support a collaborative teaching model. The goal of the project is to provide a foundation

for student success as measured by retention, satisfactory academic progress, and student self-assessment.

## 293

Thursday, June 28 11:00am-11:30am USAL-FT Aula 6

### **Marcadas ausencias de la nueva narrativa latinoamericana**

**Presenter:** Beatriz Muller-Marques; Florida International University; Miami, FL

**Audience Level:** Higher Ed

**Theme:** Literature/Literary Criticism/Literary Theory

Este trabajo se enfoca en la ausencia reveladora de mujeres, tanto como escritoras o como partícipes (in)visibles, dentro de la llamada nueva narrativa latinoamericana. Es nuestra intención ahondar en vacíos históricos y literarios que las relegan al silencio o la desaparición a partir de tres grupos femeninos particulares del momento: el primero, las escritoras mismas; el segundo, las esposas de los escritores que lo conforman; y por último, las editoras que se encargan de su diseminación mundial.

## 294

Thursday, June 28 11:00am-11:30am USAL-FT Aula 7

### **Adding service learning to study abroad courses as a tool for L2 students to become active citizens**

**Presenter:** Marcela Rojas; Azusa Pacific University; Azusa, CA

**Audience Level:** Secondary (9-12)|Higher Ed

**Theme:** Service Learning/Community Engagement

Based on a program offered in Costa Rica, this session analyzes the inclusion of service learning (SL) as a pedagogical tool in the curriculum of elementary Spanish classes. The presenter explores how such projects can have a positive impact on communicative skills and the development of the students' immediate and contextualized intercultural competence. After their daily classes, L2 students must complete SL hours by immersing in the target language and culture in order to be active citizens.

## 295

Thursday, June 28 11:00am-11:30am USAL-FT Aula 8

### **La educación del personaje femenino en *Niebla* de Miguel de Unamuno y *Margarita de Niebla* de Jaime Torres Bodet**

**Presenter:** Rubith Huizar; Alpha Public Schools; San Jose, CA

**Audience Level:** Secondary (9-12)|Higher Ed

**Theme:** Literature/Literary Criticism/Literary Theory

En esta ponencia presento el papel de los personajes femeninos más importantes de las novelas *Niebla* de Miguel de Unamuno y *Margarita de Niebla* del mexicano Jaime Torres Bodet. Las características de estos personajes representan el rol de las mujeres en la sociedad mexicana y la sociedad española en las primeras décadas del siglo XX, además de mostrar cómo las co-protagonistas de estas novelas pre-vanguardia y vanguardista utilizaban el método de la educación.

## 297

Thursday, June 28 11:00am-11:30am USAL-FT Aula 11

### **El fútbol: conéctate a la pasión y la fuerza de una nación unida porque el pueblo no sólo en el campo gana**

**Presenter:** Nadia Miranda Navas; Lake Washington School District; Redmond, WA

**Audience Level:** Middle/Junior High|Secondary (9-12)

**Theme:** Content-related Instruction

Un tema tanto cíclica, como eternamente importante para Hispanoamérica: el fútbol, razón de pasiones y sufrimientos que unen a naciones enteras alrededor de un balón, once jugadores y un sueño de grandeza. Sé parte de la historia, el desarrollo, los cambios, las tradiciones, la cultura y la alegría de un pueblo que se desborda cada cuatro años con la llegada de la Copa Mundial de la FIFA. Usa el material presentado para discutir más allá del campo de fútbol, de los aspectos sociales y económicos, geográficos y lingüísticos.

## 298

Thursday, June 28 11:00am-11:30am USAL-FT Aula 14

### **Ideologemas sobre la lengua desde la prensa española**

**Presenter:** Francisco M. Carriscondo-Esquivel; Universidad de Málaga; Málaga, España

**Audience Level:** Higher Ed

**Theme:** Linguistics

Esta sesión consiste en (1) la exposición de los principales ideologemas que afectan a la lengua española; (2) la demostración empírica de la presencia de dichos ideologemas en la prensa generalista publicada en España; (3) la aplicación de dichos ideologemas a dos escenarios fundamentales: Hispanoamérica y Estados Unidos; (4) la descripción del protagonismo de ambos escenarios; (5) la explicación del papel real que juega el componente cultural en el tratamiento mediático de la lengua española.

## 299

Thursday, June 28 11:00am-11:30am USAL-FT Aula 15

### **Gender and national identities in transnational telecollaboration**

**Presenter:** Leila Dacosta; University of Miami; Coral Gables, FL

**Audience Level:** Higher Ed

**Theme:** Technology

This presentation will focus on perceptions, generalizations, and stereotypes of gender and national identities in transnational telecollaboration and the role of professors and mediators in developing cultural sensitivity in order to improve partnerships online. Concepts such as transculturality (cultures are internally heterogeneous) and the impact of stereotype construction (which reduces and excludes partners) will be discussed.

**300**

Thursday, June 28 11:00am-11:30am USAL-FT Aula 16

**Building leadership skills along with language fluency in a study abroad program in Argentina****Presenter:** Amaya Amell; United States Military Academy, West Point; West Point, NY**Audience Level:** Higher Ed**Theme:** International Education/Study Abroad

During an academic study abroad program in Argentina with eight cadets, I piloted a new project that generated outstanding results. Each of the students was assigned a day during which they were in charge of setting up the entire itinerary. This task-based assignment allowed the students to use the language skills learned in the classroom and also to display their leadership qualities along with their ability to take charge of situations in a foreign country. This project can be used at any college and/or university regardless of the focus on leadership.

**301**

Thursday, June 28 11:00am-11:30am PAL La Maqueta

**Influencia de factores extralingüísticos en la adquisición de la variación lingüística por aprendices de español en el extranjero****Presenter:** Francisco Salgado-Robles; City University of New York; New York City, NY**Audience Level:** Higher Ed**Theme:** International Education/Study Abroad

Este trabajo investiga cómo factores extralingüísticos influyen en la adquisición de la variación dialectal (leísmo) por aprendices de español como segunda lengua (EL2) en un contexto académico en Madrid (España) de cuatro meses de duración. Esta investigación contribuye a ampliar el conocimiento sobre la adquisición de la variación sociolingüística en un contexto de inmersión, a documentar la relación entre las competencias intercultural y sociolingüística, y a dar a conocer el impacto del tipo de programa en el desarrollo sociolingüístico de aprendices de EL2.

**302**

Thursday, June 28 11:00am-11:30am PAL Sala Nivel 0

**De la urbe al lecho: la presencia de Pérez Galdós en la obra de Rosa Chacel****Presenter:** Paloma Martínez Carbajo; Academia Cotopaxi American International School; Quito, Ecuador**Audience Level:** Higher Ed**Theme:** Literature/Literary Criticism/Literary Theory

Ante la lectura de la obra chaceliana, es difícil no observar una gran similitud entre su narrativa y el quehacer galdosiano. De esta manera, se sugiere que el espacio ciudadano, contexto al que recurre una y otra vez el novelista canario, se vuelve protagonista pseudo-invisible en el quehacer de Rosa Chacel, tersamente camuflado en un mundo de monólogos interiores. Londres, París, Madrid y Valladolid, entre otros lugares, hacen sentir su presencia, conjugando el medio urbano con el rural; aunque será la capital del reino español la que adquiera un papel protagonista.

**303**

Thursday, June 28 11:00am-11:30am PAL Sala Mayor

**El Orishaismo como paradigma del Cimarronaje en el español****Presenter:** Adonis Díaz Fernández; The University of the West Indies, St. Augustine Campus; St. Augustine, Trinidad and Tobago**Audience Level:** Higher Ed**Theme:** Literature/Literary Criticism/Literary Theory

En la literatura oral africana existe un género poético llamado *owé* (proverbio), que se utiliza en el español del día a día en Cuba y que no es nada más que el resultado de toda una concepción filosófica transmitida de forma oral de generación en generación. El Orishaismo es un fenómeno sociocultural que explora el empleo del lenguaje poético de la cultura popular de origen esencialmente africano como ejemplo de reafirmación identitaria.

**304**

Thursday, June 28 11:00am-11:30am PAL Aula 2

**Crowdsourcing in a competitive job market: Opportunities and challenges for language-related tasks****Presenter:** Ivan Ortega-Santos; University of Memphis; Memphis, TN**Audience Level:** Higher Ed**Theme:** Translation and Interpretation

A detailed overview of the advantages and limits of crowdsourcing platforms such as Amazon's *Mechanical Turk* for language-related tasks involving Spanish is provided by focusing on best practices, quality control, worker payments, worker demographics and previously successful projects (e.g., translation tasks). The results are relevant for teachers of translation courses and, in general, for teachers interested in the evolution of the job market and the competition that Spanish graduates may face, as well as for employers in need of a Spanish-speaking workforce.

**305**

Thursday, June 28 11:00am-11:30am E-Poster Corner 1

**Pedagogía culturalmente receptiva: celebrando el mes de la historia negra en el aula de español****Presenter:** Kimberly Monique Kelly; Guilford County Schools; Greensboro, NC**Audience Level:** K-6 | Middle/Junior High | Secondary (9-12) | Higher Ed**Theme:** Culture

Los afroamericanos siguen desempeñando un papel influyente en la cultura de EE.UU. Sin embargo, el número de afroamericanos que estudian idiomas del mundo en los niveles secundario y universitario es considerablemente bajo. Esta sesión de e-poster proporciona estrategias para cerrar las brechas de inscripción y retención al incorporar pedagogía culturalmente receptiva en el aula de español como un enfoque centrado en el estudiante para la enseñanza, en el cual se identifican y se nutren las fortalezas culturales únicas de los estudiantes.

306

Thursday, June 28 11:00am-11:30am E-Poster Corner 2

### El español en contacto con el kichwa: una lección interactiva

**Presenter:** Leonardo Vicente Carvajal Gamarra; Michigan State University; East Lansing, MI

**Audience Level:** Higher Ed

**Theme:** Linguistics

Ecuador presenta contacto tanto dialectal como con otras lenguas, especialmente en la región sierra. En esta sesión se plantea una lección interactiva sobre este tema para incorporar en una clase de introducción a la lingüística hispánica o sociolingüística hispánica. La clase girará en torno a tres videos de ecuatorianos hablando y los estudiantes deberán identificar las características lingüísticas y sublingüísticas más sobresalientes de estos hablantes.

307

Thursday, June 28 11:45am-1:00pm USAL-FT Aula 2

### Interactuando con estudiantes/Estudiantes interactuando: proyectos de vídeo para todos los niveles de español

**Presenter:** Martha Eileen Davis; Northern Virginia Community College; Alexandria, VA

**Audience Level:** Higher Ed

**Theme:** Methods/Techniques/Strategies

Los proyectos de vídeo permiten a los estudiantes interactuar no solamente con la lengua española y las culturas hispanas sino también con sus compañeros de clase de manera significativa. En esta sesión, los asistentes verán videoclips de estudiantes terciarios de nivel principiante hasta intermedio y avanzado, hablarán de las prácticas adecuadas y explorarán temas posibles de proyectos. Se compartirán pautas y rúbricas que los asistentes pueden utilizar en sus clases.

307A

Monday, June 25 5:15pm-6:30pm USAL-FT Aula 6

### Want better speakers? Set proficiency targets!

**Presenter:** Gregory Winfield Duncan; InterPrep; Marietta, GA

**Audience Level:** K-6|Middle/Junior High|Secondary (9-12)|Higher Ed

**Theme:** Methods/Techniques/Strategies

Most students hope to learn how to speak a language as the result of their investment of time in world language courses. Sadly, not many students are able to claim that as an outcome. Fortunately, more and more schools are realizing that, if we set proficiency targets for each year of learning, students can inch their way toward higher proficiency levels and develop the desire to continue language learning even after requirements are met. This session will examine how we can reach the goal of happier and more proficient speakers.

Session Block 20

Thursday, June 28

11:45am – 1:00pm

308

Thursday, June 28 11:45am-1:00pm USAL-FT Aula 6

### Interpersonal communication and cultural immersion in study abroad programs

**Presenters:** Eduardo Negueruela Azarola; ILCE Universidad de Navarra; Pamplona, Spain; José Manuel Pagán Rodríguez; ILCE Universidad de Navarra; Pamplona, Spain; Isabel Torrubia Gortari; ILCE Universidad de Navarra; Pamplona, Spain; Sofía Sánchez Moreno; ILCE Universidad de Navarra; Pamplona, Spain

**Audience Level:** Secondary (9-12)|Higher Ed

**Theme:** International Education/Study Abroad

**Promoting authentic interpersonal communication in the study abroad context: Documenting improvisations, communicative roles, and genuine transactions.** This hands-on session explores one of the challenges facing study abroad contexts today: the shrinking field of communicative opportunities even in study abroad contexts. Outside classroom experiences are not enough to learn languages in a globalized and digitally connected world. Presenters will share concrete examples of communicative tasks implemented in study abroad contexts. These tasks are based on a rich understanding of interpersonal communication, improvisation, role sensitivity, and genuine transactions.

**Presenters:** Carmen Carracelas Juncal; The University of Southern Mississippi; Hattiesburg, MS; Yvonne Gavela; Universidad de Navarra; Pamplona, Spain

**Audience Level:** Secondary (9-12)|Higher Ed

**Theme:** International Education/Study Abroad

**Designing language courses to maximize meaningful cultural immersion in study abroad contexts.** Study abroad programs tend to rely on students' communicative exchanges outside of the classroom to provide the immersion contexts that lead to language development and cross-cultural sensitivity. But is it enough? This session will discuss the challenges facing linguistic and cultural immersion in the study abroad context, the need to look at the study abroad curriculum, and the importance of designing courses that support and promote meaningful immersion. The presenters will share concrete examples of course design and what they have learned from student feedback.

Stay up to date and connected!

Conference updates available on ...

Twitter: <http://twitter.com/AATSPglobal>

Facebook: <http://facebook.com/AATSPglobal>

T  
H  
U  
R  
S  
D  
A  
Y

**309**

Thursday, June 28 11:45am-1:00pm USAL-FT Aula 7

**Exploring the deep "C": Culture beyond food, flags, and fiestas****Presenters:** Ryan Rockaitis; Deerfield High School; Deerfield, IL; Mercedes Koch; Deerfield High School; Deerfield, IL**Audience Level:** Middle/Junior High|Secondary (9-12)|Higher Ed  
**Theme:** Culture

If students are to succeed in a global society, they must look beyond food, flags, and fiestas, and think deeply about the products, practices, and perspectives of the target cultures. Presenters will share resources to engage students in their exploration of culture. Participants will leave with a repertoire of strategies to engage all students in meaningful cultural conversations in the target language.

**310**

Thursday, June 28 11:45am-1:00pm USAL-FT Aula 8

**The effects of instruction type and feedback on the learning of the Spanish passive****Presenters:** Paul A. Malovrh; University of South Carolina; Columbia, SC; Alecia Nichols; University of South Carolina; Columbia, SC; James Lee; University of New South Wales; Sydney, Australia; Stephen Doherty; University of New South Wales; Sydney, Australia**Audience Level:** Secondary (9-12)|Higher Ed  
**Theme:** Applied Linguistics/Second Language Acquisition

The panelists' fundamental belief is that the better we understand how learners learn, the better we can design forward-looking curricula. We use online processing measures, such as eye-tracking and the moving window technique, because they reflect processes happening in the learners' heads while they are carrying out language learning activities. The panelists present their research on the second language acquisition of the Spanish passive by classroom learners to explore major issues on the effects of instruction, instruction type, and feedback.

**311**

Thursday, June 28 11:45am-1:00pm USAL-FT Aula 10

**Uso de las imágenes que van más allá de la adquisición de lengua****Presenter:** Dulu Hsiao; Black Hills State University; Spearfish, SD**Audience Level:** Higher Ed  
**Theme:** Culture

Esta sesión tiene como objetivo ofrecer una secuenciación de tareas con imágenes que van más allá de su mera función lingüística. Las imágenes están seleccionadas de manuales de ELE y de fuentes auténticas por su valor pedagógico, comunicativo y universal que, además de estimular las cuatro destrezas lingüísticas, fomentan el pensamiento crítico, la conciencia cultural y la competencia global.

**312**

Thursday, June 28 11:45am-1:00pm USAL-FT Aula 11

**La literatura como auxiliar en la enseñanza del español como lengua extranjera****Presenter:** Sybil P. Sánchez-González; Randolph High School; Randolph, NJ**Audience Level:** Secondary (9-12)  
**Theme:** Teaching of Literature

El estudio de otra lengua a través de la literatura provee a los estudiantes la oportunidad de explorar la perspectiva cultural y de conocimiento, los anima a hacer conexiones y comparaciones desde el punto de vista literario y cultural, ayudándolos a su vez con el desarrollo y proficiencia en el uso del lenguaje así como la habilidad de análisis desde un punto crítico. Los participantes podrán explorar diferentes estrategias a ser usadas en el salón de clase conjuntamente con obras literarias enmarcadas en los temas de AP Lengua y Literatura.

**313**

Thursday, June 28 11:45am-1:00pm USAL-FT Aula 14

**Emphasizing diverse cultural experiences while maintaining linguistic course outcomes in a standardized language program course****Presenters:** Eileen Margaret Anderson; Duke University; Durham, NC; Rebecca Amelia Ewing; Duke University; Durham, NC; María Romero; Duke University; Durham, NC**Audience Level:** Middle/Junior High|Secondary (9-12)|Higher Ed  
**Theme:** Content-related Instruction

Despite a myriad of research suggesting that language students benefit from a thematic approach to language learning, a disconnect between lower-level language courses and upper level thematic classes still exists. This panel offers approaches to teaching intermediate courses that integrate learning through culturally-focused content. We will share examples of how programs can complete linguistic goals through service-learning courses, experiential learning, and content-based syllabi, obtaining thematic diversity across courses and maintaining standardized outcomes.

**314**

Thursday, June 28 11:45am-1:00pm USAL-FT Aula 15

**Critical thinking strategies in the intermediate-level second language curriculum****Presenter:** Sílvia A. Oliveira; Rhode Island College; Providence, RI**Audience Level:** Higher Ed  
**Theme:** Methods/Techniques/Strategies

This presentation discusses "Learning to Think" strategies in the intermediate-level second language college Portuguese curriculum. Activities such as Socratic questioning, problem-based learning, and dilemma case studies are proven to be effective in increasing student engagement, learning, and cultural awareness, but how does one embed them in the curriculum at the intermediate level while maintaining a focus on proficiency outcomes in the three modes of communication—interpersonal, interpretive, and presentational?

## 315

Thursday, June 28 11:45am-1:00pm USAL-FT Aula 16

### Cultural mediation, inclusion, and acquisition

**Presenter:** María Jesús Barros García; Saint Xavier University; Chicago, IL

**Audience Level:** Secondary (9-12)| Higher Ed

**Theme:** Culture

**La formación de profesor y alumno como mediadores culturales.** Si alguien le pregunta sobre la importancia de la cultura en el aula de L2, probablemente responda que su papel es fundamental y que usted trata de integrarla siempre que puede pero, ¿qué cultura enseña? ¿Cómo la enseña? ¿Es posible incluir la cultura de los más de 20 países hispanohablantes en un curso de español? ¿En qué niveles es más apropiado tratar los diferentes referentes culturales? En esta sesión trataremos de dar respuestas a estas preguntas y reflexionar sobre la importancia de que el profesor y el alumno desarrollen habilidades de mediación cultural.

**Presenter:** Lila McDowell Carlsen; Pepperdine University; Malibu, CA

**Audience Level:** Higher Ed

**Theme:** Technology

**Cultivating Spanish language and cultural acquisition through the Google Ecosystem.** This session will demonstrate how to use the Google G Suite of applications to enhance Spanish language and culture courses. Students use these features to collaborate through writing, presenting, and creative expression in a way that supports current best practices in Spanish language and cultural acquisition. The cloud-based Google Ecosystem allows for streamlined organization and class communication using existing course materials. Session participants are encouraged to bring a laptop for a guided exercise.

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

**Audience Level:** Middle/Junior High|Secondary (9-12)|Higher Ed

**Theme:** Learner Variables/Diverse Learners

**Practical tips for making your world language classroom culturally inclusive.** Our responsibility to create a classroom culture that is inclusive to all students regardless of gender, race, religion, citizenship, class, or sexual orientation is not diminished simply by teaching a minority language. This presentation will focus on pedagogical practice in the world language classroom that aims to welcome and give equal voice to all students. It will offer explicit and implicit measures starting with course planning and continuing through to course wrap-up.

## 316

Thursday, June 28 11:45am-1:00pm PAL La Maqueta

### Integration of culture into world language classrooms

**Presenters:** Ivonne Bruneau-Botello; Montgomery College; Takoma Park / Silver Spring, MD; Cristina Daley Butler; Montgomery College; Rockville, MD

**Audience Level:** Middle/Junior High|Secondary (9-12)|Higher Ed

**Theme:** Content-related Instruction

Educators will learn to optimize their teaching and student learning experience by consistently integrating language and culture in the world language classrooms. Through practical activities, this session provides participants with materials and information on how to support the language learner in capturing the nuances and cultural aspects taught, while integrating grammar and vocabulary in the lesson(s). The presenters use a PPT with exercises of cultural units to model how students acquire cultural sensitivity while learning the language studied.

## 317

Thursday, June 28 11:45am-1:00pm PAL Sala Nivel 0

### Don Quijote: el hombre, las aventuras, el mapa y el escudo

**Presenter:** Cheryl Pappademas Berman; Newington Public School; Newington, NH

**Audience Level:** K-6|Middle/Junior High

**Theme:** Teaching of Literature

Esta sesión comparte el trabajo de estudiantes de once-doce años y la literatura de *Don Quijote de la Mancha*. La obra fomenta valores como la lealtad, la amistad, el amor y la justicia. La unidad sobre *Don Quijote* promueve la fluidez en todas las destrezas del idioma y las actividades fortalecen la enseñanza en el modo interpretativo. También, los estudiantes crean un escudo, un antiguo mapa de España y un libro de frases relacionadas con imágenes de los personajes.



**318**

Thursday, June 28 11:45am-1:00pm PAL Aula 2

**Spiritual autobiographies in 15<sup>th</sup>- and 16<sup>th</sup>-century Spain****Presenter:** Jane Tar; University of St. Thomas; St. Paul, MN**Audience Level:** Higher Ed**Theme:** Literature/Literary Criticism/Literary Theory

**Colonial print editions of a Salamancan nun writer's spiritual autobiography.** First published in Salamanca, Spain in 1632, Ana María de San José's spiritual autobiography was republished twice in Mexico and once in Peru in the seventeenth century. This paper examines the text's dual function as a vehicle for Spanish Franciscan causes (such as the conversion of indigenous peoples) and as an accessible model for women's visionary and devotional activities in the Americas.

**Presenter:** Anne Marian Pasero; Marquette University; Milwaukee, WI**Audience Level:** Secondary (9-12)|Higher Ed**Theme:** Teaching of Literature

**Poetry and pedagogy in Santa Teresa of Avila: Affirming life lessons for women.** An examination of Teresa of Ávila's autobiography *Vida* in conjunction with her relevant poetry as texts which focus on expression of the female essence from an initial apparently negative perspective, only to find that repeated devices, images and rhetorical strategies result in a powerful, positive presentation of self. What appears as denial and negation of the feminine ultimately becomes an affirmation of power and authority.

**319**

Thursday, June 28 11:45am-1:00pm E-Poster Corner 1

**The use of ePortfolios as an effective tool to teach culture in a Spanish class****Presenter:** Miriam Carrasquel-Nagy; Front Range Community College; Fort Collins, CO**Audience Level:** Higher Ed**Theme:** Technology

An ePortfolio is a formative assessment tool that empowers students to be in charge of their language learning. This presentation addresses a pilot study conducted in a Spanish class in which students were required to design a cultural ePortfolio. One of the aims of this study is to make students aware that languages cannot be taught in a vacuum. By collecting cultural information about Spanish-speaking countries, students expand their understanding and obtain a wider perspective of other cultures.

**320**

Thursday, June 28 11:45am-1:00pm E-Poster Corner 2

**Content standard mindmap + posters + presentations****Presenter:** Silvia Orellana Buckley; Saint Hilary School; Tiburon, CA**Audience Level:** K-6 | Middle/Junior High | Secondary (9-12)**Theme:** Assessment

The presenter will provide information on activities to promote the three modes of communication with a focus on reading. Students read and interpret a text, discuss the text and decide how to present the information to their classmates using visuals such as posters. Students then present the visual using only the target language.

Thursday, June 28 12:00pm – 1:00pm PAL Sala Mayor

**JCYL–USAL Plenary****Richard Bueno Hudson;** Instituto Cervantes: “Evolución de la enseñanza del español y su certificación”**Session Block 21****Thursday, June 28****1:15pm – 1:45pm****321**

Thursday, June 28 1:15pm-1:45pm USAL-FT Aula 2

**Traducción audiovisual para la mejora del español****Presenter:** Elena Carrión-Guerrero; Boston University; Boston, MA**Audience Level:** Secondary (9-12)|Higher Ed**Theme:** Translation and Interpretation

La subtitulación es una de las modalidades de traducción que ha evolucionado más en los tiempos modernos. Esta sesión se centra en una explotación didáctica realizada con universitarios de nivel intermedio en la que mediante la creación de subtítulos se trabajan distintos aspectos de la lengua. Esta sesión mostrará cómo usar esta estrategia en el aula y así trasladar el mensaje a la lengua de llegada partiendo de material auténtico y creando un producto final.





## 322

Thursday, June 28 1:15pm-1:45pm USAL-FT Aula 4

### Los verbos pseudo-copulativos de cambio en las gramáticas, diccionarios y manuales didácticos del español

**Presenter:** Belén Huarte; Glendon College/York University; Toronto, Ontario, Canada

**Audience Level:** Higher Ed

**Theme:** Linguistics

En la enseñanza de español a francófonos y anglófonos los verbos pseudo-copulativos de cambio, que están cargados de una especificación aspectual y que son heterogéneos en su comportamiento sintáctico, originan una gran dificultad en nuestros estudiantes. Al escollo que causa además la adquisición de estos verbos como nos señalan (Morimoto, 2007 o Porroche, 1988) se une la confusión que crea la similitud en ciertas características con algunos verbos auxiliares.

## 323

Thursday, June 28 1:15pm-1:45pm USAL-FT Aula 6

### El hombre español en Alemania: masculinidad, trabajo y emigración en *Vida de un emigrante español*

**Presenter:** Iker González-Allende; University of Nebraska-Lincoln; Lincoln, NE

**Audience Level:** Higher Ed

**Theme:** Literature/Literary Criticism/Literary Theory

Esta presentación analizará las conexiones entre emigración y masculinidad en *Vida de un emigrante español* (1979) de Víctor Canicio. Esta novela, basada en hechos reales, narra la historia de un hombre de la clase trabajadora que posee una concepción tradicional de la masculinidad basada en la importancia del hogar heteronormativo y el sacrificio por su familia. La novela muestra cómo la emigración puede favorecer el sentido de la masculinidad de los hombres al ganar estos más dinero pero también afectarla negativamente por la discriminación y la nostalgia que padecen.

## 324

Thursday, June 28 1:15pm-1:45pm USAL-FT Aula 7

### Enseñanza de la pragmática a través del *Corpus Español Multimodal de Actos de Habla*

**Presenter:** Marta Vacas Matos; IES Abroad; Madrid, Spain

**Audience Level:** Higher Ed

**Theme:** Applied Linguistics/Second Language Acquisition

La mayoría de los errores que se cometen en una lengua extranjera no están relacionados sólo con la gramática y el léxico, sino también con la pragmática. *El Corpus Español Multimodal de Actos de Habla* (COR.E.M.A.H.) es un recurso avanzado que sirve para enseñar, analizar y comparar tres actos de habla conflictivos para los aprendientes (los cumplidos, el rechazo y las disculpas) y las fuentes de los posibles errores pragmáticos. Dada la naturaleza multimodal del COR.E.M.A.H.,

se analizarán las diferencias en el lenguaje no verbal en los 108 vídeos transcritos y etiquetados que lo componen.

## 325

Thursday, June 28 1:15pm-1:45pm USAL-FT Aula 8

### Exploring the oral history project as an authentic performance assessment for Spanish language learners

**Presenter:** Heidý Cuervo Carruthers; Southern Illinois University Edwardsville; Edwardsville, IL

**Audience Level:** Secondary (9-12)|Higher Ed

**Theme:** Methods/Techniques/Strategies

This session explores the experiences of Spanish language learners from participating in an oral history project. Participants located, interviewed, transcribed, and reported histories from native speakers of Spanish within the local community. The transcripts were translated into English to be published in an online encyclopedia with the purpose of creating history for future historians. Data was collected in the form of surveys, observations, and assessments.

## 326

Thursday, June 28 1:15pm-1:45pm USAL-FT Aula 10

### Cultural sensitivity and social healing in Canadian universities: Contributions from Latin American Studies

**Presenter:** David Rozotto; University of Waterloo; Waterloo, Ontario, Canada

**Audience Level:** Higher Ed

**Theme:** Culture

In 2015, Canada's Truth and Reconciliation Commission reported on the cultural genocide against First Nations through Indian Residential Schools. This started a process of renewed relations with Aboriginal peoples. As Canadian universities include this in their agendas, how can Latin American studies programs contribute? This paper explores opportunities and challenges of integrating cultural sensitization projects in relation to Indigenous Peoples within the context of Latin American culture courses as a means to contribute to reconciliation efforts in our host country.

### **Announcements and Reminders**

Sent out every 2–3 weeks throughout the year

Notify us at [AATSPOffice@aatsp.org](mailto:AATSPOffice@aatsp.org) to update your record.

**327**

Thursday, June 28 1:15pm-1:45pm USAL-FT Aula 11

**Maura: una novela por entregas de Concepción Gimeno de Flaquer****Presenter:** Ana Isabel Simón-Alegre; Adelphi University; Garden City, NY**Audience Level:** Higher Ed**Theme:** Literature/Literary Criticism/Literary Theory

El objetivo de esta comunicación es analizar la novela *Maura*, publicada por entregas y escrita por Concepción Gimeno de Flaquer en 1888. La novela *Maura* está ambientada en Cuba y su protagonista es una mujer mestiza. *Maura* contiene una condena rotunda a la esclavitud, a los malos tratos y la expresión de cualquier actitud altanera española en el Caribe. Esta obra continuaba la saga de la novela *Sab* de Gomez Avellaneda.

**328**

Thursday, June 28 1:15pm-1:45pm USAL-FT Aula 14

**How Spanish immersion schooling can affect the language development of child heritage speakers****Presenter:** Michele Goldin; Rutgers University; New Brunswick, NJ**Audience Level:** K-6|Higher Ed**Theme:** Linguistics

Heritage language bilingual children display differential outcomes to monolingual children and to dominant bilinguals in non-heritage contexts. This study aims to contribute to the understanding of the role of academic instruction in bilingual language development of heritage children living in the US. The findings revealed that immersion schooling does indeed play an effective role in maintaining the heritage language and that these English dominant bilingual children show cross-linguistic influence from Spanish.

**329**

Thursday, June 28 1:15pm-1:45pm USAL-FT Aula 15

**“Vamos lá!”: jogo de mesa que acompanha Ponto de Encontro****Presenter:** Fernanda Bueno; Baylor University; Waco, TX**Audience Level:** Higher Ed**Theme:** Instructional Materials

Ao integrar vocabulário, estruturas, desafios e perguntas culturais, este jogo tem o propósito de ser mais um veículo de prática e aprendizado do português a nível básico e intermediário. Acompanhando a sequência do livro *Ponto de Encontro*, foram selecionadas as cartas de vocabulário, estrutura e cultura, que podem ser combinadas com várias lições ou usadas separadamente. O aspecto cultural é relevante, uma vez que as mexidas do jogo são “visitas” a países de língua portuguesa, expondo simultaneamente a variedade de culturas e regiões onde o português é falado.

**330**

Thursday, June 28 1:15pm-1:45pm USAL-FT Aula 16

**Un programa intergeneracional de lengua y cultura: seniors y estudiantes de ELE****Presenter:** Ana García-Allen; The University of Western Ontario; London, Ontario, Canada**Audience Level:** Middle/Junior High|Secondary (9-12)|Higher Ed**Theme:** Service Learning/Community Engagement

El programa intergeneracional propuesto, implícitamente reconoce que todas las personas que están aprendiendo una lengua también tienen algo que ofrecer, su lengua materna y su cultura. Como Newman y Hatton-Yeo (2008) indican, la creación de oportunidades para un aprendizaje intergeneracional y el desarrollo de relaciones significativas entre personas mayores y jóvenes entre los que no existen lazos familiares, es fundamental para los programas intergeneracionales. En esta sesión describo el diseño del programa, su implementación y los resultados preliminares.

**332**

Thursday, June 28 1:15pm-1:45pm PAL Sala Nivel 0

**State of immersion in study abroad: How do L2 Spanish students compare?****Presenter:** Melanie D'Amico; Indiana State University; Terre Haute, IN**Audience Level:** Secondary (9-12)|Higher Ed**Theme:** Applied Linguistics/Second Language Acquisition

This study investigated the immersion of 65 L2 students studying abroad for one semester. Data came from students of French, German, Italian and Spanish. Spanish students were found to experience higher levels of immersion with higher-quality language contact. Higher immersion was due to greater interaction with native speakers, more participation in out-of-classroom activities, less contact with US students and less travel away from the L2 environment. Also, Spanish students were the only ones in homestays, which greatly influenced their level of immersion.

**333**

Thursday, June 28 1:15pm-1:45pm PAL Aula 2

**Bifocal vision: Seeing Spain through the eyes of US academics, 1875-1900****Presenter:** Hazel Gold; Emory University; Atlanta, GA**Audience Level:** Higher Ed**Theme:** Literature/Literary Criticism/Literary Theory

This paper examines travel books by North American academics: *Impressions of Spain* (1899), by Harvard professor-diplomat James Russell Lowell, and *Spanish Highways and Byways* (1900), by American feminist and Wellesley professor Katherine Lee Bates. Lowell's political dispatches (1877-80) reveal Spain's official image at a moment of political calm. Bates, writing post-1898, reads Spain through imperial eyes as a middle-class American traveling abroad, attentive to gender issues. Together they offer insight into Spain's elite and popular faces in the US imaginary.

### 334

Thursday, June 28 1:15pm-1:45pm E-Poster Corner 1

## Avoiding common mistakes: The art of proofreading

**Presenter:** Tatiana Botero; University of Notre Dame; Notre Dame, IN

**Audience Level:** Secondary (9-12)| Higher Ed

**Theme:** Instructional Materials

This e-poster presentation will discuss several practical, hands-on activities to engage students in the evaluations of their own work. The presenter will address activities that the students can do to catch their own errors, be more aware of patterns of errors, and avoid repetition. This activity teaches students to be careful proofreaders and shows them to avoid unnecessary errors that negatively impact their grades and learning. This also teaches the students to be active learners.

### 335

Thursday, June 28 2:00pm-2:30pm USAL-FT Aula 2

## Translation, film, and oral history as methods to teach heritage students at the university level

**Presenter:** Maria A. Beltran-Vocal; DePaul University; Chicago, IL

**Audience Level:** Higher Ed

**Theme:** Language for Specific Purposes

This paper addresses the use of translation, film, and oral history as teaching methods and how the selected texts, films, and translation material aids in the learning of oral and written skills, as well as cultural identity. This training aids them professionally and develops their cultural knowledge of the diverse and complex Latin@ cultures.



### Session Block 22

Thursday, June 28

2:00pm – 2:30pm

### 336

Thursday, June 28 2:00pm-2:30pm USAL-FT Aula 4

## A review of Spanish Community-Based Learning literature and a model to consider moving forward

**Presenter:** Rachel Parroquin; University of Notre Dame; Notre Dame, IN

**Audience Level:** Higher Ed

**Theme:** Service Learning/Community Engagement

In the past two decades Spanish Community-Based-Learning (CBL) has expanded and deepened. This paper will review literature on Spanish CBL and second language CBL. In addition, examples will be presented from the University of Notre Dame's Spanish CBL to present a model that built on the strong foundation in the literature to be a forward looking program that moves the field forward. Faculty, community partner, and student perspectives will be included.

### 337

Thursday, June 28 2:00pm-2:30pm USAL-FT Aula 6

## Poesía y Humanidades Digitales: Una experiencia integradora en la clase de español

**Presenter:** Julián J. Arribas; University of Alabama-Birmingham; Birmingham, AL

**Audience Level:** Higher Ed

**Theme:** Teaching of Literature

La presente ponencia comparte los resultados de una experiencia que puede servir como estrategia para integrar nuevas líneas de lectura e interpretación de textos poéticos en la clase de español de nivel avanzado en el sistema americano. Se compiló aleatoriamente una selección de 300 poemas que fueron clasificados, según los siguientes agrupamientos, por: (a) el año de publicación en cuatro épocas sucesivas, (b) el tema y subtema del poema, (c) el nombre de autor, y (d) el género de la obra. El proceso de la experiencia, los resultados y las conclusiones se explican.

**338**

Thursday, June 28 2:00pm-2:30pm USAL-FT Aula 7

**Fifth-semester Spanish students' contribution to the Smithsonian's National Museum of American History****Presenters:** Maria Elizabeth Mahaffey; University of North Carolina at Charlotte; Charlotte, NC; **Concepción Godev;** University of North Carolina at Charlotte; Charlotte, NC**Audience Level:** Secondary (9-12)| Higher Ed**Theme:** Culture

The presenters will walk the audience through the different phases of a project that involved having students reflect on the Bracero Program that brought Mexican workers to the United States in 1942-1964. Two of the outcomes of the project were the translation into Spanish of personal letters that are archived in the Smithsonian and the bilingual read-aloud of those letters at a translation event hosted on campus.

**339**

Thursday, June 28 2:00pm-2:30pm USAL-FT Aula 8

**“Casa tomada” de Julio Cortázar: una mirada cultural e interpretativa al intrigante cuento del escritor argentino****Presenter:** Sara M. Nemoy; Lower Merion High School; Ardmore, PA**Audience Level:** Secondary (9-12)| Higher Ed**Theme:** Culture

Esta sesión tiene como finalidad analizar el cuento “Casa tomada” de Julio Cortázar desde una perspectiva cultural, teniendo en cuenta los modos de comunicación y el uso de tecnología en el aula. A través de la lectura del cuento mencionado, aprenderemos sobre ciertos aspectos culturales relevantes, se indagarán los posibles tres niveles de interpretación de la historia dando el respectivo marco histórico social de referencia, y finalmente, serán dadas específicas ideas de evaluación, incluyendo evaluaciones tradicionales y representaciones no lingüísticas.

**340**

Thursday, June 28 2:00pm-2:30pm USAL-FT Aula 10

**¿«Romancero gitano» o «El romancero gitano»? ¿«Cantar de Mío Cid» o «El Cantar de Mío Cid»? Enseñar a usar el artículo en los títulos literarios****Presenter:** Carlos Alonso Hidalgo Alfageme; Politechnika Slaska; Gliwice, Poland**Audience Level:** Secondary (9-12)| Higher Ed**Theme:** Methods/Techniques/Strategies

¿Por qué Machado tituló su obra “Campos de Castilla” y no “Los campos de Castilla?” Si un estudiante escribe un texto literario, ¿debe o no usar el artículo determinado en el título? ¿Qué características de un texto literario se asocian con el uso del artículo en su título? ¿Cómo discutir estas características con los estudiantes? ¿Es el uso del artículo en el título una cuestión

artística o responde a una regularidad definida? Las respuestas a estas preguntas se pondrán a prueba con numerosos ejemplos.

**341**

Thursday, June 28 2:00pm-2:30pm USAL-FT Aula 11

**Heritage language programs and speakers in Texas****Presenter:** Sheryl L. Santos-Hatchett; University of North Texas at Dallas; Dallas, TX**Audience Level:** K-6| Middle/Junior High| Secondary (9-12)| Higher Ed**Theme:** Curriculum

**Secondary dual language immersion programs in Texas.** The recent success of Spanish/English dual language immersion (DLI) programs at the elementary grades in Texas has created a budding demand for their continuity into the middle grades and high school. This study examines implementation issues unique to secondary programs. While there are bureaucratic, financial, and pedagogical concerns, the study also reveals the potential of secondary DLI programs to revitalize the study of Spanish in college, foster intercultural relations, and better prepare students for careers in a global society.

**Presenter:** Patrick Eklund Lawrence; University of Texas at Austin; Austin, TX**Audience Level:** Higher Ed**Theme:** Linguistics

**Desplazamiento y vaivén: An examination of language shift among heritage language speakers of Spanish in Central Texas.** Intergenerational language from Spanish to English is well-documented in American Spanish-speaking communities and is especially common for heritage language learners of Spanish (HLS). This study examined intergenerational language shift among 12 HLS speakers via the frequency of errors in gender concord, mood, and aspect. Using Spanish-language interviews to collect data, this study found highly reduced subjunctive usage and agreement between a noun and a determiner among third- and fourth-generation HLS speakers in comparison to second-generation HLS speakers.

**342**

Thursday, June 28 2:00pm-2:30pm USAL-FT Aula 14

**Las profecías de Pío Baroja: visión apocalíptica de la civilización occidental en *El Hotel del Cisne*****Presenter:** Mercedes Tasende; Western Michigan University; Kalamazoo, MI**Audience Level:** Higher Ed**Theme:** Literature/Literary Criticism/Literary Theory

La novela de Baroja titulada *El Hotel del Cisne*, redactada en París poco antes de la Segunda Guerra Mundial, ha sido reducida por la crítica a una serie de experiencias oníricas carentes de interés. Lo cierto es que los sueños del protagonista pronostican los efectos devastadores de la nueva guerra que está a punto de arrasarse Europa. En este trabajo se mostrará cómo Baroja recurre a una serie de imágenes apocalípticas presentes en la tradición judeocristiana y en la pintura europea renacentista para articular su visión del futuro de la civilización occidental.

**343**

Thursday, June 28 2:00pm-2:30pm USAL-FT Aula 15

**The effect of 3D virtual environments on acquisition of L2 vocabulary****Presenter:** Andrés Felipe Jiménez-Rodríguez; Arizona State University; Phoenix, AZ**Audience Level:** Higher Ed**Theme:** Language for Specific Purposes

The purpose of the present paper is twofold; first, we present an empirical study evaluating the effect of a novel CALL tool for vocabulary acquisition based on three dimensional virtual environments (3DVE) versus computerized spaced repetitions (Flashcards) on an advanced LSP Spanish for healthcare course. Results suggest that the immersive nature of the 3DVE increased vocabulary learning and retention rates. Second, we demonstrate that Klimesch (2013) connectivity theory can be successfully applied in computer mediated environments to improve lexical gains.

**344**

Thursday, June 28 2:00pm-2:30pm USAL-FT Aula 16

**How an interdisciplinary program can facilitate immersion-type activities****Presenter:** Jeremy J. Kasten; Brookwood School; Thomasville, GA**Audience Level:** K-6|Middle/Junior High|Secondary (9-12)**Theme:** Content-related Instruction

This session presents a case study of private school sophomores in the southeastern U.S. to show how language teachers can take advantage of the material being taught in other courses to create immersion-type activities in a traditional language program to strengthen comprehensible input, reduce students' anxiety, and help to integrate language programs into the core curriculum.

**345**

Thursday, June 28 2:00pm-2:30pm PAL La Maqueta

**El español sin fines comunicativos: la comprensión lectora para la investigación****Presenter:** M. Pilar Asensio-Manrique; Yale University; New Haven, CT**Audience Level:** Higher Ed**Theme:** Language for Specific Purposes

Leer con precisión en español puede ser una necesidad para investigadores extranjeros. Este grupo específico no está interesado en desarrollar competencias comunicativas enfocadas en situaciones de la vida real, sino en adquirir una habilidad lingüística parcial para interpretar el mensaje de fuentes consultadas. Esta sesión investiga cómo desarrollar la lectocomprensión de manera óptima y eficiente.

**346**

Thursday, June 28 2:00pm-2:30pm PAL Sala Nivel 0

**Manuel Zapata Olivella's short story: «Un extraño bajo mi piel»****Presenter:** Sandra Lorena Alzate; Muskingum University; New Concord, OH**Audience Level:** Higher Ed**Theme:** Literature/Literary Criticism/Literary Theory

Manuel Zapata Olivella's short story "Un extraño bajo mi piel" constitutes an example of the debates concerning cultural and biological mixing in the US. In this paper, I demonstrate that the 1967 short story is pledging both discomfort and awareness in those who still want to keep the image and the idea of the of the US as "inherently white." I conclude that the story goes beyond the social protest of racial marginalization and destabilizes this "white nationalist imagination" rather than simply denouncing it.

**347**

Thursday, June 28 2:00pm-2:30pm PAL Aula 2

**Operación Hamlet: To avenge or not to avenge, that is the question****Presenter:** Debra Ames; Valparaiso University; Valparaiso, IN**Audience Level:** Higher Ed**Theme:** Literature/Literary Criticism/Literary Theory

In *Operación Hamlet*, Chilean playwright Manuel Ortiz appropriates Shakespeare's revenge tragedy to explore the complicated moral legacy faced by children of those disappeared under Pinochet. Ortiz interweaves lines from the original tragedy, his own play and the embedded theatrical production by friends forced to live near the recently pardoned ex-agent who had murdered their fathers. Based on the 2016 release from the Punta Peuco prison of Claudio Salazar of the infamous Caso Degollados, the play captures the varied ways in which Chileans today confront their past.





Please join us for  
Southwest Conference on Language Teaching  
Hilton Fort Worth  
March 28-30, 2019

A Joint Conference with Texas Foreign Language Association  
<http://www.swcolt.org>



**LinguaMeeting**  
**No fear,**  
**the language**  
**coach is here!**

**Language practice with native speaker coaches**

**Spanish, French,  
 Italian and Portuguese**

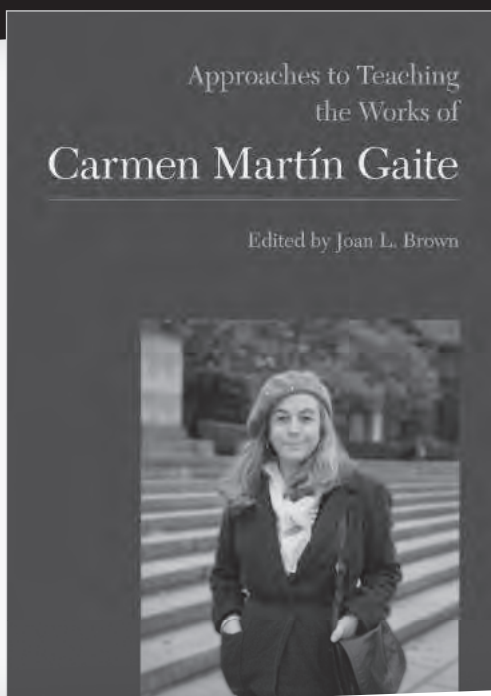
LinguaMeeting introduces a new way to enrich the foreign language classroom experience. Students can work outside of the classroom with a personal, native-speaker language coach in a real-time online learning environment. Instructors are supported by our coaches, who work as teaching assistants, helping them to implement more conversation into their curriculum.

**Contact us : [elena@linguameeting.com](mailto:elena@linguameeting.com)**

**Meet Editor Joan L. Brown at AATSP's Session,  
 "Carmen Martín Gaité: Salamanca en las obras de su hija ilustre"**

*"Carmen Martín Gaité is one of the most important Spanish writers of the twentieth century. The diversity and complexity of her work, which includes fiction, essays, children's literature, poetry, and drama, call for a road map, and this volume definitely provides one."*

—NURIA CRUZ-CÁMARA  
 UNIVERSITY OF TENNESSEE



(Carmen Martín Gaité: Salamanca in the Works of its Native Daughter)

**Special AATSP  
 Conference Offer!**

**GET  
 20% OFF**  
 the list price at [mla.org](http://mla.org)  
 using promo code  
**CMG20**  
 This offer expires  
 15 July 2018.

280 pp. E-book available.  
 Cloth ~~\$40.00~~ \$32.00 with promo code  
 Paper ~~\$24.00~~ \$19.20 with promo code

[bookorders@mla.org](mailto:bookorders@mla.org) ■ [www.mla.org](http://www.mla.org) ■ phone orders 646 576-5161

Modern Language Association **MLA**



# Now Enrolling for Summer *Language Immersion Camps*

***Encourage students to extend their learning this summer!***

We offer U.S.-based summer residential programs for ages 7-18, ranging from one-week camps to a four-week High School Credit program. These programs are great for preparing your student to study abroad.



**SPANISH**

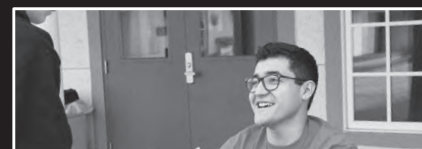
At *El Lago del Bosque*, our Spanish immersion camp, students experience the sights, sounds, tastes and experiences of the Spanish-speaking world. Two different sites are offered in Minnesota, and one High School Credit program ventures to Costa Rica.



**PORTUGUESE**

At *Mar e Floresta*, our Portuguese language immersion camp, students embark on a one-of-a-kind adventure through the Lusophone world! Authentic activities, music and cuisine enhance our 24/7 immersion environment.

Looking for a fun summer experience?  
***We are now hiring summer staff!***





SOUTHERN CONFERENCE ON LANGUAGE TEACHING



**SCOLT 2019**  
LEAVING LASTING FOOTPRINTS

*Myrtle Beach • March 21-23*

SHERATON MYRTLE BEACH & MYRTLE BEACH CONVENTION CENTER

*for more information, visit [scolt.org](http://scolt.org)*



## 2019 Central States Conference

A joint conference of the Central States Conference on the Teaching of  
Foreign Languages and the  
Ohio Foreign Language Association

March 14 – 16, 2019  
Hilton Downtown Columbus  
Columbus, Ohio



For more information, contact  
CSCTFL Executive Director  
E-mail: [CSCTFL@aol.com](mailto:CSCTFL@aol.com)  
Web: [www.csctfl.org](http://www.csctfl.org)





**NNELL**

The National Network for Early Language Learning

**Advocate. Collaborate. Educate.**

# Pre-K to Grade 8 world language & immersion teachers! NNELL is *YOUR* organization!

---

The mission of NNELL is to foster a network that empowers educators to advocate for and support early language teaching and learning.

Our vision is for every child to have the opportunity to learn another language.



NNELL



@EarlyLang



#EarlyLang

[www.nnell.org](http://www.nnell.org)

# Immerse yourself in Spain!

2018

## AP® Spanish Teacher Workshops in Spain!

- AP® Spanish Language and Culture
- AP® Spanish Literature
- Approved by College Board
- Travel with students and workshop is free!



## High School Study Abroad in Spain!

- Pre-AP® Spanish Language
- Pre-AP® Spanish Literature
- IB Spanish
- Spanish Immersion
- Customized Group Programs
- Cultural activities
- Excursions and travel
- Live with host family

## University Credit Study Abroad in Spain!

- Semester programs for all majors
- Summer programs
- Customized group programs
- Medical and Business Spanish
- Spanish Language and Cultural Immersion
- Cultural activities
- Excursions and travel
- Live with host family
- Volunteer / internship opportunities



## Spanish Courses in Spain for Adults!

- General Spanish
- Private Spanish Lessons
- DELE Preparation
- Language Classes + Cultural Activities



Centro Mundolengua, AP® Spanish Language and Culture Summer Institute has been endorsed by the College Board. Pre-AP® is a registered trademark of the College Board. AP® Vertical Teams, AP® and the acorn logo are registered trademarks of the College Board. Used with permission.



CENTRO MUNDOLENGUA



USA: 312 376 8034  
 Spain: +34 954 00 42 65  
[info@centromundolengua.com](mailto:info@centromundolengua.com)  
[www.centromundolengua.com/programs](http://www.centromundolengua.com/programs)

# Index of Presenters

NAME	Session Number	NAME	Session Number
<b>A</b> costa, Karen	162	Brady, Jennifer	139, 213
Adrada-Rafael, Sergio	092	Broner, Maggie A.	077
Akerberg, Marianne	138	Brown, Joan L.	236
Akrabova, Maria	016	Bruneau-Botello, Ivonne	316
Albert-Ferrando, Lorena	137	Buckley, Silvia Orellana	320
Albornoz Vásquez, María Victoria	174	Bueno, Fernanda	329
Alfageme, Carlos Alonso Hidalgo	340	Burgo, Clara	214
Álvarez, Enrique	003	Busch, Hans-Jörg	265
Álvarez-Castro, Luis	213, 285	Byrd, Steven	199
Alvim, Renato	091		
Alzate, Sandra Lorena	346	<b>C</b> ampbell, Christine	062
Amador, Melba I.	064	Caras, Allison	006
Amell, Amaya	300	Carlsen, George Arthur	085
Ames, Debra	347	Carlsen, Lila McDowell	315
Anderson, Eileen Margaret	313	Carracelas Juncal, Carmen	308
Anderson-Mejías, Pamela L.	065	Carrasco, Cristina	156
Andueza, Patricia	065	Carrasquel-Nagy, Miriam	319
Arango, Leonardo G.	259	Carrión-Guerrero, Elena	321
Archuleta, Walter R.	137	Carriscondo-Esquivel, Francisco M.	298
Ardemagni, Enrica J.	173	Carruthers, Heidy Cuervo	325
Arenivar, Angela	158	Carvajal Gamarra, Leonardo Vicente	306
Aristizabal, Juanita	150	Casey, Ryan Patrick	290
Arndt, Marcia Brown	134, 231	Castaneda, Daniel Alex	113
Arnold, Patricia	053	Castañeda, Martha	140
Arribas, Inés	101	Castillo Soto, María Auxiliadora P.	032
Arribas, Julián J.	337	Cepeda, Anna Martha	268
Asensio-Manrique, M. Pilar	345	Cessna-Buscemi, Kevin	004, 115
Ashe Jr., Timothy James	257	Champagne, Carole Anne	081
Avila, Raúl	244	Chandler, Paul Michael	028
Ávila-Muñoz, Antonio Manuel	192	Chaston, John M.	170
		Child, Michael W.	284
<b>B</b> achelor, Jeremy W.	046	Chiquillo, Raquel Patricia	126, 179
Baena, Elisa	154	Chueco Montilla, Rocío	021
Barcells Domènech, José María	118	Chung, Chyi	154
Barcroft, Joe	090	Clark, Gloria Bodtorf	074
Barkauskas-Goering, Karen Marie	185	Coghill-Behrends, William	185
Barlar, Sharenda Holland	229	Coloma, María Socorro	051
Barnes-Karol, Gwendolyn	077	Conniff, Michael	201
Barros García, María Jesús	315	Conroy, Kelly	079
Beale-Rivaya, Yasmine	216	Cope, Brian James	285
Beard, David	171	Cornwall, Fatima Maria	258
Becher, Anne	287	Correa, Maite	202
Bedford, David Allen	221	Cortés-Torres, Mayra	015
Behney, Jennifer	109	Cota, Selma	032
Bell-Villada, Gene H.	013	Coxon, Michael	W-1, W-2
Belpoliti, Flavia	189	Crater, Morgan	166
Beltran-Vocal, Maria A.	335	Cruz Cámara, Nuria	236
Benton, Pam	180	Cuddeback-Salim, Stephanie	132
Berman, Cheryl Pappademas	317		
Berman, Flor Marielise	026	<b>D</b> 'Amico, Melanie	332
Bermejo, Encarna B.	188	D'Ugo, Ida Maria	083
Berne, Jane E.	149	Dacosta, Leila	299
Betti, Silvia	172	Daley Butler, Cristina	316
Bezzerides, Julie	292	Dalton, Melissa L.	078
Birnbaum, Joanna	064	Davidson, Kelly Frances	162, 281
Bjerre, Irma Cristina	058	Davis, Maria E.	210
Blackhurst, Faith	035, 234	Davis, Martha Eileen	307
Blackwell, Frieda Hilda	255	Davis, Stephanie Enseñat	182
Blanco-Marcos, Jessica	245	de Castro, Dulce	169, 239
Boman, Ana	270	de Vega-Díez, Marta	222
Booker, Sarah	181	Del Mastro, Mark P.	032, 052
Botero, Tatiana	334	Delgado, Ana Isabel	138

NAME	Session Number
DeRobles, Gabriela	059
Desing, Matthew V.	216
Diakow, Anna Gabriela	225
Díaz Fernández, Adonis	303
Divine, Susan	071
Doherty, Stephen	310
Domènech, Conxita	120, 139
Donate , Angela	059
Doyle, Michael Scott	173
Draggett, Parthena	111
Driver, Meagan	059
Duclos, G. Cory	025
Dulfano, Isabel	121
Dumitrescu, Domnita	139, 172, 213
Duncan, Gregory Winfield	307A
Dwyer, Sean Thomas	003

<b>E</b> lliott, A. Raymond	053
Elola, Idoia	088
Escobar-Wiercinski, Sara	129
Ewing, Rebecca Amelia	313

<b>F</b> .C. Ciller, Julio	024
Fages Agudo , María Mercedes	205
Faszer-McMahon, Debra	103
Fechter, Sharon A.	227
Felix, Angela	011
Fellie, Maria C.	181
Fernández , Alba	261
Fernández Rodríguez , Nuria	233
Ferree, Scott	080
Ferreira, Fernanda	028, 124
Filgueras-Gómez, Marisa	189
Flick, Melanie	115
Flores, William	272
Foster , David William	200
Fountain, Anne	201
Frale, Alexandra	163
Francomano, Emily C.	072
Fraser, Benjamin	014, 043, 139
Frisch, Mark	191
Fuentes-Wagner, Cheryl	057, 106
Fuentes, Yvette	278

<b>G</b> ala, Candelas	096
Gallagher, Patrick	048
Galvan, Gisela	161
Galvin Flood, Carol E.	123
García, Christina	098, 151
García Puente, María	130
García-Allen, Ana	330
García-Rodríguez, Antonia	207
Garcini, Marcela G.	259
Garzón, Amalia V.	135
Gascón-Vera , Elena	237
Gauss, Christina	280
Gavela, Yvonne	308
Gearhart, Grant A.	223
Geoffrion-Vinci, Michelle	054
Gibbs, Martin	292
Gironzetti, Elisa	189
Gisbert da Cruz, Xavier	114
Godev, Concepción	338
Godsland , Shelley	283
Goens, Liliana Torres	036

NAME	Session Number
Gold, Hazel	333
Goldin, Michele	328
Gómez Salcedo , Marta	032
Gómez-Bravo, Ana	102
González Boluda, Mariana	080
González-Allende, Iker	323
González-Bohorquez, Valentin	191
González-Bueno, Manuela	047
Gonzalez-Wright, Esther	180
Gortari, Isabel Torrubia	308
Goulette, Elizabeth	281
Grimes , Kristin Marie	006
Guadalupe, Olga	038
Guardiola, María Luisa	236
Guimont, Anny	127
Guntsche, Marina	056
Gutiérrez, Hortensia	059
Gutiérrez, Paula	150
Gutiérrez Barbón, Alejandra	168
Guzmán, Sergio A.	167

<b>H</b> alling, Anna-Lisa	005
Hanahan , Devon	071
Hardy, Jane E.	030
Harrington, Daliana Nicole	233
Hartfield-Méndez, Vialla	110
Hawley, Carlos	072
Helguero-Balcells, Graciela	W-5
Hellebrandt, Josef	045
Henshaw, Florencia	011
Hernández, Heriberto Jesús	020
Hervás, David	239
Highfill, Juli	104
Hildebrandt, Susan A.	109, 263
Hilliard, Rhashida Xiael	241
Hlas, Anne C.	109
Hobbs, Dianne	066
Hoffman, Joan M.	097
Hogan, Erin Kimberly	130
Holmes, Bonnie Christina	214
Hood, Edward Waters	049
Hornby Uribe, Amy J.	009
Hsiao, Dulu	311
Huarte, Belén	322
Hudgens Henderson, Mary	007
Huempfnr, Lisa J.	220
Huizar, Rubith	295
Hulke, Billie	163
Hydak, Michael Gerard	152

<b>I</b> glesias Barca, María Jesús	184
<b>J</b> effers , Gayle	230
Jeffers, Meredith Lyn	079
Jiménez-Alfonso, Camilo Alberto	226
Jiménez-Rodríguez, Andrés Felipe	343
Johnson, Darcy Ann	068
Johnson, DiAnne	230
Jones, Gale E.	002
Jones, Norah L.	212
Jones, Shelley	227
Jorge, Ethel E.	150
Jurado Morales, José	236
Jurado Mendoza, Jesús María	069

NAME	Session Number
<b>K</b> aizer, Katherine Anne	233
Kasten, Jeremy J.	344
Kelly, Kimberly Monique	305
Ketz, Victoria Louise	037
Knighten, Rachel S.	262
Knutson, David J.	198
Koch, Mercedes	309
Kohn-Buday, Mary Ellen	249
Kouti, Maria	183
Krob, Melanie G.	182
<b>L</b> amarque, Maria	239
Landes-Lee, Jill	055
LaPrade, Douglas	143
Larson, Paul	072
Larson, Susan	043
Lavine, Roberta Z.	022
Lawrence, Patrick Eklund	341
Leaños, Jaime	072
Lecca, Diego	032
Lee, James	310
Leeser, Michael John	267
LeLoup, Jean W.	141
Leons, Eve Abra	146
Leow, Ronald	059
Levenson, Mina T.	211
Levterova, Viara	242
Lewis, Massimilla	239
Litherland, María Lucrecia	006
Lluna Mateu, Francisco Ramón	012
Lomask, Laurie	186
Longwell, Jeff	061
López Romero, Alicia	030
Lorenzen, Charla	067
Losada Soler, Elena	283
Lye, Lori	012
<b>M</b> acGregor-Mendoza, Patricia	W-4
Machnik, Lisa	277
Maddox, John	063
Mahaffey, Maria Elizabeth	338
Majchrowicz, Kara	115
Makris, Mary	003
Malovrh, Paul A.	310
Mamiya Hernández, Rachel	060, 153
Mandell, Paul B.	126, 179
Marcé, Pilar	185
Marjuan, Silvia	080
Marin, Katie	055
Márquez Pérez, Aida	280
Martin, Alexandra	059, 092
Martin Ogunsola, Dellita	063
Martín-González, Eva María	237
Martín-Sánchez, Isabel	120
Martínez, Carmen Alicia	278
Martínez, Francia	271
Martínez, Francisco	176
Martínez Carbajo, Paloma	302
Martínez García, María Teresa	053
Martínez-Quiroga, Pilar	147
Mattson-Prieto, Raquel	222
McGill, Jeanne	157
McKinney, Mary	118
Meade, Julia	229

NAME	Session Number
Mecartty, Frances H.	142
Meier, Mercedes	182
Mejias, Hugo	031
Meléndrez, Cynthia Odette	135
Merino, Adriana	164
Meschieri, Elena	229
Mikenas, Lesli	115
Mikulski, Ariana	088
Millikin, Shannon	315
Mir, Montserrat	238
Miranda Navas, Nadia	297
Molina, Álvaro	192
Montgomery, Zak Kane	209
Moore, John Kitchen	251
Moore, Kelly	120
Moreno, Gabriela	W-3
Morris Ogorzalek, Kimberly	113
Moscardo-Valles, Paloma	164
Mraz, Susan	132
Muffoletto, Salvatore	004
Muller-Marques, Beatriz	293
Mumm-Jansen, Valerie	262
Munguía, María de la Luz	073
Musgrove, Jennifer Elise	086
<b>N</b> agaraj, Asha	225
Naranjo, Carla Isabel	227
Navarro, David	107
Negueruela Azarola, Eduardo	308
Nemoy, Sara M.	339
Nezirevic, Erma	095
Nichols, Alecia	310
Noffsinger, Robert	181
Nowak, William	126, 179
Nuessel, Frank	213
<b>O</b> 'Conner, Jonathan Paul	288
O'Connor-Gómez, Doreen M.	074
Oliva Parera, Pablo Marcelo	184
Oliveira, Sílvia A.	314
Oliveira Balbino Dos Reis, Marta Aparecida	108
Orejudo González, Juan Pablo	215
Orf, Amy	248
Ortega Hernández, María Luisa	223
Ortega-Santos, Ivan	304
Ortín, Ramsés	024
Ortiz, Selene	256, 260
Ortúzar-Young, Ada	040
Osa-Melero, Lucía	278
<b>P</b> adial, Ana	088
Pagán Rodriguez, José Manuel	308
Pak, Chin-Sook	188
Parra, Andrea	238
Parroquin, Rachel	336
Pascucci, Michele Marie	224
Pasero, Anne Marian	318
Patterson, Charles	208
Peart, Silvia	197
Pereira, Isabel	166
Pérez Belda, Antonio Alejandro	185, 273
Pérez Serrano, Mercedes	155
Pezzulli, Suzanne Marée	136
Pichs, Ariadna	119

Piña Rosales, Gerardo	172	Sheehy, Craig	W-1, W-2
Ploof, Maria	187	Shepin, Laura	252
Pogal, Patricia	132	Sieber, Sharon Lynn	260
Polansky, Susan G.	211	Simões, Antônio Roberto Monteiro	053
Porras, Yuri	107	Simón-Alegre, Ana Isabel	327
Potter, Rose M.	009	Simonsen, Russell	094
Pratt, Comfort	010	Slagter, Cynthia	144
Presgrove, Christy	230	Sloan, Maritza	106, 190, 282
Prieto Botana, Goretti	238	Smead, Robert N.	170
		Smith, Andrea Meador	165
<b>Q</b> ueck, Rachel	064	Socarrás, Gilda M.	278
		Soria López, Mar	104
<b>R</b> agan, Robin	194	Soto-Fernández, Liliana	133
Ragsdale, Dorothea Noyes	008	Spielberg, Samara	054
Ramblado, Cinta	269	Stambaugh, Brianne	203
Ramos Sollai, Sílvia	091	Staszkiwicz García, Bruno	021
Randolph Jr., Linwood John	217	Steiner, Krista	228
Ray, Blaine	W-1, W-2	Stepanyan , Liana	205
Reagan, Patricia	165	Stephens, Thomas M.	063
Renjilian-Burgy, Joy	132, 237	Summey, Heather	148
Rey Agudo, Roberto	116	Swanson, Pete	263, 281
Rey-López, María Auxiliadora	289	Szabó, Stephanie	166
Rey-Montejo, Sonia	276	Szucs, Julie	140
Ricalde, Marlene	180		
Risner, Mary	075	<b>T</b> adrissi, Parissa	288
Rivero, Jeannette	239	Talentino, Kimberly	048
Rivers, Bill	105	Tallon, Michael	160
Robles García, Pablo	155, 286	Tar, Jane	318
Rockaitis, Ryan	309	Tasende , Mercedes	342
Rodríguez, Caridad Milagros	217	Téllez Pérez, Elisa	034
Rodríguez de la Vega, Vanessa	041	Thronnd, Mary A.	195
Rojas, Eunice	165	Tobey, Emily	005
Rojas, Marcela	294	Tome, Patricia	084
Rojas Miesse, Nohelia	140, 171	Torres, Carlos	196
Romero , María	313	Tovar, Carmen Patricia	023
Romero, Raúl Vega	246	Troche, Anthony "T.J."	280
Rosenberg, Deborah	154	Turley, Jeffrey S.	170
Ross, Dina	253		
Rozotto, David	326	<b>U</b> chechukwu, Purity Ada	029
Rubio, Fernando	055, 121	Ugalde, Sharon Keefe	107
Rubio, Laura	042	Ugarte Precioso, Michael	104
Ruggiero, Diana	151	Urzúa Beltrán, Alfredo	254
Russell, Victoria	281		
		<b>V</b> acas Matos, Marta	324
<b>S</b> alas-Damer, Laura	177	Valente, Luiz Fernando	044
Salgado-Robles, Francisco	301	Valle, Ruth S.	027
Salino Ramos , Silvana	219	van Olphen, Marcela	197
Samples, Caitlin E.	232	Vana, Rosti	032
Sánchez, Oneida M.	133	VanBuren, Phyllis	133
Sánchez García, Carmen	145	Velardi, Danielle Cahill	022
Sánchez Gutiérrez, Claudia Helena	155, 286	Velázquez-Zvierkova, Valentina	056
Sánchez Moreno, Sofía	308	Vetterling, Mary-Anne	039
Sánchez-González, Sybil P.	312	Vicente, Crystal	159, 218
Sánchez-López, Lourdes	087, 173	Vieira, Patricia	266
Sandarg, Janet	230	Villadoniga, María Dolores Linda	002
Santa Cruz, Eduardo	093	Villalba Rosado, Celínés	279
Santos-Hatchett, Sheryl L.	341	Villamandos, Alberto	206
Scarborough, Connie L.	216	Villanueva, Megan	076, 175
Scheetz, Kelly	070, 106, 190	Vinuesa Benítez, Virginia	114
Schmidt-Rinehart, Barbara C.	141	Vrooman, Elizabeth Page	144
Schoonmaker-Gates, Elena Marie	183	Vrooman, Michael	131
Schrier , Leslie L.	185		
Sebastian, Paul L.	264	<b>W</b> ade, Jonathan	005
Sedano Cuevas, Beatriz	075	Walker, Lara	240
Serrano, Edgar	082	Waltermire, Mark	089
Serrano, Javier	178	Warford, Mark K.	247
Sessarego, Cecilia Dolores	122	Welch, Marcus Richard	291



White, Jared S.  
Wiedemann, Lyris  
Willem, Linda Mae  
Williams, G. Lynn  
Wiseman, David  
Wisniewski, Gladys

005  
138, 204  
050  
170  
112, 168, 234  
282

Young, Dolly Jesusita

149

Zach, Ariel  
Zaldivar, Maria E.  
Zavala, Erika  
Zea, Diana  
Zetterstrand, Sylvia  
Zubelli, Christina Ramos  
Zunterstein, Alex

235  
033  
128  
166  
164, 250  
117  
099

Yang, Chung-Ying  
Yelin, Boris

283  
125

## AATSP Career Center

The AATSP **Job Posting Service** is a convenient way for school districts, colleges, universities, and businesses to announce job openings to members of the Association.

To place a job opening or  
view the current listings, please visit:

[www.aatsp.org](http://www.aatsp.org)

### Career Center



## AATSP CAREER CENTER

### Have a job opening? Need to get the word out?

AATSP's Career Center is a convenient way for school districts, colleges, universities, and businesses to announce job openings

### Looking for a new position?

AATSP's Career Center has postings for a variety of positions, putting you in contact with the people who are hiring

**Visit [www.aatsp.org](http://www.aatsp.org) and click on "Career Center" to place an ad or view current listings**

# AATSP Professional Partners

The AATSP wishes to thank the following companies that have partnered with us to provide financial support, scholarships, awards, study abroad programs, and other services for improving the teaching and learning of Spanish and Portuguese for our members. Their contributions are vital to the success of the organization.

Please support our Professional Partners whenever possible.



New Mexico State University  
Partner



Academia Norteamericana de la Lengua Española (ANLE)



Sigma Delta Pi



COSI - Máximo Nivel



Cemanahuac Educational Community  
Study Spanish Where It's Spoken...



UNED CUENCA

AYUNTAMIENTO DE CUENCA Universidad Nacional de Educación a Distancia

True Spanish Experience



Asociación Enseñanza Bilingüe



Celas Maya



GLOBAL PROFESSIONAL SEARCH  
LANGUAGE AND CULTURE AT WORK



Federación Internacional de Asociaciones de Profesores de Español



United Planet



SIELE



CENTRO MUNDOLENGUA



# 2019 Annual Conference



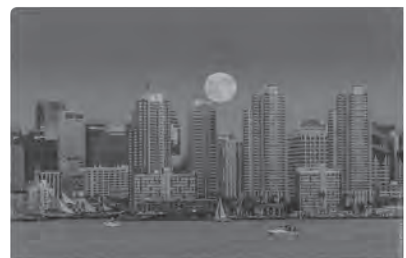
# AATSP



**July 8 – 11, 2019**

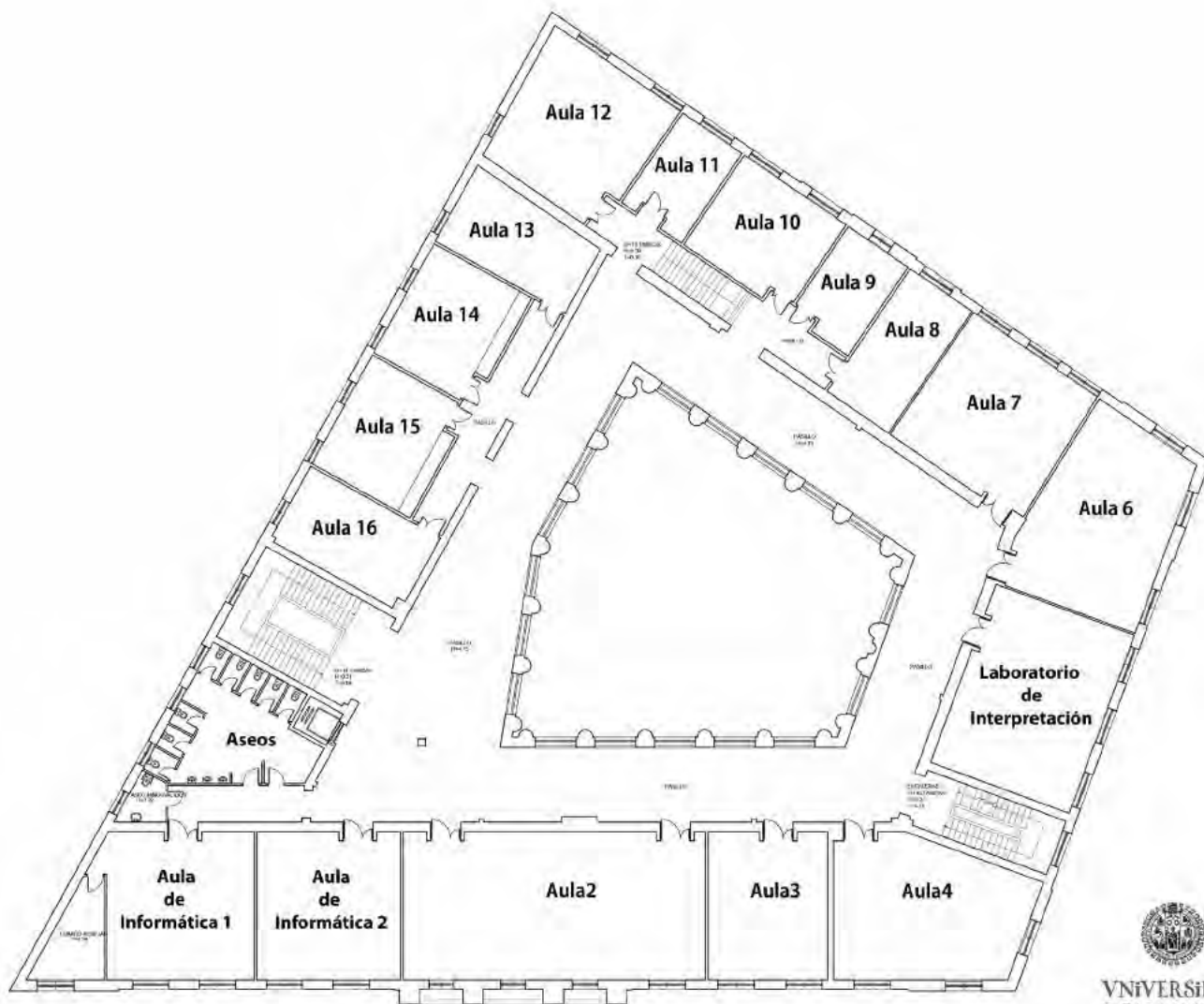
**Town and Country Resort and  
Convention Center**

**San Diego, California**



# Facultad de Traducción y Documentación [USAL-FT] UNIVERSIDAD DE SALAMANCA





PLANTA PRIMERA



- **Archivo** = Archivo Histórico Provincial de Salamanca; Calle Las Mazas, s/n, Salamanca
- **PAL** = Palacio de Congresos
- **USAL-FT** = Universidad de Salamanca; Facultad de Traducción



SERVICIO  
INTERNACIONAL  
DE EVALUACIÓN  
DE LA LENGUA  
ESPAÑOLA

siele.org  
#hablamosespañol

# THE VALUE OF CERTIFYING YOUR SPANISH



**SIELE is the most comprehensive, versatile and prestigious system to assess and certify Spanish language proficiency.**

**SIELE's tests reliability** is guaranteed by the **experience** of four of the **most prestigious cultural and academic institutions:**

- > Instituto Cervantes
- > Universidad Nacional Autónoma de México
- > Universidad de Salamanca
- > Universidad de Buenos Aires.

**More than 75 institutions in the 22 Ibero-American countries** are actively **involved with SIELE**, performing ongoing research in Spanish language teaching, supporting content quality and providing innovative didactic materials.

## SIELE PROVIDES VALUE



### PRESTIGE

Contributing to an international project focused on promoting and strengthening the global presence of the Spanish language.



### EMPLOYABILITY

The certainty that your students will have better professional opportunities.



### GUARANTEE

The assurance that new students will have the required level of Spanish.



### EFFECTIVENESS

Streamline the admissions process, by using a standard tool worldwide.

## A WORLD OF OPPORTUNITIES FOR STUDENTS AND PROFESSIONALS



Created and developed by:



Managed by:

Telefónica EDUCACIÓN DIGITAL

# DUAL MASTER'S DEGREE FOR EDUCATION

## SPANISH LANGUAGE & CULTURE

This Dual Master's Degree in Education from James Madison University (JMU) and the University of Salamanca (USAL) is an 18-month commitment in which students will spend...

...one summer at JMU...



...one summer at USAL...



...and three additional academic semesters (fall, spring, fall) in online classes at the students' home locations.

### DETAILS

The program focuses on...

- in-depth study of advanced pedagogical practices in teaching
- best practices in curriculum development
- current research in the field of teaching and learning

### MORE

- The program is delivered using both face-to-face and distance education models.
- Students' content knowledge in the language and culture of Spain will be studied through course offerings

### HOW TO APPLY

Students must submit an online application by **March 15** to the James Madison University Graduate School at:  
[www.applyweb.com/jmug](http://www.applyweb.com/jmug)

### FOR MORE INFO

**Visit** the program's website at:  
[www.jmu.edu/slcmasters](http://www.jmu.edu/slcmasters)

#### Contact

Diana Meza, M.S. Ed., Program Director at:  
[mezadx@jmu.edu](mailto:mezadx@jmu.edu)  
540-568-5917

**Spanish Language and Culture**  
Dual Master's Degree for Educators  
JMU • VSAL



# PROGRAMS TO SPAIN & BEYOND NEW ITINERARIES TO LATIN AMERICA

All our programs are customized to meet your group's needs. You choose the city and date of your departure, the length of stay, the type of accommodations, meals, tours to be included, and even the student/teacher chaperone ratio.

## OUR CULTURAL PROGRAMS INCLUDE:

- Round trip airfare
- In-country transfers and representation
- Centrally located hotels based on double and triple room occupancy
- Single rooms for non-paying teacher-chaperones
- Breakfast and dinner daily
- Sightseeing by deluxe motor coach conducted by locally licensed professional bilingual guides
- Entrance fees when needed
- Flamenco Show with Tapas Dinner (Spain Only)
- All taxes and service charges
- Medical Insurance (Spain only)

## HOME STAYS

Arrival and departure transfers, 6 nights and 2 meals a day with a family, 5 days of morning classes and afternoon cultural activities including a city tour. Extra weeks available.

### COUNTRY

Argentina  
Bolivia  
Chile  
Colombia  
Costa Rica  
Dominican Republic  
Ecuador

### CITY

Buenos Aires  
La Paz  
Santiago  
Bogotá  
San José  
Santo Domingo  
Quito

### COUNTRY

México  
Panamá  
Paraguay  
Perú  
Puerto Rico  
Uruguay  
Spain

### CITY

Mexico City  
Panama City  
Asunción  
Lima  
San Juan  
Montevideo  
Any City

*\*From \$989 plus Airfare*



FOR INFORMATION ON YOUR CUSTOMIZED TOUR, PLEASE CALL:  
1-800-272-8674 | [www.bravotours.com](http://www.bravotours.com)

