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American Association
of Teachers
of Spanish & Portuguese
Est. 1917



105th AATSP ANNUAL CONFERENCE

JUNE 26-29, 2023

UNIVERSIDAD DE SALAMANCA
SALAMANCA, SPAIN

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comunicación y la cultura

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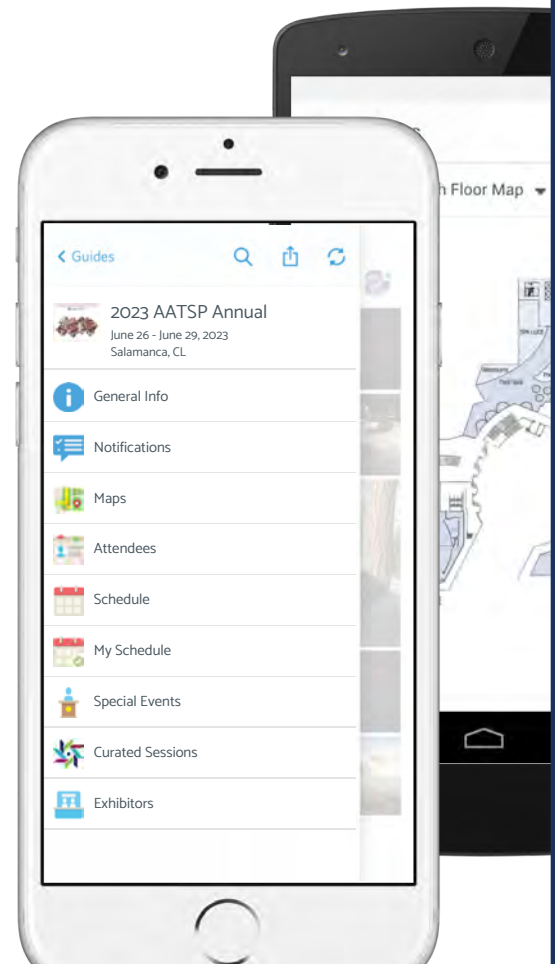


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Faith Blackhurst, Editor of *Albricias*



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 and information on exhibitors.
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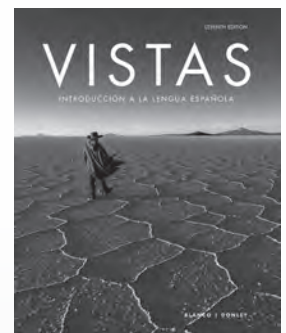
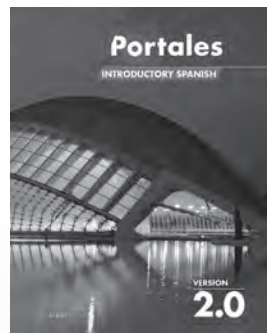
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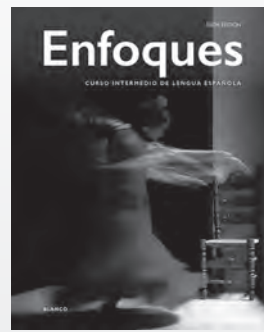
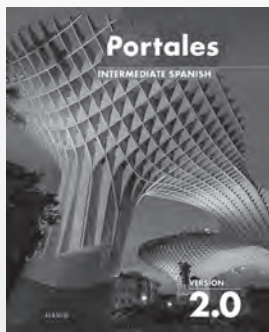
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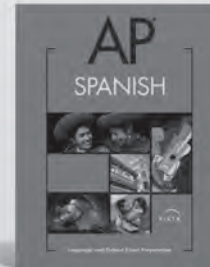
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Welcome to Salamanca!
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Bem-vindo a Salamanca!

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INFORMATION PAGE

Welcome to the 105th AATSP Annual Conference. Let's Celebrate Salamanca, Spain: *Ciudad del Español*



ABOUT US

The American Association of Teachers of Spanish and Portuguese (AATSP) promotes the study and teaching of the Spanish and Portuguese languages and their corresponding Hispanic, Luso-Brazilian, and other related literatures and cultures at all levels of education.

MESSAGES FROM SALAMANCA'S MAYOR, AATSP PRESIDENT, AND AATSP EXECUTIVE DIRECTOR

Thank you to the Mayor of Salamanca Carlos García Carbayo, AATSP President Parthena Draggett, and AATSP Executive Director Sheri Spaine Long for their welcome messages to conference attendees. See pages 10-12, visit the AATSP website (aatsp.org), and/or consult the conference app to read their welcome statements that include conference highlights.

CODE OF CONDUCT

When joining the American Association of Teachers of Spanish and Portuguese (AATSP) or participating in an AATSP event, members agree to comply with the rules and guidelines set forth by the Association. The AATSP is committed to providing an inclusive and harassment-free environment for everyone. To read the complete Code of Conduct, visit the AATSP website (aatsp.org) and/or consult the conference app.

EARN CONTINUING EDUCATION UNITS OF CREDITS

For attendees seeking Continuing Education Units of Credits (CEU), the form is available using the QR code below. They can also be found on the 2023 Conference webpage. The AATSP WILL NOT provide printed copies on site. Attendees MUST complete the AATSP Conference Workshop/Session Attendance form.

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.

NEW YORK ONLY

The AATSP Annual Conference is a Continuing Teacher and Leader Education (CTLE) approved sponsor for New York teachers. To obtain your signed certificate, bring your signatures from all sessions/workshops attended with the actual number of hours clocked.



CEU Form



NY CTLE Form

PROGRAM AT A GLANCE

SUNDAY, JUNE 25

9:00 – 17:00

AATSP Board of Directors Meeting
[Invitation Only]

16:00 – 19:00

Registration Open

20:00

Walking Tour (*Turismo Salamanca*)

20:00

Appreciation Dinner

[Invitation Only] (Wayside)

MONDAY, JUNE 26

8:00 – 17:00

Registration Open

9:00 – 9:50

Session Block 1

New Active Retiree SIG

Portuguese Advocacy Session

PreK-8 Teacher Gathering

Albricias Session

Hispania for Authors Session

10:00 – 19:00

Exhibit Hall Open

10:00 – 11:30

Opening Session & Keynote

Santiago Muñoz Machado, RAE

Coffee & Exhibit Break (SLU-Madrid)

11:30 – 12:00

Session Block 2

12:00 – 13:20

Plenary: *Mesa redonda: El español en el mundo*

Sigma Delta Pi & AATSP Poetry Recital

Portuguese Keynote (UF LAS Center)

Éxitos: SHH ¡Compartamos!

13:30 – 14:20

Session Block 3

Plenary: AATSP Honorary Fellow

Ana María Shua

14:20 – 15:00

Lunch Break

15:00 – 18:00

Blockbuster Film Screening: *Mientras dure la guerra* & Master Class (Platino Educa)

15:00 – 15:50

Session Block 4

Community College Advocacy Session

AATSP Poster Contest Session: What's New?

16:00 – 16:50

Session Block 5

SIG LSP & Community Engagement

Éxitos: SHA Celebrates Students & Sponsors

17:00 – 17:50

Session Block 6

18:00 – 18:50

Session Block 7

Graduate Student Competition I

SHH Advisory Board Part I

19:00 – 19:50

Session Block 8

Graduate Student Competition II

Spotlight Session: Francisco Carriscondo

Conference Scholarship Winners Reception

(Vista Higher Learning)

Retirees & Seasoned Socios Reception (CAL)

LSP & Community Engagement Reception

(Idaho State U)

Walking Tour (*Turismo Salamanca*)

TUESDAY, JUNE 27

8:00 – 17:00

Registration Open

9:00 – 9:50

Session Block 9

Town Hall Secondary (9-12)

Town Hall Higher Education

10:00 – 19:00

Exhibit Hall Open

10:00 – 10:50

Session Block 10

AATSP Chapter Assembly

Graduate Student Competition III

11:00 – 11:50

Session Block 11

AATSP Chapter Assembly (cont.)

Graduate Student Competition IV

12:00 – 12:50

Session Block 12

Plenary: Luis García Montero

Instituto Cervantes

SHH & SHA Awards and News

Lunch Break

13:00 – 15:30

Session Block 13

15:30 – 16:20

AATSP Business Meeting

16:30 – 17:20

Session Block 14

Plenary: Kim Potowski

Administrator Panel Higher Ed

Coffee & Exhibit Break (ACTFL)

17:20 – 18:00

Session Block 15

18:00 – 18:50

AATSP Election Meet the Candidates

19:00 – 19:50

Session Block 16

20:00 – 21:30

Spotlight Session: Javier Muñoz Basols

Sigma Delta Pi Reception

[Invitation Only] (Vista Higher Learning)

SHH 70th Anniversary Reception (Xperitas)

Walking Tour (*Turismo Salamanca*)

WEDNESDAY, JUNE 28

7:00 – 8:00

Dawning Wellness Run

8:00 – 17:00

Registration Open

9:00 – 9:50

Session Block 17

Plenary: *Mesa redonda bilingüismo*

(Avant Assessment)

10:00 – 18:00

Exhibit Hall Open

10:00 – 10:50

Session Block 18

11:00 – 11:50

Session Block 19

12:00 – 13:20

Session Block 20

AATSP Awards Ceremony

(Klett World Languages)

13:20 – 15:00

Lunch Break

15:00 – 15:50

Session Block 21

16:00 – 16:50

Session Block 22

NSE Information Session

17:00 – 17:50

Session Block 23

18:00 – 18:50

Session Block 24

19:00 – 19:50

Session Block 25

19:00 – 20:30

Conference Closing

20:00 – 21:30

Walking Tour (*Turismo Salamanca*)

20:30

Presidential Reception

[All Invited] Open Air

THURSDAY, JUNE 29

8:00 – 12:00

Registration Open

9:00 – 9:50

Session Block 26

10:00 – 10:50

Session Block 27

9:00 – 12:00

Workshop Block 28: 1-5

11:00

Walking Tour (*Turismo Salamanca*)

14:00

Departure to Porto Symposium

**E-posters scheduled for Session Blocks 9-12 and 17-19.*



**Ayuntamiento
de Salamanca**

Alcalde's Welcome

Salamanca es reconocida como la Ciudad del Español, un título que se ha ganado a pulso después de décadas de servicio entregado a la enseñanza de nuestra lengua, que nos han convertido en receptora de miles de estudiantes que cada año nos eligen para aprender, perfeccionar y practicar este idioma.

La nuestra es la segunda ciudad del país con más centros de español acreditados, a los que se suman dos instituciones académicas de enorme prestigio en la enseñanza del español, la Universidad de Salamanca y la Universidad Pontificia, reconocidas internacionalmente por su calidad.

Salamanca cuenta también con una marca de turismo lingüístico de carácter municipal, denominada 'Salamanca, Ciudad del Español', un proyecto integral que contribuye a la proyección internacional de nuestra ciudad y vinculada al español como recurso económico.

La reciente apertura del Centro Internacional del Español en nuestra ciudad, favorece, además, nuestra aspiración de ser la Cambridge de este idioma compartido por millones de personas en el mundo y cuya primera Gramática, escrita por Elio Antonio de Nebrija, vio la luz aquí en 1492.

Como alcalde, les doy una cordial bienvenida a esta Ciudad Patrimonio de la Humanidad y Capital Europea de la Cultura, deseando que la CV Conferencia de la Asamblea Americana de Profesores de Español y Portugués sea todo un éxito y que disfruten de nuestra hospitalidad y de nuestra excelente gastronomía.

Carlos García Carbayo
Alcalde de Salamanca



President's Welcome



¡Saludos! Saudações! Greetings! I am excited and honored to welcome you to the 105th AATSP Annual Conference in historic Salamanca, also known as *la Ciudad Dorada*, due to the golden tones of the sandstone buildings. Plan to take it all in! Stroll through the ancient city, declared a UNESCO World Heritage Site in 1988; savor the delicacies of a charming restaurant or café in the Plaza Mayor; and explore the rich history, beautiful grounds and buildings of the illustrious Universidad de Salamanca, the oldest in Spain, founded by King Alfonso IX in 1218. It overwhelms me to contemplate the more than 800 years of learning in this amazing place!

This year's conference theme, *Nuevos horizontes para la comunicación y la cultura* or *Novos horizontes para a comunicação e a cultura*, evokes new opportunities to grow together in our commitment to strengthen our profession, celebrating the rich linguistic and cultural diversity of Spanish and Portuguese, and reaching and teaching all students. As we aspire to new horizons for communication and culture, please take time to explore the array of theme-related sessions, workshops, e-posters, plenaries, and special events offered in our conference program. Allow me to highlight just a few. I encourage you to attend our Opening and Keynote Address presented by Santiago Muñoz Machado from the *Real Academia Española*. You will also be inspired by our AATSP Honorary Fellow, Ana María Shua, Universidad de Buenos Aires, as she delivers her plenary entitled *Ser escritora, técnica y misterio*. Shua is known as the queen of *microrrelatos*. I also recommend the *Mesa Redonda: El español en el mundo* with a distinguished panel that includes Mar Sancho Sanz, Junta de Castilla y León; María Carreira, AATSP; Jesús Fernández González, Consejería de Educación de la Embajada de España en Estados Unidos y Canadá; Javier Muñoz-Basols, Universidad de Sevilla and University of Oxford; and Richard Bueno Hudson, Instituto Cervantes de Nueva York. And of course, you won't want to miss the AATSP Awards Ceremony: always a favorite event!

¡A celebrar! Vamos celebrar! Let's celebrate! I warmly invite you all to attend the Presidential Reception: *Vino Español* on the terrace of the Palacio de Congresos, marking the last full day of our conference, immediately following the official *Clausura* / Closing Ceremony. Come enjoy refreshments, including local wine, and mingle with US and international educators of all levels.

In closing, our conference provides human connection as we share our love for Spanish and Portuguese. Pondering the exciting days ahead, I am reminded of illustrious writers, once students here, such as Calderón de la Barca, Cervantes, Góngora, and Unamuno. Through the ages, I can only imagine the philosophical conversations that occurred over *copas* or *café* in the spirit of *compañerismo*. Now it is our turn! *¡Disfrutad! Disfrutem!*

Abrazos, Abraços,

Parthena Draggett
2023 AATSP President

Executive Director's Welcome

We are overjoyed to be back in Salamanca for the 105th AATSP Annual Conference. Salamanca is a perfect place for us to acknowledge history and explore new horizons. Expect renewal, individual professional development, and an enthusiastic celebration of our love of languages and teaching. This annual conference represents unparalleled collaboration with institutions and associations that will offer participants many choices by design. We aim to overload your senses and stimulate your mind.

To stage a conference of this magnitude, the AATSP acknowledges our generous hosts: the *Junta de Castilla y León*, the *Ciudad de Salamanca*, and the *Universidad de Salamanca*, especially Dr. José Miguel Sánchez Llorente, *Consejero Delegado* of *Cursos Internacionales*. We are also indebted to USAL's *Centro de Estudios Brasileños*. The AATSP is meeting simultaneously with the *VII Congreso Internacional del Español: Español para todos*, and the 1st Annual International Summer Institute organized by NABE (National Association for Bilingual Education). Also, the AATSP is behold to the *Escola Superior de Educação, Politécio do Porto* for hosting our exciting one-day symposium in Porto, Portugal immediately following the conference.

Because the AATSP is US-based, we are delighted and privileged to have the United States Ambassador to Spain and Andorra the honorable Julissa Reynoso Pantaleón with us at the opening ceremony on Monday morning at 10:00 am. Join us! To fully participate in the conference, you'll need to choose from six plenaries, 400+ sessions, five workshops, numerous receptions, and special events. To do this, examine the program and learn what is on the minds of AATSP members. These questions will be explored among others.

Who owns Spanish? For that matter, who owns Portuguese?
How are new technologies continually redefining our teaching?
What is new in cultural and literary studies?
What is new in the ever-evolving linguistic landscape?
How do we reward, assess, and motivate our students?
Given the demands of teaching, how can I take care of myself?
How does language include and reflect our student population?
How do we address systemic issues through antiracist practices?
How do we improve learning for our students through research-driven practice?
How do we make language learning relevant through careers and opportunities?
What are OERs (Open Educational Resources)? Do they improve language access?
How should we communicate with each other to articulate and promote language learning?



As you move between the sessions and events, stop to enjoy spectacular Salamanca with me, AATSP's stellar President Parthena Draggett, and the hardworking and talented members of your AATSP Board of Directors. This is truly a moment of *nuevos horizontes/novos horizontes* because this is my last AATSP conference as your Executive Director. As I anticipate my retirement, I thank you *all* for your love and support. While in Salamanca, I invite you to meet the incomparable Dr. María Carreira who will succeed me. With her leadership and the unflagging energy, expertise, and commitment of the AATSP's educators, I expect great things ahead! *¡Todos a una! Todos por um!*

Sheri Spaine Long, Ph.D.
AATSP Executive Director



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EXPLORE THE EXPO IN THE PALACIO DE CONGRESOS!

EXHIBIT HALL HOURS

Monday, June 26
10:00 – 19:00
Tuesday, June 27
10:00 – 19:00
Wednesday, June 28
10:00 – 18:00

COFFEE & EXHIBITS BREAKS

Coffee will be available in and around the exhibition area.



Monday, June 26
11:30 – 12:00
Tuesday, June 27
17:20 – 18:00



LUNCH BREAKS

The Exhibit Hall will remain open during lunch breaks. Light refreshments will be provided.

Monday, June 26
14:20 – 15:00
Tuesday, June 27
13:00 – 15:30
Wednesday, June 28
13:20 – 15:00

See pages 129-131 for the Exhibit Hall map and listing.



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NAVIGATING THE CONFERENCE

The AATSP is privileged to celebrate our 105th Annual Conference in Salamanca, Spain. UNESCO declared Salamanca a World Heritage Site in 1988. Previously, two AATSP conferences were held in Salamanca in 2006 and 2018.

Here is what you need to know to get the most out of the 2023 conference in Salamanca. When you arrive in Salamanca, start by heading to the conference registration desk and pick up your credentials. They are available in the lobby of the *Palacio de Congresos*. To gain admittance to all AATSP academic sessions, receptions, and events, conference registrants and their guests must wear their name badges.

What is co-conferencing?

The 105th AATSP Annual Conference offers three conferences in one. There are three simultaneous language-focused conferences from June 26-29. Your registration for the AATSP conference gives you access to all sessions of the *VII Congreso Internacional del Español: Español para todos* (June 26-28) hosted by the *Junta de Castilla y León*. Many events and sessions have been jointly scheduled for your convenience such as the Opening Session and the Keynote on Monday at 10:00 am. On June 28, the AATSP is also hosting the 1st Annual International Summer Institute by the National Association of Bilingual Education (NABE). AATSP and NABE invite you to our first-ever joint plenary panel titled *El valor del bilingüismo* on Wednesday at 9:00 am.



Where do the conference sessions and events take place?

The conference meets in four buildings. The *Palacio de Congresos* and *Cursos Internacionales* buildings are located directly across the street from each other. You will find the map to locate the four buildings on page 140.

Palacio de Congresos Cuesta de Oviedo, S/N

Designed by the renowned architect Juan Navarro Baldeweg, the *Palacio de Congresos* celebrated its thirty-year anniversary in 2022. It is a multi-level modern convention center. The majority of the AATSP's morning sessions are scheduled in the *Palacio de Congresos*.

Cursos Internacionales (Universidad de Salamanca) Plaza Fray Luis de León, 1

The *Cursos Internacionales* classroom and administrative building was fully renovated in 2020 and is a stunning, state-of-the-art facility with its history preserved. Most of the afternoon sessions are scheduled in *Cursos Internacionales*.

NAVIGATING THE CONFERENCE

Centro de Estudios Brasileños (Universidad de Salamanca)

Plaza de San Benito

The *Centro de Estudios Brasileños* is in the historic *Palacio de Maldonado*. Scenes from *Mientras dure la guerra* were filmed inside and feature the facade. The majority of AATSP's Portuguese sessions are scheduled in the mornings in the *Centro de Estudios Brasileños*.

Hotel Abba Fonseca

Plaza de San Blas, 2

The AATSP sessions and events are scheduled in the Hotel Abba Fonseca on Monday and Tuesday throughout the day and into the evening. The AATSP receptions scheduled on Monday and Tuesday take place in the hotel. The Abba Fonseca is a short walk up the hill from the *Palacio de Congresos*.

BUILDING ABBREVIATIONS

PC - Palacio de Congresos

CI - Cursos Internacionales

CEB - Centro de Estudios Brasileños

HAF - Hotel Abba Fonseca

What should I do before I arrive on site?

Before the conference, study the program. Plan. Make choices. Sometimes, there are as many as fifteen sessions being held simultaneously. The sessions are tagged by educational level. You can sort by level in the app. Besides referring to the lists of Featured Sessions (p. 25) and AATSP Programs Sessions (p. 27), the QR codes below will take you to curated lists of sessions that focus on specific content.



Open Educational Resources (OERs)



Inclusivity and Inclusive Language



Languages for Specific Purposes (LSP)



Heritage Learners



Literature and Film



Portuguese



Technology

RECEPTIONS & SPECIAL EVENTS

JOINT OPENING SESSION & KEYNOTE

017

Monday, June 26

10:00 – 11:30

Palacio de Congresos, Sala Mayor



Julissa Reynoso Pantaleón
United States Ambassador to Spain and Andorra



Santiago Muñoz Machado
Director, *Real Academia Española*

We encourage everyone to attend to inaugurate the 105th AATSP Annual Conference
and the *VII Congreso Internacional del Español: Español para todos*.

AATSP AWARDS CEREMONY

381

Wednesday, June 28

12:00 – 13:20

CI, Salón de Actos



Cheer on the winners of the 2023 AATSP Awards.
The AATSP thanks Klett World Languages for sponsoring the Awards Ceremony.

RECEPTIONS & SPECIAL EVENTS

RECEPTIONS

The AATSP is co-hosting the following events to promote networking and to provide refreshments. To gain admittance to all AATSP receptions, all conference registrants and their guests must wear their nametags.

Monday, June 26 | 20:00 – 21:30 | HAF, San Blas

RECEPTION: AATSP CONFERENCE TRAVEL AWARD WINNERS. SPONSOR: VISTA HIGHER LEARNING. (162) Invitation only



Monday, June 26 | 20:00 – 21:30 | HAF, Lazarillo

RECEPTION: LSP SPONSOR: IDAHO STATE UNIVERSITY. (163) Invitation only



Monday, June 26 | 20:00 – 21:30 | HAF, Unamuno

RECEPTION: RETIRED AND SEMI-RETIRED MEMBERS. SPONSOR: CENTER FOR APPLIED LINGUISTICS. (164) Invitation only



Tuesday, June 27 | 20:00 – 21:30 | HAF, San Vicente

RECEPTION: CELEBRATING 70 YEARS OF THE SOCIEDAD HONORARIA HISPÁNICA. SPONSOR: XPERITAS. (331) Invitation only



PRESIDENTIAL RECEPTION: VINO ESPAÑOL

479

Wednesday, June 28

20:30

Palacio de Congresos

Everyone is invited to attend the open-air reception and celebrate. Enjoy local wine and refreshments. Mingle with educators of all levels from *VII Congreso Internacional del Español: Español para todos* and NABE. Meet **AATSP President Parthena Draggett** as well as the members of the Board of Directors.



AATSP

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105th AATSP Annual Conference

Universidad de Salamanca

Salamanca, Spain

June 26-29, 2023

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June 28, 2023

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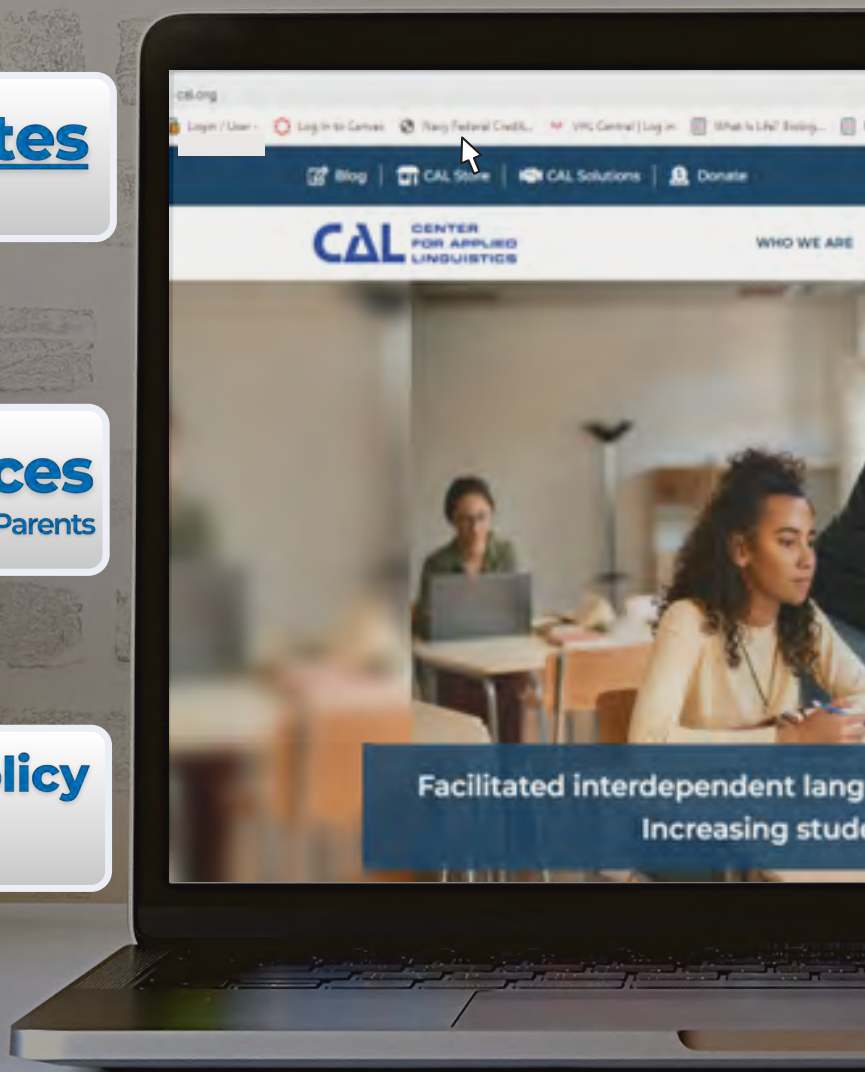
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WALKING TOURS & EXCURSIONS

WALKING TOURS

Sponsored by the Ayuntamiento de Salamanca.

All walking tours begin at the Palacio de Congresos.

Pre-registered participants only.

003

Sunday, June 25 | 20:00 – 21:50

PASEO GUIADO POR LA CIUDAD

165

Monday, June 26 | 20:00 – 21:50

PASEO GUIADO: SALAMANCA MONUMENTAL

332

Tuesday, June 27 | 20:00 – 21:50

PASEO GUIADO: LEYENDAS Y LA SALAMANCA OCULTA

478

Wednesday, June 28 | 20:00 – 21:50

PASEO GUIDADO: PALACIOS

496

Thursday, June 29 | 11:00 – 12:50

VISITA: CASA LIS, MUSEO DE ART NOUVEAU Y ART DECÓ



**Ayuntamiento
de Salamanca**

FULL-DAY EXCURSIONS

Courtesy of the Junta de Castilla y León.

All full-day excursions begin at the

Colegio Arzobispo Fonseca, Calle Fonseca, 4.

Pre-registered participants only.

**WEDNESDAY, JUNE 28, VISITA A BODEGA
DEHESA DE LOS CANÓNICOS, PESQUERA DE DUERO**

10:00 Salida

12:30 Visita Bodega

14:00 Comida

16:30 Traslado para visita a Peñafiel (tiempo libre)

18:00 Recogida para traslado a Salamanca

20:00 Llegada a Salamanca



**Junta de
Castilla y León**

THURSDAY, JUNE 29, VISITA A SEGOVIA

9:00 Salida

11:00 Llegada a Segovia, Visita guiada

12:45 Tiempo libre

15:30 Recogida de los participantes

18:00 Llegada a Salamanca

FEATURED SESSIONS

Monday, June 26 | 10:00 – 11:30 | PC, Sala Mayor

JOINT OPENING SESSION AND KEYNOTE (017)

Monday, June 26 | 12:00 – 13:20 | CI, Salón de Actos

SIGMA DELTA PI AND AATSP: FIRST ANNUAL POETRY RECITAL (029)

Monday, June 26 | 12:00 – 13:20 | CEB, Salón de Actos

PORTUGUESE KEYNOTE: NOVOS CAMINHOS E DESAFIOS (030)

Monday, June 26 | 12:00 – 13:20 | PC, Sala Menor

MESA REDONDA: EL ESPAÑOL EN EL MUNDO (032)

Monday, June 26 | 13:30 – 14:20 | CI, Salón de Actos

AATSP HONORARY FELLOW PLENARY: SER ESCRITORA, TÉCNICA Y MISTERIO (042)

Monday, June 26 | 15:00 – 17:50 | CI, Salón de Actos

BLOCKBUSTER FILM WITH MASTERCLASS: *MIENTRAS DURE LA GUERRA* (046)

Monday, June 26 | 19:00 – 19:50 | CI, Salón de Actos

SPOTLIGHT: LENGUA Y LITERATURA ESPAÑOLAS EN UNA PINACOTECA (140)

Tuesday, June 27 | 12:00 – 12:50 | CI, Salón de Actos

ASELE, ACTFL, & AATSP: LA IMPORTANCIA DEL ASOCIACIONISMO EN LA ENSEÑANZA (231A)

Tuesday, June 27 | 16:30 – 17:20 | CI, Salón de Actos

HIGHER ED ADMIN PANEL: EXPLORING CAREER OPPORTUNITIES OUTSIDE THE CLASSROOM (261)

Tuesday, June 27 | 16:30 – 17:20 | PC, Sala Menor

PLENARY: ENSEÑAR EL ESPAÑOL A LOS HABLANTES DE HERENCIA (279)

Tuesday, June 27 | 19:00 – 19:50 | PC, Sala Menor

SPOTLIGHT: CULTURAS DISTINTAS, RETOS COMUNES (308)

Wednesday, June 28 | 9:00 – 9:50 | CI, Salón de Actos

PLENARY NABE AND AATSP: MESA REDONDA. EL VALOR DEL BILINGÜISMO (346)

Wednesday, June 28 | 19:00 – 19:50 | PC, Sala Menor

CONFERENCE CLOSING SESSION (466A)

Thursday, June 29 | 10:00 – 10:50 | CEB, Salón de Actos

PAINEL DE ENCERRAMENTO: UMA ENTREVISTA COM O DIRETOR DO CEB (490)

**BLOCKBUSTER FILM WITH MASTERCLASS OFFERED BY
EGEDA AND PLATINO EDUCA**

Monday, June 26, 2023

15:00 – 17:50

CI, Salón de Actos



Reference session 046 for the full description.

The AATSP thanks Platino Educa for sponsoring this special event.

AATSP PROGRAM SESSIONS

Monday, June 26 | 9:00 – 9:50 | PC, Aula 2

ALBRICIAS AND STUDENTS INSPIRING STUDENTS: BEST PRACTICES (005)

Monday, June 26 | 9:00 – 9:50 | PC, Aula 4

PREK-8: EARLY LANGUAGE NETWORKING UNCONFERENCE (009)

Monday, June 26 | 9:00 – 9:50 | PC, Sala de Maqueta

HISPANIA FOR AUTHORS: SUBMISSION, PEER REVIEW, AND PUBLICATION (012)

Monday, June 26 | 9:00 – 9:50 | CEB, Salón de Actos

PORTUGUESE ADVOCACY SESSION (013)

Monday, June 26 | 9:00 – 9:50 | HAF, Lazarillo

SIG AATSP ACTIVE RETIREES: KEEPING ENGAGED! (015)

Monday, June 26 | 12:00 – 13:20 | HAF, San Blas

ÉXITOS DE LA SOCIEDAD HONORARIA HISPÁNICA – ¡COMPARTAMOS! (031)

Monday, June 26 | 15:00 – 15:50 | CI, Aula 005

POSTER CONTEST: WHAT'S NEW? (047)

Monday, June 26 | 15:00 – 15:50 | HAF, Lazarillo

COMMUNITY COLLEGE ADVOCACY SESSION: WHAT ARE WE DOING ABOUT LOW ENROLLMENT (069)

Monday, June 26 | 16:00 – 16:50 | CI, Aula 005

ÉXITOS: THE SHA CELEBRATES STUDENTS AND SPONSORS (071)

Monday, June 26 | 16:00 – 16:50 | HAF, Lazarillo

SIG: WORLD LANGUAGES FOR SPECIFIC PURPOSES AND COMMUNITY ENGAGEMENT MEETING (093)

Tuesday, June 27 | 9:00 – 9:50 | PC, Aula 1

SECONDARY (9-12) TOWN HALL MEETING (166)

Tuesday, June 27 | 9:00 – 9:50 | CI, Salón de Actos

HIGHER ED TOWN HALL MEETING (179)

Tuesday, June 27 | 10:00 – 11:50 | CI, Salón de Actos

AATSP CHAPTER ASSEMBLY MEETING (197)

Tuesday, June 27 | 12:00 – 12:50 | HAF, San Blas

SHH AND SHA CELEBRATION AWARDS AND NEWS (233)

Tuesday, June 27 | 15:30 – 16:20 | HAF, San Blas

AATSP BUSINESS MEETING (258)

Tuesday, June 27 | 18:00 – 18:50 | CI, Salón de Actos

2023 AATSP ELECTION MEET THE CANDIDATES (286)

Wednesday, June 28 | 12:00 – 13:20 | CI, Salón de Actos

AATSP AWARDS CEREMONY (381)

Wednesday, June 28 | 16:00 – 16:50 | CI, Salón de Actos

AWARDING AND MOTIVATING STUDENTS WITH NATIONAL SPANISH EXAMINATIONS (404)

Wednesday, June 28 | 19:00 – 19:50 | CI, Aula 109

SHORT-FORM SUCCESS: TIPS FOR SUBMITTING CLASSROOM-FOCUSED ARTICLES TO HISPANIA (476)



↑
Toda la info

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PROGRAMA DE AUXILIARES DE CONVERSACIÓN NORTEAMERICANOS EN ESPAÑA (NALCAP)

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- **Cursos en línea (otoño).** Incluye cursos de 30 horas con sesiones síncronas y asíncronas y acceso a los materiales.

REGISTRATION OPEN

SUNDAY, JUNE 25
16:00 – 19:00
PC, LOBBY

001

BOARD OF DIRECTORS MEETING

Date: Sunday, June 25
Time: 9:00 – 17:00
Location: HAF, San Blas

By invitation only

002

Sunday, June 25 | 20:00 | Plaza Mayor

APPRECIATION DINNER

Audience: *Invitation only*

Sponsored by Wayside Publishing.



003

Sunday, June 25 | 20:00 – 21:50

PASEO GUIADO POR LA CIUDAD

Audience: Pre-registered participants only

Empezando en el Palacio de Congresos, este paseo guiado (en español) va a pasar por los 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. *Sponsored by the Ayuntamiento de Salamanca.*



Ayuntamiento de Salamanca

MONDAY

REGISTRATION OPEN

Monday, June 26 | 8:00 – 17:00 | PC, Lobby

SESSION BLOCK 1

Monday, June 26 | 9:00 – 9:50

004

Monday, June 26 | 9:00 – 9:50 | PC, Aula 1

AN ANALYSIS OF THE SPANISH OF AMERICAN SUPREME COURT JUSTICE SONIA SOTOMAYOR: INVESTIGATING /S/ ASPIRATION AND DELETION FOR BILINGUAL SPEAKERS

Presenter(s): Timothy J. Ashe, Jr., University of Louisville, Louisville, KY

Audience: Higher Ed

According to Luna (2010), both aspiration and deletion of <s> occur in Puerto Rican Spanish. In this study, the author used recordings to assess the variances in the speech patterns of Sonia Sotomayor. Using acoustic analysis, this study investigated if Sotomayor followed the typical aspiration and deletion of <s> of other New York Puerto Rican Spanish speakers and if there were moments in her speech when her aspirations and <s> deletions occurred more frequently.

005

Monday, June 26 | 9:00 – 9:50 | PC, Aula 2

ALBRICIAS AND STUDENTS INSPIRING STUDENTS: BEST PRACTICES AND MOTIVATING LEARNERS WITH PEER-CREATED PUBLICATIONS

Presenter(s): Kelly Scheetz, Franklin High School, Franklin, TN; Erica Nathan-Gamauf, Loyola Academy, Wilmette, IL

Audience: Secondary (9-12)

Albricias, the student journal of the Sociedad Honoraria Hispánica (SHH), publishes art, essays, photography, poetry, stories, and multimedia created by SHH students in Spanish and Portuguese. In this session, best practices for helping students create and submit work for possible publication in the literary magazine will be shared, as well as ways to motivate students by incorporating into our curriculum secondary students' published work. Participants will leave with activity ideas for all levels that are ready to incorporate into lessons!

006

Monday, June 26 | 9:00 – 9:50 | PC, Aula 3

TO GOOGLE OR NOT TO GOOGLE, THAT IS THE QUESTION: IS ONLINE TRANSLATION A THREAT TO FOREIGN LANGUAGE EDUCATION?

Presenter(s): Javier Álvarez Jaimes, North Carolina Central University, Durham, NC

Audience: Community College, Higher Ed, General

The increase in online translation seems to be a result of the improvement of quality in the results and the digitalization of everyday life. While online translations could be a quick fix to the immediate needs for everyday communication, the replacement of language instructors by machines is not on the immediate horizons as the results of several recent studies demonstrate.

007

Monday, June 26 | 9:00 – 9:50 | PC, Sala de Prensa

EL ALUMNADO ÁRABE APRENDIENTE DE ESPAÑOL EN EL INSTITUTO CERVANTES DE EL CAIRO: DESDE ESPAÑA HASTA EGIPTO

Presenter(s): José Ángel Tejero López, Universidad Camilo José Cela, Madrid, Spain

Audience: Higher Ed, General

La presente comunicación se centra fundamentalmente en detallar el proceso de enseñanza y aprendizaje de la lengua española en los estudiantes egipcios. El estudio de investigación se enmarca en Egipto, tras pasar un curso académico inmerso como docente en este país. El objetivo principal es analizar las particularidades y necesidades fundamentales del alumnado que estudia español en el Instituto Cervantes de El Cairo.

008

Monday, June 26 | 9:00 – 9:50 | PC, Sala Cero

COMMEMORATIVE PALIMPSESTS IN POST-AUTHORITARIAN ARGENTINA: THE CASE OF ESMA

Presenter(s): Emily Nelsen, University of California-Davis, Davis, CA

Primary Audience: Higher Ed, General

How did political leaders influence the cultural prominence of ESMA (Former Clandestine Detention, Torture, and Extermination Center)? As a physical reminder of past conflict, how have commemorative events at ESMA generated new rounds of conflict in each presidential term? By answering these questions, I will contribute to the understanding of how the initiatives of different political administrations shaped and will continue to

influence Argentina's search for closure amid the commemoration of the country's past.

009

Monday, June 26 | 9:00 – 9:50 | PC, Aula 4

PREK-8: EARLY LANGUAGE NETWORKING UNCONFERENCE

Presenter(s): Rebecca Aubrey, Timothy Edwards Middle School, South Windsor, CT

Audience: PreK-5, Middle/Junior High (6-8)

Joys and challenges. Do you need some new ideas or have something to share? Come chat with us! Whether your program is FLES, dual language, or immersion, this unconference-style session is an opportunity for you to meet with other early language educators for networking and an open discussion. Come with questions, come with ideas, or just come with an open mind, and kick off the conference by building some connections with other early language educators.

010

Monday, June 26 | 9:00 – 9:50 | PC, Despacho Vaguada de la Palma

CINE PARA LA CLASE DE ELE

Presenter(s): Virgilio Borobio, Editorial SM, Madrid, Spain

Audience: Higher Ed, Secondary (9-12)

Tras formular propuestas destinadas a solventar dificultades surgidas al visionar cine en lengua extranjera, analizaremos criterios para elegir documentos cinematográficos y aportaremos muestras de estos explotados didácticamente, así como una selección de películas españolas y latinoamericanas. Finalmente, estudiaremos recursos del lenguaje fílmico para trabajar contenidos específicos de un programa lingüístico.

011

Monday, June 26 | 9:00 – 9:50 | PC, Despacho Cuesta Oviedo

EXPANDING LA MEXICANIDAD: DIVERSITY, REPRESENTATION, AND EXPLOITATION IN THE FILMS OF CARLOS REYGADAS

Presenter(s): Robert Wells, William Jewell College, Kansas City, MO

Audience: Higher Ed, General

The films of Mexican auteur director, Carlos Reygadas, expand the standard cinematic spectrum of *la mexicanidad*, that is, of "Mexicanness." In the neorealist tradition, he casts non-professional actors from marginalized Mexican communities, such as: German Mennonites in *Stellet Licht*, an elderly indigenous woman in *Japón*, and an obese couple in *Batalla en el cielo*. However, this diversity of representation is in tension with exploitation, as Reygadas at times puts these "real" people into ethically ambiguous situations.

012

Monday, June 26 | 9:00 – 9:50 | PC, Sala de Maqueta

HISPANIA FOR AUTHORS: SUBMISSION, PEER REVIEW, AND PUBLICATION

Presenter(s): Benjamin Fraser, University of Arizona, Tucson, AZ; Conxita Domènech, University of Wyoming, Laramie, WY; Haley L. Osborn, Eastern Florida State College, Cocoa, FL

Audience: Community College, Higher Ed

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. Information on research articles, short-form articles, book reviews, and peer reviewers will be shared, and discussion will be driven by audience questions. All are encouraged to attend!

013

Monday, June 26 | 9:00 – 9:50 | CEB, Salón de Actos

PORTUGUESE ADVOCACY SESSION

Presenter(s): Renato Alvim, California State University, Stanislaus, Turlock, CA

Audience: General

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

014

Monday, June 26 | 9:00 – 9:50 | HAF, San Blas

EL LENGUAJE INCLUSIVO COMO UNA HERRAMIENTA DE DESARROLLAR LA CONCIENCIA TRANS EN AULAS DE ESPAÑOL

Presenter(s): Will Hoadley-Brill, George Washington University, Los Angeles, CA

Audience: Secondary (9-12), Higher Ed

La polémica del lenguaje inclusivo (LI) ha tocado todo el mundo hispanohablante, incluso las aulas. Algunas instituciones han promovido su uso mientras que otras lo han rechazado por el purismo lingüístico y los efectos en la adquisición del español. Esta sesión presentará un razonamiento a favor de la enseñanza explícita del LI para beneficiar a todos los estudiantes. Con apoyo teórico, estudios de caso y ejemplos, le presentaremos les invitaremos a incorporar el LI en sus propios ambientes.

015

Monday, June 26 | 9:00 – 9:50 | HAF, Lazarillo

SIG AATSP ACTIVE RETIREES: KEEPING ENGAGED!

Presenter(s): Cheryl Fuentes Wagner, Retired, Sugar Land, TX

Audience: General

We will review the survey of what this demographic thinks the SIG AATSP Active Retirees should be doing, sign up SIG members, and recruit them for specific projects such as serving as mentors, leading podcasts, leading virtual coffee chats and happy hours, and committees requested by the AATSP Board of Directors, and take suggestions for future projects.

016

Monday, June 26 | 9:00 – 9:50 | HAF, Unamuno

HERITAGE SPANISH SPEAKER'S BILINGUAL PRACTICES AND THEIR STRUGGLE TO CONSTRUCT THEIR HYBRID IDENTITIES

Presenter(s): Ana Cristina Sánchez, West Chester University, West Chester, PA

Audience: Higher Ed, General

This paper explores the bilingual practices of heritage Spanish speakers in the United States, as well as their linguistic profiles and challenges they face with their hybrid identities.

Monday, June 26 | 10:00 – 19:00

EXHIBIT HALL OPEN

#AATSP23



017

Monday, June 26 | 10:00 – 11:30 | PC, Sala Mayor

JOINT OPENING SESSION AND KEYNOTE

Presiding: Alfonso Fernández Mañueco, Presidente, Junta de Castilla y León; Carlos García Carbayo, Alcalde, Ciudad de Salamanca; Ricardo Rivero Ortega, Rector, Universidad de Salamanca; Sheri Spaine Long, Executive Director, AATSP

Audience: All

We invite everyone to attend the joint opening of the 105th AATSP Annual Conference and the *VII Congreso Internacional del Español: Español para todos*. Officials from the *Junta de Castilla y León*, *Ayuntamiento de Salamanca*, *Universidad de Salamanca* and the AATSP will kick off the conference. The opening will include a special guest appearance by the honorable United States Ambassador to Spain and Andorra **Julissa Reynoso Pantaleón**. The keynote address will be delivered by the distinguished **Santiago Muñoz Machado** who has served as the director of the *Real Academia Española* and the president of the *Asociación de Academias de la Lengua Española* since 2019.

Monday, June 26 | 11:30 – 12:00

COFFEE AND EXHIBITS BREAK

Sponsored by Saint Louis University - Madrid.



SAINT LOUIS
UNIVERSITY
MADRID

SESSION BLOCK 2

Monday, June 26 | 12:00 – 12:50

018

Monday, June 26 | 12:00 – 12:50 | PC, Aula 1

BODY/LANGUAGE: MOVEMENT AND DANCE ACTIVITIES IN THE SPANISH CLASSROOM

Presenter(s): Ryan Casey, Lexington High School, Lexington, MA

Audience: Secondary (9-12), General

How can we get our students up and moving during class in meaningful contexts? From brain breaks to cultural activities to assessment ideas, we will discuss the why and how of incorporating movement and dance activities. The presenter will also share a continuum to help educators conceptualize how and when to use dance in the Spanish classroom in inclusive, integrated, and interdisciplinary ways. Come prepared to move!

019

Monday, June 26 | 12:00 – 12:50 | PC, Aula 2

LA REGLA DE 999 MUJERES Y UN HOMBRE: UNA EXPLORACIÓN DE LAS PERSPECTIVAS PERSONALES Y PEDAGÓGICAS EN CUANTO AL LENGUAJE INCLUSIVO EN ESPAÑOL

Presenter(s): Elaine Shenk, Saint Joseph's University, Philadelphia, PA

Audience: Secondary (9-12), Higher Ed

Se examinan las perspectivas en cuanto al lenguaje inclusivo (ellas y ellos, ell@s, ellxs, elles y más). Se administró una encuesta con participantes docentes y no docentes y se profundizó el tema por medio de entrevistas con participantes que indicaron su disponibilidad. La ponencia presenta algunos patrones de la encuesta en cuanto al conocimiento de las opciones y el uso personal al hablar y escribir, tanto como una exploración más profunda de las decisiones pedagógicas en el salón de clase.

020

Monday, June 26 | 12:00 – 12:50 | PC, Despacho Vaguada de la Palma

KENTUKIS: VIRTUALIDAD MÓVIL Y LA DESCOMUNICACIÓN GLOBAL

Presenter(s): Jaime Mundo, Blair Academy, Blairstown, NJ

Audience: Community College, Higher Ed, General

En la novela *Kentukis* (2018) por la argentina Samantha Schwebelin, se cuestiona el lugar del humano dentro de las interconexiones

que hacen posible la comunicación global. ¿Qué pasa cuando nos conectamos a las redes que componen la globalidad? En esta presentación exploraremos cómo Schweblin cuestiona la temática de la virtualidad digital desde un cuestionamiento ético enfocándose en los efectos directos de esta tecnología en la sociedad, especialmente en los sujetos vulnerables como niños y ancianos.

021

Monday, June 26 | 12:00 – 12:50 | PC, Aula 4

RHOTIC ACQUISITION AND VARIATION IN HERITAGE BILINGUAL CHILDREN: IMPLICATIONS FOR INSTRUCTION

Presenter(s): Heather Offerman, University of Arkansas, Fayetteville, AR; Nicole Rodríguez, Rutgers University, New Brunswick, NJ

Audience: PreK-5, Higher Ed

This presentation explores the phonological development of heritage bilingual children, focusing on Spanish taps and trills, as they are notoriously difficult for first and second language learners to produce. Data shows that despite having been exposed to these speech sounds since birth and having formal education in the heritage language, participants still display difficulties producing trills and default to taps. The results provide rationale for including phonology instruction in the heritage language classroom.

022

Monday, June 26 | 12:00 – 12:50 | PC, Sala Cero

LA CIUDAD CARTÓN EN TENSIÓN CON LA CIUDAD LETRADA: LA TRANSFORMACIÓN DEL CANON LITERARIO

Presenter(s): Anny Proctor, University of California, Irvine, Irvine, CA

Audience: Community College, Higher Ed, General

Este trabajo dialoga con *La ciudad letrada* de Ángel Rama para introducir el origen de la ciudad cartón en Latinoamérica. La transformación empieza con la participación de catadores de cartón en las periferias de Argentina que al unirse forman comunidades y editoriales colectivas conocidas como cartoneras. Por medio de la transformación de basura a literatura, los pioneros se apoderan de sus narrativas. Como resultado, construyen historias alternativas y el desarrollo de ciudades humanizadas.

023

Monday, June 26 | 12:00 – 12:50 | PC, Sala de Prensa

"NUESTRA HISTORIA DE PEQUEÑAS GRANDES CONQUISTAS": PERSPECTIVA E INVERSIÓN EN *EL LUNES NOS QUERRÁN* DE NAJAT EL HACHMI

Presenter(s): Matthew O'Neill, Oklahoma State University,

Stillwater, OK

Audience: Higher Ed, General

El lunes nos querrán (2021) de Najat El Hachmi participa en la larga historia de narrativas españolas de los siglos XX y XXI que detallan los obstáculos de sus protagonistas al resistir tradicionalismos y ansiar la libertad. Tal y como lo hacen Andrea y Natalia en la Barcelona derruida de los 40, la protagonista de El Hachmi busca autodefinirse cruzando retos históricamente inevitables; sin embargo, lo hace desde una perspectiva nítidamente contemporánea. Y, es más, se orienta inquebrantablemente hacia el nuevo horizonte del futuro.

024

Monday, June 26 | 12:00 – 12:50 | PC, Aula 3

REEXAMINING L2 ANXIETY IN HYBRID FIRST-YEAR SPANISH CLASSES

Presenter(s): Christina Mirisis, St. Norbert College, De Pere, WI; Terri Schroth, St. Norbert College, De Pere, WI

Audience: Higher Ed

L2 learners, particularly in beginning level language classes, experience foreign language anxiety (FLA). While much research on FLA focuses on the traditional in-person learning environment, this study investigates the degree to which first- and second-semester L2 Spanish learners experience FLA in hybrid classes. Presenters will report the results of a modified questionnaire of Horwitz et al.'s (1986) *Foreign Language Classroom Anxiety Scale* and will discuss the pedagogical implications of these results.

025

Monday, June 26 | 12:00 – 12:50 | PC, Despacho Cuesta Oviedo

OUT OF THE CLOSET AND ONTO THE BOOKSHELF: ELENA FORTÚN'S LESBIAN BUILDINGSROMANS

Presenter(s): Kara Cybanski, University of Ottawa, Ottawa, Canada

Audience: Higher Ed, General

This paper investigates Elena Fortún's lesbian bildungsromans titled *Oculto Sendero* and *El pensionado de Santa Casilda*, published posthumously in 2016 and 2022, respectively. By engaging with queer theory and gender studies, we explore how the author revisits the impact of gender roles and compulsory heterosexuality on women and girls in 1920s Spain. This paper aims to bring visibility to lesbian identities and desire and highlight Fortún's impact on Spanish Sapphic literary tradition.

SESSIONS

026

Monday, June 26 | 12:00 – 12:50 | PC, Sala de Maqueta

NEW HORIZONS FOR HERITAGE LEARNERS OF SPANISH: IMPLEMENTING PROJECT-BASED LEARNING THAT EMBEDS FOCUS OF FORM TO INCREASE ACCURACY IN ASPECT AND MOOD

Presenter(s): Julianne Bryant, Biola University, La Mirada, CA

Audience: Higher Ed

Without a more intentional focus on forms, heritage learners do not seem to advance toward higher levels of linguistic proficiency. This session presents the results of a study conducted with heritage learners who completed a semester long inter-generational research project that incorporated form-focused strategies as a means of developing linguistic skills beyond the intermediate level. Classroom data demonstrate that this approach results in increased accuracy in recognition and production of both aspect and mood.

027

Monday, June 26 | 12:00 – 12:50 | HAF, Lazarillo

MAKING YOUR CLASS SAFE AND WELCOMING

Presenter(s): Linda Santiago, St. Petersburg High School, St. Petersburg, FL

Audience: General

Learn the whys and hows of making your classroom a safe and welcoming environment for your LGBTQ+ and other students. We will share important vocabulary to understand, information about where we are currently with inclusive language use in the various languages commonly taught in our schools, and some ideas that will help those who feel confused navigate lowering the affective filter so students may learn and build classroom community.

028

Monday, June 26 | 12:00 – 12:50 | HAF, Unamuno

AN EXPERIMENTAL AND SUCCESSFUL APPROACH TO TEACHING THE PESKY INTERMEDIATE LEVEL

Presenter(s): Mary Ellen Kohn-Buday, Mount Mary University, Milwaukee, WI

Audience: Community College, Higher Ed

The Intermediate level language courses (third and fourth semesters) have always been tricky to teach. Some students are not truly ready for it (e.g., the required prerequisite of two years in high school but not two strong years). Or they are too advanced for it (often heritage speakers and yet others who really should be in Composition/Conversation). The presenter has found a way to teach this course in a way that has all students both engaged and

successful and will share her methodology while also hearing about those of the audience members.

SPECIAL SESSION BLOCK 2

Monday, June 26 | 12:00 – 13:20

029

Monday, June 26 | 12:00 – 13:20 | CI, Salón de Actos

SIGMA DELTA PI AND AATSP: FIRST ANNUAL POETRY RECITAL

Presenter(s): Raúl Carrillo Arciniega, College of Charleston, Charleston, SC; Manuel Portillo, Hollins University, Roanoke, VA; Pedro Larrea Rubio, University of Lynchburg, Lynchburg, VA; Luis Correa Díaz, University of Georgia, Athens, GA; Tina Escaja, University of Vermont

Audience: General

Sigma Delta Pi, the National Collegiate Hispanic Honor Society, and the AATSP host their inaugural poetry recital featuring accomplished poets of the Spanish-speaking world.

030

Monday, June 26 | 12:00 – 13:20 | CEB, Salón de Actos

PORTUGUESE KEYNOTE: NOVOS CAMINHOS E DESAFIOS: ABORDAGENS MULTICULTURAIS NO ENSINO DE PLNM NO CONTEXTO ESPANHOL

Presenter(s): Giselle Menezes Mendes Cintado, Universidad Pablo de Olavide, Seville, Spain

Audience: General

Um ambiente multicultural contribui para as formas de ser, dizer e agir de cada um. No ensino de PLNM (Português como língua não materna) a sua diversidade não pode ser mais vista somente pela ótica do português falado no Brasil ou em Portugal. É preciso uma maior aceitação sobre o estudo da LP e suas normas em aulas de português para estrangeiros com toda a pluralidade dos países da CPLP (Comunidade dos Países de Língua Portuguesa), dos PALOP (Países Africanos de Língua Oficial Portuguesa) e suas diásporas, bem como lidar mais pacificamente com as mudanças que o português sofre diacrônica e diatopicamente (Llari & Basso, 2006), aguçar mais estudos sobre a internacionalização da língua portuguesa (Faria et al., 2020; Fernandes, 2020; Brito, 2018), encorajar mais pesquisas no ensino de PLNM no contexto espanhol (Rey,

2012; Almeida Filho, 2001), entre outros tópicos.

031

Monday, June 26 | 12:00 – 13:20 | HAF, San Blas

ÉXITOS DE LA SOCIEDAD HONORARIA HISPÁNICA – ¡COMPARTAMOS!

Presenter(s): Kelly Scheetz, Franklin High School, Franklin, TN

Audience: Secondary (9-12)

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

032

Monday, June 26 | 12:00 – 13:20 | PC, Sala Menor

PLENARY: MESA REDONDA: EL ESPAÑOL EN EL MUNDO

Moderator: Mar Sancho Sanz, Viceconsejera de Acción Cultural y Comisionado para la Lengua Española, Valladolid, Spain

Panelists: María Carreira, AATSP, Manhattan Beach, CA; Jesús Fernández González, Consejería de Educación de la Embajada de España en Estados Unidos y Canadá, Washington, DC; Javier Muñoz-Basols, Universidad de Sevilla, Seville, Spain, and University of Oxford, Oxford, United Kingdom; Richard Bueno Hudson, Instituto Cervantes de Nueva York, New York City, NY

Audience: General

Presenter(s): Lourdes Bueno, Texas Christian University, Fort Worth, TX

Audience: Higher Ed

Es innegable el hecho de que *El Quijote* es una de las novelas más leídas y estudiadas dentro del mundo de la literatura española. En una época en la que tanto investigadores como autores se replantean los patrones tradicionales que permean los textos literarios, no sorprende la aparición de dos obras audiovisuales como la película *Nurse Betty* o la miniserie televisiva *Inventing Anna* que ofrecen la historia de dos mujeres que tienen muchos puntos en común con el protagonista de la novela cervantina.

035

Monday, June 26 | 13:30 – 14:20 | PC, Aula 3

GOOGLE TRANSLATED TEXTS AND L2 WRITING SAMPLES: CAN YOU SPOT THE DIFFERENCES?

Presenter(s): Luciane Maimone, Missouri State University, Springfield, MO; Jason Jolley, Missouri State University, Springfield, MO

Audience: Secondary (9-12), Higher Ed

Reliably detecting unauthorized uses of machine translation tools remains a concern for language instructors in matters related to academic integrity and fairness. In this presentation, we seek to contribute to this discussion by reporting results from a study that examines whether there are actual textual differences between machine translation outputs and writing samples produced by L2 Spanish learners, and how these textual characteristics compare to telltale signs of machine translation use, as perceived by instructors.

036

Canceled at the request of the presenter.

037

Monday, June 26 | 13:30 – 14:20 | PC, Sala Cero

DESCUBRIR EL MUNDO HISPANO DESDE SU CASA: EL LABORATORIO VIRTUAL PARA EL APRENDIZAJE LINGÜÍSTICO Y CULTURAL

Presenter(s): Cynthia Potvin, Université de Moncton, Moncton, Canada

Audience: Community College, Higher Ed

Ciertos desafíos engendrados por la pandemia resultaron ser experiencias positivas en la enseñanza del español como lengua segunda y extranjera (ELE). Tal es el caso del Laboratorio virtual para la aprendizaje lingüístico y cultural en nuestros cursos de ELE. El objetivo de nuestra ponencia es el de destacar las ventajas de este proyecto para nuestros aprendientes de ELE.

SESSION BLOCK 3

Monday, June 26 | 13:30 – 14:20

033

Canceled at the request of the presenter.

034

Monday, June 26 | 13:30 – 14:20 | PC, Aula 2

REINTERPRETACIÓN DE *EL QUIJOTE* EN CLAVE FEMENINA: DOS PROPUESTAS AUDIOVISUALES

SESSIONS

Para ello, presentaremos las características del proyecto y subrayaremos sus ventajas. Concluiremos que es posible formar a un hablante intercultural (Instituto Cervantes, 2007) a partir de un proyecto virtual.

038

Monday, June 26 | 13:30 – 14:20 | PC, Sala de Prensa

"MEDIO QUE LE ENTENDÍ AL DOCTOR," LANGUAGE PROFICIENCY IN SPANISH AND LANGUAGE ASSESSMENT METHODS AMONG HEALTHCARE PROVIDERS IN THE UNITED STATES

Presenter(s): David Zarazúa, University of Southern California, Los Angeles, CA

Audience: Community College, Higher Ed

Studies have shown the importance of language concordance between Spanish-dominant patients and their healthcare providers (i.e., Eamranond et al, 2009). The present paper reports the results of a bibliographic study on the Spanish oral proficiency level of healthcare providers in the United States and on the methods used to assess them. At the end, it presents relevant implications for the teaching of Spanish.

039

Monday, June 26 | 13:30 – 14:20 | PC, Despacho Vaguada de la Palma

EMPIRE AND RACE IN EARLY MODERN SPANISH ACCOUNTS OF NOAH'S ARK

Presenter(s): Charles Patterson, Western Washington University, Bellingham, WA

Audience: Higher Ed, General

This paper will examine the intertwined construction of empire and race in the flood story as retold in Spanish chronicles from the fourteenth to the seventeenth centuries. It will identify four main tendencies in these works contributing to the construction of race and empire, and demonstrate how these relate to developments in Spanish politics and history.

040

Canceled at the request of the presenter.

041

Monday, June 26 | 13:30 – 14:20 | PC, Sala de Maqueta

MIGRACIÓN, (IN)HOSPITALIDAD Y MEMORIA EN *MARTITA, I REMEMBER YOU* DE SANDRA CISNEROS

Presenter(s): Rosa Escalante, University of Louisville, Louisville, KY

Audience: Higher Ed, General

Esta investigación analiza las conexiones entre migración, (in) hospitalidad y memoria en la novela *Martita, I Remember You*, 2021, de Sandra Cisneros.

042

Monday, June 26 | 13:30 – 14:20 | CI, Salón de Actos

AATSP HONORARY FELLOW PLENARY: SER ESCRITORA, TÉCNICA Y MISTERIO

Presenter(s): Ana María Shua, Universidad de Buenos Aires, Buenos Aires, Argentina

Audience: All

Se trata de un sencillo recuento de mis experiencias personales en relación con la literatura desde que empecé con mis primeros textos, mostrando, a la vez, cómo es el camino de la escritura, cómo se superan los obstáculos que se van encontrando paso a paso y lo que se aprende y se incorpora con cada experiencia. Más lo poco que se puede decir sobre el proceso de creación, que es siempre parte del misterio.

Shua was named AATSP Honorary Fellow in December 2022. Her work includes short stories, novels, poetry, drama, essays, film scripts, and children's literature. She best known for her microrrelatos. She is the recipient of numerous national and international awards, including the Guggenheim Fellowship.

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043

Monday, June 26 | 13:30 – 14:20 | HAF, San Blas

MY NAME HAS AN ACCENT MARK, AND SO DO I: NAMES, IDENTITIES, AND OUR STUDENTS

Presenter(s): Celia Chomón Zamora, ACTFL, Land O' Lakes, FL

Audience: Secondary (9-12), Higher Ed

Our students bring individual identities, language varieties, and backgrounds to our classroom and it is up to us to ensure that we not only honor them, but empower them to embrace their individuality and heritage. This presentation will delve into current issues in the classroom, such as asking "where are you from?", names, language varieties, and trauma-informed teaching.

044

Monday, June 26 | 13:30 – 14:20 | HAF, Lazarillo

AN INNOVATIVE APPROACH TO SUPPORT AND ENGAGE HERITAGE SPEAKERS OF SPANISH

Presenter(s): Sílvia Rodríguez Sabater, College of Charleston, Charleston, SC

Audience: Higher Ed

The presenter will share an innovative program developed to support and engage heritage speakers in higher education. It was designed to measurably improve diversity, equity, and inclusion by providing Latino students with mentorship, coursework, involvement in the local Latino community, and participation in campus activities to create a culture where everyone feels they belong. You will leave the session with ideas on how to implement a program suitable for your institution.

045

Monday, June 26 | 13:30 – 14:20 | HAF, Unamuno

ACTION RESEARCH IN THE SOCIAL JUSTICE LANGUAGE CLASSROOM: SYSTEMATICALLY EXAMINING TEACHING PRACTICES

Presenter(s): Stephanie Knouse, Furman University, Greenville, SC; Begoña Caballero-García, Wofford College, Spartanburg, SC

Audience: Secondary (9-12), Higher Ed

Many Spanish classrooms have incorporated social justice pedagogy, but how effective is this approach? In this session attendees will learn about social justice education, action research—or the systematic evaluation of one's teaching practices through the use of data analysis and other investigatory techniques—and how they can implement this strategy to evaluate pedagogical effectiveness. Participants will have the opportunity to workshop an idea during the session.

046

Monday, June 26 | 15:00 – 17:50 | CI, Salón de Actos

BLOCKBUSTER FILM WITH MASTERCLASS OFFERED BY EGEDA AND PLATINO EDUCA

Audience: General

Se proyectará la aclamada película *Mientras dure la guerra* del director Alejandro Amenábar. Esta película fue ganadora de cinco Premios Goya en 2019 y diecisiete nominaciones.

Sesión de cine y masterclass posterior impartida por el profesor D. Fernando Rodríguez Lafuente, profesor, crítico literario y cinematográfico y gestor cultural español. Actualmente director del **Máster Universitario en Cultura Contemporánea** de la Fundación Ortega-Marañón. Exdirector general del Instituto Cervantes y exdirector general del libro, archivo y bibliotecas del Ministerio de Cultura del Gobierno de España.

Descripción de la película: *España. Verano de 1936. El célebre escritor Miguel de Unamuno decide apoyar públicamente la sublevación militar que promete traer orden a la convulsa situación del país. Inmediatamente es destituido por el gobierno republicano como rector de la Universidad de Salamanca. Mientras, el general Franco consigue sumar sus tropas al frente sublevado e inicia una exitosa campaña con la secreta esperanza de hacerse con el mando único de la guerra. La deriva sangrienta del conflicto y el encarcelamiento de algunos de sus compañeros provoca que Unamuno empiece a cuestionar su postura inicial y a sopesar sus principios. Cuando Franco traslada su cuartel a Salamanca y es nombrado Jefe del Estado en la zona nacional, Unamuno acude a su Palacio, decidido a hacerle una petición.*



SESSIONS

047

Monday, June 26 | 15:00 – 15:50 | CI, Aula 005

POSTER CONTEST: WHAT'S NEW?

Presenter(s): TJ Troche, Spring Valley High School, Las Vegas, NV; Rebecca Aubrey, Timothy Edwards Middle School, South Windsor, CT; Maritza Sloan, Ladue Horton Watkins High School, St. Louis, MO

Audience: PreK-5, Middle/Junior High (6-8)

The poster contest has been around for over fifty years! This year we saw some of the most important changes in years. Come find out what's new!

048

Monday, June 26 | 15:00 – 15:50 | CI, Aula 101

BRASILIDADE E/OU ESTEREOTIPIA? EM BUSCA DO EQUILÍBRIO PLURICÊNTRICO ENTRE A PRESENÇA DE TRAÇOS DISTINTIVOS E DE IMAGENS FIXAS NA AULA DE PLE

Presenter(s): Sílvia Ramos-Sollai, California State University Stanislaus, Turlock, CA; Célia Bianconi, Boston University, Boston, MA; Nilma Dominique, Massachusetts Institute of Technology, Cambridge, MA

Audience: Secondary (9-12), Community College, Higher Ed

Enquanto a brasilidade peculiariza, o estereótipo atribui traços coletivos a indivíduos. Ambas presunções estariam fundamentalmente associadas à cultura e à noção interna do mundo externo. Assim, tudo se ordenaria em códigos passados por gerações que se alternam entre a afinidade individualizadora e a estereotipia. Esse trabalho traz amostras da tríade material didático, prática de ensino e repertório para denunciar a tendência sistemática de autovalorização, concomitante à desvalorização do outro.

Monday, June 26 | 14:20 – 15:00

LUNCH BREAK

BUILDING ABBREVIATIONS

PC - Palacio de Congresos

CI - Cursos Internacionales

CEB - Centro de Estudios Brasileños

HAF - Hotel Abba Fonseca

SESSION BLOCK 4

Monday, June 26 | 15:00 – 15:50

049

Monday, June 26 | 15:00 – 15:50 | CI, Aula 102

IS EXPOSURE TO INPUT NOT ENOUGH? LEARNING THE BASICS IN A DUAL LANGUAGE IMMERSION PROGRAM

Presenter(s): Fernando Rubio, University of Utah, Salt Lake City, UT; Lucía Rubio, University of Utah, Salt Lake City, UT; Carmen Hortelano Lecubarri, Escuela Oficial de Idiomas de Santander, Santander, Spain

Audience: Middle/Junior High (6-8), Secondary (9-12), Community College

This session addresses a common challenge identified by immersion programs since their inception, namely that a strong or exclusive focus on content may not produce the desired results. We present the results of a study that shows that students enrolled in a Spanish Dual Language Immersion (DLI) program still struggle with a basic feature such as gender and number agreement even after years of participation in the program. The presentation discusses possible pedagogical approaches to expedite the acquisition of this grammatical feature.

050

Monday, June 26 | 15:00 – 15:50 | CI, Aula 107

CONCIENCIA SOCIAL EN EL AULA: ENSEÑANDO LENGUA Y LITERATURA CON MATERIAL RECICLABLE

Presenter(s): María Guadalupe Calatayud, University of North Georgia, Gainesville, GA

Audience: Middle/Junior High (6-8), Secondary (9-12), Community College, Higher Ed

Esta presentación muestra cómo los estudiantes desarrollan su creatividad al crear sus propios libros de texto con material reciclable. Esta idea no es una invención mía, sino que la he retomado de un proyecto argentino (The Cartonera Project) que se ha desarrollado con mucho éxito en diversos países. Este proyecto busca crear conciencia en los jóvenes, a la vez que facilita el acceso de la literatura, la gramática, la historia, etc. a todos los estratos socioeconómicos.

051

Monday, June 26 | 15:00 – 15:50 | CI, Aula 104

INTENTIONAL LINGUISTIC SUPPORT FOR INTERNSHIPS AND SERVICE LEARNING IN SPANISH FOR THE PROFESSIONS

Presenter(s): Emily Bernate, St. Edward's University, Austin, TX

Audience: Community College, Higher Ed

This presentation explores ways to make language internships more effective by offering intentional linguistic support through biweekly meetings during the internship semester. Participants will learn how to develop activities to help students develop domain-specific vocabulary, strategies for circumlocution, and the ability to transpose from formal to informal registers. We will also discuss approaches for developing language advocacy skills so that students can confidently support language minority populations at their internship site.

052

Monday, June 26 | 15:00 – 15:50 | CI, Aula 105

TEACHING THE PRAGMATICS OF HUMOR IN THE L2 SPANISH CLASSROOM

Presenter(s): Susana de los Heros, University of Rhode Island, Kingston, RI

Audience: General

Learning to use humor in an L2 can increase learners' linguistic creativity and sociopragmatic awareness. Here, I share my experience teaching learners of Spanish with varying proficiency levels to interpret humor in authentic materials and to practice using humor in class. First, I overtly compare humor mechanisms in English and Spanish (i.e., puns, and irony), and then I present examples of authentic regional jokes and humorous videos and television shows as I do in class.

053

Monday, June 26 | 15:00 – 15:50 | CI, Aula 106

VIEJAS CONTIENDAS, NUEVAS MIRADAS: LAS DIRECTORAS EN EL CINE PUERTORRIQUEÑO CONTEMPORÁNEO

Presenter(s): Rosana Díaz Zambrana, Rollins College, Winter Garden, FL

Audience: Higher Ed, General

En esta ponencia analizaremos las principales temáticas y estilos de las producciones cinematográficas puertorriqueñas de los últimos diez años dirigidas por mujeres. La misma examinará la cinematografía realizada por mujeres en el contexto de Puerto Rico, su diáspora en los Estados Unidos y el mismo Caribe.

054

Monday, June 26 | 15:00 – 15:50 | CI, Aula 103

SIGMA DELTA PI BEST PRACTICES I

Presenter(s): Mark Del Mastro, College of Charleston, Charleston, SC; Gavin Byrd, Florida State University, Tallahassee, FL; Myrka González, Texas A&M University, Kingsville, TX; Liza Johnson, Northeastern University, Boston, MA; Anna Lee Schmieding, Texas

Tech University, Lubbock, TX; Amanda Smith, Truman State University, Kirksville, MO

Audience: Higher Ed

For the eleventh consecutive year, Sigma Delta Pi, the National Collegiate Hispanic Honor Society, hosts student members to share their local chapters' best practices through formal presentations. All current and prospective chapter advisers and members of Sigma Delta Pi, as well as interested educators are encouraged to attend.

055

Monday, June 26 | 15:00 – 15:50 | CI, Aula 108

TRACING MIGRATION INTO PHILADELPHIA THROUGH LINGUISTIC LANDSCAPE ON CALLE NUEVE

Presenter(s): María de la Luz Matus-Mendoza, Drexel University, Philadelphia, PA

Audience: Community College, Higher Ed

Drawing on linguistic landscapes, this presentation investigates the most recent Latino migration in the city by analyzing (Rafael, et al., 2008) "top-down" and "bottom-up" on *Calle nueve* in Philadelphia. The objective aims to show how multiple groups intersect and create their social spaces where multiple diasporas have lived for a long time. Preliminary results point to a predominance of Mexicans in the area who interact harmoniously with earlier migrants such as Italians and Jewish residents.

056

Monday, June 26 | 15:00 – 15:50 | CI, Aula 109

CREATIVITY AND THE BRAIN: UNDERSTANDING IMAGINATION AND COGNITION FOR IMPROVED LITERATURE AND CULTURE INSTRUCTION

Presenter(s): Matthew V. Desing, Butler University, Indianapolis, IN

Audience: Secondary (9-12), Higher Ed

It is common practice for instructors to incorporate creative projects (having students produce visual or textual art, for example) into their pedagogical repertoire. Although many language, literature, and culture teachers use such techniques, few understand the cognitive processes at work when students engage in such activities. Understanding such brain states and processes can help instructors design better creative assignments for enhanced learning of literatures and cultures in L2 classrooms.

SESSIONS

MONDAY

057

Monday, June 26 | 15:00 – 15:50 | CI, Aula 110

GRAMÁTICA Y CULTURA: UNA AMISTAD POSIBLE

Presenter(s): Evelyn Ledezma, Bethlehem Central High School, Delmar, NY

Audience: Secondary (9-12), Community College, Higher Ed

En esta sesión se compartirán ideas y prácticas para implementar lecciones gramaticales en un marco cultural a través de diversos medios como la música, el arte, la literatura y la cultura popular.

058

Monday, June 26 | 15:00 – 15:50 | CI, Aula 111

REMOVING BARRIERS: A REFLECTION ON USING OER AND LOW-COST/ZERO-COST TEXTBOOKS TO PROMOTE ANTI-RACISM

Presenter(s): Tamari Jenkins, Chaffey College, Rancho Cucamonga, CA

Audience: Community College, Higher Ed

In this session, participants will discuss the contributors and barriers to student success and will review statistical information that breaks down retention and success rates of college students by demographics. There will be a reflection on social justice terms like anti-racism, equity and inclusion. Ultimately, participants will learn how converting their courses to use OER and low-cost/zero-cost textbooks can demonstrate their commitment to anti-racism. An example of a ZTC Spanish course will be presented.

059

Monday, June 26 | 15:00 – 15:50 | CI, Aula 112

ROSALÍA COMO UNA "MOTO[MAMI]" EN EL AULA PARA ANALIZAR LAS PERSPECTIVAS CULTURALES ACTUALES DE ESPAÑA

Presenter(s): Elizabeth Maldonado, University of Illinois at Chicago, Chicago, IL

Audience: Community College, Higher Ed

La cantante española Rosalía ha generado mucha polémica. Debido a esto, su música sirve como un medio estimulante para alumnos postsecundarios de español como L2 (nivel básico-avanzado) para analizar las perspectivas culturales actuales de España. Guiada por las pautas interculturales "Can-Do" de ACTFL, esta sesión identificará productos y prácticas culturales arraigados en su música para crear hipótesis de las perspectivas actuales de España con el fin de fomentar la comunicación intercultural.

060

Monday, June 26 | 15:00 – 15:50 | CI, Aula 113

LIBROS INFANTILES: AN AUTHENTIC, ENGAGING HIGH SCHOOL SERVICE-LEARNING PROJECT COLLABORATING WITH NICARAGUAN SCHOOLS AND IMMERSION PROGRAMS

Presenter(s): Susan Larsen, Winona Senior High School, Winona, MN

Audience: Secondary (9-12)

This presentation outlines a book project collaboration between level 4 Spanish students at a mid-size Minnesota High School with an immersion program and libraries in Nicaragua, Costa Rica, and the Dominican Republic. Spanish students write and illustrate original books to donate. The presenter will provide guidelines for incorporation of this project into the class curriculum. Also, the presenter will share how students grow in confidence of their Spanish abilities which in turn is rewarding and beneficial for the teacher.

061

Monday, June 26 | 15:00 – 15:50 | CI, Aula 114

THE SPANISH IMMERSION CONTINUATION PROGRAM: THE RISE (AND UNTIMELY DEMISE) OF A 10-16 COLLABORATIVE PROGRAM

Presenter(s): Daniel Woolsey, Hope College, Holland, MI

Audience: Secondary (9-12), Higher Ed

From 2016-2021 a collaboration between a liberal arts college and two local high schools brought sixty-three Spanish-immersion high-school students to campus to take advanced courses in Spanish. An average of eighteen students per semester, juniors and seniors, took a total of 181 semester-long Spanish courses at the 300 and 400 levels. This presentation will describe the creation, implementation, and sunset of the program, exploring its strengths, its challenges, and the profile of successful students.

062

Monday, June 26 | 15:00 – 15:50 | CI, Aula 201

ENHANCE PROFICIENCY AND TEACH CULTURE VIA NARRATIVE 4 INTERNATIONAL STORY EXCHANGES

Presenter(s): Debra Faszler-McMahon, Seton Hill University, Greensburg, PA

Audience: Middle/Junior High (6-8), Secondary (9-12), Community College, Higher Ed

Experience the unique Narrative 4 (N4) story exchange, learning about an international non-profit that creates connections through storytelling. Participants will experience a N4 exchange and learn how it can be used in Spanish classrooms, analyzing a

range of ready-to-use prompts that target detailed description and narration in all major time frames. Participants will explore N4 certification as well as international collaborations to facilitate intercultural linguistic competence.

063

Canceled at the request of the presenter.

064

Monday, June 26 | 15:00 – 15:50 | CI, Aula 203

GROW YOUR PROGRAM TO REACH NEW HORIZONS BY SPEAKING THE LANGUAGE OF ADMINISTRATION: DATA

Presenter(s): Roger Burt, Avant Assessment, Eugene, OR

Audience: General

See how one teacher was able to use assessment data to speak to school and district administration to get the approval and funding he needed to grow his program. From purchasing language labs, to expanding course offerings, increasing professional development and more, data speaks to decision makers!

065

Monday, June 26 | 15:00 – 15:50 | CI, Aula 204

LENGUACULTURA, VALOR AGREGADO PARA LOS HABLANTES DE HERENCIA

Presenter(s): Tanya de Hoyos, Defense Language Institute, Monterey, CA

Audience: General

En esta sesión la enseñanza de la lengua meta se basa en la lenguacultura (Agar, 1994) la cual ha sido fortificada por la diversidad lingüística, en un contexto global. Esta charla explora: 1) los tipos de lenguacultura; 2) los puntos ricos y 3) las dimensiones e implicaciones del lenguaje en los hablantes de herencia. Esta presentación interactiva ofrece una variedad de recomendaciones prácticas para maximizar el uso de la lengua meta.

066

Monday, June 26 | 15:00 – 15:50 | CI, Aula 205

DE LA NAO AL AULA: V CENTENARIO DE LA PRIMERA VUELTA AL MUNDO

Presenter(s): Fernanda Becker, Bishop Dwenger High School, Fort Wayne, IN; Natacha Sanz-Caballero, Independent Author, Fort Wayne, IN

Audience: Secondary (9-12)

La autora Natacha Sanz-Caballero, ofrecerá una reseña sobre el contexto histórico que inspiró su novela *Yo fui el primero*: una novela histórica en la que sus dos protagonistas, Diego y Enrique, narran en primera persona el viaje de la Primera Vuelta al Mundo de

Magallanes y Elcano. Por su parte, Fernanda Becker, licenciada en español y máster en administración escolar, compartirá la experiencia didáctica de la lectura de la novela y actividades en el aula.

067

Monday, June 26 | 15:00 – 15:50 | CI, Aula 206

DEVELOPING INTERNATIONAL MINDEDNESS THROUGH CULTURALLY RESPONSIVE TEACHING

Presenter(s): Keelin Eggleston, Academia de Lenguaje y Bellas Artes, Milwaukee, WI

Audience: PreK-5, General

How can we create a culturally responsive learning environment that fosters the development of international mindedness? In this session, participants will explore the why, the what and the how of culturally responsive teaching while developing an understanding of how culturally responsive teaching can foster international mindedness in our students. After attending this session, participants will be able to identify culturally responsive teaching strategies that will foster the development of international mindedness in their students.

068

Monday, June 26 | 15:00 – 15:50 | HAF, San Blas

LANGUAGE SHIFT AND FORMS OF ADDRESS IN THE LINGUISTIC LANDSCAPE OF COSTA RICA

Presenter(s): Jean W. LeLoup, United States Air Force Academy, Monument, CO; Barbara Schmidt-Rinehart, Ashland University, Ashland, OH

Audience: Secondary (9-12), Higher Ed

"Do they speak English in Costa Rica?" "Do they use *tú* there?" "What is *vos*?" These are some common questions Spanish teachers often field from their students and other people interested in traveling to Costa Rica. This presentation responds to these queries through an investigation of the phenomenon of linguistic shift where English words are taking precedence over the native language in certain instances and landscapes and why this might be the case.

069

Monday, June 26 | 15:00 – 15:50 | HAF, Lazarillo

COMMUNITY COLLEGE ADVOCACY SESSION: WHAT ARE WE DOING ABOUT LOW ENROLLMENT?

Presenter(s): Julián Barroso-Merino, College of Southern Nevada, Henderson, NV; Sergio Guzmán, College of Southern Nevada, Las Vegas, NV

Audience: Community College

SESSIONS

MONDAY

Due to factors such as degree requirement changes, financial aid limitations, and a tendency to deemphasize the Humanities, World Language Departments around the country have seen a steady decline in enrollment over the last ten years. This presentation will explore what some community colleges are doing to offset the dwindling numbers and reinvigorate their programs. Results will be analyzed as well. This session will include a guest visit by the Agregado de diplomacia pública para asuntos de educación, emprendimiento y medio ambiente **Justen A. Thomas**, Public Diplomacy Officer, United States Embassy, Madrid.

070

Monday, June 26 | 15:00 – 15:50 | HAF, Unamuno

ENCOURAGING PROFICIENCY THROUGH LITERATURE: USING MICROCUENTOS IN THE CLASSROOM

Presenter(s): Erin Montero, Girls Preparatory School, Chattanooga, TN

Audience: Secondary (9-12)

Do you want to use authentic literature to teach Spanish but feel your students are not ready? This session showcases *microcuentos*, a fun and engaging literary genre that can be easily scaffolded to meet your students where they are. Participants will learn to use *microcuentos* with the goal of teaching language through literature. Finally, we will discuss how to design appropriately-scaffolded IPAs using *microcuentos* in order to assess students' interpretive, interpersonal, and presentational skills.

SESSION BLOCK 5

Monday, June 26 | 16:00 – 16:50

071

Monday, June 26 | 16:00 – 16:50 | CI, Aula 005

ÉXITOS: THE SHA CELEBRATES STUDENTS AND SPONSORS

Presenter(s): Beth Gaunce, Kentucky Educational Television, Lexington, KY

Audience: PreK-5, Middle/Junior High (6-8)

Come celebrate with the Sociedad Hispánica de Amistad as we highlight student service projects from this past academic year. In this session we will provide samples of service projects conceived and implemented by SHA students and sponsors. This will also be where you can get in-depth information about membership in SHA, and how teachers and students can work together in SHA to enhance instruction. Join us for a fun session that puts SHA members in the spotlight.

072

Monday, June 26 | 16:00 – 16:50 | CI, Aula 101

PAST PRESIDENTS' MEETING

Audience: *Invitation only*

073

Canceled at the request of the presenter.

074

Monday, June 26 | 16:00 – 16:50 | CI, Aula 103

SIGMA DELTA PI BEST PRACTICES II

Presenter(s): Mark Del Mastro, College of Charleston, Charleston, SC; Gavin Byrd, Florida State University, Tallahassee, FL; Myrka González, Texas A&M University, Kingsville, TX; Liza Johnson, Northeastern University, Boston, MA; Anna Lee Schmieding, Texas Tech University, Lubbock, TX; Amanda Smith, Truman State University, Kirksville, MO

Audience: Higher Ed

This is a continuation of session 054.

075

Monday, June 26 | 16:00 – 16:50 | CI, Aula 104

ARTE DRAMÁTICO APLICADO A LA ENSEÑANZA DE ELE: UNA PROPUESTA DE ACTIVIDADES

Presenter(s): Fabio Modenesi Zamora, University of Connecticut, Willimantic, CT

Audience: General

Se presenta un corpus de actividades de arte dramático adaptadas a la enseñanza de ELE. Diseñado en colaboración con el *Drama Department* de la Universidad de Connecticut, incluye métodos y herramientas innovadores para incidir en aspectos fundamentales de la competencia comunicativa que no suelen ser valorados en los enfoques de enseñanza tradicional de lenguas extranjeras, tales como la influencia del cuerpo y el espacio físico en el proceso comunicativo, el componente emocional o la pronunciación.

076

Monday, June 26 | 16:00 – 16:50 | CI, Aula 105

ATENDIENDO LAS NECESIDADES DE NUESTROS ESTUDIANTES AL FORMAR A LOS FUTUROS PROFESORES DE ESPAÑOL LENGUA DE HERENCIA

Presenter(s): Marisa Filgueras-Gómez, Universidad de Sevilla, Seville, Spain

Audience: Higher Ed

El presente estudio se propone (1) describir lingüística y afectivamente a los aprendices de español lengua de herencia

(ELH) en el sur de la Florida; (2) argumentar la necesidad de crear cursos específicos para estos estudiantes; (3) discutir la necesidad imperiosa de formar y crear cursos de formación específicos para los futuros docentes de ELH y (4) revisar los contenidos que debe tener la formación pedagógica de docentes de ELH.

077

Monday, June 26 | 16:00 – 16:50 | CI, Aula 106

LOS DÍAS DEL TRUENO, DEL VAIVÉN DE LOS RECUERDOS A LA IDENTIDAD NACIONAL

Presenter(s): Suria Ceja Vázquez, College of the Desert, Palm Desert, CA

Audience: Higher Ed, General

El escritor colombiano Carlos Pardo Viña en su novela *Los días del trueno* indaga y reflexiona sobre las emociones humanas. El presente trabajo explora cómo por medio del protagonista, Pardo Viña muestra y refleja la condición de los seres humanos que viven en un país extranjero. Es al estar lejos del país de origen, que el protagonista comienza a anhelar, cuestionar y descubrir su identidad tanto personal como cultural.

078

Monday, June 26 | 16:00 – 16:50 | CI, Aula 107

LA VITALIDAD DE LOS PROGRAMAS DE LENGUA Y LA JUSTICIA SOCIAL

Presenter(s): Clara Burgo, Loyola University Chicago, Chicago, IL

Audience: Community College, Higher Ed

La vitalidad de los programas de lengua debe ser reforzada dado el descenso de matriculación de estudiantes en las últimas décadas. Por ello, es necesario revitalizar estos programas con una misión de justicia social y conectando a los estudiantes con la comunidad a la vez que trayendo la comunidad al aula. Esta presentación ofrece una propuesta de cómo hacerlo para que los estudiantes establezcan un vínculo emocional con la lengua y sus diferentes culturas.

079

Monday, June 26 | 16:00 – 16:50 | CI, Aula 108

INTEGRATING LOCAL CULTURE INTO THE HISPANIC LITERATURE CLASSROOM: FROM *EL BURLADOR DE SEVILLA* TO MIGHTY SPARROW

Presenter(s): Anne-Marie Pouchet, University of the West Indies, St. Augustine, Trinidad and Tobago

Audience: Community College, Higher Ed

This paper is a case study on integrating local Caribbean, and more specifically, Trinidadian culture into the Hispanic Literature classroom. It aims to expose the usefulness of integrating local

culture, whichever it may be, into a Hispanic Literature classroom to promote understanding, break down preconceived notions and barriers, and to explore the similarities and differences among cultures and societies in an effort to endorse learning in an environment of an appreciation of unity and diversity.

080

Monday, June 26 | 16:00 – 16:50 | CI, Aula 109

LITERATURA INFANTIL EN EL AULA DE ESPAÑOL COMO SEGUNDA LENGUA

Presenter(s): María Jesús Leal, Hamline University, St. Paul, MN

Audience: Higher Ed, General

La literatura infantil en español ofrece posibilidades en la enseñanza y aprendizaje de ELE, especialmente a los estudiantes de nivel inicial e intermedio de competencia en español. *Lola*, de Junot Díaz, y *Sembrando Historias*, de Anika Aldamuy Denise son dos ejemplos que ilustran a los estudiantes de español sobre la experiencia del niño latino inmigrante en los Estados Unidos, su asimilación y su identidad fruto de dos culturas.

081

Monday, June 26 | 16:00 – 16:50 | CI, Aula 110

PROGRESS AND ACCOUNTABILITY IN PROFICIENCY THROUGH SELF-ASSESSMENT: IT IS ALL ABOUT YOU!

Presenter(s): Melissa Stewart, Western Kentucky University, Bowling Green, KY; Inma Pertusa, Western Kentucky University, Bowling Green, KY; Francesca Sunkin, Western Kentucky University, Bowling Green, KY

Audience: Community College, Higher Ed

The presenters will showcase a range of L2 proficiency self-assessment activities in courses at all levels, showing how using such activities provide learners with specific metrics that allow them to set concrete proficiency goals, and thus become cognizant of and accountable for their progress toward these goals. Participants will share experiences of familiarizing students with ACTFL Proficiency Guidelines, also reflecting on pedagogical considerations for the implementation of the resources and strategies presented.

082

Monday, June 26 | 16:00 – 16:50 | CI, Aula 111

GENDER, LANGUAGE, AND EQUITY: ALTERNATIVES TO THE SO-CALLED MASCULINE GENERIC IN SPANISH LANGUAGE CLASSROOMS

Presenter(s): Kathleen Tacosky, Lebanon Valley College, Annville, PA

Audience: Higher Ed, General

Grammatical gender is among the first concepts introduced in Spanish classes and textbooks. Students are taught to use the so-called “masculine generic” for mixed-gender groups. This presentation reports on findings from a year-long, qualitative, classroom-based investigation. Results suggest that students are interested in how Spanish handles issues of gender non-binary identities differently from English. Attendees will be challenged to examine their own use of gendered forms and to consider using and teaching alternatives to masculine-dominated forms.

083

Monday, June 26 | 16:00 – 16:50 | CI, Aula 112

MÚSICA Y POESÍA NEGRAS: ARTE Y COMPROMISO SOCIAL EN EL AULA DE ESPAÑOL

Presenter(s): María Dattel, Boston University, Boston, MA; Elena Carrión Guerrero, Boston University, Boston, MA

Audience: Community College, Higher Ed

Leer, analizar y escribir poesía brinda oportunidades para que los estudiantes desarrollen fluidez en todas las etapas de la adquisición de una segunda lengua. Esta sesión presenta la poesía y la música negra de España, América Latina y el Caribe, como vehículos para abordar temas de raza y justicia social en los programas de español mientras se desarrolla el dominio del idioma.

084

Monday, June 26 | 16:00 – 16:50 | CI, Aula 113

LA EMPLEABILIDAD GLOBAL COMO MOTIVACIÓN PARA EL APRENDIZAJE DEL IDIOMA Y LA CULTURA EN TODAS LAS ETAPAS EDUCATIVAS: UN ENFOQUE K-16

Presenter(s): Cristina Grasset, Spain Education Programs, Madrid, Spain; Cristina Rubio Hignett, Sequoyah School, Los Angeles, CA; Marina Agüero, Universidad San Jorge, Zaragoza, Spain; María Luisa Sierra-Huedo, Universidad San Jorge, Zaragoza, Spain

Audience: Middle/Junior High (6-8), Secondary (9-12), Higher Ed

Los alumnos motivados tenderán a aprender el idioma y la cultura más rápidamente y mejor que aquellos que carecen de interés. Comprender como el español o el portugués contribuirán positivamente a sus oportunidades profesionales puede aumentar las motivaciones intrínsecas y extrínsecas de los estudiantes desde la etapa infantil hasta la universidad. Proponemos un plan longitudinal, práctico, colaborativo, y curricular para promover el aprendizaje del idioma en todas las aulas, como un medio hacia el objetivo de la empleabilidad global.

085

Monday, June 26 | 16:00 – 16:50 | CI, Aula 114

LINGUISTIC PERFORMANCE IN SYNCHRONOUS COMPUTER-MEDIATED L2 COLLABORATIVE WRITING

Presenter(s): Íñigo Yanguas, University of San Diego, San Diego, CA

Audience: Community College, Higher Ed

This task-based study investigates the collaborative writing performance of L2 learners in different synchronous computer-mediated communication (SCMC) groups: Video CMC, Audio CMC, and text-based CMC. In particular, this presentation will explore whether interacting in different SCMC modalities has any effect on the written text in terms of the linguistic measures utilized. More importantly, given the scarcity of research on this area, we will focus on the relationship between LREs and writing outcomes using both qualitative and quantitative analysis techniques.

086

Monday, June 26 | 16:00 – 16:50 | CI, Aula 201

CLIMATE VOICES (ACTIVIST NARRATIVES)

Presenter(s): Molly Malsetti-Yu, Smith College, Amherst, MA

Audience: Community College, Higher Ed

Climate change is a planetary crisis, yet its impacts and the responses to it vary both geographically and culturally. This session examines how to utilize climate change and cultural-ecological narratives produced in Spanish-speaking regions of the world. These narratives are alternative, non-mainstream media which include community theater, participatory video, prints and photography, graphic novels, and transmedia texts. The presenter will also share her experience of guiding students as they create digital narratives about their climate change journeys.

087

Monday, June 26 | 16:00 – 16:50 | CI, Aula 202

KEEPING STUDENTS ENGAGED AND COMING BACK FOR MORE

Presenter(s): Rosa Eugenia Moreno Ortega, Jersey City Public School, Jersey City, NJ

Audience: Middle/Junior High (6-8), Secondary (9-12)

In this seminar, the participants will observe different educational strategies to keep students motivated. Among these is the use of the following platforms: VoiceThread, Padlet, Edpuzzle, and more. They will also learn to design lessons based on student needs and motivation. Participants will observe examples of teaching lessons across curriculum, combined lessons and social emotional. They will have the opportunity to observe the development of these lessons in classrooms.

088

Monday, June 26 | 16:00 – 16:50 | CI, Aula 203

**ACTIVE RESEARCH IN THE LANGUAGE CLASSROOM:
HOW RESEARCH AND TEACHING PRONUNCIATION ARE
INTERRELATED****Presenter(s):** María Teresa Martínez García, University of Utah Asia Campus, Incheon, South Korea**Audience:** Higher Ed

It is not uncommon that research shows us how to become better teachers, and that when teaching we can identify points that need further research. This presentation will discuss some cases on how to teach pronunciation in the Spanish classroom, by showing how the research question with class observations and how, after identifying the main research point, different studies were conducted whose results informed us on how to teach Spanish pronunciation.

089

Monday, June 26 | 16:00 – 16:50 | CI, Aula 204

**STUDENTS' PERCEPTIONS IN LISTENING AND SPEAKING
SKILLS, AND INTERCULTURAL ENGAGEMENT IN A STUDY
ABROAD PROGRAM****Presenter(s):** Daniel Castañeda Vise, Kent State University at Stark, North Canton, OH; Kimberly Talentino, Kent State University, Kent, OH**Audience:** Middle/Junior High (6-8), Secondary (9-12), Community College, Higher Ed

The teacher-researchers investigated the students' self-efficacy perceptions in listening and speaking skills as well as the learners' intercultural engagement in a study abroad program in Spain. Nineteen US students participated in the study. Overall, preliminary results showed that students' self-efficacy perceptions in listening and speaking changed significantly after participating in the program. Results also showed that students were highly engaged in intercultural activities (e.g., visiting local markets and cafes). Pedagogical implications will also be discussed.

090

Monday, June 26 | 16:00 – 16:50 | CI, Aula 205

**EL TANGO COMO ACCESO A LA CULTURA RIOPLATENSE EN LA
ENSEÑANZA DEL ESPAÑOL EN CLAREMONT, CALIFORNIA****Presenter(s):** Makela Brizuela, Pitzer College, Pomona, CA**Audience:** Higher Ed

El objetivo de esta presentación tiene tres objetivos: 1) presentar una práctica de la cultura rioplatense (el baile, en particular el tango) para generar resultados lingüísticos en la clase de español,

2) reflexionar sobre la educación intercultural, sobre todo en un contexto donde el español es el lenguaje de un grupo minoritario y 3) expresar la importancia de la enseñanza de una segunda lengua en contexto.

091

Monday, June 26 | 16:00 – 16:50 | CI, Aula 206

**COMMUNICATIVE TASKS IN ELEMENTARY FOREIGN
LANGUAGE PROGRAMS****Presenter(s):** Elizabeth García-Domínguez, Rossman School, St. Louis, MO**Audience:** PreK-5, Middle/Junior High (6-8)

Communicative tasks can be a powerful tool for acquisition-driving instruction, but much of the work on this strategy focuses on tasks appropriate for secondary or post-secondary students. So, what do communicative tasks look like in the elementary world language classroom? This presentation will define the key characteristics of truly communicative tasks, and then apply that framework to the developmental stages of younger children, offering suggestions for creating age-appropriate tasks and examples of how to integrate tasks throughout an elementary curriculum.

092

Monday, June 26 | 16:00 – 16:50 | HAF, San Blas

¡PA' MOVERSE!**Presenter(s):** Mabel Santiago, Pinellas County Schools, Clearwater, FL**Audience:** Middle/Junior High (6-8), Secondary (9-12)

La investigación muestra que el movimiento en el aula mejora el rendimiento académico, el comportamiento, y el bienestar socioemocional. La incorporación del movimiento en el aula de idiomas mantiene a los estudiantes interesados y entusiasmados sobre el aprendizaje del lenguaje. La combinación del aprendizaje con el movimiento permite a los estudiantes a internalizar el significado y aumentar la fluidez. ¡Muévete con nosotras mientras demostramos varias actividades para añadir a su caja de herramientas!

093

Monday, June 26 | 16:00 – 16:50 | HAF, Lazarillo

**SIG: WORLD LANGUAGES FOR SPECIFIC PURPOSES AND
COMMUNITY ENGAGEMENT BUSINESS MEETING****Presenter(s):** Mary Risner, University of Florida, Gainesville, FL**Audience:** Community College, Higher Ed

The SIG Business Meeting aims to bring together all those who are currently integrating language for specific purposes

SESSIONS

MONDAY

content and those hoping to learn more about LSP to enhance their curriculum. We will share updates on what is happening with Spanish and Portuguese for Specific Purposes around the world and discuss how we might improve collaboration across regions. We will close with discussion about possible Professional Development activities for the coming year. The agenda will address brainstorming ways to involve AATSP members in the SIG and foster connections between community engagement and WLSP (World Languages for Specific Purposes). This session will include a special guest visit by the *Agregado de diplomacia pública para asuntos de educación, emprendimiento y medio ambiente* **Justen A. Thomas**, Public Diplomacy Officer, United States Embassy, Madrid.

094

Monday, June 26 | 16:00 – 16:50 | HAF, Unamuno

PROCESS WRITING IN THE HERITAGE LANGUAGE CLASSROOM: AN APPROACH TO BILITERACY DEVELOPMENT

Presenter(s): Alberta Gatti, City University of New York, New York City, NY

Audience: Community College, Higher Ed

What are the differences between traditional writing assignments (prompts-draft-feedback-final copy) and assignments that follow a process-writing approach? What are the distinct benefits of the process-writing approach for heritage language learners (HLL)? Presenters will answer these questions by sharing a model of the process-writing instructional approach, which engages HLLs in an extended revision process that culminates in learners publishing writing on a public website. This approach has also been tested for effectiveness in a research study.

095

Monday, June 26 | 17:00 – 17:50 | CI, Aula 005

EDUCATION FOR ALL: SUSTAINABLE DEVELOPMENT GOAL #4 WITH A SOCIAL JUSTICE OBJECTIVE

Presenter(s): Maritza Sloan, Ladue School District, St. Louis, MO; Erica Nathan-Gamauf, Loyola Academy, Chicago, IL

Audience: Middle/Junior High (6-8), Secondary (9-12), Community College

This session will present curricular lessons that address the topic of a quality education in the Spanish classroom that can be used in all levels. These lessons will have an emphasis on social justice, analyzing global challenges to educational access by using authentic resources such as articles, infographics, interviews, and movies that can be incorporated from novice to advanced levels. Topics will include the right to an education, education as a passport to human development, and education as the gateway to the future.

096

Monday, June 26 | 17:00 – 17:50 | CI, Aula 101

MINDFULNESS PARA PROFESSORES / MINDFULNESS PARA PROFESORES / MINDFULNESS FOR TEACHERS

Presenter(s): Mariana Affonso Semerjion, Apapachos Al Alma, São Paulo, Brazil

Audience: General

La sesión de *mindfulness* para docentes tiene como objetivo ofrecer a los docentes una herramienta de autoconocimiento que permita el desarrollo de la habilidad de *mindfulness* en la vida personal y profesional, mejorando la calidad de vida de los docentes, brindando beneficios como: claridad mental, sensación de bienestar, autoobservación, ayuda en la toma de decisiones, conciencia corporal y mental, empatía, equilibrio emocional, mejora en las relaciones, entre otros.

097

Monday, June 26 | 17:00 – 17:50 | CI, Aula 102

TEACHING FUTURE TEACHERS THE BASICS OF TEACHING IN A DUAL LANGUAGE INSTRUCTION (DLI) CLASS... WAIT WHAT?

Presenter(s): Lucia Taylor, Utah Tech University, St. George, UT

Audience: PreK-5, Middle/Junior High (6-8), Secondary (9-12)

My teaching style of the required course for the DLI endorsement in Utah has changed from teaching it in person, to teaching it asynchronously online. Although I had transitioned to online teaching of this course before 2020, it was at that point when I decided to redesign it. While keeping the same content, I revamped my course to make it more attractive, more active, and more meaningful for my students.

SESSION BLOCK 6

Monday, June 26 | 17:00 – 17:50

098

Monday, June 26 | 17:00 – 17:50 | CI, Aula 103

INTERCAMBIOS DE IDIOMAS PARA DESARROLLAR COMPETENCIAS COMUNICATIVAS MEDIANTE REUNIONES SEMIESTRUCTURADAS POR ZOOM DESDE NIVELES PRINCIPIANTES

Presenter(s): Jeffrey Stevenson, Gordon College, Wenham, MA

Audience: Secondary (9-12), Higher Ed

Presenta los resultados, lecciones aprendidas de una iniciativa entre dos universidades, una norteamericana y una chilena, que

ofrece a estudiantes en cursos obligatorios de primer año hasta cursos electivos avanzados en ambos países la oportunidad de desarrollar competencias interculturales y comunicativas a través de reuniones semiestructuradas por Zoom. La iniciativa resultó en un aumento en inscripciones en cursos electivos de segundo año y el deseo entre varios participantes de estudiar en el extranjero producto de participar en la iniciativa.

099

Canceled at the request of the presenter.

100

Monday, June 26 | 17:00 – 17:50 | CI, Aula 105

EN CLASE CON LA SINGABLE TRANSLATION: USOS Y POTENCIALIDADES DE LA TRADUCCIÓN MUSICAL EN LA ENSEÑANZA DE LENGUA Y TRADUCCIÓN

Presenter(s): Carmela Simmarano, Universidad de Sevilla, Seville, Spain

Audience: Higher Ed, General

Gracias a su carácter plurisemiótico, la *singable translation* es un proceso de traducción muy interesante y complejo, porque se entrelaza con el mundo del arte y de la cultura. En esta comunicación se presentarán varias aplicaciones didácticas de la traducción de textos musicales. Las actividades estarán focalizadas tanto en el fortalecimiento del aprendizaje de L2 en aprendientes del instituto, como en la práctica de traducción especializada en estudiantes de lenguas de grado y máster, demostrando las potencialidades de las estrategias adaptadas a cada contexto didáctico.

101

Monday, June 26 | 17:00 – 17:50 | CI, Aula 106

VOICES FROM A SHL STUDENT AMBASSADOR PROGRAM: OPPORTUNITIES FOR CRITICAL LANGUAGE PROGRAM DIRECTION

Presenter(s): Sergio Loza, University of Oregon, Tigard, OR

Audience: Community College, Higher Ed

This study examines the design, implementation, and outcomes of an SHL student ambassador program at two large universities in the Pacific West and Southwest of the United States. The findings suggest that SHL student ambassadors were able to make connections and apply the CLA gained in their courses in this position. Furthermore, participants specifically stressed the professional development gained (e.g., interviewing skills, public speaking, networking, mentoring) from engaging in program advocacy opportunities throughout campus.

102

Monday, June 26 | 17:00 – 17:50 | CI, Aula 107

EL HUMOR COMO MÉTODO DE CRÍTICA AL DISCURSO NORMATIVO EN ALICIA EN UN MUNDO REAL, DE ISABEL FRANC Y SUSANNA MARTÍN

Presenter(s): Montserrat Fuente-Camacho, California State University, Fullerton, Fullerton, CA

Audience: Community College, Higher Ed

En esta presentación se estudiará el cómic Alicia en un mundo real (2010) escrito por la guionista, escritora y pedagoga española Isabel Franc e ilustrado por Susanna Martín historiadora española y colaboradora en prensa, cine y publicidad. Este cómic se basa en la experiencia de Isabel Franc como sobreviviente de cáncer de mama y en él se cuenta con humor e ironía cómo descubrió y superó el cáncer gracias a las mujeres que la rodearon en "su viaje" por la enfermedad. A través de las amigas y de las amantes de la protagonista, el cómic hace una revisión del concepto de la amistad, del amor lésbico y del sentido de "comunidad o hermandad femenina". Asimismo, mediante el humor se articulan los conceptos de perseverancia y resiliencia frente a la enfermedad y la mutilación del cuerpo. En conexión con esto, se analizará el cómic para estudiar el humor como mecanismo de resistencia ante la "hegemonía de la normalidad" la cual dictamina qué sexualidades son normales y qué cuerpos son válidos estética y funcionalmente.

103

Monday, June 26 | 17:00 – 17:50 | CI, Aula 108

VOCABULARIO DE ESPAÑOL POR NIVELES DE COMPETENCIA

Presenter(s): Javier Lahuerta, Editorial SGEL, Madrid, Spain

Audience: Higher Ed, General

El trabajo cruza los inventarios de nociones generales y específicas del Plan Curricular del Instituto Cervantes (PCIC) con las palabras del corpus académico CORDE y el lemario de un diccionario de 50.000 palabras. Se espera ofrecer: a) el número total de palabras del PCIC por niveles, b) una comparación de las voces del PCIC con los índices de frecuencia de CORDE para ver si hay correspondencia entre nivel y frecuencia, c) una propuesta de clasificación de palabras de corpus y diccionario no presentes en el PCIC.

104

Monday, June 26 | 17:00 – 17:50 | CI, Aula 109

THE MAGOS, SABIOS, AND MORABITOS OF JUAN RUIZ DE ALARCÓN: A COMPARATIVE STUDY

Presenter(s): Gloria Clark, Penn State University, Middletown, PA

Audience: General

SESSIONS

MONDAY

The works of Juan Ruiz de Alarcón (1581?-1639) explored and interrogated the tantalizing world of magic, including such subjects as astrology, shape-changing, and divination. This paper will present a comparison of the powerful and preternatural men who work their magic within the *comedias* of Ruiz de Alarcón.

105

Monday, June 26 | 17:00 – 17:50 | CI, Aula 110

A POETIC RENDITION OF IMMIGRATION STORIES FROM THE CLASSROOM: "BRAIDED VOICES. *VOCES TRENZADAS*"

Presenter(s): María Luisa Ortega Hernández, DePaul University, Chicago, IL

Audience: Higher Ed, General

This long poem is a creative project rooted in the humanities, where students' voices speak alongside literature and the visual arts. It gathers anonymous oral testimony from US high school students. Both Spanish and English are tightly intertwined, preserving the spirit of the original expressions while poetically painting a collage of vibrant stills, a short story of collective memories. These "braided voices, *[estas] voces trenzadas*" courageously speak about forced migration, where pain and brokenness struggle to find resilience and hope.

106

Monday, June 26 | 17:00 – 17:50 | CI, Aula 111

EL PUNTO FRÍO: USING AN AUTHENTIC SPANISH DIGITAL SERIES TO TEACH ALL LEVELS OF SPANISH LANGUAGE, LITERATURE(S) AND CULTURE(S)

Presenter(s): Mary Baldrige, Carson-Newman University, Jefferson City, TN; Tara Kennedy, Cistercian Preparatory School, Irving, TX

Audience: Secondary (9-12), Higher Ed

This presentation will offer ideas on how to integrate the Spanish web series, *El punto frío*, into both high school and college level Spanish courses. The presenters will offer specific lesson plans on how to integrate this short, six-episode series into a variety of different courses at all levels of high school and college instruction.

107

Monday, June 26 | 17:00 – 17:50 | CI, Aula 112

UNA VENTANA A LAS EMOCIONES A TRAVÉS DE LA MÚSICA EN EL AULA DE ELE Y LE

Presenter(s): Claudia Adjemian de Kechkian, Universidad de Alcalá, Madrid, Spain

Audience: Secondary (9-12), General

¿Usas la música en tu aula? El objetivo de esta sesión es concientizar acerca de la importancia de las emociones y percepciones en los procesos educativos, y demostrar cómo se puede crear un ambiente motivador a través de la música mediante estrategias innovadoras. Se compartirá un diccionario de emociones (inglés-español-portugués), una plantilla reflexiva para anticipar estrategias, objetivos alineados con el currículum, valores a trabajar, y plantillas didácticas listas para usar o adaptar en el aula. ¡Ven a explorar las plantillas y a ponerlas en práctica!

108

Monday, June 26 | 17:00 – 17:50 | CI, Aula 113

MULTILITERACIDAD Y TECNOLOGÍA CRÍTICA EN LA CLASE DE ESPAÑOL STEM: CONTENIDO Y PRAXIS

Presenter(s): Helena S. Belío-Apaolaza, Universidad de Salamanca, Salamanca, Spain; Liana Ewald, Massachusetts Institute of Technology, Cambridge, MA

Audience: Community College, Higher Ed

En esta presentación se exponen las propuestas pedagógicas de literacidad múltiple y tecno pedagogía crítica para una clase de español L2/LE enfocada en la ciencia y la tecnología. Así, en primer lugar, se explica el diseño curricular del curso y, en segundo lugar, se muestran los materiales docentes desarrollados y los productos multimodales generados por los estudiantes. Además, se ofrecen diversas orientaciones didácticas para que esta propuesta pueda ser adaptada y aplicada en futuros cursos de L2/LE.

109

Monday, June 26 | 17:00 – 17:50 | CI, Aula 114

¿WHERE *HABLO YO* SPANISH? STUDENTS' HOMEWORK CHOICE, COMMUNITIES, AND IDENTITIES

Presenter(s): Erin Carlson, Columbia College of South Carolina, Columbia, SC

Audience: Secondary (9-12), Higher Ed

To change students' perceptions of themselves and learning Spanish, I changed the geography of their class experiences via a homework choice board. Students chose among exploring social media, music or podcasts, having online and in-person conversations with global Spanish-speakers, etc.—experiences affecting students' perceptions of learning Spanish and their evolving identities as emerging Spanish speakers. Evolution and results from three years with varied student groups will be presented, as well as what worked, suggested improvements, and more.

110

Monday, June 26 | 17:00 – 17:50 | CI, Aula 201

PROVIDING NEW HORIZONS FOR LEARNING COMMUNICATION AND CULTURE THROUGH GUIDED STUDENT WORLD READINESS E-PORTFOLIOS

Presenter(s): Jeff Longwell, New Mexico State University, Las Cruces, NM

Audience: Secondary (9-12), Community College, Higher Ed

This session will encourage teachers to apply the World Readiness Standards to meet students where they are at, allowing learners to showcase how they are applying their communication and cultural learning to their lives and interests. We will discover how to guide preparation of e-portfolios to include: real-life digital conversation logs, digital logs of authentic-streamed programs, fantasy sports experiences, playlists, creation of digital art influenced by cultures being discovered, participation in live and digital cultural events, and more.

111

Monday, June 26 | 17:00 – 17:50 | CI, Aula 202

SUMERJÁMONOS EN LA CULTURA HISPANA Y APRENDAMOS ESPAÑOL CON FINES ESPECÍFICOS A TRAVÉS DE PELÍCULAS, VIDEOS Y SERIES

Presenter(s): Monica Millan, Eastern Michigan University, Ypsilanti, MI; Fernanda Cusick, Eastern Michigan University, Ypsilanti, MI

Audience: Community College, Higher Ed

Esta sesión propone un enfoque comunicativo de enseñanza del español utilizando series y películas como formas de material auténtico para enseñar español con fines específicos y llevar la cultura hispana al salón de clase. Se discutirá la efectividad de diferentes enfoques de enseñanza del español en contextos auténticos y de manera entretenida. La sesión finalizará con ejemplos de actividades y sugerencias para adaptarlas a las necesidades y al nivel de competencia de los estudiantes.

112

Canceled at the request of the presenter.

113

Monday, June 26 | 17:00 – 17:50 | CI, Aula 204

PRÁCTICAS PEDAGÓGICAS INCLUSIVAS QUE PROMUEVEN LA PARTICIPACIÓN DE LOS ESTUDIANTES EN UNA CLASE DE ESPAÑOL EN LÍNEA

Presenter(s): Margarita Altuna, University of South Florida, Tampa, FL

Audience: Higher Ed

Cuando las herramientas tecnológicas son parte integral del proceso de aprendizaje los estudiantes a menudo participan activamente. Esta charla interactiva presentará varias formas de fomentar la conexión, el compromiso y el aprendizaje de los estudiantes en línea en un espacio que promueve diversidad, equidad e inclusión, a través de diferentes herramientas de creación de contenido como Smore, WordWall, MemeGenerator, Lyricstraining, YouTube videos, anuncios y discusiones en Canvas, Microsoft Teams y evaluación.

114

Canceled at the request of the presenter.

115

Monday, June 26 | 17:00 – 17:50 | CI, Aula 206

CÓMO HUMANIZAR EL LIBRO DE TEXTO

Presenter(s): Diego Ojeda, Klett World Languages, KY

Audience: Middle/Junior High (6-8), Secondary (9-12), Community College

Sometimes teachers find it difficult to motivate their students to work with some of the activities suggested in their textbooks. Diego Ojeda will share ideas and concrete activities on how to give life to the textbook, how to connect it to each student and how to make it a real language acquisition tool.

116

Monday, June 26 | 17:00 – 17:50 | HAF, San Blas

AULAS INCLUSIVAS PARA EXPANDIR LOS HORIZONTES DE COMUNICACIÓN: INTEGRATING LGBTQ+ CONTENT IN THE SPANISH CLASSROOM

Presenter(s): Joseph Parodi-Brown, Marianapolis Preparatory School, Thompson, CT

Audience: Secondary (9-12), General

According to the 2021 GLSEN National School Climate Survey report, 72% of LGBTQ+ middle and high school students indicated that there is no coverage of LGBTQ+ topics in their classes. As language teachers, we are lucky in that, as we teach for communication, everything is content in our classrooms. This workshop will offer teachers ideas on integrating LGBTQ+ content into our classroom units and strategies on including LGBTQ+ language, including gender-neutral language in our daily practice.

117

Monday, June 26 | 17:00 – 17:50 | HAF, Lazarillo

LA LENGUA DE ESPECIALIDAD Y SU TRATAMIENTO EN FRANCIA

Presenter(s): José María Cuenca Montesino, Université de Poitiers, Poitiers, France

Audience: General

La triangulación lingüística del corpus, traducción y didáctica del español como lengua de especialidad lleva años siendo objeto de estudio en el sistema universitario francés. En la siguiente ponencia se presentarán los objetivos y los logros de la asociación profesional gala GERES (*Groupe d'Étude et de Recherche en Espagnol de Spécialité*).

118

Monday, June 26 | 17:00 – 17:50 | HAF, Unamuno

EXPANDING THE HORIZONS OF LANGUAGE TEACHER PROFESSIONAL DEVELOPMENT: L3 ACQUISITION

Presenter(s): Stacey Katz Bourns, Northeastern University, Boston, MA; Daniel Cuenca, Northeastern University, Boston, MA

Audience: Higher Ed, General

Why should L2 language teachers invest the time and energy required to learn another language? This session explores and summarizes: (1) research describing the benefits of third language acquisition, (2) insights into the construction of language teachers' professional identity, and (3) case studies of language professors who participated in L3 learning projects. The session concludes with a discussion among session attendees about the goals, rewards, challenges, and logistics of L3 study.

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SESSION BLOCK 7

Monday, June 26 | 18:00 – 18:50

GRADUATE STUDENT DAY COMPETITION SESSION I

119

Monday, June 26 | 18:00 – 18:50 | CI, Aula 005

1. BUSCANDO LA EQUIDAD EN LOS MÉTODOS DE EVALUACIÓN DE LOS HABLANTES DE HERENCIA

Presenter(s): Sara Saez Fajardo, University of Illinois at Urbana-Champaign, Champaign, IL

Audience: Higher Ed, General

El uso de pruebas desarrolladas para hablantes de L2 en la evaluación de hablantes de herencia es una práctica común, a pesar de las diferencias entre los dos grupos. En este estudio, expongo la inequidad de estos usos y analizo la validez de una prueba para hablantes de herencia y estudiantes L2 de español, presentándola como una alternativa eficaz para la evaluación de la competencia global en la investigación y la enseñanza.

2. LA ENSEÑANZA DEL ESPAÑOL DE HERENCIA EN UNIVERSIDADES DE ESTADOS UNIDOS: ANÁLISIS DEL ESTADO ACTUAL MEDIANTE UN ESTUDIO DESCRIPTIVO MIXTO DE PROGRAMAS ACADÉMICOS

Presenter(s): Erik Garabaya Casado, Universidad de Oviedo, Oviedo, Spain

Audience: Community College, Higher Education

El estudio presentado en esta ponencia analiza veintitrés programas universitarios de español de herencia en distintos puntos del país siguiendo una ruta investigativa mixta (cuantitativa y cualitativa). El objetivo es describir el estado actual de este tipo de docencia, exponer posibles incongruencias entre los hallazgos y recomendaciones aportadas por la literatura académica y las prácticas docentes que se aplican en las aulas, para finalmente discutir las fortalezas y debilidades encontradas.

3. EXPLORING L2 AND HL LEARNERS' ATTITUDES TOWARD SPANISH PRONUNCIATION AND THE USE OF TECHNOLOGIES FOR PRACTICE

Presenter(s): Diana Velázquez López, University of Florida, Gainesville, FL

Audience: Higher Education, General

This study explores L2 and HL learners of Spanish's attitudes toward Spanish pronunciation; and the use of two different technologies and their relationship to these attitudes. Participants received instruction in Spanish vowel pronunciation, and each group was assigned self-analysis assignments to practice with an automatic speech recognition or visualization tool. Results indicate that HL learners increased their positive attitudes about Spanish pronunciation, while L2ers maintained a similar score. Further, both populations preferred ASR over visualization.

120

Monday, June 26 | 18:00 – 18:50 | CI, Aula 101

A LITERACY ROUTINE IN A DUAL LANGUAGE IMMERSION CLASSROOM

Presenter(s): Jessica Bell'Aver, Jordan School District, Bluffdale, UT

Audience: PreK-5, Middle/Junior High (6-8)

This session will present a Literacy Routine in Portuguese. The presentation is filled with details and practical examples of how the activities and strategies were implemented by the teacher and received by the students. The participants will be able to observe and analyze videos and pictures of the growth that the students made from September to the end of the school year, in reading and writing. Reading instruction is necessary in all grade levels, teachers from upper grades will also benefit from this session.

121

Monday, June 26 | 18:00 – 18:50 | CI, Aula 102

EXPLORING NEW HORIZONS FOR BUILDING PROFICIENCY: FROM INPUT TO OUTPUT IN LANGUAGE AND CULTURE

Presenter(s): Parthena Draggett, Retired, Naples, FL; Estela Muñoz Rodríguez, Jackson High School, Massillon, OH

Audience: Secondary (9-12), Higher Ed

This session will provide teachers with a readymade project encouraging regular connections to authentic resources based on AP themes, guiding students to grow in language skills, interculturality, and vocabulary acquisition. When it comes to authentic resources, more is better, as students need a plethora of experiences to build language skills, explore various target language and culture communities, and communicate new vocabulary as they evaluate or analyze each source in their own words.

122

Monday, June 26 | 18:00 – 18:50 | CI, Aula 103

ENTRE EL MOVIMIENTO *BLACK LIVES MATTER* Y LAS REPARACIONES POSTCOLONIALES: ESTRATEGIAS DIDÁCTICAS PARA EMPODERAR LA IDENTIDAD RACIAL DEL ALUMNADO

Presenter(s): Carmen Céspedes Suárez, Universidad de Las Palmas de Gran Canaria, Las Palmas de Gran Canaria, Spain

Audience: Higher Ed, General

El presente artículo expone las percepciones de los alumnos caribeños anglófonos ante temáticas de índole étnico y racial, choques culturales e incidentes xenófobos experimentados en su propia piel. Simultáneamente, se ofrecen una serie de estrategias didácticas cuyo objetivo es abordar dichas cuestiones en el aula para poder empoderar así la identidad racial del alumnado de español como LE.

123

Monday, June 26 | 18:00 – 18:50 | CI, Aula 104

LA NOVELA DE CLAUDIA PIÑEIRO, *ELENA SABE, COMO HERRAMIENTA HACIA LA FORMACIÓN DE PROFESIONALES MÉDICOS BILINGÜES*

Presenter(s): Regina Faunes, St. Edward's University, Austin, TX

Audience: Higher Ed

La novela de Piñeiro narra una dolorosa travesía por parte de la protagonista, quien, sufriendo los efectos de la enfermedad del Parkinson, debe cruzar la ciudad de Buenos Aires en busca de respuestas sobre la muerte de su hija. ¿Cómo se puede utilizar la novela dentro del marco de un certificado en español para los profesionales de la salud? ¿Qué ejercicios sirven como puente entre las humanidades y las metas lingüísticas del certificado?

124

Monday, June 26 | 18:00 – 18:50 | CI, Aula 105

BEST PRACTICES TOWARD PERSONALIZED LEARNING EXPERIENCES WHEN TEACHING GRAMMAR

Presenter(s): Nuria López-Ortega, University of Cincinnati, Cincinnati, OH

Audience: Higher Ed

This session will present how personalized learning and reflective practice are implemented in an online, asynchronous, advanced Spanish-grammar course through oral practice, technology applications and immersive reality activities that engage the learners and aim at applying the theoretical content in meaningful ways for the learner.

SESSIONS

125

Monday, June 26 | 18:00 – 18:50 | CI, Aula 106

SHH/SHA ADVISORY BOARD MEETING PART I

Presenter(s): Kelly Scheetz, Franklin High School, Franklin, TN

Audience: *Invitation only*

126

Monday, June 26 | 18:00 – 18:50 | CI, Aula 107

"HEY?! NO. OH! I GET IT NOW!": THE BILINGUAL SPANISH-ENGLISH JOKE IN THE US CONTEXT

Presenter(s): Mary Makris, University of Louisville, Louisville, KY; Thomas M. Stephens, Rutgers University, New Brunswick, NJ

Audience: Higher Ed

The bilingual joke has long been common between English and French, which resulted from the intersecting histories of those languages and cultures. Processing bilingual jokes requires several abilities: the mental "gymnastics" for reading or listening; the "appreciation" of at least two languages; and a sense of humor. Just as in the historical English and French intersections, so it is with the English and Spanish connections in US culture today. This paper will therefore explore the extent and scope of bilingual jokes in the US Spanish-English context.

127

Monday, June 26 | 18:00 – 18:50 | CI, Aula 108

ONLINE COLLABORATIVE CROSS-CULTURAL EXCHANGE BETWEEN THE US AND EL SALVADOR: STUDENTS' PERSPECTIVES

Presenter(s): Heidy Cuervo Carruthers, Southern Illinois University, Edwardsville, IL

Audience: Community College, Higher Ed, General

This study analyzes language learners' perspectives regarding their cultural and communicative learning gains from participating in conversations online with native speakers of their respective target languages. English learners were from a university in El Salvador, and Spanish learners were from a university in the US. They met online every week for eight weeks to converse about various topics in both languages. Data were collected in the form of a pre-survey, post-survey, and weekly reflections. Results from the study will be presented.

128

Canceled at the request of the presenter.

129

Monday, June 26 | 18:00 – 18:50 | CI, Aula 110

EXPLORING NEW HORIZONS: A MODEL FOR TECHNICAL AND PEDAGOGICAL COLLABORATION IN CREATING OERS IN SPANISH

Presenter(s): Sharon Ahern Fechter, Montgomery College, Rockville, MD; María Elvira Luna Escudero-Alie, Montgomery College, Rockville, MD; Roberto Hurtado, Montgomery College, Rockville, MD

Audience: Community College, Higher Ed

Beginning Spanish classes at Montgomery College have gone digital. Spanish faculty, support staff, and students evaluated open-source applications, and found that OERs based on *Reusable Learning Objects* were the answer to expensive textbooks. The creation of a *Pressbook* is now complete. Presenters will share the process and technical tools used in the development of the OERS. Participants will reflect on the use of these in their programs and leave with access to the materials.

130

Monday, June 26 | 18:00 – 18:50 | CI, Aula 111

LOS MANUALES DE ELE ANTE EL RETO DE LA DIVERSIDAD E INCLUSIVIDAD EN EL AULA

Presenter(s): Carlos Sánchez-Somolinos, Dana Hall School, Wellesley, MA

Audience: Secondary (9-12), General

Esta comunicación pretende mostrar los retos y realidades a los que se enfrenta la clase de ELE en la producción y creación de materiales didácticos que promuevan la diversidad e inclusividad en el aula. Se pretende también indagar cómo los estereotipos que anteriormente se han usado como ejemplos de la diversidad pueden abrir camino a un reflejo más genuino de la experiencia de los estudiantes.

131

Monday, June 26 | 18:00 – 18:50 | CI, Aula 112

FUSING CULTURE AND TECHNOLOGY TO CULTIVATE INTERCULTURAL COMPETENCE

Presenter(s): Molly Martin, Saint Edward's School, Vero Beach, FL

Audience: Middle/Junior High (6-8), Secondary (9-12)

This interactive session introduces the Experiential Learning Cycle, a framework that promotes mastery of intercultural competence in the classroom. Participants will explore the creation of meaningful, memorable lessons within this framework that incorporate cutting-

edge technology tools. Plentiful ideas, resources, and sample lessons will be provided.

132

Monday, June 26 | 18:00 – 18:50 | CI, Aula 113

"BUT I DON'T KNOW HOW TO TALK TO PEOPLE!" PREPARING STUDENTS FOR REAL LIFE COMMUNICATION

Presenter(s): Melanie D'Amico, Indiana State University, Terre Haute, IN

Audience: Secondary (9-12), Higher Ed

This session explores techniques and discussion points for your students as you help them prepare for real world communication during study abroad or other immersion contexts. We will cover discussions with students about how to best interact with native speakers, discussions on communication pitfalls, and oral communication tasks for the classroom that assist students with initiating and sustaining conversation.

133

Monday, June 26 | 18:00 – 18:50 | CI, Aula 114

CÓMO FOMENTAR EL ENTENDIMIENTO INTERCULTURAL EN LA CLASE DE LENGUA

Presenter(s): Carmen Carracelas-Juncal, University of Southern Mississippi, Hattiesburg, MS

Audience: General

El primer paso hacia el entendimiento intercultural es tomar consciencia de que todo ser humano es un ser cultural. ¿Cómo integrar este proceso en las clases de lengua? En esta sesión se presentará el marco de aprendizaje intercultural de lenguas propuesto por Richards, et al. (2011) para preparar unidades en las que la lengua y sus culturas no sean entes separados y cuyo enfoque sea no solo enseñar el idioma, sino iniciar a los alumnos en la interculturalidad.

134

Monday, June 26 | 18:00 – 18:50 | CI, Aula 201

EL ESTUDIO DE PRODUCTOS CULTURALES COMO MEDIO DE FOMENTAR NIVELES ALTOS DE COMPETENCIA COMUNICATIVA

Presenter(s): Craig Bergeson, Weber State University, Ogden, UT

Audience: Higher Ed

A muchos estudiantes de español les resulta difícil alcanzar niveles altos de competencia comunicativa. Una razón es que cursos de español avanzado suelen enfatizar el conocimiento de una temática particular por encima del desarrollo continuo de habilidades comunicativas. Pero no tiene que ser así. Esta sesión mostrará cómo se puede fomentar el desarrollo de niveles

altos de competencia comunicativa a través de un estudio — cuidadosamente guiado— de productos culturales.

135

Monday, June 26 | 18:00 – 18:50 | CI, Aula 202

STUDENT PERSPECTIVES ON LANGUAGE LEARNING

Presenter(s): Ronak Shetty, Stanford University, Stanford, CA

Audience: Middle/Junior High (6-8), Secondary (9-12)

As a Stanford Spanish major with a minor in education and Portuguese, I would like to host a session on how modern Spanish flamenco and modern Spanish pop can be effectively used to teach students Spanish language and culture in an effective way. I also plan to discuss the learning experience from a student's perspective.

136

Monday, June 26 | 18:00 – 18:50 | CI, Aula 203

A PHONETIC ALPHABET? A PHONETIC ANALYSIS

Presenter(s): Amy Orf, Northern Michigan University, Marquette, MI

Audience: Higher Ed, General

It is often said that Spanish has a phonetic alphabet and, as a result, is something learners can pick up very easily. Some textbooks barely address the spelling system beyond teaching the names of the letters. Although Spanish spelling and pronunciation are not as complex as in English, this does not mean they are intuitive for students. A phonetic analysis of the alphabet can aid with spelling and pronunciation overall, understanding verbs with spelling changes, and recognizing word roots.

137

Monday, June 26 | 18:00 – 18:50 | CI, Aula 204

LA DIABLADA DE ARBELÁEZ, COLOMBIA Y COMO FIGURA EN ESTAS TRES UNIDADES, LISTAS PARA INCORPORAR EN SU CLASE DE AP ESPAÑOL LENGUA Y CULTURA

Presenter(s): Renée Dumas-Rodríguez, Ransom Everglades School, Coconut Grove, FL

Audience: Higher Ed, General

Esta sesión ofrecerá tres unidades diseñadas para incorporar en su clase de AP Lengua y Cultura o para ser modificadas para Pre-AP. Se encontrarán con unidades dinámicas, basándose en temas relevantes como las identidades multifacéticas, la importancia de los valores y tradiciones con ejemplos concretos (La diablada) y un análisis interactivo del turismo en el mundo hispanohablante. Los asistentes recibirán actividades con fuentes auténticas, vocabulario, trabajos al estilo de AP, proyectos y más.

138

Monday, June 26 | 18:00 – 18:50 | CI, Aula 205

INCORPORANDO EL ARTE Y LA LITERATURA EN LAS CLASES PARA SENSIBILIZAR E INFORMAR A LOS ESTUDIANTES DE LA (IN)JUSTICIA SOCIAL EN EL MUNDO HISPANO

Presenter(s): Linda Villadóniga, AATSP Florida Conference Chair, St. Augustine, FL; Meruchy Haedo, Un Capricho Español, Badajoz, Spain

Audience: Secondary (9-12), Higher Ed

Este mini taller interactivo está dividido en dos secciones: el arte y la literatura. En cada sección, se examinarán obras auténticas de arte (o de literatura) que demuestran la conciencia del pueblo hispano hacia la (in)justicia social, se hablará del impacto que tienen estas obras en la población, cómo se pueden usar en el salón de clase para sensibilizar a los estudiantes, y finalmente, se le pedirá a cada participante que crea (y luego presente) una obra de arte y un poema corto que demuestra alguna injusticia social que les conmueva.

139

Monday, June 26 | 18:00 – 18:50 | CI, Aula 206

CREATING AN ENGAGING AND INCLUSIVE APPROACH TO TEACHING CULTURE THROUGH THE SENSES

Presenter(s): Michelle Lange, Lincolnwood School District 74, Chicago, IL; Maria Ricotta, Lincolnwood School District 74, Chicago, IL

Audience: PreK-5, Middle/Junior High (6-8), Secondary (9-12)

Teachers will create artifacts and learn hands-on ways to make the arts come alive in their classrooms! Cooking: We will share recipes and pro tips you can use in your classroom without a kitchen sink! Lessons shared can be adopted for forty-minute classes. Art: We create and share one-day- to one-week-long lessons that include painting, history, clay, and simple sharpies. Rhythm and movement: We will share how to get even the most reluctant students moving and grooving! Lessons shared will be one-day- to one-week-long lessons.

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SESSION BLOCK 8

Monday, June 26 | 19:00 – 19:50

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Monday, June 26 | 19:00 – 19:50 | CI, Salón de Actos

SPOTLIGHT: LENGUA Y LITERATURA ESPAÑOLAS EN UNA PINACOTECA

Presenter(s): Francisco M. Carriscondo Esquivel, Universidad de Málaga, Málaga, Spain

Audience: General

Con esta ponencia se brinda una réplica lingüística y literaria a lo que, pictóricamente, ofrece la colección "Paisaje romántico y costumbrismo" del Museo Carmen Thyssen. La selección de textos corresponde a los salidos de la pluma de los viajeros románticos y los autores de las colecciones costumbristas del XIX.

Francisco M. Carriscondo Esquivel es Catedrático de Lengua Española en la Universidad de Málaga, Académico Correspondiente de la Academia Norteamericana de la Lengua Española y Associate Editor de la revista *Hispania*.

GRADUATE STUDENT DAY COMPETITION SESSION II

141

Monday, June 26 | 19:00 – 19:50 | CI, Aula 005

1. PROMOTING THE USE OF TELEVISION SERIES AS A LEARNING TECHNIQUE FOR ELE STUDENTS

Presenter(s): Hanna Barnett, Western University, London, Canada

Audience: Community College, Higher Education

With Spanish language television (TV) series such as *La Casa de Papel* garnering more and more interest among our students, this presentation explores the benefits of promoting the use of TV series as a learning tool to foster students' language acquisition – such as an increase in vocabulary development and higher levels of learning comprehension –

and cultural awareness. Resources and specific techniques to promote the use of TV series to students are also provided.

2. **"BAH-HABLANTE": EXAMINING INVESTMENT OF INTERMEDIATE STUDENTS OF SPANISH AT A TERTIARY INSTITUTION IN THE BAHAMAS**

Presenter(s): Valentino Rahming, Carnegie Mellon University, Pittsburgh, PA

Audience: Middle/Junior High (6-8), Secondary (9-12), Community College, Higher Education

This session presents findings from an ethnographic study examining the investment of five intermediate students of Spanish at a tertiary institution in The Bahamas. Using the model of investment (Darvin & Norton, 2015) and poststructuralism (Norton, 1995, 2000) as theoretical frames, it gives insight into the most prevalent reasons for student investment in Spanish given the ongoing issue of student retention after fulfilling general education requirements. This session will provide implications for practitioners and researchers.

3. **TURNING THE PAGE TO UNCOVER CIVIL INJUSTICE: BRAZIL'S "ROMANCE DE 30"**

Presenter(s): Xana Furtado, Brigham Young University, Vineyard, UT

Audience: Higher Education, General

In 1930 in the midst of economic, social, and political unrest, Brazilian author Rachel de Queiroz wrote to denounce the inequality and shortcomings with which she was well acquainted. As a native Northeastern Brazilian, she wrote the novel *O quinze* to portray the troubling issues that the government tried to censure. In this research, I analyze the development, publication, and influence that she has had in helping Brazil develop a new horizon for communicating social issues.

142

Monday, June 26 | 19:00 – 19:50 | CI, Aula 101

ESCOLAS SONHADAS: DIMENSÕES UTÓPICAS NA FORMAÇÃO INICIAL DE DOCENTES DE LÍNGUA PORTUGUESA

Presenter(s): Marcia Oliveira, Universidade de Coimbra, Niterói, Brazil

Audience: Higher Ed, General

Este trabalho apresenta resultados de uma pesquisa-ação participativa desenvolvida com uma turma de licenciandos em Letras de uma universidade pública localizada no Estado do Rio de Janeiro – Brasil. Parte-se do pressuposto de que a abordagem utópica pode favorecer a reflexão dos professores em formação

acerca de sociedades alternativas àquela em que vivemos, favorecendo o exercício da imaginação epistêmica na construção de perspectivas sobre um outro mundo possível, marcado pela justiça social e cognitiva.

143

Monday, June 26 | 19:00 – 19:50 | CI, Aula 102

"CADA UNO ES UN MUNDO": TAILOR LESSONS AND ACTIVITIES BY PROFICIENCY LEVEL WITH CENTERS

Presenter(s): Nadine Jacobsen-McLean, Hawthorne Elementary School, Louisville, KY; Nancy Dávila, Hawthorne Elementary School, Louisville, KY; Argelia Rodríguez, Hawthorne Elementary School, Louisville, KY; Mary Pool, Hawthorne Elementary, Louisville, KY

Audience: PreK-5, Middle/Junior High (6-8)

Learning designs not only need to be relevant, but should communicate what the learner is able to do and provide feedback and strategies that improve their proficiency in a way they can understand while encouraging independent learning and thinking. This interactive session will simulate how a unit is tailored to meet the needs of learners at different proficiency levels and presented in center work based on the proficiency level of the learner.

144

Canceled at the request of the presenter.

145

Monday, June 26 | 19:00 – 19:50 | CI, Aula 104

SIMULACIONES Y PODCASTS CON TELEGRAM PARA FOMENTAR LA SOLTURA, LA CONFIANZA Y EL APRENDIZAJE SOCIOEMOCIONAL DEL ALUMNADO

Presenter(s): Lisa Kuriscak, Ball State University, Muncie, IN

Audience: Community College, Higher Ed

Se hablará de dos actividades con alumnos universitarios que utilizan la aplicación Telegram: reflexiones sobre el podcast *Entiende tu mente* y simulaciones cotidianas. Además de ayudar a los alumnos a aumentar su vocabulario, comprensión auditiva, expresión oral y confianza, estas actividades fomentan que se lancen a hablar sin guiones, que se fijen en la retroalimentación, que profundicen en su autoconocimiento socioemocional y que usen esa conciencia para abrir sus horizontes culturales.

146

Monday, June 26 | 19:00 – 19:50 | CI, Aula 105

VÍDEO PROYECTOS: LOS ESTUDIANTES DE ELE COMO CREADORES Y/O PRODUCTORES DE VÍDEOS

Presenter(s): Ana García-Allén, Western University, London, Canada

Audience: Community College, Higher Ed, General

En esta sesión se presentarán varios proyectos creados para la clase de ELE (nivel inicial, intermedio y avanzado), todos ellos con un objetivo final, la creación y producción de vídeos en español por parte de los estudiantes. Se mostrará el desarrollo e implementación de los diferentes proyectos, y también la opinión de los estudiantes respecto a los mismos. Finalmente, se harán recomendaciones y se compartirán recursos para la creación de proyectos de vídeo.

147

Monday, June 26 | 19:00 – 19:50 | CI, Aula 106

SHH/SHA ADVISORY BOARD MEETING PART I (CONTINUED)

Presenter(s): Kelly Scheetz, Franklin High School, Franklin, TN

Audience: *Invitation only*

148

Monday, June 26 | 19:00 – 19:50 | CI, Aula 107

THE USE OF TECHNOLOGY IN FOREIGN LANGUAGE CLASSES: AN EXPLORATORY QUALITATIVE STUDY OF STUDENT REACTIONS

Presenter(s): Michael Tallon, University of the Incarnate Word, San Antonio, TX

Audience: Community College, Higher Ed

The purpose of this exploratory qualitative study was to examine emerging themes from several language classes that incorporated technology in language tasks. The guiding research question was: How do college-level students react to tasks that use technology in foreign language classes? Based on the data, the researchers found that students had both positive and negative reactions. These reactions will be discussed, along with their implications for teaching.

149

Monday, June 26 | 19:00 – 19:50 | CI, Aula 108

"EN LA VOZ DE NADIE": EUNICE ODIO AND THE CULTURAL POLITICS OF LATIN AMERICA'S COLD WAR

Presenter(s): Denise Callejas, Morehouse College, Atlanta, GA

Audience: Higher Ed

This paper traces Odio's historical turn against communism and what she calls the Soviet's militarization and disarmament of culture. As a forgotten heroine who dared to criticize the idiosyncrasies of the Latin American Left, Odio's essays expose

the questionable cultural policies that regulated the region's literature within a polarized Cold War setting.

150

Monday, June 26 | 19:00 – 19:50 | CI, Aula 109

IT IS JUST *NERVIOS*: INCORPORATING DISCOURSE ANALYSIS AND SERVICE LEARNING IN AN ADVANCED SPANISH COURSE

Presenter(s): Ashlee Dauphinais Civitello, University of Nebraska Omaha, Omaha, NE; Kristina Stamatis, University of Nebraska Omaha, Omaha, NE

Audience: Higher Ed

Discourse analysis offers a set of tools that can provide insights into how individuals construct complex understandings. However, little is known about the potential of leveraging the tools of discourse analysis to deepen language learning through community engaged health environments. In this presentation, we will explore the ways that advanced language students in service-learning projects can use discourse analysis to provide authentic products to community partners while engaging in meaningful language learning.

151

Monday, June 26 | 19:00 – 19:50 | CI, Aula 110

LESSONS FROM THE ONLINE PIONEERS: HOW TO INCREASE ENROLLMENT AND QUALITY ACROSS MODALITIES

Presenter(s): Crystal Marull, University of Florida, Gainesville, FL

Audience: Higher Ed

In a time when most institutions are suffering from decreasing majors/enrollment and budgetary restrictions, this presentation offers a detailed example of how the innovative use of technology can transform a language program to revolutionize both online and face-to-face course offerings. By adopting the Three Pillar Model (Marull and Kumar, 2020), this institution has been able to increase course enrollment, student engagement, course quality, and provide increased revenue and reduced instructional loads across modalities.

152

Monday, June 26 | 19:00 – 19:50 | CI, Aula 111

APRENDIZAJE INTEGRADO DE GÉNERO Y ESPAÑOL EN MOVILIDAD VIRTUAL PARA EL DESARROLLO DE COMPETENCIAS INTERCULTURALES EN ESTUDIANTES PORTUGUESES DE ELE

Presenter(s): Luis Vicente Gómez García, Instituto Politécnico de Castelo Branco, Castelo Branco, Portugal

Audience: Higher Ed

En el marco de un proyecto Erasmus+ de innovación pedagógica en educación superior, denominado INCOLLAB, se presenta

un intercambio cultural en línea efectuado entre estudiantes universitarios portugueses y chilenos, que colaboraron en grupos internacionales e interdisciplinarios para completar una serie de tareas sobre investigación en género empleando para ello la lengua española. Además, se analiza la contribución de dicho intercambio para el desarrollo de las competencias comunicativas interculturales de los estudiantes lusos de ELE participantes.

153

Monday, June 26 | 19:00 – 19:50 | CI, Aula 112

DE FIESTAS, FERIAS, BATALLAS Y ENTIERROS: LA COMIDA COMO MARCADOR POPULAR Y CULTURAL

Presenter(s): María José Hellín García, The Citadel, Charleston, SC

Audience: Community College, Higher Ed

El objetivo de esta comunicación es analizar la relación simbiótica entre lo gastronómico y lo cultural a través de las fiestas populares en España, y cómo este sincretismo ayuda a recuperar, preservar y difundir la herencia e identidad popular. A su vez, se explora cómo las fiestas populares y las rutas turísticas gastronómicas favorecen el turismo local y el desarrollo económico en las zonas rurales, puesto que la comida se convierte en el motivo principal de atracción turística.

154

Monday, June 26 | 19:00 – 19:50 | CI, Aula 113

PUBLIC ENGAGEMENT TO PROMOTE EARLY BILITERACY AND MULTICULTURALISM THROUGH STUDENT INVOLVEMENT WITH BILINGUAL CHILDREN'S BOOKS

Presenter(s): Megan Lobert, Ohio State University, Columbus, OH; Holly Nibert, Ohio State University, Columbus, OH; Nicole Sedor, Ohio State University, Columbus, OH

Audience: Community College, Higher Ed

Studies in multilingualism concur that “earlier is better.” Yet, in the US, few children have access to early non-English language learning opportunities. Our university-level Spanish language program has embarked on a public engagement initiative to promote early biliteracy and multiculturalism and engage students in the process. It has involved various replicable pathways to disseminating bilingual books to children. Presenters will share sample materials and lessons learned to date.

155

Monday, June 26 | 19:00 – 19:50 | CI, Aula 114

“Y TIRO PORQUE ME TOCA”: CERVANTES, GEESE, AND OER IN THE CLASSROOM

Presenter(s): María Ángeles Fernández Cifuentes, University of North Florida, Jacksonville, FL; Michelle Artigas, University of

North Florida, Jacksonville, FL; Anna Salvaggio, University of North Florida, Jacksonville, FL

Audience: Higher Ed, General

This session focuses on two student-created OER resources that consist on a bilingual digital recreation of Alonso de Barros's board game of “*Filosofía cortesana*” (1588), a variant of the famous game of the Goose that illustrates how to survive and advance at court, and a free adaptation of the game that shows the players the “worldly wisdom” needed to navigate the twenty-first century through texts and authors from the Spanish Golden Age.

156

Monday, June 26 | 19:00 – 19:50 | CI, Aula 201

SPANISH HERITAGE LEARNERS AS PEER MENTORS IN LEARNING COMMUNITIES: AIMING TO FILL THE GAP

Presenter(s): Dolly Tittle, Wayne State University, Detroit, MI

Audience: Higher Ed

Some higher education institutions are reducing the courses offered in Spanish for their second language acquisition learners and the Spanish heritage learners are lost in a system that does not consider the importance of the skills and knowledge that they have acquired. In this presentation, I explore an option to fill the gap: integrating SHLs to the Spanish classroom as peer mentors in higher education institutions that have Learning Communities Programs.

157

Monday, June 26 | 19:00 – 19:50 | CI, Aula 202

DESIGNING AND IMPLEMENTING AURAL AND ORAL COMMUNICATIVE STRATEGIES THAT WORK FOR SPANISH STUDENTS

Presenter(s): Linda Villadóniga, Klett World Languages, Chicago, IL

Audience: Middle/Junior High (6-8), Secondary (9-12), Community College, Higher Ed

The importance of being a good communicator in a second or third language is crucial for students to be successful language learners. A variety of strategies for each level will be introduced, modeled, and practiced so that attendees can help their students become good communicators.

158

Canceled at the request of the presenter.

SESSIONS

159

Monday, June 26 | 19:00 – 19:50 | CI, Aula 204

LA HISTORIA OFICIAL: PRACTICING A PEDAGOGY OF MULTILITERACIES IN THE LOWER-DIVISION LANGUAGE CLASSROOM

Presenter(s): Regan Boxwell Cruz, Texas Christian University, Ft. Worth, TX; Irina Mozuliova, Texas Christian University, Ft. Worth, TX

Audience: Community College, Higher Ed

This presentation engages participants in a discussion about the difficulties of building interpretative skills in preparation for upper-level university courses. The session describes the planning process of scaffolding instruction to guide students through a critical reflection on the film *La historia oficial* to demonstrate how a multiliteracies pedagogy can address upper-level program learning objectives.

160

Monday, June 26 | 19:00 – 19:50 | CI, Aula 205

JOIN THE LANGUAGE EVOLUTION REVOLUTION! USING TECHNOLOGY IN THE LANGUAGE CLASSROOM FOR LIMITLESS POSSIBILITIES

Presenter(s): Diana Fernández Sullivan, Spring ISD, Houston, TX

Audience: General

Much like space exploration programs such as NASA, evolution of practice is essential for growth and forward movement. Teaching languages also requires evolution to meet the needs of today's learners. Using tools that "speak" our students' language promotes buy-in and excitement of not only learning a language but becoming lifelong language learners. Launch language proficiency to another level by using technology to support language acquisition. Takeaways include templates, playlists, choice boards, and resources. #LanguageEvolutionRevolution

161

Monday, June 26 | 19:00 – 19:50 | CI, Aula 206

LAS ACTIVIDADES EXTRACURRICULARES Y EL PROCESO DE ACULTURACIÓN. UNA CONEXIÓN POSITIVA VIABLE

Presenter(s): Leslie Cruz Rodríguez, Academie Da Vinci, Dunedin, FL

Audience: PreK-5, Middle/Junior High (6-8), Secondary (9-12)

La propuesta explica y ejemplifica cómo los profesores de lenguaje pudieran utilizar las actividades extracurriculares no solo para enriquecer el aprendizaje del idioma español sino también como una alternativa para apoyar el proceso de aculturación de estudiantes inmigrantes.

162

Monday, June 26 | 20:00 – 21:30 | HAF, San Blas

RECEPTION: AATSP CONFERENCE TRAVEL AWARD WINNERS (SPONSORED BY VISTA HIGHER LEARNING)

Audience: *Invitation only*

This reception celebrates outstanding educators that have been awarded stipends and scholarships in partial support of travel expenses. The winners will receive their monetary awards and certificates while socializing and celebrating. *Refreshments will be served.*



163

Monday, June 26 | 20:00 – 21:30 | HAF, Lazarillo

RECEPTION: LSP AND COMMUNITY ENGAGEMENT (SPONSORED BY THE DEPARTMENT OF GLOBAL STUDIES AND LANGUAGES, IDAHO STATE UNIVERSITY)

Audience: *Invitation only*

This reception promotes networking for educators directly involved in Languages for Specific Purposes and Community Engagement. LSP and Community Engagement SIG members and others should come and enjoy an informal gathering of colleagues. *Refreshments will be served.*



Idaho State University

Global Studies
and Languages

164

Monday, June 26 | 20:00 – 21:30 | HAF, Unamuno

RECEPTION: AATSP'S RETIRED AND SEMI-RETIRED MEMBERS (SPONSORED BY THE CENTER FOR APPLIED LINGUISTICS)

Audience: *Invitation only*

This reception celebrates the AATSP's seasoned members and ushers in the AATSP's newest Special Interest Group (SIG). Come socialize with old friends and colleagues and meet new ones. Celebrate your history with the AATSP in Salamanca. *Refreshments will be served.*



165

Monday, June 26 | 20:00 – 21:50

PASEO GUIADO: SALAMANCA MONUMENTAL

Audience: Pre-registered participants only

Empezando en Palacio de Congresos, se visitarán espacios únicos de la Salamanca Monumental, declarada Patrimonio de la Humanidad, tales como la Iglesia de San Martín, la Plaza del Corrillo, el interior de la Casa de las Conchas, la Clerecía, un paseo por la Calle Libreros y el Patio de Escuelas Menores, el Hospital de Estudio, y el interior del edificio de la Universidad, finalizando en la Plaza de Anaya, con una visita al Colegio Anaya, el interior de las Catedrales y el Palacio Episcopal. *Sponsored by the Ayuntamiento de Salamanca.*



**Ayuntamiento
de Salamanca**

BUILDING ABBREVIATIONS

PC - Palacio de Congresos

CI - Cursos Internacionales

CEB - Centro de Estudios Brasileños

HAF - Hotel Abba Fonseca

TUESDAY

REGISTRATION OPEN

Tuesday, June 27 | 8:00 – 17:00 | PC, Lobby

SESSION BLOCK 9

Tuesday, June 27 | 9:00 – 9:50

166

Tuesday, June 27 | 9:00 – 9:50 | PC, Aula 1

SECONDARY (9-12) TOWN HALL MEETING

Presenter(s): Parthena Draggett, Retired, Naples, FL; Lisa Greenman, National Spanish Examinations, Chesterton, IN; Erica Nathan-Gamauf, Loyola Academy, Wilmette, IL; Sybil Sánchez-Jácome, Randolph High School, Randolph, NJ; Kelly Scheetz, Franklin High School, Franklin, TN; Jenniffer Whyte, The Donoho School, Anniston, AL

Audience: Secondary (9-12)

Come meet your current 9-12 representatives on the AATSP Board of Directors. The purpose of this annual gathering is to dialog with 9-12 members on topics to support teachers, student instruction, and programs. Share your ideas at this interactive session.

167

Tuesday, June 27 | 9:00 – 9:50 | PC, Aula 2

REIMAGINING THE LUSO-HISPANIC HERITAGE OF HAWAII: FROM POETS TO PANIOLO

Presenter(s): Joy Logan, University of Hawai'i at Mānoa, Honolulu, HI; Paul Michael Chandler, University of Hawai'i at Mānoa, Honolulu, HI; Lucía Aranda, University of Hawai'i at Mānoa, Honolulu, HI

Audience: Secondary (9-12), Higher Ed

This panel focuses on how poetry, music, performance, and cuisine represent the Luso-Hispanic heritage of Hawai'i in ways that re-envision Hawai'i's past history of immigration and reinterpret its cultural diversity. The panel offers a novel, holistic approach to examine how traditions from Mexico, Portugal, and Puerto Rico all connect to the advent of agricultural capitalism in Hawai'i, as well as to transculturative processes that now mark these traditions as present-day symbols of local island identity.

168

Tuesday, June 27 | 9:00 – 9:50 | PC, Aula 3

VALUING IDENTITY AND DIVERSITY THROUGH CINDERELLA IN SPAIN

Presenter(s): Maia Lamarque, Texas A&M University-Commerce, Rockwall, TX

Audience: Middle/Junior High (6-8), Secondary (9-12), Community College, Higher Ed

This is the first "glocal" (the globality of folk tales and the local depiction and development in a specific nation/country/ community) study of folk tales in Spain. Diversity and identity in the Spanish culture depicts the foreigner, the poor, the different, and "the one that is not me" as the main character in the narratives. Cinderella, as a global and eternal story, presents our fears, vulnerabilities, old/current trends, as well as flaws as humans.

169

Tuesday, June 27 | 9:00 – 9:50 | PC, Aula 4

HIGH 5!

Presenter(s): Ken Stewart, Vista Higher Learning, Boston, MA

Audience: Secondary (9-12)

The cultural comparison and the argumentative essay present the greatest challenges for most students on the AP Spanish Language and Culture exam. What are the keys to success on these presentational tasks? This session will focus on how to effectively develop students' intercultural competence and argumentative skills to score a 5 on presentational speaking and writing. Sample activities will be modeled that align with the College Board's course and exam description (CED) and scoring guidelines. Attendees will leave with teaching tips to boost students' proficiency, confidence and AP scores.

170

Tuesday, June 27 | 9:00 – 9:50 | PC, Sala Cero

CUESTIONES SOCIALES EN LA CLASE DE ESPAÑOL A TRAVÉS DE LA LITERATURA Y EL CINE: POSIBILIDADES, ALTERNATIVAS Y LÍMITES DE LA IMAGINACIÓN

Presenter(s): Ana M. López-Aguilera, Bemidji State University, Bemidji, MN

Audience: Community College, Higher Ed

La literatura y el cine ayudan a imaginar formas de vivir en la sociedad y, en el campo cultural español, reconocemos dos enfoques principales a la hora de tratar las temáticas sociales. Esta diversidad de enfoques tiene consecuencias en el aula de español y culturas hispanas. En esta presentación debatiremos sobre las posibilidades y los límites de tratar cuestiones sociales en el

aula de español a través de la lectura y el visionado de productos culturales.

171

Tuesday, June 27 | 9:00 – 9:50 | PC, Sala de Prensa

THE IMPLEMENTATION OF THE ASSESSMENT BY OBSERVATION SYSTEM TO ASSESS LANGUAGE PROFICIENCY IN SPANISH STUDENTS AT THE FOREIGN SERVICE INSTITUTE

Presenter(s): Manolo Muñoz Romero, Foreign Service Institute, Herndon, VA

Audience: Higher Ed, General

In our presentation, we will discuss how FSI's School of Language Studies (SLS) and the Spanish Section adapted to the demands of the pandemic and the virtual teaching environment and created new innovative solutions to continue the mission. The Language Testing Unit at FSI had to suspend operations due to the pandemic. Consequently, SLS implemented a system to provide valid scores to students in training: the Assessment by Observation (ABO).

172

Tuesday, June 27 | 9:00 – 9:50 | PC, Despacho Vaguada de la Palma

LANGUAGE AND CULTURES FOR THE PROFESSIONS – A MODEL FOR A SECOND MAJOR/MINOR TRACK

Presenter(s): Erik Ladner, Iowa State University, Ames, IA

Audience: Higher Ed

A second major/minor track in Spanish for the Professions can promote a program and increase enrollments. This presentation will provide an overview of the structure and content of the Language and Cultures for the Professions (LCP) major/minor track at Iowa State University and will discuss how a focus on applied language and culture for the professions has served to recruit and retain students, as well as market the Spanish program with only modest adjustments to existing curriculum.

173

Tuesday, June 27 | 9:00 – 9:50 | PC, Sala de Maqueta

INVESTIGANDO LOS PRINCIPALES DESAFÍOS DOCENTES DE LOS PROFESORES DE ESPAÑOL COMO LENGUA EXTRANJERA

Presenter(s): Comfort Pratt, Texas Tech University, Lubbock, TX

Audience: Secondary (9-12), Higher Ed

Un estudio sobre los principales desafíos docentes de los profesores de español como lengua extranjera reveló que las creencias de autoeficacia de los profesores se relacionan con los desafíos docentes a los que se enfrentan. Destacaron cuatro principales desafíos en este orden: elección de la metodología de enseñanza apropiada, estrategias docentes, dominio de la lengua meta y conocimientos teóricos. Un estudio complementario de las

perspectivas de estudiantes reveló un orden similar. Se discutirán las implicaciones a nivel docente, institucional y laboral.

174

Tuesday, June 27 | 9:00 – 9:50 | HAF, Lazarillo

IF I COULD TURN BACK TIME...: MOURNING LOST FUTURES IN SPANISH CIVIL WAR ALLO-HISTORICAL FICTION

Presenter(s): Justine Pillay, University of Auckland, Auckland, New Zealand

Audience: General

What if the Republicans had won the Spanish Civil War? What if José Antonio Primo de Rivera had survived and ushered in a new age of Spanish colonial glory? What if Franco had perished in a deluge of human excrement? Through the lenses of these Spanish Civil War alternate histories, this presentation explores how the reimagining of history offers insight into the grieving of lost futures by Spaniards following Franco's death in 1975.

E-POSTER: SESSION I

175

Tuesday, June 27 | 9:00 – 9:50 | PC, Sala Intermedia

CREATING LIFELONG CIVICALLY MINDED AND SOCIALLY ENGAGED CITIZENS THROUGH NEWS ARTICLES, VIDEOS, AND PODCASTS

Presenter(s): Nohelia Rojas-Miesse, Miami University, Oxford, OH; Martha Castañeda, Miami University, Oxford, OH

Audience: Secondary (9-12), Community College, Higher Ed

How do we spark curiosity (Dewey, 1910) in the classroom? How do we prepare and build students' background knowledge (Marzano, 2004) to engage with current events? How do we create lifelong learners (Philip, Gay Crebert, & Jane, 1994) that will apply these skills to the future and become civically-minded and socially engaged citizens? We will present how we use news videos, articles, and Podcasts to engage students in an Intermediate Conversation class to develop research, reading and speaking proficiency.

176

Tuesday, June 27 | 9:00 – 9:50 | PC, Sala Intermedia

CHOOSE YOUR OWN ADVENTURE: TASKS THAT FOSTER INTERDISCIPLINARY CONNECTIONS

Presenter(s): Raquel Amorese, Northwestern University, Evanston, IL; Shannon Millikin, Northwestern University, Evanston, IL; Tasha Seago-Ramaly, Northwestern University, Evanston, IL

Audience: Community College, Higher Ed

This e-poster presentation will outline how self-directed learning develops critical thinking skills and aligns with goals of diversity and inclusion in the classroom. In addition, the presenters will share a variety of intermediate Spanish tasks that incorporate self-directed components, prompting students to forge their own exploratory path into the Spanish-speaking world and fostering inclusivity. Each task will welcome the unique interests and contributions of each learner.

177

Tuesday, June 27 | 9:00 – 9:50 | PC, Sala Intermedia

CLAVES DE UNA IMPORTANCIA ESTRATÉGICA ENORME PARA PROMOVER LA PRODUCCIÓN ORAL DE JÓVENES EN CLASES PRESENCIALES USANDO UN MANUAL DIGITAL

Presenter(s): Janett Martínez-Amador, Carleton University, Ottawa, Canada

Audience: Higher Ed, General

¿Cómo implicar a los estudiantes en la interacción oral en grupos y pares en vivo y en directo, en persona, después de dos años de clases online? La presentadora compartirá estrategias y actividades interactivas de gamificación y rompehielos que han funcionado con éxito de vuelta a las clases presenciales, alternando con actividades del libro electrónico e implicándolos en el aprendizaje colaborativo en grupos en nuestras clases de español intermedio a nivel universitario en Canadá.

178

Tuesday, June 27 | 9:00 – 9:50 | PC, Sala Intermedia

PRÁCTICAS INMERSIVAS PROMUEVEN LAS CARRERAS CON DESTREZAS COMUNICATIVAS

Presenter(s): Carole Champagne, University of Maryland Eastern Shore, Princess Anne, MD

Audience: Community College, Higher Ed

Preparo a los estudiantes de varias carreras académicas para lograr sus metas profesionales. Desarrollan sus habilidades lingüísticas mientras que se enfocan en el ambiente laboral de su particular pasantía. El periodo de prácticas es un tipo de juego de destreza. La preparación de competencias lingüísticas y culturales es prerrequisito antes del periodo de prácticas. La comprensión de la estructura organizacional y las destrezas comunicativas es clave para lograr éxito y beneficios compartidos por ambos pasantes y las organizaciones o compañías.

179

Tuesday, June 27 | 9:00 – 9:50 | CI, Salón de Actos

HIGHER ED TOWN HALL MEETING

Presenter(s): Florencia Henshaw, University of Illinois at Urbana-Champaign, Champaign, IL; Julián Barroso Merino, College of Southern Nevada, Las Vegas, NV; Benjamin Fraser, University of Arizona, Tucson, AZ; Renato Alvim, California State University, Stanislaus, Turlock, CA; Gwendolyn Barnes-Karol, St. Olaf College, Northfield, MN; John Maddox, University of Alabama at Birmingham, Birmingham, AL; Mary Risner, University of Florida, Edgewater, FL; Rachel Mamiya Hernández, University of Hawai'i at Mānoa, Honolulu, HI; Jennifer Brady, University of Minnesota Duluth, Duluth, MN; Dieter Waldvogel, Samford University, Birmingham, AL

Audience: Higher Ed

Please join fellow AATSP members and colleagues, former and current representatives on the Board of Directors, and members of the Higher Education Committee. This gathering will serve as an informal, discussion-based forum to share ideas about current issues in language teaching and program administration and to brainstorm potential ways in which AATSP can support members and their students. This session is organized by the AATSP Higher Education Committee.

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Tuesday, June 27 | 9:00 – 9:50 | CEB, Salón de Actos

AGÊNCIA E RESISTÊNCIA FEMININA EM *NEIGHBOURS*, DE LÍLIA MOMPLÉ

Presenter(s): Joyce Silva Fernandes, Brown University, Providence, RI

Audience: Higher Ed, General

O artigo propõe uma análise das personagens femininas da novela *Neighbours*, da escritora Moçambicana Lília Momplé, a partir de uma abordagem feminista e pós-colonial. Partindo do princípio

de que essas mulheres, a partir de suas distintas experiências de vida, de certa forma assumem atitudes de enfrentamento e autopreservação, procurarei explorar de que formas essas personagens exercem sua agência e resistência contra os diferentes tipos de opressão sofridos por elas.

181

Tuesday, June 27 | 9:00 – 9:50 | HAF, San Blas

IMPLEMENTANDO ESTRATEGIAS DE ESCRITURA

Presenter(s): Silvia Arrascue, Westbury Middle School, Westbury, NY

Audience: Middle/Junior High (6-8), Secondary (9-12)

En esta sesión, los participantes se llevarán ideas sobre la implementación de la escritura desde nivel inicial hasta avanzado. En estos días es muy fácil recurrir al traductor y como consecuencia, los maestros recibimos un trabajo que no es original. ¡Ven y descubre cómo inspirarlos a presentar una escritura original!

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Tuesday, June 27 | 9:00 – 9:50 | HAF, Lazarillo

ENSEÑAR ESPAÑOL CON LAS GAFAS MORADAS

Presenter(s): César Dominique Moreno, Phillips Academy, Andover, MA

Audience: Secondary (9-12), Higher Ed

La sesión presenta una propuesta de enseñanza de español por contenidos centrada en las mujeres desde una perspectiva de género. Partiendo de la necesidad de educar y educarnos para transformar(nos), se presenta una multitud de materiales auténticos, accesibles y adaptables a diversos niveles (a partir de intermedio), de muy variados géneros, con sugerencias de trabajo que incluyen todas las destrezas y que permiten utilizar un enfoque ecléctico en el que pueden encontrar inspiraciones docentes con diferentes estilos.

183

Tuesday, June 27 | 9:00 – 9:50 | HAF, Unamuno

PAIR WORK IN THE MIXED LANGUAGE CLASSROOM: AN ANALYSIS OF LINGUISTIC INSECURITY IN DYADS

Presenter(s): Saúl Moreno, Florida State University, Tallahassee, FL; Rachel Wallace, Florida State University, Tallahassee, FL; Anel Brandl, Florida State University, Tallahassee, FL

Audience: Higher Ed

Research has examined the role that affective factors play in language classrooms (e.g., Prada, et al., 2020, Casillas, et al., 2021). Studies examining mixed dyads (HS-L2) in language classrooms have found that during group work, HS reported

feeling shame and that L2 learners reported discomfort (Blake & Zyzik 2003, Henshaw; 2021). This study analyzes linguistic shame in mixed classrooms to investigate their effect on HS and L2 language learners' WTC and fluency during group work.

Tuesday, June 27 | 10:00 – 19:00

EXHIBIT HALL OPEN

SESSION BLOCK 10

Tuesday, June 27 | 10:00 – 10:50

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Tuesday, June 27 | 10:00 – 10:50 | PC, Aula 1

SPANISH IN MOTION (*MUÉVETE-FUN AND LEARN*)

Presenter(s): Andrea Holguín, Ridgeview Charter Middle School, Sandy Springs, GA

Audience: PreK-5, Middle/Junior High (6-8)

This is a highly interactive session will focus on music, chants, dance, and TPR movements that captures your student's attention. The music is catchy, captivating, and danceable. Come join us and let your classroom move through the power of the beat where every child can learn. This session also includes engaging games.

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Tuesday, June 27 | 10:00 – 10:50 | PC, Aula 2

EVALUACIÓN DINÁMICA EN LA CLASE DE ESPAÑOL COMO ELE/L2

Presenter(s): Susana Madinabeita Manso, Universidad de Navarra, Pamplona, Spain; Oihane Muxika Loitzate, Universidad de Navarra, Pamplona, Spain; Silvia Aguinaga-Echeverría, Universidad de Navarra, Pamplona, Spain; Carmen Nagore, Universidad de Navarra, Pamplona, Spain; Sarah Marie Gielink, Universidad de Navarra, Pamplona, Spain

Audience: Community College, Higher Ed

Partiendo de un enfoque sociocultural al desarrollo de segundas lenguas, este panel presentará la evaluación dinámica (ED) para diagnosticar y promover el desarrollo del español para estudiantes en contexto de inmersión. Se describirán distintas propuestas que integran el dinamismo en la evaluación en cursos de comunicación, pronunciación y conversación, gramática, temáticos e incluso formación a profesores. Se discutirá cómo la ED rinde una imagen más completa del estudiante y cómo se

SESSIONS

relaciona con variables afectivas como la reducción de ansiedad ante evaluaciones.

186

Tuesday, June 27 | 10:00 – 10:50 | PC, Aula 3

CREAR Y PUBLICAR LIBROS CULTURALES COLABORATIVOS

Presenter(s): Nuria Navajas, Mater Academy Middle/High School, Miami, FL

Audience: Middle/Junior High (6-8), Secondary (9-12), General

En esta sesión los participantes podrán ver ejemplos de libros culturales para diferentes niveles y sobre diferentes temas en los que se trabajan todas las destrezas lingüísticas. En el proceso convertimos al estudiante en el protagonista del producto final. Además, los profesores asistentes aprenderán a usar la herramienta digital que hará posible la magia de publicar nuestros libros.

187

Tuesday, June 27 | 10:00 – 10:50 | PC, Aula 4

THE RHYTHM IS GOING TO GET YOU!

Presenter(s): Meruchy Haedo, Un Capricho Español, Badajoz, Spain

Audience: Middle/Junior High (6-8), Secondary (9-12)

Music is a universal language common to all people and cultures. It offers so much more to the language classroom than the spice of an exotic beat. This session will show you how to meaningfully incorporate authentic music in your classroom to develop listening and reading skills as well as a platform to include culture to open discussion of contemporary social issues or literature.

188

Tuesday, June 27 | 10:00 – 10:50 | PC, Sala Cero

ADAPTACIONES A LA ENSEÑANZA DEL ESPAÑOL: CONSECUENCIAS DURANTE Y DESPUÉS DE LA PANDEMIA

Presenter(s): Amalia Garzón, Northern Arizona University, Yuma, AZ; Cynthia Melendrez, California State University, San Marcos, CA

Audience: Higher Ed

Examinaremos métodos de adaptación en la enseñanza del español para estudiantes de licenciatura y posgrado durante dos años de pandemia SARS-CoV-2. Estableceremos ventajas y desventajas tanto para profesores como estudiantes al analizar tales adaptaciones que requirieron creatividad del profesorado y esfuerzo para transformar clases presenciales a virtuales improvisadamente. Además, examinaremos consecuencias provocadas por estas adaptaciones a los métodos y medios de

enseñanza de la lengua y cultura españolas en dos universidades después de la pandemia.

189

Tuesday, June 27 | 10:00 – 10:50 | PC, Sala de Prensa

BUILDING CULTURE: HOW NON-WL TEACHERS VIEW THE WL GRADUATION REQUIREMENT IN MICHIGAN'S MERIT CURRICULUM

Presenter(s): Sean Hill, Delta College, University Center, MI

Audience: General

Many states have changed World Language (WL) requirements for high school graduation. We must understand what non-WL teachers' opinions about top-down WL curriculum mandates are. Also, we need to consider the academic advice those teachers communicate to students. This study surveyed teachers in a small school district to learn the buildings' culture regarding WL instruction. It also examined if demographic variables and foreign language anxiety were related to those attitudes and beliefs.

190

Tuesday, June 27 | 10:00 – 10:50 | PC, Despacho Vaguada de la Palma

AYUDANDO A LA CONSTRUCCIÓN DEL PLURILINGÜISMO DESDE LA REFLEXIÓN LINGÜÍSTICA EN EL AULA DE LENGUAS

Presenter(s): Belén Huarte, Glendon College, Toronto, Canada

Audience: Higher Ed

Nuestro objetivo es estimular la curiosidad intelectual y desarrollar las habilidades críticas que permiten reflexionar sobre las lenguas conocidas y el español a través de diferentes actividades y de la presentación de una teoría pertinente al contexto multicultural y multilingüe. En esta presentación se ejemplificará por medio de diversas tareas que trabajan con varios aspectos lingüísticos, cómo se puede aplicar en el aula el conocimiento de los idiomas adquiridos o estudiados anteriormente.

191

Tuesday, June 27 | 10:00 – 10:50 | PC, Despacho Cuesta Oviedo

EVALUACIÓN DE PRESENTACIONES CULTURALES SEGÚN LOS PUNTOS DE REFERENCIA DE COMUNICACIÓN INTERCULTURAL EN UN PROGRAMA DE MULTISECCIONES DE L2

Presenter(s): Silvana Falconi, Boston College, Chestnut Hill, MA; Yohana Gil Berrio, Boston College, Chestnut Hill, MA

Audience: Higher Ed, General

Teniendo en cuenta el enfoque de competencia comunicativa intercultural para desarrollar la integración de una educación para la ciudadanía, el objetivo de esta presentación es compartir las estrategias, las herramientas pedagógicas y los instrumentos de

evaluación creados para ayudar a los educadores a desarrollar los objetivos lingüísticos y culturales a fin de llevar a cabo un evento cultural en el cual participarán veinte educadores de treinta y ocho multi secciones de español.

192

Tuesday, June 27 | 10:00 – 10:50 | PC, Sala de Maqueta

A APRENDER TAMBIÉN SE APRENDE: CÓMO FOMENTAR LA AUTONOMÍA DEL APRENDIENTE DE ESPAÑOL

Presenter(s): Estefanía Velasco Pascual, SGEL Libros, Madrid, Spain

Audience: Secondary (9-12), Community College

En este taller veremos cómo conseguir que los estudiantes de español sean más conscientes de su proceso de aprendizaje, conociendo y reflexionando sobre las estrategias más adecuadas para cada caso. Veremos que esta implicación activa por parte de los aprendientes, basada en sus experiencias y conocimientos previos, les ayuda a conseguir sus objetivos.

E-POSTER: SESSION II

193

Tuesday, June 27 | 10:00 – 10:50 | PC, Sala Intermedia

¿A CONOCER URUEÑA, "LA VILLA DEL LIBRO"! UN TESORO DE RECURSOS PARA LA ENSEÑANZA DE LA MÚSICA, LA HISTORIA, Y LA LITERATURA EN ESPAÑOL

Presenter(s): David Julseth, Belmont University, Nashville, TN

Audience: Higher Ed, General

El pueblo medieval de Urueña (a una hora y media de Salamanca) ofrece librerías y recursos para la enseñanza del español. Esta "Villa del Libro" cuenta con instituciones y museos dedicados al estudio de temas culturales de interés para instructores, investigadores, alumnos y/o aficionados de la música, la historia y la literatura. Esta presentación incluye sugerencias para visitar en persona y también enlaces con recursos disponibles en línea para sus clases y sus propias investigaciones.

194

Tuesday, June 27 | 10:00 – 10:50 | PC, Sala Intermedia

ME DIVIERTO Y ME COMUNICO EN OTRO IDIOMA

Presenter(s): Omayra Casaldue, Bay Point Elementary, St. Petersburg, FL

Audience: PreK-5

Los participantes de la sesión aprenderán cómo utilizar la tecnología de una forma innovadora e interactiva para crear una atmósfera de aprendizaje más divertida. Tecnología, música, movimiento y juegos se unen en esta presentación, con el fin de abrir nuevos horizontes para la comunicación y la cultura. Beneficios: los estudiantes están más envueltos en el aprendizaje y más confiados de hablar el segundo idioma de forma natural en su entorno diario.

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Tuesday, June 27 | 10:00 – 10:50 | PC, Sala Intermedia

GRAMÁTICA SOCIOLINGÜÍSTICAMENTE INFORMADA

Presenter(s): Alex Zunterstein, University of Oregon, Eugene, OR

Audience: Higher Ed, General

En esta presentación e-poster se hablará de la necesidad de reconocer y validar las múltiples gramáticas del español que existen y por qué es importante que tanto los hablantes L2 como los hablantes de herencia entiendan la realidad compleja de la gramática en vez de enfocarse únicamente en la variedad de prestigio. Se espera entablar una conversación profunda con los participantes.

196

Tuesday, June 27 | 10:00 – 10:50 | PC, Sala Intermedia

WHY DON'T LATINX STUDENTS PARTICIPATE IN THE UNIVERSITY OF CALIFORNIA EDUCATION ABROAD PROGRAM (UCEAP)? INSIGHTS FROM THREE FOCUS GROUPS

Presenter(s): Angelica González, University of California, Davis, Davis, CA; César Hoyos Álvarez, University of California, Davis, Davis, CA

Audience: Higher Ed, General

Even though the Latinx population is the second-largest population in the UC system, it is the least likely to participate in Global Learning programs. This e-poster presents three focus groups conducted with Latinx college students. These interviews were transcribed, and four key findings were identified: a lack of awareness about the programs, students interests and priorities, and obstacles ranging from financial assistance to family responsibilities. Also, students proposed different solutions to these problems.

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Tuesday, June 27 | 10:00 – 11:50 | CI, Salón de Actos

AATSP CHAPTER ASSEMBLY MEETING

Presenter(s): María Carreira, Executive Director Designate, Manhattan Beach, CA; Nicky Drake, National Awards, Inc., Jackson, MS; Florencia Henshaw, Downstate Illinois Chapter President, Urbana, IL; Claudia Kechkian, Texas Brazos Chapter President, Houston, TX; Sheri Spaine Long, Executive Director, Birmingham, AL; Mary Risner, AATSP President-Elect, Gainesville, FL; Amanda Seewald, JNCL-NCLIS, Scotch Plains, NJ

Audience: Invitations extended to AATSP Chapter representatives.

The AATSP Chapter Assembly Meeting will grant the opportunity for chapter officers' representatives to hear from the AATSP leadership, network, share ideas with other chapters, as well as ask questions and/or concerns. The program will include brief presentations from 2023 Chapter of the Year winners, Texas Brazos (large) and Downstate Illinois (small), and Amanda Seewald, JNCL-NCLIS Executive Director. AATSP Executive Director Sheri Spaine Long, AATSP Executive Director Designate María Carreira, and National Awards CEO Nicky Drake of the AATSP Store will also give reports.

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Tuesday, June 27 | 10:00 – 10:50 | CEB, Salón de Actos

LITERATURA DE CORDEL E DIÁSPORA NORDESTINA EM PLE: FROM MARGINALITY TO LITERARY CANON

Presenter(s): Renato Alvim, California State University, Stanislaus, Turlock, CA; Silvia Ramos-Sollai, University of Florida, Homestead, FL

Audience: Community College, Higher Ed

On the one hand, there is Cordel, the vibrant expression of oral poetry that recovers regional ties of the Brazilian Northeast heritage and identity to local themes and colloquial language in chapbooks. On the other hand, the literary canon reveres the so-called high art. This presentation showcases students' collaborative productions inspired by ballad narratives that bridge two alleged extremes to transform the once marginalized texts into cultural heritage artifacts.

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Tuesday, June 27 | 10:00 – 10:50 | HAF, San Blas

LANGUAGE CONNECTS FOUNDATION: A BOLD VISION TO ELEVATE THE LANGUAGE EDUCATION PROFESSION

Presenter(s): Howie Berman, ACTFL, Alexandria, VA

Audience: General

With the goal of contributing to the development of a well-trained, diverse, and highly effective language educator workforce, Language Connects Foundation seeks funds from individual, corporate, and foundation sources to support language research, awards and scholarships, professional development for educators, and public information/education about the importance of language learning. In this session, learn about how this new, innovative initiative seeks to support language educators today and into the future.

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Tuesday, June 27 | 10:00 – 10:50 | HAF, Lazarillo

¿QUÉ ESPERABA APRENDER ENSEÑANDO ESPAÑOL COMO SEGUNDA LENGUA A NIVEL UNIVERSITARIO?

Presenter(s): Elisa Fabián Linares, California State University San Marcos, San Marcos, CA; Flor Morales Argüelles, California State University San Marcos, San Marcos, CA; Yolanda Salazar de la Torre, California State University San Marcos, San Marcos, CA

Audience: Higher Ed

En esta sesión vamos a hablar de las expectativas que se tienen como *teaching associate* al enseñar las clases de español a nivel básico en el ámbito universitario. Las expectativas al inicio del semestre suelen ser que enseñar español es fácil, si ya se habla el idioma. Sin embargo, las estrategias pedagógicas que se utilizan pueden ser un tanto anticuadas para los estudiantes de hoy en día. Lo que nos deja con más preguntas que respuestas al estar enfrente del aula.

JOIN THE AATSP 9-12
FACEBOOK GROUP!



GRADUATE STUDENT DAY COMPETITION SESSION III

SESSION BLOCK 11

Tuesday, June 27 | 11:00 – 11:50

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Tuesday, June 27 | 10:00 – 10:50 | HAF, Unamuno

1. VISIONES FEMENINAS Y MASCULINAS DE LA GUERRA CIVIL ESPAÑOLA Y LA DICTADURA**Presenter(s):** Mariana Martínez-Karandashova, Florida International University, Miami, FL**Audience:** Community College, Higher Ed

¿Se puede hablar de un testimonio basado en el género? Este trabajo tiene como objetivo comparar entrevistas orales de mujeres y hombres sobrevivientes de la Guerra Civil Española y la dictadura franquista.

2. CULTURA TRANSATLÁNTICA E INTERSECCIONAL: DEL SIGLO XVI AL XX, LA NOVELA SICARESCA FEMENINA EN COLOMBIA Y LA PICAESCA DE ESPAÑA**Presenter(s):** Claudia Salas-Forero, University of Kansas, Lawrence, KS**Audience:** Community College, Higher Ed

La relación transnacional y transatlántica planteada por un novelista colombiano, Héctor Abad Faciolince, sobre la picaresca del Siglo de Oro español, con la novela sicareca de finales del siglo XX, es la que se analizará en el texto, junto a las teorías culturales del subalterno y de la interseccionalidad, entre el personaje marginal urbano del Lazarillo, con la narconovela femenina de América, Rosario Tijeras de Jorge Franco.

3. GLOBAL BORGES: THE BORGESIAN ARCHIVE AND GLOBAL IDENTITY IN CARLOS FONSECA'S CORONEL LÁGRIMAS**Presenter(s):** Rachel West, University of Virginia, Charlottesville, VA**Audience:** Higher Ed

How does the universal literary corpus of Jorge Luis Borges shape Latin American identity in our increasingly globalized world? My presentation reconsiders Borgesian literature in the context of the contemporary global novel by offering a case study of Carlos Fonseca's *Coronel Lágrimas* (2015), a novel inundated with Borgesian intertextualities as it dialogues with World literature in its search for meaning and identity in the twenty-first century. Ultimately, *Coronel Lágrimas* suggests that Latin American identity intersects with contemporary World literature through the Borgesian Archive.

202

Tuesday, June 27 | 11:00 – 11:50 | PC, Aula 1

LA MAGIA DE LA POESÍA COMPENSIBLE EN LA CLASE DE ELE**Presenter(s):** Diego Ojeda, Louisville Collegiate School, Louisville, KY**Audience:** Middle/Junior High (6-8), Secondary (9-12), Community College

Descubramos juntos la importancia y el valor de apreciar y trabajar con la poesía comprensible en la clase de español.

203

Tuesday, June 27 | 11:00 – 11:50 | PC, Aula 2

NI PATRIARCADO NI CAPITALISMO: WOMEN SEEKING JUSTICE IN THE CHILEAN SERIES LA JAURÍA**Presenter(s):** Andrea Smith, Shenandoah University, Winchester, VA; Eunice Rojas, Furman University, Greenville, SC**Audience:** Higher Ed

This panel examines major themes that appear in both seasons of Chile's hit TV series *La jauría* through the lens of anti-capitalist feminist theory. While season one uncovers the organization of a network of packs of misogynist sexual aggressors, season two delves into its financing and attempts to seize political power in the wake of Chile's 2019 social upheaval. The show portrays women who form their own pack to combat gender-based violence and corruption.

204

Tuesday, June 27 | 11:00 – 11:50 | PC, Aula 3

VOICE AND CHOICE: THE KEYS TO BALANCE, CONNECTION AND COMMUNITY IN YOUR CLASSROOM**Presenter(s):** Amy Marshall, Plainfield Central Middle School, Plainfield, CT**Audience:** Middle/Junior High (6-8), Secondary (9-12)

When we allow our students voice and choice in our classrooms, we move in the direction of creating an environment where students want to learn rather than have to learn. We move from compliance to engagement. Let's have a discussion about where and how we can give our students voice and choice and how to manage it in an acquisition driven classroom that builds a cooperative and supportive community.

205

Tuesday, June 27 | 11:00 – 11:50 | PC, Aula 4

WHAT'S NEXT ON THE HORIZON? EXCITING OPPORTUNITIES FOR LANGUAGE LEARNERS

Presenter(s): Linda Egnatz, Global Seal of Biliteracy, Frankfort, IL

Audience: Secondary (9-12), Community College, Higher Ed

Help students make the connection between language proficiency and the real world. Learn how to inspire and inform students about future opportunities to use and grow their language skills. Excite learners to continue their language journey with a variety of compelling options including scholarships, advanced placement, language for specific purposes, study abroad, internships, and other unique learning experiences. Receive strategies and resources to help students take their next steps toward lifelong use of language skills.

206

Tuesday, June 27 | 11:00 – 11:50 | PC, Sala Cero

EL CUENTO - TRADITIONAL ANALYSIS-CREATIVE APPLICATION

Presenter(s): Mina Levenson, Retired, Pittsburgh, PA

Audience: Secondary (9-12), Higher Ed

This session reviews and applies the structures for analyzing *el cuento*. It then explores a scaffolded interactive process to creatively demonstrate language skills and cultural knowledge via a seemingly unrelated real-life situation, in this case, a modified jury trial. The "students" use verbal and non-verbal communication to demonstrate their understanding, interpretation, application, and extension of the short story content.

207

Tuesday, June 27 | 11:00 – 11:50 | PC, Sala de Prensa

DOS MODALIDADES DE INTERCAMBIO VIRTUAL PARA EL DESARROLLO DE COMPETENCIAS LINGÜÍSTICAS Y CULTURALES

Presenter(s): Maripaz García, Yale University, New Haven, CT; Lourdes Sabé, Yale University, New Haven, CT

Audience: Higher Ed

Esta presentación cubrirá dos modalidades de intercambios virtuales utilizadas en clases universitarias de español a nivel elemental. En la primera cincuenta estudiantes estadounidenses utilizan los servicios de una compañía de intercambio virtual. La segunda es una iniciativa interinstitucional en un curso intensivo entre estudiantes estadounidenses y universitarios peruanos. Los objetivos son ofrecer más oportunidades para desarrollar la

competencia comunicativa y la intercultural. Se presentarán los resultados de la investigación, indicando los beneficios y los retos.

208

Tuesday, June 27 | 11:00 – 11:50 | PC, Despacho Vaguada de la Palma

HANDS-ON SOCIAL JUSTICE ACTIVITIES FOR BEGINNING SPANISH COURSES

Presenter(s): Hilda Salazar, Wake Tech Community College, Raleigh, NC; Silvia M. Peart, United States Naval Academy, Annapolis, MD

Audience: Higher Ed

Drawing from social justice guiding principles, this session proposes to create meaningful classroom activities for critically teaching culture in beginning Spanish courses. Specifically, presenters will discuss strategies that promote reflection and critical thinking while exploring innovative ways to discuss and learn about contemporary issues such as access to higher education, immigration, and politics in sports. Participants will reflect upon best practices where social justice, valorization of Latin American culture, and respect for students' backgrounds intersect.

209

Tuesday, June 27 | 11:00 – 11:50 | PC, Despacho Cuesta Oviedo

PRONOUN SOUP: NON-BINARY, GENDER INCLUSIVITY, AND POWER IN THE LANGUAGE CLASSROOM

Presenter(s): Adrián Gras-Velázquez, Smith College, Northampton, MA; Simone Gugliotta, Smith College, Northampton, MA

Audience: Higher Ed, General

Gender neutrality in languages with grammatical gender like Spanish and Portuguese is a difficult subject. Second language acquisition professors face daily pressures in our classrooms on how to address the social, cultural, political, and legal beliefs in gender neutrality, while also implementing the grammatical rules of the languages taught that are imbued within gender-binary systems. This presentation will offer an overview and some simple case studies done in a higher ed classroom setting.

210

Tuesday, June 27 | 11:00 – 11:50 | PC, Sala de Maqueta

APRENDIZAJE EXPERIENCIAL: DINÁMICAS Y ACTIVIDADES AFECTIVAS Y EFECTIVAS EN EL AULA DE ESPAÑOL

Presenter(s): Álvaro Sesmilo, Editorial Edinumen, Madrid, Spain; Barbara Jones, Edinumen USA, Houston, TX

Audience: Secondary (9-12), Community College, Higher Ed

Para que nuestras clases de español sean efectivas, debemos

tener en cuenta una serie de factores que van más allá de enseñar léxico y gramática. El tipo de actividades y dinámicas que usamos van a ser elementos claves para que se produzca aprendizaje; y no solo esto, sino que se haga de manera motivadora, satisfactoria y relevante. En esta sesión analizaremos distintas dinámicas y actividades que funcionan en el aula y reflexionaremos sobre lo importante de contar materiales adecuados que ayuden a que los estudiantes aprenden de manera efectivo-afectiva el español.

E-POSTER: SESSION III

211

Tuesday, June 27 | 11:00 – 11:50 | PC, Sala Intermedia

SECOND LANGUAGE LEARNER SENSITIVITY TO TRANSPOSED AND SUBSTITUTED LETTERS

Presenter(s): Ryan LaBrozzi, Bridgewater State University, Bridgewater, MA

Audience: Community College, Higher Ed

Previous research has examined the effects of transposed letters (TL) and substituted letters (SL) on first language reading. How TLs and SLs are processed by second language (L2) learners of varying degrees of proficiency has yet to be considered. The current study expands on previous research and examines whether familiarity with the keyboard and/or L2 proficiency can assist in processing TLs and SLs that vary in distance from the correct key (e.g., class: ckass (near TL) vs. cdass (far SL)).

212

Tuesday, June 27 | 11:00 – 11:50 | PC, Sala Intermedia

CERTIFICATES OF MULTILITERACY: CREDENTIAL AND EXPAND LANGUAGE-PROFICIENCY RECOGNITION

Presenter(s): Joseph Fees, Delaware State University, Dover, DE

Audience: Higher Ed

This poster presentation will highlight the Certificate of Multiliteracy program, modeled after the Seal of Biliteracy, to show how Delaware State University is expanding language learning, including Spanish and Portuguese, by offering credentials to students for formal and informal language learning and language proficiency. The poster will describe

the steps to create and implement the certificates, how to manage certificates at the department level, and explain the advantages of the program for language learning and language departments.

213

Tuesday, June 27 | 11:00 – 11:50 | PC, Sala Intermedia

EMPOWERING HERITAGE LANGUAGE LEARNERS AND PROMOTING COMMUNITY SUPPORT

Presenter(s): Mayra Cortes-Torres, Pima Community College, Tucson, AZ

Audience: Secondary (9-12), Community College, Higher Ed

Heritage language learners routinely engage as translators and interpreters for their families. This presentation will showcase one project that is being carried out in high schools with high heritage language learners in a city in the Southwestern United States that aims to boost support for the Heritage Language and Translation and Interpretation Programs at the community college. This type of experience can help foster positive language attitudes toward their varieties of the heritage language by validating their linguistic repertoire.

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Tuesday, June 27 | 11:00 – 11:50 | PC, Sala Intermedia

POST-COVID EXPERIENCE WITH ONLINE SPANISH COURSES IN SOUTH KOREA

Presenter(s): Juli Kim, University of Arizona, Tucson, AZ

Audience: Higher Ed

The study Interviews postsecondary Korean instructors of Spanish and L1 speakers of Korean about online learning course design for introductory Spanish levels and discusses essential factors for online Spanish course design.

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Tuesday, June 27 | 11:00 – 11:50 | CEB, Salón de Actos

NOVOS TEMAS PARA AVANÇAR O CURRÍCULO E RENOVAR O INTERESSE: APRENDENDO "NA MARRA"

Presenter(s): Fernanda Bueno, Baylor University, Waco, TX

Audience: Higher Ed

A escrita como uma viagem de descoberta, tanto do tema quanto da habilidade linguística do escritor, foi o moto para elaborar este terceiro semestre e último oferecido em português. Tendo como objetivo desenvolver a aptidão linguística e

assegurar ao aluno de sua possibilidade de autoaprendizado. O curso foi organizado em módulos comemorativos, buscando repassar a gramática básica através da tradução, interpretação, conversação e escrita.

216

Tuesday, June 27 | 11:00 – 11:50 | HAF, San Blas

UN GASTRORECORRIDO POR IBERIA

Presenter(s): Ken Stewart, Vista Higher Learning, Durham, NC

Audience: Middle/Junior High (6-8), Secondary (9-12)

Conozca la cultura ibérica a través de un gastro recorrido. En esta sesión, exploraremos la cocina regional de la época de los iberos hasta los moros. Conoceremos su historia, su geografía y a su gente y como su gastronomía refleja sus prácticas y perspectivas culturales. Se compartirán estrategias y actividades didácticas para enriquecer la experiencia de nuestros alumnos de todos los niveles.

217

Tuesday, June 27 | 11:00 – 11:50 | HAF, Lazarillo

USING COMMUNITY-ENGAGED TEACHING TO CONNECT STUDENTS TO LANGUAGE, COMMUNITY AND CAREERS

Presenter(s): Julie Szucs, Miami University, Oxford, OH; Katherine Fowler-Córdova, Miami University, Oxford, OH

Audience: General

The presenters will explore best practices for incorporating Community-Engaged Teaching (CET) in Language for Specific Purposes courses to foster intercultural understanding, communication and connections through a focus on social justice. They will highlight how CET can provide opportunities to apply language skills, promote ACTFL's Standards and develop career-readiness skills that will empower students to work in multilingual and multicultural settings and promote a more inclusive society.

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GRADUATE STUDENT DAY COMPETITION SESSION IV

218

Tuesday, June 27 | 11:00 – 11:50 | HAF, Unamuno

1. PALABRAS CON ALMA EN EL ÁMBITO EDUCATIVO: TRANSFORMAR EL LENGUAJE ES TRANSFORMAR EL FUTURO

Presenter(s): Vivian Hurtado Iles, Louisiana State University, Baton Rouge, LA

Audience: Community College, Higher Education

Esta propuesta es una invitación a reflexionar sobre el lenguaje que está siendo utilizado en espacios académicos: cómo se construye futuro, cuáles son las palabras que se dicen hacia afuera y hacia adentro, y lo más importante, cuáles son las palabras que se eligen al momento de contar la propia historia (autobiografía). Por ello se enfatiza la acción de Elegir, pues este verbo ofrece poder, conciencia y autonomía.

2. LANGUAGE INSTRUCTORS' ATTITUDES TOWARD GENDER-INCLUSIVE LANGUAGE

Presenter(s): Fernando Lesniak, University of Minnesota, Minneapolis, MN

Audience: Middle/Junior High (6-8), Secondary (9-12), Higher Ed

Discussions about language inclusivity in language classrooms are imperative! This session will present the results of a study in which language instructors share their thoughts regarding inclusive language. Specifically, the aim of this study is to determine what motivates language instructors to decide when to employ alternative linguistic and grammar conventions to offer a more inclusive approach.

SESSION BLOCK 12

Tuesday, June 27 | 12:00 – 12:50

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Tuesday, June 27 | 12:00 – 12:50 | PC, Aula 1

CREATING A "NOVEL" EXPERIENCE

Presenter(s): Ellen Ericson, Mahomet-Seymour High School, Mahomet, IL; Emily Brown, Carl Sandburg High School, Orland Park, IL

Audience: Middle/Junior High (6-8), Secondary (9-12)

Reading a novel? We will give you the 411! In this session, we will share effective student-centered pre-, during-, and post-reading activities to make the most of reading a novel. Come read along with us and take a page from our book!

220

Tuesday, June 27 | 12:00 – 12:50 | PC, Aula 2

IMPROVING COMMUNICATIONS AND INTERCULTURAL AWARENESS USING ELECTRONIC POSTERS IN THE INTRODUCTORY SPANISH CLASSROOM

Presenter(s): Claudia Sanford, Louisiana State University, Baton Rouge, LA; Isabel Matus, Louisiana State University, Baton Rouge, LA

Audience: Secondary (9-12), Community College, Higher Ed, General

The significance of learning a foreign language should be rooted in leading-edge strategies that allow educators to go beyond the confinements of a classroom. This session offers a creative avenue as to how meaningful and enduring learning experiences can provide instructors with the tools to encourage the application of the target language in realistic scenarios with the implementation of electronic posters.

221

Tuesday, June 27 | 12:00 – 12:50 | PC, Aula 3

UNAMUNO AND ASESINOS: TEACHING THE SPANISH CIVIL WAR AND THE FRANCO-ERA WITH FILM AND TELEVISION

Presenter(s): Linda Bartlett, Furman University, Greenville, SC; Leslie Kaiura, University of Alabama in Huntsville, Huntsville, AL

Audience: Higher Ed

This session presents strategies for using recent Spanish film and television to teach the Spanish Civil War and the Franco era. The first presentation focuses on Miguel de Unamuno in *Mientras dure la guerra* (2019), and how this film can be used to enrich an understanding of this complex figure and his tumultuous time period. The second talk explores the 2016 detective series *El Caso: Crónica de sucesos* and how it, along with articles from the tabloid that inspired the show and other resources, can be used to teach about gender, social issues, and censorship in the Franco era.

222

Tuesday, June 27 | 12:00 – 12:50 | PC, Aula 4

ASSESS AND EXPAND: FIVE STEPS TO DEVELOPING PATHWAYS TO BENEFIT ALL

Presenter(s): Nick Gossett, Avant Assessment, Eugene, OR

Audience: Secondary (9-12), Community College, Higher Ed

This session will focus on the five steps language programs can take to expand and increase enrollments. By using assessment results to set benchmarks, develop pathways, and to provide credentials such as pathway awards and the Global Seal of Biliteracy, language programs can not only directly recruit students into their programs but also entice enrolled students to continue on to complete minors and majors.

223

Canceled at the request of the presenter.

224

Tuesday, June 27 | 12:00 – 12:50 | PC, Sala de Prensa

¿NOS PONEMOS MANOS A LA OBRA? ANÁLISIS DE LA COMPETENCIA LÉXICA EN MANUALES DE ELE PARA INMIGRANTES

Presenter(s): Lucía Gil de Montes Garín, Universidad de Córdoba, Córdoba, Spain

Audience: Higher Ed, General

Este trabajo analiza el tratamiento de la competencia léxica en la unidad temática del empleo en nueve manuales de ELE para inmigrantes, del nivel de iniciación. La competencia léxica se examinará siguiendo una plantilla de análisis que toma como base los trabajos de Higuera (2004), Izquierdo Gil (2016) y Vidiella (2012). Se revisarán la tipología de las unidades enseñadas y su presentación y situación en el manual; la contextualización; la información de la forma, el significado y el uso; la relación del léxico con otras destrezas y el tipo de tareas propuestas.

225

Tuesday, June 27 | 12:00 – 12:50 | PC, Sala Cero

UNGRADING IN SPANISH LANGUAGE AND CULTURE CLASSES TO PROMOTE EQUITY AND AUTONOMY

Presenter(s): Andie Faber, Kansas State University, Manhattan, KS; Christina Beaubien, Westfield State University, Westfield, MA

Audience: Higher Ed, General

How can grading practices support social justice, inclusivity, and learner autonomy? This session will present methods and reflections from an ungrading approach to assessment in Spanish language and culture courses. This approach focuses on the process of learning; encourages student participation in the evaluation process; and challenges grading systems that perpetuate systems of privilege, allowing students to take ownership of their learning and recognize their language use as valid.

SESSIONS

226

Tuesday, June 27 | 12:00 – 12:50 | PC, Despacho Cuesta Oviedo

TO WHAT EXTENT ARE RESEARCH FINDINGS BEING INCORPORATED IN SPANISH LANGUAGE TEACHING? PERSPECTIVES FROM BOTH SIDES OF THE ATLANTIC

Presenter(s): Joe Barcroft, Washington University, St. Louis, MO; María del Carmen Méndez Santos, University of Alicante, Alicante, Spain

Audience: Higher Ed, General

This session focuses on the extent to which research findings and related theory are being incorporated in Spanish language teaching in both North America and in Spain. Analyses related to (a) content of existing instructional materials and (b) answers to questions in a focus group with Spanish language instructors are presented and discussed. Suggestions for improving current policies are provided, and participants are invited to engage in discussion on how to connect research and practice.

227

Tuesday, June 27 | 12:00 – 12:50 | PC, Sala de Maqueta

PADLET IN THE FOREIGN LANGUAGE CLASSROOM: USING TECHNOLOGY TOOLS TO ENHANCE STUDENTS' MOTIVATION AND ENGAGEMENT

Presenter(s): Bénédicte Sohier, University of Wyoming, Laramie, WY

Audience: Secondary (9-12), Higher Ed

This session demonstrates the use of Padlet to enhance and motivate students' engagement and explain specifically language classroom applications. Participants will experience firsthand how interactive activities through Padlet provides students with fun and engaging opportunities that foster peer communication and build a sense of community in the course. This session will conclude with brainstorming, sharing ideas, and discussing potential areas for future use in the foreign language classroom.

CHECK OUT **HISPANIA**, OUR
ACADEMIC JOURNAL!

E-POSTER SESSION IV

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Tuesday, June 27 | 12:00 – 12:50 | PC, Sala Intermedia

IMPLEMENTING SOCIAL EMOTIONAL LEARNING IN THE LIBERAL ARTS SETTING: A CASE STUDY OF "COMUNIDADES" IN SPANISH CURRICULUM

Presenter(s): Amanda Rector, Wartburg College, Waverly, IA

Audience: Community College, Higher Ed, General

The e-poster will present the conclusions from my case study on integrating the five core competencies of social emotional learning into an advanced course in Spanish in a liberal arts setting. Each Friday students will meet in small groups called *comunidades* to complete exercises that help them build skills and community in addition to their conversation and comprehension skills. At the end of the semester, students will assess whether the *comunidades* supported their social emotional learning, comprehension of course content, and growth as a whole person.

229

Tuesday, June 27 | 12:00 – 12:50 | PC, Sala Intermedia

REVIVING CULTURAL HERITAGE: BIBLIOGRAPHIC CATALOGING AND METADATA INITIATIVES THROUGH A VISUAL JOURNEY OF CUBA AND THE CUBAN DIASPORA

Presenter(s): Alejandra Barbón, University of Miami, Miami, FL

Audience: Higher Ed, General

This e-poster presentation seeks to contribute to the advancement of librarianship, archives, and heritage centers, emphasizing on cataloging and preservation trends toward visibility of special materials and objects. Through a visual journey of the distinctive collections housed in the Cuban Heritage Collection (CHC) at the University of Miami, this presentation will develop on innovative ideas and findings to create and enhance bibliographic records of distinctive collection materials in the Spanish language.

230

Tuesday, June 27 | 12:00 – 12:50 | PC, Sala Intermedia

INNOVATIVE TEACHING PRACTICES FOR AN INCLUSIVE CLASSROOM

Presenter(s): Raquel Lodeiro, Penn State Harrisburg, Harrisburg, PA

Audience: Secondary (9-12), Higher Ed

Attendees will learn how to use anonymous classroom polling technologies to help students feel comfortable discussing sensitive and controversial topics. Through these discussions, students learn to value and listen to diverse viewpoints and respect others' identities. The poster will include examples of classroom activities using this method on topics such as religion, gender identities, and gender roles in Hispanic society.

231

Tuesday, June 27 | 12:00 – 12:50 | PC, Sala Intermedia

ROLLING THE DICE: HOW TO KEEP BEGINNER SPANISH STUDENTS ENGAGED

Presenter(s): Molly Falsetti-Yu, Smith College, Amherst, MA

Audience: Higher Ed, General

Students of all ages love to play and are never too old to roll foam dice. Stop by and learn how to use dice in your classroom to practice vocabulary on game boards, verb conjugations, formulation of questions, and more.

231 A

Tuesday, June 27 | 12:00 – 12:50 | CI, Salón de Actos

ASELE, ACTFL, & AATSP: LA IMPORTANCIA DEL ASOCIACIONISMO EN LA ENSEÑANZA DE LENGUAS

Presenter(s): Mara Fuertes Gutiérrez, ASELE, Milton Keynes, United Kingdom; Florencia Henshaw, AATSP, Champaign, IL; Javier Muñoz-Basols, ASELE, Seville, Spain, and Oxford, United Kingdom; LJ Randolph, ACTFL, Madison, WI

Audience: General

Este panel abordará algunos de los retos y oportunidades relacionados al rol de las asociaciones en el desarrollo profesional de los docentes de idiomas. Los panelistas compartirán sus experiencias e ideas para continuar la vitalidad del asociacionismo y reivindicar el espacio que debería ocupar la disciplina en el panorama educativo global.

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Tuesday, June 27 | 12:00 – 12:50 | CEB, Salón de Actos

DESAFIOS NO ENSINO DE PORTUGUÊS COMO LÍNGUA GLOBAL

Presenter(s): Luci Moreira, College of Charleston, Charleston, SC; Fernanda Ferreira, Bridgewater State University, Bridgewater, MA; Mércia Flannery, University of Pennsylvania, Philadelphia, PA

Audience: Community College, Higher Ed

Neste painel, que será uma conversa entre os panelistas e a audiência, discutiremos aspectos pedagógicos e de desenvolvimento curricular que o momento atual demanda e que estão relacionados com os temas raça, equidade e inclusão (REI) nas aulas de português. Dentre os tópicos incluídos neste painel, destacamos: "Português e linguagem de inclusão", "Perspectivas sobre minorias e equidade no currículo" e "Língua, mídia e ambiente digital no ensino de português".

233

Tuesday, June 27 | 12:00 – 12:50 | HAF, San Blas

SHH AND SHA CELEBRATION AWARDS AND NEWS

Presenter(s): Kelly Scheetz, Franklin High School, Franklin, TN; Beth Gaunce, Kentucky Educational Television, Lexington, KY; Christina Gauss, Rumson-Fair Haven Regional High School, Rumson, NJ

Audience: PreK-5, Middle/Junior High (6-8), Secondary (9-12)

All sponsors of the Sociedad Honoraria Hispánica (SHH) and the Sociedad Hispánica de Amistad (SHA) are invited to attend the annual meeting of the programs. We will announce news concerning the SHH and SHA and present awards for Chapter of the Year, Activity of the Year, and Sponsors of the Year. We will end by celebrating and reflecting on SHH's seventy years as a program of AATSP. Prospective sponsors and other representatives from schools with SHH or SHA chapters are also welcome to attend.

234

Tuesday, June 27 | 12:00 – 12:50 | HAF, Lazarillo

ESTRATEGIAS DIDÁCTICAS Y EJERCICIOS NO CONVENCIONALES PARA LA ENSEÑANZA DE LA TRADUCCIÓN

Presenter(s): Karin Hillstrom, Concordia College, Moorhead, MN

Audience: Higher Ed

En esta sesión se analizarán propuestas para la enseñanza de la traducción en el ámbito universitario. Se compartirá una variedad de técnicas para hacer participar a los estudiantes, aumentar sus niveles de destreza, incorporar aspectos culturales y enseñar los principios básicos de la teoría de la traducción de forma motivadora y acorde con el nivel. Los asistentes aprenderán sobre los "juegos" de traducción, como el *running translation*, el

SESSIONS

Mad Libs, el proyecto *Google Translate* y conocerán métodos de aprendizaje eficaces.

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Tuesday, June 27 | 12:00 – 12:50 | HAF, Unamuno

INNOVATION IN WORLD LANGUAGES THROUGH AATSP TEACHING AND LEARNING RESOURCES

Presenter(s): Mary Risner, University of Florida, Gainesville, FL

Audience: General

This session provides an overview of the AATSP Teaching and Learning Resources (TLR) webpages. We will provide ideas for innovative teaching approaches to better engage students with authentic learning. We will also share materials that bring unique perspectives that connect world languages with Sustainable Development Goals (SDGs) and a variety of subject areas. After attending this session, we hope you will consider submitting some of your classroom materials to AATSP to help make the TLR as relevant and valuable as possible for all.

235 A

Tuesday, June 27 | 12:00 – 12:50 | PC, Sala Menor

PLENARY ADDRESS: INSTITUTO CERVANTES

Presenter(s): Luis García Montero, Director, Instituto Cervantes, Madrid, Spain

Audience: General

Luis García Montero es catedrático de Literatura Española en la Universidad de Granada. Es poeta, narrador y ensayista premiado. Fue nombrado el Director del Instituto Cervantes en 2018.

Tuesday, June 27 | 13:00 – 15:30

LUNCH BREAK

SESSION BLOCK 13

Tuesday, June 27 | 15:30 – 16:20

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Tuesday, June 27 | 15:30 – 16:20 | CI, Salón de Actos

ANTIRACISM IN SPAIN: A UNIT OF STUDY

Presenter(s): Krishauna Hines-Gaither, Mount Saint Mary's University, Los Angeles, CA

Audience: Secondary (9-12), Higher Ed

Let's deliberately center race as we unpack historical and contemporary Spain. Receive SO MANY lesson plan ideas and resources for centering antiracism through this unit on Spain. This session offers practical tools to incorporate both the resilience and resistance of underrepresented people in Spain. Lessons and materials highlight the intersections of race, class and gender. Gain new horizons on race-based cultures related to Spain. The presenter will use an antiracist framework as the foundation of the session.

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Tuesday, June 27 | 15:30 – 16:20 | CI, Aula 005

CULTIVATING BELONGING: CULTURAL, ETHNIC, AND LINGUISTIC RICHNESS WITHIN THE PORTUGUESE- AND SPANISH-SPEAKING WORLD(S)

Presenter(s): Ashley Love, Athens Academy, Athens, GA; Reka Barton, San Diego State University, San Diego, CA

Audience: General

This paper takes a multimodal approach to building the profession of language education by introducing and facilitating new pedagogical approaches to culture, diversity, critical media literacy, and technologies. This paper aims to center the roles of advocacy, inclusion, and culturally sustainable teaching practices in effective teaching and learning of Spanish and Portuguese. By employing our methods, this presentation aims to inspire educators how to further engage language-learners and build sustainable language-learning communities.

238

Tuesday, June 27 | 15:30 – 16:20 | CI, Aula 101

WE JUST SPEAK ENGLISH, NO HABLAMOS ESPAÑOL: EL IMPACTO DEL NUEVO CURRÍCULO ESCOLAR EN LA ENSEÑANZA Y OFERTA DE ELE EN BRASIL

Presenter(s): Gabrielle Carvalho Lafin, Colégio Militar de Porto Alegre, Porto Alegre, Brazil

Audience: Community College, Higher Ed

La oferta de español como lengua extranjera en Brasil está marcada por inestabilidad y luchas. Actualmente, la Ley del Español, que garantizaba la oferta de esta lengua en las escuelas brasileñas, está revocada. En esta sesión, se analizará el impacto de la revocación de esta ley en la enseñanza y oferta de la lengua española en Brasil. Se divulgarán resultados de estudios cuantitativos y cualitativos que demuestran que aún nos queda mucho trabajo en este campo. Se pretende discutir causas y efectos de este acontecimiento contemporáneo. Busquemos nuevos horizontes para el español en Brasil.

239

Tuesday, June 27 | 15:30 – 16:20 | CI, Aula 102

HIGH-IMPACT AND INNOVATIVE PRACTICES IN FOREIGN LANGUAGE TEACHING

Presenter(s): Roxana Zúñiga, Oakland Community College, Detroit, MI

Audience: Community College, Higher Ed

This practice-oriented presentation will discuss innovative and high-impact practices (HIPs) in foreign language teaching such as learning communities, project-based learning, and collaboration with community partners—all of which improve undergraduate education, student retention, and foreign language learning. It highlights the importance of fostering collaboration among students, between students and community partners, and between students and the instructor. Examples of best practices will be provided including a community mural, a cultural report, and the use of interactive games.

240

Tuesday, June 27 | 15:30 – 16:20 | CI, Aula 103

THE PERUSALL PLATFORM: A NEW WAY TO VIEW HISPANIC LITERATURE COURSES

Presenter(s): Meghan McInnis-Domínguez, University of Delaware, Newark, DE

Audience: Higher Ed, General

In my practice-oriented paper, I will show how to use Perusall in a Hispanic literature course. Through the analytics provided by the Perusall platform for my 400-level course, *Bodies, Blood, and Beauty: Health and Disease in Early Modern Spain*, I will demonstrate how this platform contributes to high participation in reading before class and how the students' comments help them to understand literary readings. Finally, I will show how this platform works well with offering open-educational resources to students.

241

Tuesday, June 27 | 15:30 – 16:20 | CI, Aula 104

APLICACIONES DE LA TRADUCCIÓN Y LA INTERPRETACIÓN EN EL AULA DE ESPAÑOL COMO L2/LH

Presenter(s): Vicente Iranzo, Weber State University, Ogden, UT

Audience: Higher Ed, General

En esta sesión se presentarán diversas aplicaciones de la traducción y la interpretación en el aula de español. Específicamente, se mostrará el uso de la traducción automática y la posesición con *Memsorce*, la interpretación de enlace en el aula de español médico, la traducción pedagógica y, por último, la traducción audiovisual.

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Tuesday, June 27 | 15:30 – 16:20 | CI, Aula 105

TALLER DE LECTURA EN ESPAÑOL: MOTIVAR Y APOYAR PARA FORMAR LECTORES CRÍTICOS

Presenter(s): Marta Saracho-Arnaiz, Escola Superior de Educação do Instituto Politécnico do Porto, Porto, Portugal

Audience: Higher Ed

Este trabajo recoge la actividad de montaje y puesta en marcha de un taller de lectura en español en la Escola Superior de Educação del Instituto Politécnico do Porto (Portugal), partiendo de las necesidades de los alumnos de grado de nuestra entidad. Expondremos los primeros pasos para crear el taller, los objetivos que trazamos, las actividades que realizamos y algunos resultados hasta el momento. Subrayamos la apuesta de aumentar la motivación de nuestros participantes, mejorar la calidad de su lectura y de aumentar su dominio de español.

243

Tuesday, June 27 | 15:30 – 16:20 | CI, Aula 106

LAS TÉCNICAS NARRATIVAS COMO RECURSO DIDÁCTICO EN LA ENSEÑANZA DEL ESPAÑOL COMO LENGUA EXTRANJERA

Presenter(s): Aya Mahmoud Abdellatif Osman, Minia University, Minia, Egypt

Audience: Community College, Higher Ed

Lejos del uso habitual de la literatura en las aulas de ELE, y porque entender las técnicas narrativas es fundamental para la comprensión integral de cualquier obra narrativa, proponemos utilizarlas en la enseñanza del español, enfocando cómo la explicación de técnicas- como las temporales, las del estilo, la estructura, el ritmo y el lenguaje- puede ayudar al estudiante en aprender la lengua, donde se consideran como puente entre el método gramática-traducción y el enfoque comunicativo.

244

Tuesday, June 27 | 15:30 – 16:20 | CI, Aula 107

A CAREER IN INTERPRETING: FROM CLASSROOM TO THE COURTHOUSE, CLINIC, AND BEYOND

Presenter(s): Fátima Cornwall, Boise State University, Boise, ID; Robin Ragan, Knox College, Galesburg, IL

Audience: Community College, Higher Ed

Presenters will discuss why and how they started medical and court interpretation classes at their respective institutions. Additionally, they will discuss their own paths toward certification as medical and court interpreters. Attendees will engage in a role play exercise, locate and remix existing OER interpretation activities, and learn about immersion programs related to interpreting. Presenters will offer some insight into how they balance their careers as second-language teachers and professional interpreters.

245

Tuesday, June 27 | 15:30 – 16:20 | CI, Aula 108

UNA SEDUCTORA DONJUANESCA UNAMUNIANA: EL CASO DE EUGENIA DOMINGO DEL ARCO

Presenter(s): Brian Cope, College of Wooster, Wooster, OH

Audience: Community College, Higher Ed, General

La amada de Augusto Pérez, Eugenia Domingo del Arco, juega un papel dual de objeto y sujeto en *Niebla*. Eugenia es un objeto de deseo, pero aquí propongo analizarla como sujeto cuya burla de Augusto la sitúa en la tradición donjuanesca, si bien obedeciendo ciertas reglas de la psicología femenina. Así, Eugenia pertenece al panteón de personajes unamunianos que alcanzan una plenitud existencial conforme a su propio código ético.

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Tuesday, June 27 | 15:30 – 16:20 | CI, Aula 109

HOW CAN L2 SPANISH TEACHERS HELP BEGINNER STUDENTS DEVELOP AS WRITERS? A DYNAMIC WRITTEN CORRECTIVE FEEDBACK APPROACH

Presenter(s): Ana Ruiz Alonso-Bartol, University of California, Davis, Davis, CA

Audience: Higher Ed

Consensus on L2 written corrective feedback's role, scope and format remains elusive, despite decades of research. As a promising method, Dynamic Written Corrective Feedback (DWCF), was designed so that instruction, writing and feedback are manageable, meaningful, timely, and constant for learners/teachers. This study will apply DWCF on a hybrid Beginner Spanish course, with short biweekly writing tasks followed by

labeled feedback for students' self-revision. Quantitative and qualitative data will shed light on grammatical awareness, writing anxiety, workload, and DWCF usefulness.

247

Tuesday, June 27 | 15:30 – 16:20 | CI, Aula 110

HISPANIC CINEMA IN THE CLASSROOM

Presenter(s): Judit Palencia Gutiérrez, California State University-Fullerton, Fullerton, CA; José Manuel Medrano, St. Bonaventure University, St. Bonaventure, NY

Audience: Higher Ed

En este panel analizaremos ejemplos de películas hispanas para explorar cómo enseñar problemas de representación en el mundo contemporáneo en el aula universitaria. Por ejemplo, ¿cómo se crean las culturas mediante la reunión de sujetos humanos? ¿Qué modos de colectividad, ya sean formales o informales, surgen de la cultura o han surgido históricamente? ¿Cómo han representado los directores los principales desafíos políticos y sociales de nuestro tiempo a través de nociones de respuesta colectiva y colaboración?

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Tuesday, June 27 | 15:30 – 16:20 | CI, Aula 111

TRANSFORMING THE ONLINE LANGUAGE CLASSROOM: BRINGING CREATIVITY BACK!

Presenter(s): Raelynne Hale, Kansas State University, Manhattan, KS

Audience: Community College, Higher Ed

Can meaningful language learning be achieved online? This session explores how to use technology to our benefit in a post-pandemic online education culture. The primary focus of the session will be how to create an online classroom environment that cultivates student-to-student interaction in the L2 asynchronously, presenting innovative ways to use free online platforms such as FlipGrid, LyricsTraining, and Kahoot to encourage creativity in the L2 and to create community online.

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Tuesday, June 27 | 15:30 – 16:20 | CI, Aula 112

TECNOLOGÍA EN CLASE: PUENTE O BARRERA. CREANDO ESPACIOS DIGITALES QUE INCENTIVEN EL APRENDIZAJE EN LA CLASE DE LENGUAS EXTRANJERAS

Presenter(s): Ana María Castro González, International Leadership of Texas, Fort Worth, TX; Beatriz Gallego Márquez, International Leadership of Texas, Dallas, TX

Audience: Middle/Junior High (6-8), Secondary (9-12)

En la clase postpandemia la tecnología se ha convertido en un recurso que puede desincentivar o facilitar el aprendizaje. La tarea

del docente del siglo XXI ha cambiado: ahora debe convertir la clase en un ecosistema donde se genere aprendizaje a través del equilibrio entre el uso de la tecnología y actividades que fomenten la comunicación minimizando el estrés de los aprendientes de lenguas, aumentando la motivación y seleccionando las herramientas digitales a su alcance de manera efectiva.

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Tuesday, June 27 | 15:30 – 16:20 | CI, Aula 113

PROYECTO SOBRE LENGUA, CULTURA Y LITERATURA PARA ESTUDIANTES DE ELE Y MEDICINA

Presenter(s): Graciela Helguero-Balcells, Northern Virginia Community College, Boca Raton, FL; José María Balcells, Universidad de León, León, Spain

Audience: Community College, General

Este proyecto expone una variedad de aspectos concurrentes en el aprendizaje médico y la necesidad de que los estudiantes de español como segunda lengua y de medicina tomen conciencia de ellos mediante enseñanza presencial o por la red. Entre esos aspectos cabe citar botánica, tratamientos homeopáticos, dietética, culturas diferenciadas y literatura. Se leerán dos textos literarios españoles, uno del XVI, y otro del XX, donde sus autores se refieren a distintas enfermedades.

251

Tuesday, June 27 | 15:30 – 16:20 | CI, Aula 114

TODOS, TODAS, TODES: TÉCNICAS PARA IMPLEMENTAR UN LENGUAJE INCLUSIVO EN LA ENSEÑANZA DEL ESPAÑOL EN LOS EEUU

Presenter(s): J. Fernando Palacios, Mercer University, Macon, GA

Audience: Community College, Higher Ed

Algunos estudiantes de español en los Estados Unidos se están sintiendo excluidos al no ser representados en el salón en que se enseña un idioma que históricamente se ha construido usando un sistema binario. En esta sesión, se presentarán iniciativas para el uso del lenguaje inclusivo con la esperanza de que el público presente se interese en incluir en sus clases de español. Con esto, se propone establecer una comunicación más inclusiva y representativa dentro y fuera del salón de clase.

252

Tuesday, June 27 | 15:30 – 16:20 | CI, Aula 201

LITERATURA, CINE Y MEMORIA HISTÓRICA: TRASCENDIENDO EL TEXTO LITERARIO A TRAVÉS DE LA REFLEXIÓN AUDIOVISUAL Y DEL TESTIMONIO DE SU PROTAGONISTA

Presenter(s): Javier Berzal Rojo, Weber State University, Ogden, UT; Ingrid Campos, Layton High School, Layton, UT

Audience: Secondary (9-12), Higher Ed

La presentación se centra en cómo los testimonios de las víctimas de las dictaduras latinoamericanas se convierten en textos literarios de incalculable valor para la construcción de aprendizajes significativos y la adquisición de competencias culturales desde la perspectiva de las alfabetizaciones múltiples. En particular, se compartirá una unidad didáctica desarrollada a partir de la carta que el poeta argentino Juan Gelman escribió a su nieta, secuestrada por la dictadura argentina.

253

Tuesday, June 27 | 15:30 – 16:20 | CI, Aula 202

NARRATIVAS AUTOBIOGRÁFICAS EN ESTUDIANTES DE ESPAÑOL COMO LENGUA DE HERENCIA: ANÁLISIS CUALITATIVO DEL COMPONENTE EMOCIONAL

Presenter(s): Javier Barroso, Massachusetts Institute of Technology, Cambridge, MA; Helena Belío-Apaolaza, Universidad de Salamanca, Salamanca, Spain

Audience: Community College, Higher Ed

Este estudio analiza el componente emocional relacionado con la (auto)percepción e identidad lingüístico-cultural en autobiografías generadas por estudiantes de español LH en Estados Unidos. Concretamente se realiza un análisis cualitativo del número y valencia del léxico emocional y de la distancia temporal y espacial que se manifiestan en los tiempos verbales y pronombres personales. Los resultados obtenidos se aprovechan como guía didáctica para trabajar la autoestima lingüística en el aula.

254

Tuesday, June 27 | 15:30 – 16:20 | CI, Aula 203

REMOVING BARRIERS FOR COMMUNICATION: EQUITY-BASED PRACTICES FOR LANGUAGE LEARNERS

Presenter(s): Lennie Amores, Albright College, Reading, PA; Dawn Smith-Sherwood, Indiana University of Pennsylvania, Indiana, PA; Victoria L. Ketz, La Salle University, Philadelphia, PA

Audience: Community College, Higher Ed

How do we remove barriers for our diverse student body? What we do outside the classroom impacts how our students can move successfully through the language levels, no matter where they begin and what resources, knowledge, and experiences they already have. In our session, we show participants how to build a more equitable language program that considers first-generation college students' real obstacles in becoming competent and confident transcultural communicators.

255

Tuesday, June 27 | 15:30 – 16:20 | CI, Aula 204

TEACHING TODAY'S STUDENTS: INTEGRATING TWENTY-FIRST CENTURY SKILLS IN BEGINNING LANGUAGE CLASSES

Presenter(s): Jennifer Wooten, University of Florida, Gainesville, FL; María Laura Mecías, University of Florida, Gainesville, FL; Marina Marco Cuartero, University of Florida, Gainesville, FL

Audience: Higher Ed, General

In this interactive session, instructors will describe specific processes and examples of how they integrate twenty-first century skills to make required Spanish classes interesting, relevant, and meaningful to university students. In addition to sharing classroom activities designed to help students further develop twenty-first century skills, presenters will also outline how they trained, created materials, tracked, and reflected on the incorporation of the skills to further improve the student experience.

256

Tuesday, June 27 | 15:30 – 16:20 | CI, Aula 205

MULTILITERACIES AND TEACHING INNOVATION IN INSTRUCTORS' TRAINING: THE USE OF DIGITAL STORYTELLING AND DIGITAL PORTFOLIOS

Presenter(s): Silvia Aguinaga-Echeverría, Universidad de Navarra, Pamplona, Spain; Yvonne Gavela Ramos, Universidad de Navarra, Pamplona, Spain

Audience: Community College, Higher Ed

In this presentation, participants will develop an insightful understanding of multiliteracies approach, learn to create content and implement activities, such as digital storytelling and digital portfolios, and determine which assessment tools for trainers recognize multiliteracies as a social, conceptual, and cultural activity (e.g., learning journals and assessment activities as collaborative learning).

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Tuesday, June 27 | 15:30 – 16:20 | CI, Aula 206

MOVIE TALKS: USING VIDEO CLIPS TO TEACH YOUR LESSON

Presenter(s): Ileabeth Ayala, St. Luke's Episcopal School, San Antonio, TX

Audience: PreK-5, Middle/Junior High (6-8), Secondary (9-12)

Ever wonder how to teach a concept in a different way? This is the session for you! Learn how to teach with fun videos. Take any clip and build it into a fun lesson. First, we will go over some examples and resources. Then, participants will learn how to

make their own movie talk. Everyone will leave with so many ideas and resources to start movie talking!

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Tuesday, June 27 | 15:30 – 16:20 | HAF, San Blas

AATSP BUSINESS MEETING

Presenter(s): AATSP Board Members and AATSP Staff; Sheri Spaine Long, AATSP Executive Director, Birmingham, AL

We invite all members to attend. Come learn about the inner workings of the AATSP. Short presentations about the Association's achievements, finances, operations, and future plans will be shared with time for Q/A.

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Tuesday, June 27 | 15:30 – 16:20 | HAF, Lazarillo

"YO SOY ASÍ": LGBTQI+ INCLUSION AND EMPOWERMENT IN THE INTERMEDIATE CLASSROOM

Presenter(s): Laura Graebner Shepin, Rolling Meadows High School, Rolling Meadows, IL

Audience: Secondary (9-12), Higher Ed

This presentation will introduce a unit of study that aims to increase all students' awareness, empathy, and empowerment by focusing on the linguistic and social inclusion of the LGBTQI+ community in the Hispanic world. The unit incorporates articles, interviews, short film, music, and advertising, and encourages critical thinking, cultural comparison, and personal reflection. The unit is designed for ACTFL Intermediate-Mid learners, but all materials can be scaled for less proficient learners.

260

Tuesday, June 27 | 15:30 – 14:20 | HAF Unamuno

THE VALUE OF CULTURAL EXCHANGE AND INTERNATIONAL SERVICE FOR LANGUAGE LEARNERS WITH THE PULSERA PROJECT

Presenter(s): Jillian Bonner, The Pulsera Project, Charleston, SC

Audience: Middle/Junior High (6-8), Secondary (9-12)

Learn how students can reach across borders to meaningfully engage with Central American culture, social justice and global citizenship using the free educational resources from The Pulsera Project. Facilitate important conversations with your students about Fair Trade through the fun, student-led sales of handwoven *pulseras* made by Central American artisans. Compare life in

Central America with the lives of your students; discover the differences and celebrate the things that connect us all.

SESSION BLOCK 14

Tuesday, June 27 | 16:30 – 17:20

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Tuesday, June 27 | 16:30 – 17:20 | CI, Salón de Actos

HIGHER ED ADMINISTRATOR PANEL: EXPLORING CAREER OPPORTUNITIES OUTSIDE THE CLASSROOM

Presenter(s): Mark Del Mastro, College of Charleston, Charleston, SC; Linda Bartlett, Furman University, Greenville, SC; Chad Gasta, University of Delaware, Newark, DE; Trina Philpot Montaño, Defense Language Institute, Monterey, CA; Antonio Tillis, Rutgers University-Camden, Camden, NJ

Audience: Higher Ed, General

The third annual panel of college administrators/staff at all levels to discuss the "why," "what," and "how" of a possible career outside of teaching.

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Tuesday, June 27 | 16:30 – 17:20 | CI, Aula 005

GOING BEYOND SHALLOW MULTICULTURALISM IN THE SPANISH CLASSROOM

Presenter(s): Jacqueline Mitchell, Point Loma Nazarene University, San Diego, CA; Paula Cronovich, Point Loma Nazarene University, San Diego, CA

Audience: Higher Ed

One of the key aims for cultural competency is to go beyond exposure and tolerance and delve into content that has potential to change student attitudes. This presentation uses a race-conscious approach in pedagogy and curriculum development in order to highlight the positive impact that people of color have on culture, without reducing communities of color or measuring them solely in terms of their cultural contributions.

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Tuesday, June 27 | 16:30 – 17:20 | CI, Aula 101

VERBOS AUXILIARES EN ESPAÑOL Y PORTUGUÉS: RELACIONES, ASPECTOS CONTRASTIVOS Y PROBLEMAS TEÓRICOS Y APLICADOS

Presenter(s): Juan Hernández-Ortega, Universidad Complutense de Madrid, Madrid, Spain

Audience: Higher Ed, General

Los verbos auxiliares constituyen piezas fundamentales en la arquitectura de un idioma, pues participan en diversas construcciones gramaticales (tiempos compuestos, pasivas, perífrasis verbales...). En el caso de la adquisición de segundas lenguas, su adecuado dominio implica un conocimiento avanzado de la lengua meta. En esta contribución se observan los principales aspectos contrastivos y las relaciones entre ambos sistemas de auxiliares, además de la problemática inherente a la enseñanza y el aprendizaje de estos elementos en español y portugués.

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Tuesday, June 27 | 16:30 – 17:20 | CI, Aula 102

EXPECTING TO EXPAND: BROADENING THE COMMUNICATION AND CULTURAL HORIZONS IN OUR LANGUAGE CLASSROOM DISCOURSE

Presenter(s): Charla Lorenzen, Elizabethtown College, Elizabethtown, PA

Audience: Higher Ed, General

The negotiation of meaning with other human beings, who often communicate in imperfect ways, is an essential skill. Experience how teachers can support students to communicate with one another in ways that extend their ability to articulate their thoughts, as well as their learning. Hear examples in English, with a specific emphasis on the valuable contributions of heritage language learners. Two specific discourse techniques for diving deeper in classroom discourse (IRF exchanges and interlanguage) will be modeled via active engagement.

265

Tuesday, June 27 | 16:30 – 17:20 | CI, Aula 103

A POSTCARDS APPROACH TO ADDRESSING CULTURE

Presenter(s): Joseph Weyers, College of Charleston, Charleston, SC

Audience: Secondary (9-12), Higher Ed

Postcards beg to be explained and explored. There is a story behind each vista that, once unraveled, informs us about the history, gastronomy, art, and music of the people and places we highlight in class. We have two objectives: to outline how 'Postcards from Mexico' was created with postcards as its centerpiece; and to examine how these valuable authentic materials can be incorporated to address cultural topics in our classes at all levels.

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Tuesday, June 27 | 16:30 – 17:20 | CI, Aula 104

DESIGNING FOR 'BELONGING': INCORPORATING IDENTITY TEXTS IN THE SPANISH HERITAGE LANGUAGE CLASS

Presenter(s): Ana López-Sánchez, Haverford College, Haverford, PA

Audience: Higher Ed

In this presentation, I will argue for the need to make identity texts (Cummings & Early, 2011) central to the design of (Spanish) heritage language (SHL) classes to foster belonging among Latinx students in higher education. More generally, I will discuss the design of a high-intermediate/advanced heritage Spanish course, taught at a mid-Atlantic liberal arts college, structured around a digital narrative project, and centered on the learners' identity.

267

Tuesday, June 27 | 16:30 – 17:20 | CI, Aula 105

ESTRATEGIAS PARA PROMOVER LA ENSEÑANZA DE ESPAÑOL PARA LAS PROFESIONES MÉDICAS CON ESTUDIANTES DE LENGUA HEREDADA

Presenter(s): Julio Ciller, University Texas Rio Grande Valley, Edinburg, TX

Audience: Community College, Higher Ed

A pesar del auge de programas, certificados y/o cursos de español para las profesiones médicas en el ámbito universitario, aún se necesitan más materiales que sean efectivos para una población estudiantil de español como lengua heredada interesada también en perfeccionar sus habilidades lingüísticas. En esta sesión, se presentarán y discutirán planes de clase y estrategias para promover la expresión escrita, la comprensión lectora, la expresión oral, y la competencia intercultural en una clase de español para profesionales del área médica destinada a hablantes de español como lengua heredada.

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Tuesday, June 27 | 16:30 – 17:20 | CI, Aula 106

INTERCULTURAL UNDERSTANDING IN INTERACTION: L2 LEARNERS' RESOURCES FOR MAINTAINING COMMON GROUND IN SPANISH CONVERSATION TASKS OVER A SEMESTER

Presenter(s): Víctor Garre León, University of Texas at Austin, Austin, TX

Audience: Higher Ed, General

This presentation discusses the interactional strategies L2 learners develop in conversations with native Spanish speakers over a semester, focusing on L2 learners' resources to use

appropriate speech acts, turn-taking, and repair strategies in the interaction. Longitudinal qualitative analysis of conversation tasks revealed how L2 learners carry out particular acts that involve more effective sequences regarding requests and listener responses, as well as how they develop strategies to manage their turns at talk to maintain common ground in the interaction.

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Tuesday, June 27 | 16:30 – 17:20 | CI, Aula 107

SEX, MOTHERHOOD, AND THE MIGRANT BODY: THE CULTURAL REPRESENTATION OF OTHERNESS BY NAJAT EL HACHMI

Presenter(s): Jessica Folkart, Virginia Tech, Blacksburg, VA

Audience: Higher Ed, General

How do the dynamics of migration and identity get portrayed in Spanish culture by immigrants? Foregrounding imagery of the sexual body and maternal bonds, award-winning novelist Najat El Hachmi teases out the contradictions and commonalities between the Rif and Morocco, Catalonia and Spain in the transcultural negotiation of identity. Cultural encounters with strangeness are contested as familial/familiar through affective imagery of longing, denial, desire, and desertion transcribed on immigrant skin.

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Tuesday, June 27 | 16:30 – 17:20 | CI, Aula 108

MASCULINITY, RACE, AND ROMANTIC EXCESS IN EMILIA PARDO BAZÁN'S *UNA CRISTIANA* AND *LA PRUEBA*

Presenter(s): Zachary Erwin, St. Mark's School of Texas, Dallas, TX

Audience: Community College, Higher Ed

This paper will focus on two male characters in Pardo Bazán's 1891 novels, *Una cristiana* and *La prueba*. It will show how excessive sentimentality and supposed Jewish ancestry confound these characters' ability to conform to post-Enlightenment, middle-class standards of masculinity. Further, it will argue that their complicated relationship to modern, bourgeois manliness represents a larger conflict in late-nineteenth-century Spain between tradition and modernization.

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Tuesday, June 27 | 16:30 – 17:20 | CI, Aula 109

EMOTIONAL LIVES IN ...Y NO SE LO TRAGÓ LA TIERRA

Presenter(s): Sylvia López, Beloit College, Beloit, WI

Audience: Secondary (9-12), Community College, Higher Ed

Emotions are critical to understanding the lives of fictional characters. This is particularly true in Tomás Rivera's *...y no se lo tragó la tierra*. In the session I will examine where common emotions implicitly and explicitly arise and the strategies that

Rivera uses to trigger emotional responses to this classic of Mexican American literature.

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Tuesday, June 27 | 16:30 – 17:20 | CI, Aula 110

LA MÚSICA COMO HERRAMIENTA EFICAZ EN EL APRENDIZAJE DEL IDIOMA

Presenter(s): Francisco García-Quezada, Fordham University, New York City, NY

Audience: Secondary (9-12), General

La lengua es una riqueza musical y la música es un instrumento para enseñarla. Los artistas crean su música y los escritores la abastecen de expresiones sociales, espirituales, sentimentales, o sea, la humanizan, llevándola a otro nivel. Como docentes, podemos hacer esas melodías, útiles al enseñar el castellano. Las canciones contienen un vasto vocabulario, gramática, y temas que nos permiten desarrollar y aumentar la capacitación y el aprendizaje de una manera más eficaz y divertida.

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Tuesday, June 27 | 16:30 – 17:20 | CI, Aula 111

PROPUESTA DE ACTUALIZACIÓN DEL CONTENIDO CURRICULAR SOBRE LAS ORACIONES VALORATIVAS CON LO: "LO QUE ME MOLESTA/LO MALO ES QUE + INDICATIVO/ SUBJUNTIVO"

Presenter(s): Fabio Loporcaro, Universidad de Granada, Granada, Spain; Juan Ramón Guijarro Ojeda, Universidad de Granada, Granada, Spain; María Felisa Bermejo Calleja, University of Turin, Turin, Italy

Audience: General

Culminación de una serie de estudios filológicos que han resuelto un contraste entre teorías que repercuten negativamente en las directrices curriculares y en los textos didácticos, este trabajo propone una actualización del Plan Curricular del Instituto Cervantes. Se plantea una incorporación de una regla gramatical derivada de datos cuantitativos que respeta el criterio de pragmatismo didáctico y se realiza una gradación de la misma en los diversos niveles del MCER. La implementación de esta propuesta contribuirá a que exista coherencia en los materiales de enseñanza.

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Tuesday, June 27 | 16:30 – 17:20 | CI, Aula 112

CÓMO PRESENTAR LA GRAMÁTICA EN LA CLASE DE ELE: DE LA EXPLICACIÓN A LA PRODUCCIÓN

Presenter(s): María Dolores Iriarte Vañó, Universidad de Salamanca, Salamanca, Spain

Audience: General

Esta sesión pretende analizar y proponer soluciones a los problemas derivados de una excesiva abstracción y falta de concreción en la explicación de temas gramaticales del español, que impiden que los estudiantes puedan entenderlos metalingüísticamente y procesarlos para una eficaz comprensión o producción.

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Tuesday, June 27 | 16:30 – 17:20 | CI, Aula 113

LA HUELLA PRAGMÁTICA DEL DOCENTE DE LENGUAS EN LA CONSTRUCCIÓN DE NUEVOS HORIZONTES INTERCULTURALES

Presenter(s): Luz Janeth Ospina M., University of Lethbridge, Lethbridge, Canada

Audience: Secondary (9-12), Community College, Higher Ed, General

En pleno siglo XXI el énfasis en el aprendizaje de lenguas recae en lograr nuevos horizontes en la comunicación intercultural. Pero, no se puede hablar de este logro sin proponerse como docente dejar una "huella pragmática en los alumnos"; se intuye que la obsesión por la corrección gramatical se ha venido desvaneciendo. Surgen nuevas preguntas: ¿Qué se entiende por "huella pragmática"? y ¿cómo desde la identidad sociocultural del docente es posible dejar tal impronta en el alumno?, ¿qué tipo de prácticas concretas se podrían integrar al quehacer pedagógico?

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Tuesday, June 27 | 16:30 – 17:20 | CI, Aula 114

GET YOUR LIFE BACK: EIGHT WAYS TO USE NEW PERSPECTIVES IN SLA RESEARCH TO HELP STUDENTS AND SAVE YOU TIME

Presenter(s): Bayard Nielsen, Notre Dame High School, San José, CA

Audience: Middle/Junior High (6-8), Secondary (9-12)

Find yourself staying up late to grade and plan? Can't even remember the last time you enjoyed a two-day weekend? Don't recognize your significant other's face because you never see them anymore? There is hope! This session will explore new perspectives in language acquisition that will improve your effectiveness in the classroom while reducing your workload. Escape "legacy" practices that you use because "that's how it was always done" and align yourself with research-based practices.

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SESSIONS

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Tuesday, June 27 | 16:30 – 17:20 | CI, Aula 201

LESSONS FROM A "GRADELESS" CLASS

Presenter(s): Rachel Knighten, Lane Community College, Eugene, OR

Audience: Community College, Higher Ed

Grading often feels paradoxical: a way to ascertain student learning and yet research suggests that grades themselves undermine learning. This presentation will explore "ungrading" in a college level language class and the lessons the instructor took from that experience. The presentation will also share how students responded in an "ungraded" class. Practical ideas and materials, including strategies for incremental change will be the focus of this session.

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Tuesday, June 27 | 16:30 – 17:20 | CI, Aula 202

EL ARTE DE FISTIANA UN LENGUAJE DE KO

Presenter(s): CANDia, University of Wisconsin-La Crosse, La Crosse, WI

Audience: Higher Ed, General

Lanzar solo golpes al centro de un ensogado es lo que se cree que es el boxeo. Para entenderlo hay que conocer su propio lenguaje. Además del corporal, con sus tácticas y estrategias, también es necesario desmenuzar el hablado dentro y fuera del cuadrilátero. La dulce ciencia del aporreo, que, aunque de dulce más bien parece tener poco, lo es a través de la literatura.

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Tuesday, June 27 | 16:30 – 17:20 | PC, Sala Menor

PLENARY: ENSEÑAR EL ESPAÑOL A LOS HABLANTES DE HERENCIA

Presenter(s): Kim Potowski, University of Illinois Chicago, Chicago, IL

Audience: General

Kim Potowski is Professor of Spanish linguistics at the University of Illinois Chicago. Her research focuses on Spanish in the United States: Who uses it, with whom, and for what purposes? What changes is it undergoing? How does it connect to identity and to promoting social justice.

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Tuesday, June 27 | 16:30 – 17:20 | CI, Aula 204

SPANISH CERTIFICATE AND SPANISH FOR THE PROFESSIONS

Presenter(s): Erika Stevens, Walters State Community College, Sevierville, TN

Audience: Community College, Higher Ed

This session will provide data on the first year of implementation of the new Spanish Certificate program as well as the research and creation of Spanish for the Professions courses.

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Tuesday, June 27 | 16:30 – 17:20 | CI, Aula 205

PRESENTING OUR PEDAGOGY: INCLUDING LINGUISTIC PERSPECTIVES TO INCREASE LEARNER CONFIDENCE

Presenter(s): Kirsten Drickey, Western Washington University, Bellingham, WA; Jordan Sandoval, Western Washington University, Bellingham, WA

Audience: Higher Ed, General

Teaching students to approach language learning like linguists has practical benefits, including appreciation for linguistic diversity and lower anxiety. This approach values description over prescription, hypothesis testing, and expert unconscious knowledge of language. But how to incorporate linguistic principles when you're no linguist yourself? This presentation offers hands-on guidance and teaching materials for your own use. The presenters address pronunciation and other domains of grammar.

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Tuesday, June 27 | 16:30 – 17:20 | CI, Aula 206

"CENTERING" STUDENT INDEPENDENCE, COLLABORATION, AND SEL SKILLS WITH CENTERS

Presenter(s): Rebecca Aubrey, Timothy Edwards Middle School, South Windsor, CT; Joshua Zmarzly, Timothy Edwards Middle School, South Windsor, CT

Audience: PreK-5, Middle/Junior High (6-8)

Teachers, you are not the center of learning; students are! Explore how to use centers to de-center yourself from the learning process and let students lead their own proficiency journeys through collaboration, culturally responsive teaching, and social-emotional learning. Participants will leave with ready to go center routines and activities.

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Tuesday, June 27 | 16:30 – 17:20 | HAF, San Blas

MACHISMO AND MASCULINITIES: A TESTIMONY AND A WORKSHOP AROUND VULNERABILITY, POSITIONALITY, AND IDENTITY

Presenter(s): Abelardo Almazán-Vázquez, The Putney School, Putney, VT

Audience: Middle/Junior High (6-8), Secondary (9-12)

This session is an invitation to explore themes and curriculum materials where elements of machismo and toxic masculinity continue to be the norm and accepted in the name of the target culture." How do we challenge these ideas? How do we design and build new paradigms around identity, maleness, and masculinity? How can a WL educator be a role model in having vulnerable and honest conversations about gendered roles and stereotypes associated with masculinity in target language cultures?

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Tuesday, June 27 | 16:30 – 17:20 | HAF, Lazarillo

DISCOVERING NEW HORIZONS: FROM SERVICE LEARNING TO LEARNING SERVICE – BUILDING CULTURAL COMPETENCE AND COMMUNITY THROUGH THE USE OF SPANISH

Presenter(s): Marcela Garcini, Episcopal School of Dallas, Dallas, TX; Ninotchka Beavers, Episcopal School of Dallas, Dallas, TX

Audience: Secondary (9-12)

This session will help you understand how to create new opportunities for your students that engage them in the use of a second language within a new learning environment. It will increase the level of multicultural understanding and self-awareness in our Spanish students. Students become principal actors of their language experience, connecting with young native speakers from different backgrounds. They have conversational groups beyond the classroom with both in-person and digital environments.

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Tuesday, June 27 | 16:30 – 17:20 | HAF, Unamuno

ARE MY LEARNERS 'ADVANCED'? USING MEASURES OF COMPLEXITY AND ACCURACY TO ANALYZE L2 SPANISH WRITING

Presenter(s): Marie Mangold, University of Minnesota, Minneapolis, MN

Audience: Higher Ed, General

This project identifies how measures of complexity and accuracy vary in written texts between ACTFL's Intermediate-High and Advanced-Low proficiency levels to objectively define the

'advanced' learner. To this end, forty written samples were analyzed using measurements of complexity (lexical density and diversity, mean length of T-unit, number of clauses per T-unit, average length of error-free T-unit) and accuracy (ratio of error-free T-unit, number of errors per 100 words).

Tuesday, June 27 | 17:20 – 18:00

COFFEE AND EXHIBITS BREAK

Sponsored by ACTFL



SESSION BLOCK 15

Tuesday, June 27 | 18:00 – 18:50

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Tuesday, June 27 | 18:00 – 18:50 | CI, Salón de Actos

2023 AATSP ELECTION MEET THE CANDIDATES

Moderator: Jenniffer Whyte, The Donoho School, Anniston, AL

Audience: General

We invite all AATSP members to come and listen to short speeches by the 2023 candidates for the AATSP Board of Directors. Come cheer them on!

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Tuesday, June 27 | 18:00 – 18:50 | CI, Aula 005

USO DE HERRAMIENTAS TIC CON AULA INVERSA EN LA ENSEÑANZA DEL ESPAÑOL COMO LENGUA EXTRANJERA

Presenter(s): Ana Luisa Boman, Trine University, Auburn, IN

Audience: Community College, Higher Ed

La investigación propone la integración del modelo teórico de

aula inversa (en inglés *Flipped Classroom*) y la utilización de herramientas de tecnología, información y comunicación (TIC) en sesiones presenciales (en inglés *face-to-face*). En este proyecto se utilizan herramientas TIC para la difusión de contenido educativo por medio de un aula interactiva para realizar prácticas significativas dentro y fuera del aula con la incorporación de actividades que permitan promover la adquisición del español como lengua extranjera.

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Canceled at the request of the presenter.

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Tuesday, June 27 | 18:00 – 18:50 | CI, Aula 102

PRÁCTICA DE EVOCACIÓN EN EL AULA DE ELE A TRAVÉS DE JUEGOS DIGITALES CON GENIALLY

Presenter(s): Rosario Coca Hernando, Universidad de Salamanca, Salamanca, Spain

Audience: General

Presentamos varios tipos de juegos diseñados y creados con la herramienta digital *Genially* para practicar la evocación en el aula de ELE. Tras explicar y definir qué entendemos por una práctica de evocación y sus beneficios en el aprendizaje de segundas lenguas, mostraremos cuatro tipos de juegos diferentes, que hemos diseñado y creado con la herramienta digital *Genially*, para practicar esta estrategia. Asimismo, se explicará cómo hemos diseñado y creado este tipo de juegos digitales con esta herramienta.

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Tuesday, June 27 | 18:00 – 18:50 | CI, Aula 103

JUGANDO CON LOS VERBOS EN EL AULA: ACTIVIDADES PARA APRENDER LA CONJUGACIÓN ESPAÑOLA

Presenter(s): Anny Guimont, Concordia University, Montreal, Canada

Audience: Higher Ed, General

Dominar la conjugación española resulta ser un camino largo y difícil para muchos estudiantes. Evitar la monotonía y crear nuevas actividades para aprender a conjugar los verbos no deja de ser un reto para los profesores. En esta ponencia se presentarán numerosas actividades lúdicas y estimulantes para practicar la conjugación en el aula. Se trata de ejercicios didácticos que nos ayudan a motivar a los alumnos y fomentar la participación en clase.

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Tuesday, June 27 | 18:00 – 18:50 | CI, Aula 104

PROMOTING INTERNATIONAL CONNECTIONS IN FIRST- AND SECOND-YEAR SPANISH COURSES TO FOSTER LANGUAGE ACQUISITION, INTERCULTURAL KNOWLEDGE, AND LEARNER AUTONOMY

Presenter(s): Adèle Douglin, Jacksonville University, Jacksonville, FL

Audience: Secondary (9-12), Community College, Higher Ed

This session will demonstrate how to use virtual conversations in a Spanish language program to enhance students' opportunities for meaningful interactions, foster intercultural knowledge, and promote student autonomy. Attendees will be shown how to incorporate these conversations into their curriculum starting with true beginners to intermediate learners. Furthermore, strategies will be shared on how to guide learners through a thorough post-conversation analysis to help them take ownership of their language learning.

292

Tuesday, June 27 | 18:00 – 18:50 | CI, Aula 105

LA IMPLEMENTACIÓN DE MATERIALES AUTÉNTICOS EN UNA CLASE DE ESPAÑOL PARA FINES ESPECÍFICOS

Presenter(s): Sergio Adrada-Rafael, Fairfield University, Fairfield, CT

Audience: Community College, Higher Ed

El objetivo principal de esta sesión práctica es mostrar a los asistentes una secuencia de tareas de un curso de EFE con una clara aplicación al mundo profesional, tales como la búsqueda de una oferta de empleo, la elaboración de un currículum vitae y de una carta de motivación, o la simulación de una entrevista de trabajo. En la parte final de la sesión, los asistentes tendrán la oportunidad de trabajar en grupos para adaptar estos materiales a las necesidades de sus estudiantes.

293

Tuesday, June 27 | 18:00 – 18:50 | CI, Aula 106

COLLABORATION FOR MUTUAL GROWTH: BI-DIRECTIONAL SCAFFOLDING IN THE MIXED LANGUAGE CLASSROOM (MLC)

Presenter(s): Patricia Bayona, North Central College, Naperville, IL

Audience: Secondary (9-12), Higher Ed

A particular type of linguistic interaction, "Bi-Directional Scaffolding," is observed between L2 and heritage speakers in the MLC where the ZPD's roles of 'expert' and 'novice' switch between the two groups of students to develop metalinguistic and pragmatic skills. This analysis of Bi-Directional Scaffolding offers

new horizons to explore and promote communication and inclusive collaboration between the two adjacent cultures coexisting in the MLC.

294

Tuesday, June 27 | 18:00 – 18:50 | CI, Aula 107

¿QUÉ DICCIONARIO/S RECOMIENDO Y HAGO USAR A MIS ESTUDIANTES DE ESPAÑOL COMO LE/L2/LH?

Presenter(s): Ángel Huete-García, University of Oxford, Oxford, United Kingdom; Antoni Nomdedeu-Rull, Universitat Rovira i Virgili, Reus, Spain

Audience: General

Este estudio ofrece datos a escala global obtenidos mediante un cuestionario sobre qué diccionarios recomienda y hace usar el profesorado de español como LE/L2/LH a sus aprendices. Los datos señalan que suelen recomendar o hacer usar diccionarios inadecuados para sus estudiantes, como el DLE (RAE). El análisis crítico presentado sobre los diferentes tipos de diccionarios pretende concienciar al profesorado de la importancia de hacer usar el producto adecuado a las necesidades de comunicación de sus estudiantes.

295

Tuesday, June 27 | 18:00 – 18:50 | CI, Aula 108

LA REPRESENTACIÓN DEL PASADO BÉLICO Y SU REEMERGENCIA A TRAVÉS DEL TRAUMA EN LA TRILOGÍA *TU ROSTRO MAÑANA* DE JAVIER MARÍAS

Presenter(s): Yenisei Montes de Oca, James Madison University, Harrisonburg, VA

Audience: Community College, Higher Ed

La obra tripartita de Marías muestra el acto de narrar una historia que se desconoce, desde una posmemoria de parte del narrador y desde un 'otro' que coexiste en tiempo y lugar, y que ayuda a indagar en la memoria traumática de la nación. Mediante una estética que destaca la necesidad del retorno y revela la reemergencia involuntaria del trauma desde su *belatedness*, esta obra muestra que la historia de España durante este tiempo puede ser recontada desde el sitio del trauma.

296

Canceled at the request of the presenter.

297

Tuesday, June 27 | 18:00 – 18:50 | CI, Aula 110

TRANSFORMING CULTURAL THREADS AND CONNECTIONS THROUGH CREATIVE EXPLORATION IN A SPANISH L2 UNIVERSITY CLASS

Presenter(s): Alba Medialdea, Universidad de Navarra, Pamplona, Spain

Audience: Higher Ed

This session reports on an action-research study on Intercultural Awareness (IA) and creativity developed at a Spanish L2 university course during study abroad. Inspired by sociocultural theory, the intervention introduces IA as "an understanding of self in between cultural frames where the individual transcends cultural difference." Results and art-based sample materials will be shared, showing that creativity exploration allows students to transform cultural threads and connections while expressing their inner voice.

298

Tuesday, June 27 | 18:00 – 18:50 | CI, Aula 111

INNOVATIVE STUDY ABROAD PROGRAM IN BILBAO: HEALTH CARE AND HUMAN SERVICES

Presenter(s): Natalia Santamaría Laorden, Ramapo College of New Jersey, Mahwah, NJ; Caitlin Ford, Ramapo College of New Jersey, Mahwah, NJ

Audience: Community College, Higher Ed

Awarded two UISFL grants by the US Department of Education since its inception in 2018, the Spanish for Health Care and Human Services Professionals certificate has expanded the Spanish course offerings in our institution and contributed to an enrollment increase of 80% in the minor. As part of this certificate program, this lecture will focus on a new study abroad program in Bilbao that provides an overview of the research and practice of therapeutic work in the Basque Country.

299

Tuesday, June 27 | 18:00 – 18:50 | CI, Aula 112

USING AUTHENTIC MATERIALS TO ASSESS TWENTY-FIRST CENTURY STUDENTS' COMMUNICATION SKILLS

Presenter(s): Norka Delgado-Fuller, Floral Park Memorial High School, Floral Park, NY

Audience: Middle/Junior High (6-8), Secondary (9-12), General

There will be a focus on lessons that assess students' communication skills through higher-order thinking questions, engaging interpersonal activities, and real-world tasks based on authentic resources. These tasks will incorporate the 21st Century Learning Skills and the ACTFL Core Practices and Standards across performance levels in preparation for world language exams. Participants will have hands-on opportunities to create elements of an Integrated Performance Assessment based on provided authentic materials. Copies of discussed lessons will be shared.

300

Tuesday, June 27 | 18:00 – 18:50 | CI, Aula 113

PEDAGOGÍA DE LA LECTURA Y ANÁLISIS LITERARIO ANTE LAS TECNOLOGÍAS INMERSIVAS: LITERATURA Y REALIDAD VIRTUAL

Presenter(s): María José Bordera-Amérigo, Randolph-Macon College, Ashland, VA

Audience: Secondary (9-12), Community College, Higher Ed

Esta ponencia presenta un proyecto sobre el uso pedagógico de las incipientes tecnologías inmersivas (realidad aumentada, mixta y/o realidad virtual [Pimentel, et. al, 2022]) a la lectura, estudio y análisis de textos literarios. En concreto, el proyecto, adaptación virtual de la leyenda becqueriana "El monte de las ánimas," pretende probar que las tecnologías inmersivas como recurso pedagógico contribuyen a incentivar la lectura y a desarrollar las destrezas de análisis literario y pensamiento crítico.

301

Tuesday, June 27 | 18:00 – 18:50 | CI, Aula 114

CREENCIAS Y ACTITUDES DEL PROFESORADO DE ELE EN FORMACIÓN HACIA LA EVALUACIÓN

Presenter(s): Susana Madinabeita Manso, Universidad de Navarra, Pamplona, Spain

Audience: Higher Ed

Esta presentación analiza las creencias y actitudes hacia los procesos de evaluación de profesores en formación de ELE. Se explorarán las respuestas de estos profesores en formación a distintas tareas de manipulación conceptual consciente para el desarrollo, reflexiones sobre casos prácticos, diarios y representaciones de los conceptos espontáneos que constituyen su base de orientación para el ejercicio docente.

302

Canceled at the request of the presenter.

303

Tuesday, June 27 | 18:00 – 18:50 | CI, Aula 202

CREACIÓN DE VÍDEOS PARA LA ENSEÑANZA DE LENGUAS EXTRANJERAS

Presenter(s): Elena Prieto, Tu escuela de español, Zamora, Spain

Audience: Community College, General

El vídeo es el formato más usado hoy en día para el entretenimiento y la comunicación interpersonal. Por eso, debe estar presente en las aulas de lenguas extranjeras. En esta sesión explicaré para qué se pueden utilizar los vídeos y por qué es bueno que los profesores los creen. A continuación, repasaré

las principales tipologías de vídeos educativos y, explicaré qué proceso se debe seguir para crearlos: cómo planificar el trabajo, cómo organizar el contenido y cómo editarlos.

304

Tuesday, June 27 | 18:00 – 18:50 | CI, Aula 203

BOLDLY GO WHERE YOU'VE NOT GONE BEFORE: USING TECHNOLOGY TO SUPPORT LANGUAGE ACQUISITION

Presenter(s): Diana Fernández Sullivan, Spring ISD, Houston, TX

Audience: General

Discover new and uncharted territory to support language acquisition with the use of technology. Explore augmented reality and virtual reality tools as well as a number of activities to cultivate an atmosphere to Boldly Go Where They've Not Gone Before! Participants will experience a variety of activities and free online tools to support language acquisition.

305

Tuesday, June 27 | 18:00 – 18:50 | CI, Aula 204

SIGMA DELTA PI'S GRADUATE RESEARCH SYMPOSIUM

Presenter(s): Álvaro Cuéllar González, University of Kentucky, Lexington, KY; Carla León Celaya, Arizona State University, Phoenix, AZ; Mark Del Mastro, College of Charleston, Charleston, SC

Audience: Higher Ed

This annual symposium showcases the work of graduate students of Hispanic Studies who were awarded Sigma Delta Pi Graduate Research Grants in 2022 to support research abroad.

306

Tuesday, June 27 | 18:00 – 18:50 | CI, Aula 205

VIAJE INCLUSIVO: CÓMO CREAR UNA UNIDAD DIDÁCTICA A TRAVÉS DEL DISEÑO UNIVERSAL DEL APRENDIZAJE

Presenter(s): Elena Carrión-Guerrero, Boston University, Boston, MA; María Datel, Boston University, Boston, MA

Audience: Middle/Junior High (6-8), Secondary (9-12), Community College, Higher Ed

Una clase inclusiva representa las diferencias de sus estudiantes en el currículo. Entre esas diferencias están las discapacidades, que presentan desafíos específicos a la hora de pensar contenidos y abordar desigualdades sociales. Esta sesión explora metodologías basadas en el Diseño Universal para el Aprendizaje, a través de la revisión de las unidades sobre viajes. Los participantes analizarán la accesibilidad de un país hispano, crearán guías de turismo inclusivo y relatarán un viaje de manera accesible.

307

Tuesday, June 27 | 18:00 – 18:50 | CI, Aula 206

¡JUEGO CREO Y APRENDO! CURRÍCULOS EMERGENTES Y EXPERIENCIALES QUE FOMENTAN LA CULTURA, LA CREATIVIDAD, LA COLABORACIÓN Y LA COMUNICACIÓN CON PROPÓSITO**Presenter(s):** Cristina Barvo Isaza, Sequoyah School, Los Angeles, CA**Audience:** PreK-5, General

Currículo emergente es una filosofía y una forma de enseñanza que incorpora los intereses de los alumnos para crear experiencias de aprendizaje significativas. La sesión incluirá ejemplos y guías para diseñar e implementar un currículo que fomente la competencia comunicativa a través de actividades y proyectos en que el alumno experimenta el español como participante activo de su proceso de aprendizaje. Los asistentes participarán en actividades como si fueran alumnos, y verán ejemplos concretos de unidades didácticas para grados de kindergarten a cuarto de primaria.

SESSION BLOCK 16

Tuesday, June 27 | 19:00 – 19:50

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Tuesday, June 27 | 19:00 – 19:50 | PC, Sala Menor

SPOTLIGHT: CULTURAS DISTINTAS, RETOS COMUNES: LA CULTURA DE LA INVESTIGACIÓN EN LA ENSEÑANZA DEL ESPAÑOL EN EEUU Y ESPAÑA**Presenter(s):** Javier Muñoz-Basols, Universidad de Sevilla, Seville, Spain, and University of Oxford, Oxford, United Kingdom**Audience:** General

Javier Muñoz-Basols es investigador I+D+i en la Universidad de Sevilla y *Honorary Faculty Research Fellow* en la Universidad de Oxford. Es miembro del patronato del Instituto Cervantes, académico correspondiente de la Academia Norteamericana de la Lengua Española (ANLE) y presidente de ASELE.

309

Tuesday, June 27 | 19:00 – 19:50 | CI, Aula 005

THE RHIZOMATIC RESISTANCE OF CONTEMPORARY ASIAN-LATIN AMERICAN WRITERS**Presenter(s):** Paula Park, Wesleyan University, Middletown, CT**Audience:** Higher Ed, General

This academic paper will offer a brief overview of Asian migration to the Americas as well as a survey of Latin American writers of Asian descent. It will then focus on specific writers, but the panoramic arc of the paper as well as the analysis of reflections on multicultural heritage will be useful to teachers of Spanish and Portuguese at large. It also responds to the overall theme of new horizons.

310

Tuesday, June 27 | 19:00 – 19:50 | CI, Aula 101

PRESIDENTIAL SESSION: BROADENING HORIZONS AND BUILDING CONNECTIONS THROUGH PROJECT-BASED LANGUAGE LEARNING**Presenter(s):** Rachel Mamiya Hernández, University of Hawai'i at Mānoa, Honolulu, HI; Julio Rodríguez, University of Hawai'i at Mānoa, Honolulu, HI**Audience:** General

Project-Based Language Learning (PBLL) offers a framework for designing powerful, technology-rich experiences that create opportunities for learners to develop their linguistic ability while addressing real world needs. This session provides an overview of the framework and showcases Portuguese and Spanish language projects that broadened the learners' linguistic and intercultural horizons while meaningfully engaging with target language communities around complex real-world issues.

311

Tuesday, June 27 | 19:00 – 19:50 | CI, Aula 102

FROM ACADEMIC THEORY TO THE CLASSROOM: STAGES OF SLA AND THEIR RELATIONSHIP WITH TIME, PROFICIENCY LEVELS, AND INSTRUCTIONAL AND ASSESSMENT STRATEGIES**Presenter(s):** Dieter Waldvogel, Samford University, Birmingham, AL**Audience:** General

According to second language acquisition (SLA) theory, language learners move through five predictable stages of language

SESSIONS

acquisition. Researchers also argue that it takes between five to seven years for a student to become fully proficient in a language. This presentation will address how these stages of SLA relate to the ACTFL language proficiency standards, the instructional and assessment strategies we use in the classroom, as well as realistic timelines for language acquisition.

312

Tuesday, June 27 | 19:00 – 19:50 | CI, Aula 103

LA TELENVELA COMO MATERIAL PEDAGÓGICO EN ELE: CÓMO ESTIMULAR EL PENSAMIENTO CREATIVO MEDIANTE LA ESCRITURA Y ACTUACIÓN DE UNA ESCENA

Presenter(s): Erik Garabaya Casado, University of Utah, Salt Lake City, UT

Audience: Secondary (9-12), Community College, Higher Ed

Las telenovelas son un artefacto cultural de gran popularidad en buena parte del mundo hispánico. Sin embargo, no suelen incluirse en las clases de ELE por su contenido percibido muchas veces como inapropiado. En esta presentación, se compartirá un plan de lección que integra las telenovelas desde el enfoque por tareas. En concreto, el énfasis didáctico recae sobre el aprendizaje cultural, la práctica de los verbos reflexivos, el vocabulario coloquial y el desarrollo de la pragmática mediante la escritura creativa, el juego de rol y la actuación.

313

Tuesday, June 27 | 19:00 – 19:50 | CI, Aula 104

LA AFRO-LATINIDAD IN THE BEGINNING SPANISH CLASSROOM: TOWARD A JUST REPRESENTATION OF THE AFRO-LATINX COMMUNITY

Presenter(s): Itzel Meduri, Biola University, La Mirada, CA

Audience: Community College, Higher Ed

This presentation will discuss the importance of giving visibility to the Afro-Latinx community in the Spanish classroom in ways that are non-reductive and do not reinforce harmful stereotypes, present resources that teachers can learn from to become educated on *Afro-Latinidad*, and provide ideas and resources that instructors can use in their beginning Spanish courses that give visibility to the faces and experiences of the Afro-Latinx community.

314

Tuesday, June 27 | 19:00 – 19:50 | CI, Aula 105

GENDER VIOLENCE IN FILM: DEVELOPING THERAPEUTIC LANGUAGE IN A HEALTH HUMANITIES CLASS

Presenter(s): Georgia Seminet, St. Edward's University, Austin, TX

Audience: Community College, Higher Ed, General

The presentation will cover a brief analysis of the films, from a health humanities perspective, by contemporary Latina directors who use film, fiction and documentary, to break the silence and stigma around sexual violence and abuse. Following the analysis, I will present activities to develop vocabulary around protocols designed to assist healthcare workers and counselors in responding to victims of gender violence.

315

Tuesday, June 27 | 19:00 – 19:50 | CI, Aula 106

TELETANDEM: UMA EXPERIÊNCIA DE EDUCAÇÃO LINGUÍSTICA E INTERCULTURALIDADE ENTRE BRASIL E CANADÁ MEDIADA POR SEQUÊNCIAS DIDÁTICAS DE GÊNEROS TEXTUAIS

Presenter(s): Catia Martins, York University, Toronto, Canada

Audience: Community College, Higher Ed

Teletandem Talk to Us é uma experiência de educação linguística e mediação intercultural entre Brasil e Canadá. Organizado em Sequências Didáticas, considera as dimensões sócio-culturais dos processos interacionais (Bronckart, 2008), as perspectivas dos multiletramentos (Marcuschi, 2011; Rojo, 2013), multiculturalismo e dos componentes culturais na educação linguística (Almeida, Bavendiek, 2020): contribui para reflexões sobre linguística e a multiculturalidade em comunidades de língua portuguesa.

316

Tuesday, June 27 | 19:00 – 19:50 | CI, Aula 107

OWNING THE CURRICULUM: A COMPLETE RESTRUCTURING OF PRINCETON UNIVERSITY'S SPANISH PROGRAM

Presenter(s): Anais Holgado Lage, Princeton University, Princeton, NJ; Nadia Cervantes, Princeton University, Princeton, NJ; Gorka Bilbao Terreros, Princeton University, Princeton, NJ; Anna Alsina Naudi, Princeton University, Princeton, NJ

Audience: Higher Ed

This session describes the restructuring of the Spanish Language Program at Princeton University—with an emphasis on cultural competence and critical thinking within a multiliteracies framework—and explains the impact that taking ownership of the curriculum had on the department at large. The audience will see specific examples of activities and online platforms created by our instructors and will be invited to think about possible applications at their specific institutions.

317

Tuesday, June 27 | 19:00 – 19:50 | CI, Aula 108

RESONANCIAS Y REFLEXIONES: CUARTETO DE SOLEDAD PUÉRTOLAS

Presenter(s): Francisca González-Arias, Boston University, Boston, MA

Audience: Higher Ed, General

Tras trece novelas y seis colecciones de cuentos, en marzo de 2022, Soledad Puértolas publica *Cuarteto*, obra con que lanza un género nuevo, ni novela ni colección cuentística, sino un conjunto de cuatro novelas breves donde retoma y recuerda personajes y ambientes emocionales creados a lo largo de su carrera. Esta ponencia ofrecerá una reflexión sobre su obra más reciente y original, mostrando cómo la autora teje un diálogo con su narrativa anterior.

318

Tuesday, June 27 | 19:00 – 19:50 | CI, Aula 109

CONTEMPORARY SPANISH WOMEN'S THEATER: REDEFINING GENRE AND TRANSFORMING NORMS

Presenter(s): Anne Pasero, Marquette University, Milwaukee, WI

Audience: Community College, Higher Ed

Focus on contemporary Spanish women playwrights such as Yolanda García, Paloma Pedrero, Laila Ripoll and others, whose work addresses relevant concerns for today such as LGBT issues, cross-dressing, gender-bending, mother-daughter and male-female relationships, viewing all in a new exciting and relevant lens within the present moment's cultural norms and more revolutionary expectations.

319

Tuesday, June 27 | 19:00 – 19:50 | CI, Aula 110

WORLD CULTURES, CUISINE, AND CINEMA: AN UNDERGRADUATE LIVING LEARNING COMMUNITY FOR LANGUAGE LEARNERS

Presenter(s): Jennifer Brady, University of Minnesota Duluth, Duluth, MN; Maureen Tobin Stanley, University of Minnesota Duluth, Duluth, MN

Audience: Community College, Higher Ed

We will describe our university's new living learning community: a group of first year students who live together in language pods and take some coursework together. We will discuss curricular requirements, including the new cinema and cuisines course that we created. We will also present the necessary elements to planning, strategizing, and implementation. Participants will take away best practices for implementing a similar community and will have the opportunity to discuss potential projects at their home institutions.

320

Tuesday, June 27 | 19:00 – 19:50 | CI, Aula 111

REDESIGNING AN ACCELERATED-INTERMEDIATE SPANISH COURSE FOR THE TWENTY-FIRST CENTURY

Presenter(s): Irene Finestrat, Northwestern University, Chicago, IL; María Jesús Barros García, Northwestern University, Chicago, IL

Audience: Higher Ed, General

This session presents the redesign of an accelerated intermediate Spanish course with the goal of incorporating a view of Spanish as a cultural and sociopolitical phenomenon and the development of intercultural communicative competence for global citizenship. The session showcases concrete strategies for the development of a content- and project-based curriculum, from setting goals to material development, to assessing student outcomes. Discussion will be useful for WL administrators and educators who embark in curricular revisions and the redesign of a course.

321

Tuesday, June 27 | 19:00 – 19:50 | CI, Aula 112

POP CULTURE IN THE SPANISH CLASSROOM: SOCIETY AND HISTORY THROUGH SPANISH CINEMA

Presenter(s): David Hervás, University of Texas at Arlington, Arlington, TX

Audience: Higher Ed

This presentation offers the findings of a semester of Spanish pop culture to analyze the dynamics of society and especially family during the *"Transición"* years (1975-1978/9) to 2000s time period in Spain. A review of movie productions from different decades will analyze the transformation of Spain from the Franco regime to a complex democratic nation in current European Union through pop culture, focused on cinema.

322

Tuesday, June 27 | 19:00 – 19:50 | CI, Aula 113

GAMIFICACIÓN: ENSEÑAR CONTENIDO CULTURAL MEDIANTE LOS JUEGOS DE MISTERIO

Presenter(s): Shannon Hill, The John Cooper School, The Woodlands, TX

Audience: Secondary (9-12), Higher Ed

La gamificación consiste en usar los elementos del juego para estimular la retención de la información mediante pensamiento crítico. Esta sesión demuestra la enseñanza del contenido cultural por medio de los juegos de misterio, al estilo cuarto de escape. Los participantes experimentarán la variedad de rompecabezas y códigos que facilita la retención de datos tras la manipulación detallada del contenido cultural para resolver el misterio. Dispondrán de dos juegos originales apropiados para AP.

323

Tuesday, June 27 | 19:00 – 19:50 | CI, Aula 114

PERSPECTIVES ON COMMUNITY-BASED SERVICE-LEARNING IN TWO COMPLEMENTARY MEDICAL SPANISH CURRICULA

Presenter(s): David Zarazúa, University of Southern California, Los Angeles, CA; Consuelo Sigüenza-Ortiz, University of Southern California, Los Angeles, CA

Audience: Community College, Higher Ed

In the training of future multilingual and multicultural healthcare professionals, service-learning is essential. This presentation describes a community-based service-learning project at medical and university programs from both instructor and student perspectives. These service-learning projects motivate pre-health and pre-med students in both their Spanish language learning and career building as future multilingual and multicultural leaders in healthcare in the United States.

324

Tuesday, June 27 | 19:00 – 19:50 | CI, Aula 201

BECOMING A MULTICOMPETENT LANGUAGE USER THROUGH SUSTAINABILITY EDUCATION

Presenter(s): María José de la Fuente, George Washington University, Washington, DC; Carola Goldenberg, George Washington University, Washington DC

Audience: Community College, Higher Ed

In second/foreign language education, courses and curricula that provide students with sustainability awareness, literacy, and competencies for action are needed. We present one approach that utilizes task- and problem-based learning as effective instructional approaches for learners to become multicompetent language users while acquiring sustainability competencies (de la Fuente, 2021). We then propose an educational research perspective to assess sustainability-based L2 education that uses learners' data gathered for assessment purposes.

325

Tuesday, June 27 | 19:00 – 19:50 | CI, Aula 202

"UN SACO DONDE (NO) CABE TODO": RETHINKING THE OVERSTUFFED INTRODUCTION TO LITERATURE COURSE

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

Audience: Community College, Higher Ed

Introduction to Literature, required by most undergraduate Spanish major programs, is too often a "saco donde cabe todo" – some literary history, theory, terminology, and genres. This presentation opens with an interactive conversation

about rethinking Intro to Literature courses in light of student demographics, research into reading, and department goals. It follows with sharing of a theme-based approach focused on creating readers (not necessarily future literary scholars) attentive to the power of language and imagination and making student learning visible in innovative ways.

326

Tuesday, June 27 | 19:00 – 19:50 | CI, Aula 203

¿LECTURA EXTENSIVA EN EL CURRÍCULO DE ESPAÑOL? SÍ, SE PUEDE. VOCES DE LOS ESTUDIANTES Y DOCENTES

Presenter(s): Victoria Rodrigo, Georgia State University, Atlanta, GA; Oscar Moreno, Georgia State University, Atlanta, GA; Raúl Llorente, Georgia State University, Atlanta, GA

Audience: Community College, Higher Ed

Esta sesión explica cómo se ha implementado un programa de lectura extensiva en el primer año de español en una universidad norteamericana. Después, presenta las experiencias, percepciones y razones de 500 alumnos y quince instructores en relación a la práctica de este programa en el currículo de lenguas. Finalmente, se analiza empíricamente el impacto que tiene la lectura extensiva en la actitud de los alumnos hacia la lectura y hacia ellos como aprendices de español.

327

Tuesday, June 27 | 19:00 – 19:50 | CI, Aula 204

JUSTICIA SOCIAL EN LA CLASE DE ESPAÑOL: ¿CARGADA DE IDEOLOGÍA POLÍTICA?

Presenter(s): Elena Lanza, Northwestern University, Chicago, IL; Reyes Morán, Northwestern University, Chicago, IL

Audience: Secondary (9-12), Community College, Higher Ed, General

En los cursos de lengua con temáticas de justicia social se infiere en muchas ocasiones un posicionamiento político. En esta sesión, se presentarán actividades que fomenten el intercambio de posturas y experiencias. Asimismo, se propondrán una serie de recomendaciones para crear materiales que permitan a los aprendices conformar su propio posicionamiento sobre el contenido de la clase y que desarrollen competencias dentro del nivel de referencia lingüística correspondiente.

328

Tuesday, June 27 | 19:00 – 19:50 | CI, Aula 205

SPANISH SMACKDOWN! COMUNICACIÓN, CULTURA Y COLOR

Presenter(s): Andrea Arabia Nazelli, Detroit Country Day School, Beverly Hills, MI; Lisa Greenman, National Spanish Examinations, Chesterton, IN

Audience: Middle/Junior High (6-8), Secondary (9-12)

Wrestling with what to do? In the ring, running on empty? Need some no-prep activities that build communication, proficiency, and confidence? *¡Estamos en tu esquina!* ROUND I: Battle with three easy no-prep speaking activities for any topic. ROUND II: Rebound with a champion lesson on *Lucha Libre* and mask-making that incorporates a variety of modalities. ROUND III: Wrangle with *Las Ladies de Lucha*, checking for comprehension using a rubric for ANY reading and level!

329

Canceled at the request of the presenter.

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Tuesday, June 27 | 20:00-21:30 | HAF, San Blas

RECEPTION: SIGMA DELTA PI (SPONSORED BY VISTA HIGHER LEARNING)

Presenter(s): Mark Del Mastro, College of Charleston, Charleston, SC

Audience: *Invitation only*



331

Tuesday, June 27 | 20:00-21:30 | HAF, San Vicente

RECEPTION: CELEBRATING SEVENTY YEARS OF THE AATSP'S SOCIEDAD HONORARIA HISPÁNICA (SPONSORED BY XPERITAS)

Audience: *Invitation only*

This reception commemorates the seventieth anniversary of the Sociedad Honoraria Hispánica (SHH) and welcomes current and former sponsors of the SHH Chapters as well as potential sponsors. Come socialize with friends, colleagues, and members of the SHH Advisory Board. Celebrate the past, present, and future of the SHH. *Refreshments will be served.*



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Tuesday, June 27 | 20:00 – 21:50

PASEO GUIADO: LEYENDAS Y LA SALAMANCA OCULTA

Audience: Pre-registered participants only

Empezando en el Palacio de Congresos, atrévete a descubrir una Salamanca oculta y subterránea. Descubre la ciudad en una experiencia única e insólita. Salamanca escondida como nunca antes la habías visto. Inauguramos una ruta de leyendas y anécdotas que incluye un paseo por pasadizos ocultos. Interiores: Palacio la Salina, Pozo de Nieve, Huerto de Calisto y Melibea. *Sponsored by the Ayuntamiento de Salamanca.*



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WEDNESDAY

REGISTRATION OPEN

Wednesday, June 28 | 8:00 – 17:00 | PC, Lobby

332A

Wednesday, June 28 | 7:00 – 8:00 | Puente Romano

DAWNING WELLNESS RUN

Presenter(s): Benjamin Gibbons, AATSP National Office, Birmingham, AL

Audience: General

Join the AATSP Events Coordinator for a morning run along the Tormes River to start your day. Various turning points will be suggested. All paces are welcome. The group will meet at the northern end of the *Puente Romano* which will be the starting and ending point for the route.

SESSION BLOCK 17

Wednesday, June 28 | 9:00 – 9:50

333

Wednesday, June 28 | 9:00 – 9:50 | PC, Aula 1

NO MORE EXAMS!

Presenter(s): Liliana Goens, Butler University, Indianapolis, IN

Audience: Secondary (9-12), Community College, Higher Ed

The goal of this session is to share my experiences on how I adapted a project-based instruction and assessment in my language class. The findings are the product of ongoing in-class research and the strong stance on reflective practices. During this session, we will compare the traditional exam-based instruction and the project-based approach such as creativity, critical, and collaboration. In conclusion, there will be tips on how to implement project-based instruction in one's classroom.

334

Wednesday, June 28 | 9:00 – 9:50 | PC, Aula 2

ESTRATEGIAS COGNITIVAS, METACOGNITIVAS Y FLUIDEZ DE PROCESAMIENTO EN LA ADQUISICIÓN DE VOCABULARIO ESPAÑOL

Presenter(s): Julián Barroso Merino, College of Southern Nevada, Las Vegas, NV

Audience: Community College

Este análisis de caso demuestra que las estrategias cognitivas y de memorización, las metacognitivas de planificación, y los juicios sobre la fluidez cognitiva de codificación, son los elementos mediadores para la adquisición del vocabulario español en estudiantes online de primer año de universidad. Utiliza para ello tres modelos teóricos, la fluidez cognitiva de Reber y Greifeneder, el modelo socioeducativo de Gardner y Lambert, y las estrategias de aprendizaje de Rebecca Oxford.

335

Wednesday, June 28 | 9:00 – 9:50 | PC, Aula 3

EMPATHY, ACTION CIVICS, AND CROSS-CULTURAL UNDERSTANDING FOR SOCIAL JUSTICE IN THE WORLD LANGUAGE CLASSROOM

Presenter(s): Akash Patel, ACTFL, Alexandria, VA

Audience: Secondary (9-12), General

Learn how to use resources from organizations such as Happy World Foundation, Inc. for standards-based interdisciplinary learning experiences that connect, engage and empower students as valued global citizens. Additionally, examine practical tools, resources, and activities to develop lesson plans aligned with the *World-Readiness Standards for Learning Languages* and NCSSFL-ACTFL Can-Do Statements that tie in with the global in-classroom learning experiences, and how to foster these competencies in traditional, hybrid, and/or online teaching environments.

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Wednesday, June 28 | 9:00 – 9:50 | PC, Aula 4

COMMUNICATIVE GRAMMAR: LINGUISTIC RISK TAKING THROUGH THE PACE MODEL

Presenter(s): Aisha Khan, Klett World Languages, Chicago, IL

Audience: Middle/Junior High (6-8), Secondary (9-12)

Everyone wants their students to be linguistic risk takers and speak in the target language as soon as they can but is that realistic? Yes! By providing our students with comprehensible input and opportunities to produce meaningfully using the PACE Model, learners can build proficiency that encourages them to branch out and begin communicating with a purpose. Aisha Khan will explore the PACE Model through the use of a textbook, *Reporteros*, and demonstrate how to teach grammar aligned with proficiency-based instruction.

337

Wednesday, June 28 | 9:00 – 9:50 | PC, Sala Cero

TEACHING CONTROVERSIAL TOPICS: INCORPORATING DIFFICULT DIALOGUES INTO WORLD LANGUAGES CLASSROOMS

338

Wednesday, June 28 | 9:00 – 9:50 | PC, Sala de Prensa

BENEFITS OF PEER INSTRUCTION METHODOLOGY

Presenter(s): Ana Zurita, Savannah Arts Academy, Savannah, GA

Audience: Secondary (9-12)

Peer instruction methodology (PIM) has not only many educational advantages, such as differentiation, engagement and motivation, but also emotional ones. When switching from a teacher-centered to a student-centered class, students feel empowered and engaged in the learning process, which increases their self-esteem and confidence. At the same time, PIM improves much needed empathy and social interaction. In my presentation, I will share successful practices using PIM for WL classes with examples in Spanish.

339

Wednesday, June 28 | 9:00 – 9:50 | PC, Despacho Vaguada de la Palma

COMPREHENSION OF REGION-SPECIFIC SPEECH SOUNDS WITH AND WITHOUT EXPOSURE: RESEARCH AND PRACTICE

Presenter(s): Elena Schoonmaker-Gates, Elon University, Burlington, NC

Audience: Secondary (9-12), Higher Ed

This talk discusses research findings that study abroad experience is not required for second language learners of Spanish to develop a working knowledge of certain regional sounds, though exposure and drawing students' attention to characteristics may be beneficial. Strategies, resources, and technologies for incorporating regional variation into Spanish language instruction at a variety of levels will be discussed, as well as how to manage and offset students' lower comprehension of certain cues.

340

Wednesday, June 28 | 9:00 – 9:50 | PC, Despacho Cuesta Oviedo

SURVIVING THE UNKNOWN: YOU TEACH HYFLEX THIS SEMESTER... READY, SET, GO!

Presenter(s): Claudia G. Vestal, Alamance Community College, Burlington, NC

Audience: Community College, Higher Ed

HyFlex, short for Hybrid-Flexible, is a style of course design and teaching that combines online and classroom-based components to better meet the needs of students. In this session, I will share strategies, lessons and tips on how to set your course to teach a Hyflex course in the target language.

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Wednesday, June 28 | 9:00 – 9:50 | PC, Sala de Maqueta

AP SPANISH LANGUAGE AND AP SPANISH LITERATURE: STRATEGIES AND RESOURCES FOR STUDENT SUCCESS

Presenter(s): Stephen Johnson, The College Board, San Antonio, TX

Audience: Secondary (9-12)

This session provides an overview of AP Spanish Language and AP Spanish Literature course and exam design. Participants will learn more about how to build a strong and culturally relevant course that helps students meet learning goals while developing advanced literacy skills in Spanish. Participants will also learn about free instructional resources available for teachers and students. Time will be provided for questions and discussion.



E-POSTER: SESSION V

342

Wednesday, June 28 | 9:00 – 9:50 | PC, Sala Intermedia

¿CÓMO MAPEAR UN ARTÍCULO PERIODÍSTICO PARA APRENDER BLOQUES LÉXICOS? PROPUESTA DE ACTIVIDADES DE CONTEXTUALIZACIÓN, COMPRENSIÓN, REFLEXIÓN Y PRODUCCIÓN

Presenter(s): Cristiana Fimiani, University of The Bahamas, Nassau, The Bahamas

Audience: Community College, General

La secuencia didáctica se inspira en la teoría del *pedagogical chunking* para promocionar el aprendizaje de bloques léxicos gracias al mapeado de textos realizado en un artículo periodístico sobre un tema de actualidad, acompañado de actividades de contextualización, comprensión, reflexión y producción lingüística. Para que el *input* pueda convertirse en *intake*, se resaltan tanto *chunks* pertenecientes al campo semántico en cuestión como colocaciones, verbos y expresiones con preposiciones, conectores, marcadores discursivos y construcciones sintácticas especiales.

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Wednesday, June 28 | 9:00 – 9:50 | PC, Sala Intermedia

NUEVAS PERSPECTIVAS E IDEOLOGÍAS PARA ENSEÑAR CULTURA A LOS ESTUDIANTES HABLANTES DE HERENCIA

Presenter(s): Juan Manuel Padilla, Indiana University-Purdue University Indianapolis, Indianapolis, IN

Audience: General

For several years, the teaching of Spanish in the US has been gaining stature and becoming more important. The use of the language keeps increasing and so does the number of native speakers and second language learners. However, this situation creates a different scenario for many students including new generations of Spanish native speakers that start to adopt the English language as theirs and as their daily language. In the classroom, these students are called heritage language learners and we need to know how to approach them.

344

Wednesday, June 28 | 9:00 – 9:50 | PC, Sala Intermedia

TURNING A DRILL INTO COMMUNICATION

Presenter(s): Andrew DeMil, University of Tampa, Tampa, FL

Audience: Secondary (9-12), Higher Ed

This session will help those working with materials that are heavy in drills to make slight changes to turn these drills into communicative tasks with a clear communicative outcome.

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Wednesday, June 28 | 9:00 – 9:50 | PC, Sala Intermedia

CÓMO ENSEÑAR NUESTRA RICA CULTURA HISPANA EN NUESTROS CURSOS DE ESPAÑOL

Presenter(s): Yomaira Tarifa, River Dell High School, Oradell, NJ

Audience: Secondary (9-12)

Esta sesión tratará sobre cómo podemos los maestros de español integrar nuestra rica cultura en cada unidad que enseñamos. Yo compartiré actividades cautivadoras e instructivas que he hecho en clase y que han ayudado a mis estudiantes a aprender más sobre la cultura hispana.

For several years, the teaching of Spanish in the US has been gaining stature and becoming more important. The use of the language keeps increasing and so does the number of native speakers and second language learners. However, this situation creates a different scenario for many students including new generations of Spanish native speakers that start to adopt the English language as theirs and as their daily language. In the classroom, these students are called heritage language learners and we need to know how to approach them.

**BOARD OF DIRECTORS
ELECTION
OCTOBER 1-30, 2023**

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Wednesday, June 28 | 9:00 – 9:50 | CI, Salón de Actos

PLENARY NABE AND AATSP: MESA REDONDA. EL VALOR DEL BILINGÜISMO

Moderator: Linda Egnatz, Global Seal of Biliteracy, Frankfort, IL

Panelists: Cristina Alfaro, San Diego State University & NABE, San Diego, CA; María Carreira, Executive Director Designate, AATSP, Manhattan Beach, CA; Francisco A. García-Quezada, Fordham University & AATSP, New York, NY; Xavier Gisbert, President AEB, Asociación Enseñanza Bilingüe, Madrid, Spain; Juana R. Sanmartín Vélez, President ACLES & Universidad de Murcia, Murcia, Spain; Belinda Treviño Schouten, Our Lady of the Lake University & NABE, San Antonio, TX; Josefina Villamil Tinajero, University of Texas at El Paso & NABE, El Paso, TX

Audience: General

Únase con nosotros para un diálogo entre expertos del campo de bilingüismo en España y los EEUU. La mesa redonda se presenta una perspectiva global acerca del estudio de lenguas, enfocándola en el valor y el reconocimiento de estudiantes bilingües. Los participantes con sus diferentes puntos de vista les llevarán su experiencia con programas educativos eficaces al lado de los desafíos que ya se confrontan. *Sponsored by Avant Assessment.*



BUILDING ABBREVIATIONS

PC - Palacio de Congresos

CI - Cursos Internacionales

CEB - Centro de Estudios Brasileños

HAF - Hotel Abba Fonseca

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Wednesday, June 28 | 9:00 – 9:50 | CEB, Salón de Actos

THE TRANSFORMATIVE SOCIOLOGY OF ALBERTO GUERREIRO RAMOS (1915-1982)

Presenter(s): Luiz Fernando Valente, Brown University, Providence, RI

Audience: Higher Ed, General

A discussion of the relevance of Afro-Brazilian sociologist Alberto Guerreiro Ramos's pioneering thought for the understanding of the challenges faced by contemporary Brazil while also arguing for the need to incorporate Guerreiro Ramos's seminal ideas into humanities courses that focus not only on Brazil but also on the "global south" in general.

Wednesday, June 28 | 10:00 - 18:00

EXHIBIT HALL OPEN

SESSION BLOCK 18

Wednesday, June 28 | 10:00 – 10:50

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Wednesday, June 28 | 10:00 – 10:50 | PC, Despacho Cuesta Oviedo

DE MADRES Y MONSTRUOS: LA REPRESENTACIÓN DE LA FIGURA MATERNA EN *EL MAESTRANTE* (1893) DE ARMANDO PALACIO VALDÉS

Presenter(s): Vicente Gomis-Izquierdo, The Citadel, Charleston, SC

Audience: Community College, Higher Ed

Este trabajo analiza *El maestrante* de Armando Palacio Valdés para observar cómo su presentación de la figura materna entronca con las ansiedades finiseculares sobre la maternidad en el contexto social de la burguesía y aristocracia en España. La novela presenta diferentes modelos de madre: desde la madre biológica hasta la putativa, pasando por la "madre monstruosa," enfatizando así la relevancia que tenía esa figura en la sociedad y las inquietudes que había al respecto.

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Wednesday, June 28 | 10:00 – 10:50 | PC, Aula 2

INTERSECTION AND ARTICULATION: CONVERSATIONS ON SPANISH TEACHING FROM PREK-16+

Presenter(s): Rebecca Aubrey, Timothy Edwards Middle School, South Windsor, CT; Victoria Gilbert, St. David's School, New York City, NY; Anthony "TJ" Troche, Spring Valley High School, Las

SESSIONS

Vegas, NV; Joseph Parodi-Brown, Marianapolis Preparatory School, Thompson, CT; Stacy Amling, Des Moines Area Community College, Ankeny, IA; Florencia Henshaw, University of Illinois at Urbana-Champaign, Champaign, IL

Audience: Secondary (9-12), General

Spanish teachers from different instructional levels (early, secondary, and post-secondary) come together on a panel to discuss what they wish teachers at other levels knew about their priorities, goals, and challenges. Attendees will also have the opportunity to contribute to the conversation to further our understanding of different contexts and clarify misconceptions.

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Wednesday, June 28 | 10:00 – 10:50 | PC, Despacho Vaguada de la Palma

HOW TO MAKE ANY TOPIC INTERESTING IN THE WL CLASSROOM

Presenter(s): Diego Ojeda, Klett World Languages, Louisville, KY

Audience: Middle/Junior High (6-8), Secondary (9-12), Community College

Let's face it! Students don't find every class topic interesting. Let's discover together how to change that.

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Wednesday, June 28 | 10:00 – 10:50 | PC, Aula 4

CARMEN LAFORET: DESPUÉS DE NADA, MUCHO

Presenter(s): Mark Del Mastro, College of Charleston, Charleston, SC; Renee Congdon, Princeton University, NJ; Irene Mizrahi, Boston College, Boston, MA

Audience: Higher Ed, General

Named for the book published by Albatros Ediciones in January 2023, this session features some of the seventeen authors who contributed to that special volume commemorating the centennial of Carmen Laforet's birth (1921-2021). Although Laforet's first novel *Nada* published in 1945 has dominated critical attention ever since, Del Mastro and Wells have recruited some of the world's premier Laforetian scholars to revisit the larger corpus of the author's literature.

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Wednesday, June 28 | 10:00 – 10:50 | PC, Sala Cero

THE ROLE OF CULTURE IN A SPANISH BUSINESS CLASS

Presenter(s): Yuriko Ikeda, Marian University, Indianapolis, IN; Juan Morilla Romero, Marian University, Indianapolis, IN

Audience: Higher Ed, General

This session will explore different case studies that can be used in a business Spanish class to analyze cultural and historical components that impact business practices in different parts of the Hispanic world. Some examples of the case studies presented are Burger King's use of humor in Spain, the failure of McDonalds in Bolivia, Inditex's business diversification and global expansion, Heineken's strategies of green marketing and HSBC business practices in Mexico.

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Wednesday, June 28 | 10:00 – 10:50 | PC, Sala de Prensa

REDESIGNING ONLINE COURSES TO INCLUDE ALL LEARNERS

Presenter(s): Cristina Sparks-Early, Northern Virginia Community College, Manassas, VA; Martha Davis, Northern Virginia Community College, Alexandria, VA

Audience: Community College, Higher Ed

Join this interactive session to learn how to integrate synchronous class meetings, communicative activities and cultural exchanges into your online classes that meet the needs of all your students, even the busiest ones. We will share lessons we have created that celebrate not only the diversity of our students, but that of the Spanish speaking world. We will also share lessons we have learned from three years redesigning (and many more years teaching) Northern Virginia Community College's online Spanish 101 through 202 courses.

354

Wednesday, June 28 | 10:00 – 10:50 | PC, Aula 3

DOS DÉCADAS DE DESARROLLO CURRICULAR DE ESPAÑOL PARA FINES ESPECÍFICOS: IMPLEMENTACIÓN, INTEGRACIÓN Y RESULTADOS

Presenter(s): Lourdes Sánchez-López, University of Alabama at Birmingham, Birmingham, AL; Julián Arribas, University of Alabama at Birmingham, Birmingham, AL; Krista Chambliss, University of Alabama at Birmingham, Birmingham, AL

Audience: Secondary (9-12), Higher Ed

El español para fines específicos (EFE) ha encontrado progresivamente un puesto central en los planes de estudio del español como L2 en la universidad estadounidense. En esta sesión se reflexiona sobre el desarrollo curricular pionero del EFE y su integración en el plan de estudios en seis etapas cronológicas lineales e intencionales en un programa de español universitario líder en el campo. Se aportan reflexiones sobre los resultados y se ofrece una visión de futuro que incluye la integración de EFE en la educación secundaria.

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Wednesday, June 28 | 10:00 – 10:50 | PC, Aula 1

OPPORTUNITIES FOR STAYS IN SPAIN: GET TO KNOW THE NORTH AMERICAN LANGUAGE ASSISTANT PROGRAM IN SPAIN AND SCHOLARSHIPS FOR TEACHERS**Presenter(s):** Joana Lloret, Ministerio de Educación y Formación Profesional, Madrid, Spain; Rosa M. Prieto, Ministerio de Educación y Formación Profesional, Madrid, Spain**Audience:** General

The Spanish education authorities offer every year +7,000 internships for foreign university students to collaborate in bilingual programs in Spanish primary and secondary schools. Also, the Spanish Ministry for Education offers 540 grants for teachers of Spanish every summer. Get all the information!

356

Wednesday, June 28 | 10:00 – 10:50 | PC, Sala de Maqueta

HARNESSING THE POWER OF TEXTING FOR LANGUAGE LEARNING AND INTERCULTURAL EXCHANGE!**Presenter(s):** Paige Poole, Pangea Chat, Richmond, VA**Audience:** Secondary (9-12), Higher Ed

Pangea Chat allows students to “learn a language while texting their friends.” In this session, attendees will learn how to transform text messaging from a distraction into a tool of empowerment for high school and university level students. A set of practical strategies for using Pangea Chat to increase student engagement and on-task learning, raise conversational skills, increase student’s ability to recognize and correct errors, and promote intercultural interactions will be presented.

**SOCIEDAD HONORARIA
HISPÁNICA,****A PROGRAM OF THE AATSP:
FOLLOW THE SHH ON FACEBOOK!****E-POSTER: SESSION VI****357**

Wednesday, June 28 | 10:00 – 10:50 | PC, Sala Intermedia

STAYING IN THE TARGET LANGUAGE: CHALLENGES AND OPPORTUNITIES**Presenter(s):** Aaron Arizmendi, Arizona State University, Phoenix, AZ**Audience:** PreK-5, Middle/Junior High (6-8), Secondary (9-12), Community College, Higher Ed, General

This session is intended to explore the challenges and opportunities posed by ACTFL's recommendations for target language usage in the classroom, the role of translation, and practical tips for staying in the target language. In this case, we will focus on the context of middle school and high school Spanish classes, but the conversations are also applicable to higher education L2 courses. Teachers will have an opportunity to share strategies that maximize the use of the target language and explore ways to monitor and reflect on this process.

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Wednesday, June 28 | 10:00 – 10:50 | PC, Sala Intermedia

ACTIVISMO JUVENIL A TRAVÉS DE PBL (PROJECT-BASED LEARNING)**Presenter(s):** Maribel Luengo, University of Utah, Salt Lake City, UT**Audience:** Secondary (9-12), Higher Ed

Esta sesión comparte el plan de estudios y la exploración estudiantil de la identidad multilingüe a través del activismo juvenil para empoderar a los estudiantes. Los participantes compartirán ideas para implementar este modelo basado en proyectos con su clase y comunidad.

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Wednesday, June 28 | 10:00 – 10:50 | PC, Sala Intermedia

PROMOTING INTERCULTURAL LEARNING AND CONNECTIONS IN OUR LANGUAGE CLASSROOM THROUGH LINGUISTIC AND CULTURAL VIRTUAL EXCHANGE (VE)**Presenter(s):** Monica Canavan, Northeastern University, Boston, MA

Audience: Community College, Higher Ed

It is essential that students develop a cultural communicative competence in our language classes. By participating in a virtual linguistic and cultural exchange, students will develop skills to understand, accept, respect and embrace new cultures. In this presentation, attendees will discover strategies on how to provide immediate, global, firsthand experiences to their students. Participants will learn the benefits of using VE and will be walked through the steps of setting up their own VE program.

360

Wednesday, June 28 | 10:00 – 10:50 | PC, Sala Intermedia

CONTENT-BASED INSTRUCTION (CBI) IN THE ENGLISH AS A FOREIGN LANGUAGE (EFL) CLASSROOM: IMPLEMENTATION OF A THEME-BASED UNIT – “LET’S MAKE CANDY!”

Presenter(s): Sara de Blas Hernández, University of California, Davis, Davis, CA

Audience: Secondary (9-12), Higher Ed

The study conducted was aimed at determining the effect CBI, and more concretely theme-based instruction, could have on an EFL Classroom. A thematic unit on candy was developed and implemented in a rural school in central Spain where traditional teaching approaches were used: PPP and grammar-translation. The results were promising: not only did students gain new knowledge and confidence, but they also reported a high degree of engagement and motivation.

361

Wednesday, June 28 | 10:00 – 10:50 | PC, Sala Intermedia

MULTILINGUAL AND INTERCULTURAL COMMUNICATION IN THE LANGUAGE CLASSROOM AND ABROAD

Presenter(s): Lauren Halberstadt, Penn State University, State College, PA

Audience: Community College, Higher Ed, General

This e-poster focuses on linguistic strategies for teaching students of Spanish and Portuguese to succeed in multilingual environments (e.g., dialect variation, bilingual strategies) and intercultural communication practices for navigating new spaces (e.g., understanding cultural norms, global leadership skills). Three targeted classroom activities for higher education, focused on virtual reality, identity reflection, and nonverbal communication, will be demonstrated and made available for attendees to use in residence and study abroad immersion courses.

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Wednesday, June 28 | 10:00 – 10:50 | CEB, Salón de Actos

ESTRATÉGIAS INSTRUCCIONAIS PARA O ENSINO DE IDIOMAS: UMA SALA DE AULA INTERATIVA E ENGAJADA

Presenter(s): Ana Paula Vieira, School District of Palm Beach County, West Palm Beach, Florida, United States; Silvia Almiria Ferreira de Silva, Proaktiv Consultoria Educacional Ltda., São Paulo, Brazil

Audience: PreK-5, Middle/Junior High (6-8), Secondary (9-12)

Estratégias de ensino inovadoras e específicas, que permitirão aos alunos interagirem com confiança com o novo idioma. Professores de língua estrangeira ficarão surpreendidos com o desempenho de seus alunos após implementarem as estratégias baseadas em pesquisa oferecidas durante a sessão. Professores em início de carreira se beneficiarão das estratégias e técnicas específicas apresentadas. Professores com mais experiência no ensino de idiomas também se beneficiarão das novas ideias e formas de refinar práticas instrucionais pré-existentes.

SESSION BLOCK 19

Wednesday, June 28 | 11:00 – 11:50

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Wednesday, June 28 | 11:00 – 11:50 | PC, Aula 1

LINGUISTIC LIBERATION: CRITICAL LANGUAGE AWARENESS IN THE MIXED HERITAGE LANGUAGE/SECOND LANGUAGE SPANISH CLASSROOM

Presenter(s): LJ Randolph, University of Wisconsin-Madison, Madison, WI

Audience: Middle/Junior High (6-8), Secondary (9-12), Community College, Higher Ed

Although mixed heritage language (HL)/second language (L2) Spanish classes can present some challenges, an intentional focus on critical language awareness (CLA) can ensure that such classes are inclusive, empowering, and liberating spaces for all learners. Drawing upon recent developments in the field, this session explores curricular and instructional interventions in mixed classes that promote CLA and that guide both HL and L2 learners to understand and reject oppressive language ideologies.

364

Wednesday, June 28 | 11:00 – 11:50 | PC, Aula 2

INCLUSIVE LANGUAGE IN SPANISH AND PORTUGUESE: FROM (SOCIAL) MEDIA AND (PREVIOUS) RESEARCH TOWARDS THE ADDITIONAL AND THE HERITAGE LANGUAGE CLASSROOM

Presenter(s): Jhonatan Henao-Muñoz, University of Arizona, Tucson, AZ; Luz Adriana Guzmán Hernández, Bonn University of Applied Sciences, Bonn, Germany; Daniela Torres Cirina, University of Arizona, Tucson, AZ; Juli Kim, Sun Moon University, Seoul, South Korea

Audience: Middle/Junior High (6-8), Secondary (9-12), Community College, Higher Ed

This panel introduces two repositories, Inclusive Spanish Language Repository and Inclusive Portuguese Language Repository, both in progress, where data from native speakers and research on inclusive language are collected and analyzed to identify and describe forms, uses, and attitudes. Then, we present the State of Art of Inclusive Language in US Higher Education, particularly in Spanish, Portuguese, and Spanish as a Heritage Language program. Finally, we propose a practical implementation of inclusive language for the additional and heritage language classroom.

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Wednesday, June 28 | 11:00 – 11:50 | PC, Aula 3

EL DÍA DE LOS MUERTOS: UNA SEMANA DE CULTURA MEXICANA, LENGUA Y TRADICIÓN

Presenter(s): Rhashida Hilliard, Horace Mann School, Bronx, NY; Arní Álvarez, Horace Mann School, Bronx, NY; Rebeca Bataller, Horace Mann School, Bronx, NY

Audience: Middle/Junior High (6-8), General

Los presentadores comparten ejemplos específicos de cómo incorporar la celebración del Día de los muertos en clases de español de diferentes niveles. Se propone una semana en el currículum de español en donde los estudiantes participen en actividades de arte, lengua y cultura, mientras aprenden sobre la celebración mexicana del Día de los muertos, sus orígenes y su legado cultural dentro y fuera de México. Se presentarán ideas específicas de posibles comparaciones con otras tradiciones similares, presentaciones orales, arte y manualidades, y evaluaciones para concluir la semana.

366

Wednesday, June 28 | 11:00 – 11:50 | PC, Despacho Cuesta Oviedo

EXPANDIENDO LOS HORIZONTES DE LA ENSEÑANZA CON RECURSOS DE AVANT ASSESSMENT

Presenter(s): Roger Burt, Avant, Eugene, OR; Bety Gegundez, Avant, Eugene, OR

Audience: Secondary (9-12), Higher Ed

En esta sesión revisaremos a fondo varios recursos que te ayudarán tanto a ti, como a los estudiantes, a mejorar los resultados de capacidad lingüística en el aula. Incluso en esto, verás cómo Avant califica los niveles de dominio en el examen STAMP.

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Wednesday, June 28 | 11:00 – 11:50 | PC, Sala Cero

JAPANESE IN LATIN AMERICA: HISTORY OF NIKKEI LITERATURE AND CULTURE

Presenter(s): Koichi Hagimoto, Wellesley College, Wellesley, MA

Audience: Higher Ed, General

In this presentation, I will examine the history of Nikkei literary and cultural production in various Latin American countries, including Brazil, Peru, and Argentina. By highlighting how Nikkei writers and artists have contributed to the making of contemporary Latin American culture, my presentation seeks to shed some light on the "new horizons" for the people of Asian descent whose history still remains relatively underexplored.

368

Wednesday, June 28 | 11:00 – 11:50 | PC, Sala de Prensa

REFLECT AND SHOWCASE: CREATING A DIGITAL PORTFOLIO

Presenter(s): Dina Pannone, Deer Park School District, Deer Park, NY; Nicole Bjarnason, Deer Park School District, Deer Park, NY

Audience: Secondary (9-12), Community College, Higher Ed, General

A digital portfolio (DP) is a versatile tool that students, teachers, club advisors, and administrators can use to showcase great work in an effective, communicative manner. This session will discuss ways a DP can be used for tracking proficiency, Checkpoint C assessment, the Seal of Biliteracy presentation, tenure, professional presentations, club, class, and departmental websites. Attendees will leave with clear cut examples and templates they can implement right away.

369

Wednesday, June 28 | 11:00 – 11:50 | PC, Despacho Vaguada de la Palma

TRANSFORMATION AND JUSTICE THROUGH VIRTUAL EXCHANGE

Presenter(s): Diane Ceo-DiFrancesco, Xavier University, Cincinnati, OH

Audience: General

SESSIONS

In a world of increasing polarization, dialogic encounters across cultures transform students into intercultural competent global citizens. This can be achieved through the curricular integration of virtual exchanges during which students participate in collaborations with peers across borders, cultures and languages using technology. This presentation offers pedagogical models and justice themed plans toward the successful implementation of virtual exchanges in a variety of settings.

370

Canceled at the request of the presenter.

371

Wednesday, June 28 | 11:00 – 11:50 | PC, Sala de Maqueta

TWO DIRECTIONAL LANGUAGE EXCHANGES: AN AMAZING WAY TO FOSTER INTERCULTURAL UNDERSTANDING AND MAKE CONNECTIONS

Presenter(s): Aurora Castillo-Scott, Georgia College and State University, Milledgeville, GA; Juan Alcarria Gómez, Georgia College and State University, Milledgeville, GA

Audience: Higher Ed, General

The presentation shows the integration of service-providers virtual exchanges (SPVE) and TeleTandem exchanges within the language curriculum. Students in novice/lower-level and intermediate-low/upper-level classes participate in synchronous communications developing their intercultural and intracultural communication. Presenters will compare course projects and will discuss advantages and disadvantages of both types of communication exchanges.

E-POSTER: SESSION VII

372

Wednesday, June 28 | 11:00 – 11:50 | PC, Sala Intermedia

¿QUÉ TIPO DE MODA CONSUMES: RÁPIDA O ÉTICA?, EL HYPERDOC

Presenter(s): Virmared Santiago, Lourdes Academy, Miami, FL

Audience: Secondary (9-12)

Esta sesión presenta el HyperDoc para aprender acerca de las modas rápida y ética. El HyperDoc integra la realidad

aumentada entre otras tecnologías para promover la creatividad con materiales auténticos en clases mixtas (L2 and LH) dentro de un ambiente centrado en el estudiante. La presentación se conducirá en español. El contenido de este HyperDoc permite a los estudiantes crear soluciones para paliar el efecto de la moda rápida en la sociedad y el medio ambiente.

373

Wednesday, June 28 | 11:00 – 11:50 | PC, Sala Intermedia

LA VOZ DEL AUTOR EN TEXTOS ACADÉMICOS Y PROFESIONALES ESCRITOS EN ESPAÑOL

Presenter(s): David Sánchez-Jiménez, CUNY-NYC, Brooklyn, NY

Audience: Community College, Higher Ed

En esta ponencia se ofrece una revisión actualizada y sistemática de los estudios de la voz del autor en la producción de textos académicos y profesionales en L1 y L2 escritos en español, un aspecto de la comunicación académica que los autores necesitan articular de manera efectiva en sus intercambios textuales para lograr la credibilidad de sus juicios y la adhesión a sus ideas en la interacción discursiva con los otros miembros de la disciplina.

374

Wednesday, June 28 | 11:00 – 11:50 | PC, Sala Intermedia

AMIGOS ON THE INTERNET! NEW HORIZONS IN RESEARCH AND PRACTICE FOR ONLINE EXCHANGES

Presenter(s): Gregory Thompson, Brigham Young University, Provo, UT

Audience: Higher Ed, General

It's a new age! Now your students can interact directly with native speakers online, but how? This interactive research-based presentation will give you the knowledge and principles you need to create effective, practical activities, and avoid common pitfalls when connecting students with native speakers in digital spaces.

375

Wednesday, June 28 | 11:00 – 11:50 | PC, Sala Intermedia

HOW TO TEACH LITERATURE TO HERITAGE SPEAKERS AND AP STUDENTS: UNDERSTANDING LITERATURE THROUGH COMPELLING SHORT STORIES

Presenter(s): Hermil García, George Mason University, Centreville, VA

Audience: Secondary (9-12), Community College, General
Heritage Speakers and AP Spanish will learn and understand the definition and structure of the short story and will explore figures of speech and foreshadowing techniques in a literary text. The presentation will focus on three short stories by Augusto Monterroso, Horacio Quiroga, and Pío Baroja.

376

Wednesday, June 28 | 11:00 – 11:50 | CEB, Salón de Actos

DESENVOLVENDO A COMPETÊNCIA SIMBÓLICA EM PORTUGUÊS: QUESTÕES DE USOS DA LÍNGUA, GÊNERO E REPRESENTATIVIDADE NA MÍDIA ESCRITA

Presenter(s): Ana Thomé Williams, Northwestern University, Evanston, IL

Audience: Community College, Higher Ed

A competência simbólica é fundamental para que o usuário da língua tenha condições de interpretar discursos e intenções de um falante. O gênero gramático-social relaciona-se intrinsecamente ao discurso, pois lida não apenas com formas ou significados, mas com as intenções que se depreendem. Como é representado na mídia escrita? Em que textos predominam gêneros feminino, masculino ou neutro? Existem quebras de paradigmas? Como oferecer nuances de significação gênero-discursiva a estudantes de português?

SESSION BLOCK 20

Wednesday, June 28 | 12:00 – 12:50

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Wednesday, June 28 | 12:00 – 12:50 | PC, Aula 1

LA REVISIÓN DE PARES Y EL DESARROLLO DE LA ESCRITURA ACADÉMICA DE LOS MAESTROS BILINGÜES

Presenter(s): Edna Velásquez, Sam Houston State University, Conroe, TX

Audience: Higher Ed

Se discuten los resultados de una encuesta de percepciones sobre la revisión de pares, como tarea pedagógica, en un curso de escritura académica en el que participaron dieciséis candidatos a maestros bilingües. Además, luego de caracterizar el tipo y la evolución de sus comentarios en cuatro foros en línea, se valida esta actividad para el desarrollo de la escritura académica de

futuros maestros bilingües. Se concluye con recomendaciones para la exitosa implementación de esta tarea.

377

Wednesday, June 28 | 12:00 – 12:50 | PC, Aula 2

LA INTERNACIONALIZACIÓN DEL CURRÍCULO A TRAVÉS DE ETANDEM: UN CASO PRÁCTICO DE ACCESIBILIDAD

Presenter(s): Shannon Millikin, Northwestern University, Evanston, IL; Stefania Arias, Universidad Tecnológica de Bolívar, Bolívar, Colombia

Audience: Community College, Higher Ed

Los beneficios de estudiar en el extranjero son ampliamente reconocidos, pero estos están fuera del alcance de muchos estudiantes debido a una variedad de limitaciones. Los ponentes hablarán de cómo la internacionalización del currículo y las colaboraciones de eTandem pueden mejorar la accesibilidad. De igual forma, los ponentes compartirán con los asistentes los pasos necesarios para realizar un eTandem de acuerdo a datos recopilados de su colaboración entre los EEUU y Colombia.

378

Wednesday, June 28 | 12:00 – 12:50 | PC, Aula 3

ESTRATÉGIAS INSTRUCCIONAIS PARA O ENSINO DE IDIOMAS

Presenter(s): Ana Paula Vieira, School District of Palm Beach County, West Palm Beach, FL

Audience: PreK-5, Middle/Junior High (6-8), Secondary (9-12), General

Os participantes desta sessão terão a oportunidade de explorar teorias sobre o ensino e a aprendizagem de idiomas e interagir com o conteúdo através de estratégias instrucionais baseadas em pesquisa e atividades práticas. Uma vez implementadas, as estratégias e atividades instrucionais propiciarão aos estudantes a base para o acesso ao idioma, baixando o filtro afetivo, através de suportes instrucionais adequados.

378A

Wednesday, June 28 | 12:00 – 12:50 | PC, Aula 4

VERBOS SE+DE (LLENARSE DE), SE+A (ADAPTARSE A) Y SE+EN (EMPEÑARSE EN). SU ENSEÑANZA MEDIANTE OBJETOS MANIPULABLES

Presenter(s): Carlos Alonso Hidalgo, Universidad de Granada, Granada, Spain

Audience: Secondary (9-12), Community College, Higher Ed, General

Las personas sordas tienen problemas para usar monosílabos sin significado léxico porque (1) no existen en la lengua de signos y (2) pueden pasar desapercibidos en la lectura de labios.

SESSIONS

Los estudiantes norteamericanos de español negligén estos monosílabos porque (3) no tienen equivalencias consistentes en inglés. Los sencillos artefactos manipulables que esta propuesta pone literalmente sobre la mesa explican mediante el tacto el uso de los morfemas libres con los verbos se+de, se+a y se+en.

379

Wednesday, June 28 | 12:00 – 12:50 | PC, Sala de Maqueta

FOREIGN LANGUAGE EFFECT IN L2 SPANISH

Presenter(s): Jingtao Zhu, ClicAsia, Barcelona, Spain; Mingshan Xu, ClicAsia, Barcelona, Spain

Audience: Higher Ed, General

In general, the L1 is considered more emotional than the second and subsequent languages. In the current study, we investigated whether learning a foreign language would produce weaker emotional reactivity as reported in previous studies. Our results indicate that proficient L2 learners process affective connotations of words just like native speakers, reducing or increasing their emotion intensity depending on which languages they are acquiring, suggesting the presence of foreign language effect.

380

Wednesday, June 28 | 12:00 – 12:50 | CEB, Salón de Actos

O ESCRAVISMO CONTINUA ATÉ HOJE? EMPREGADAS DOMÉSTICAS NO BRASIL

Presenter(s): Xana Furtado, Brigham Young University, Provo, UT

Audience: Higher Ed, General

No Brasil a existência de empregados domésticos é algo incomparável com muitos outros países. 92% dos empregados domésticos no Brasil são mulheres, das quais 65% são negras. Para muitas mulheres negras que vêm da pobreza, a única opção é trabalhar com trabalhos domésticos. Isso é válido no caso da Conceição Evaristo que era obrigada a trabalhar como empregada doméstica. Ela usa a sua própria experiência e a cultura do Brasil para escrever o conto "Quantos filhos Natalina teve?".

**CHECK OUT SPANISH AND
PORTUGUESE REVIEW,
OUR GRADUATE STUDENT
JOURNAL!**

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Wednesday, June 28 | 12:00 – 13:20 |
CI, Salón de Actos

AATSP AWARDS CEREMONY

Presenter(s): AATSP Board of Directors

Audience: General

Come cheer on the winners of the 2023 AATSP Awards. The AATSP thanks Klett World Languages for sponsoring the DEI Award and the Awards Ceremony.



Wednesday, June 28 | 13:20 - 15:00

LUNCH BREAK

SESSION BLOCK 21

Wednesday, June 28 | 15:00 – 15:50

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Wednesday, June 28 | 15:00 – 15:50 | CI, Salón de Actos

EL SELLO DE ESPAÑOL EXCELENTE

Presenter(s): José Miguel Sánchez Llorente, Universidad de Salamanca, Salamanca, Spain; José María Ramos, Edinumen USA, Miami, FL

Audience: General

La editorial Edinumen y la Universidad de Salamanca a través de sus Cursos Internacionales, han lanzado en Estados Unidos el sello de Español Excelente para escuelas hasta K-12. Este galardón representa el compromiso de profesores volcados con la calidad en la docencia del español a través de buenos materiales, formación continuada y *Study Abroad* para alumnos y profesores.

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Wednesday, June 28 | 15:00 – 15:50 | CI, Aula 005

"LO QUE SIENTO POR TI": TRES HISTORIAS REALES, UN SINFIN DE LECCIONES**Presenter(s):** Erica Nathan-Gamauf, Loyola Academy, Wilmette, IL**Audience:** Middle/Junior High (6-8), Secondary (9-12)

Esta sesión mostrará ideas sobre una unidad para niveles intermedios basada en la película "Lo que siento por ti" que narra tres historias paralelas reales de familias dominicanas que se reúnen en los Juegos Olímpicos Especiales en Puerto Rico. Los temas prevalentes subrayan las relaciones familiares, en específico, los padres solteros, el autismo, el síndrome de Down y la fecundación in vitro con un fondo del evento competitivo del triatlón. Durante la presentación los participantes verán los momentos más conmovedores y experimentarán unas de las actividades, tanto orales como escritas.

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Wednesday, June 28 | 15:00 – 15:50 | CI, Aula 101

LABORATÓRIO DE LETRAMENTOS DIGITAIS: CONSTRUINDO UM ESPAÇO UTÓPICO EM UMA ESCOLA PÚBLICA BRASILEIRA**Presenter(s):** Marcia Oliveria, Universidade de Coimbra, Niterói, Brazil**Audience:** Higher Ed, General

A pulsão utópica projeta a transformação das desigualdades sociais, configurando sonhos possíveis, consoante Paulo Freire. Consideramos que o projeto Laboratório de Letramentos Digitais é uma utopia real, pois tem como objetivo construir espaço físico para a implementação de práticas baseadas na Pedagogia do Multiletramentos, colaborando para a superação de dificuldades no processo de alfabetização de crianças do primeiro ao quinto ano escolar em uma escola pública de um município periférico Estado de do Rio de Janeiro.

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Wednesday, June 28 | 15:00 – 15:50 | CI, Aula 102

EDUCAR CONTRA LA VIOLENCIA DE GÉNERO EN EL AULA ELE: APRENDIZAJE ACTIVO, HERMENÉUTICA Y FEMINISMO**Presenter(s):** Alba Devo Colis, University of Western Ontario, London, Canada; Victoria Jara, University of Western Ontario, London, Canada**Audience:** Community College, Higher Ed

Este trabajo tiene como objetivo la presentación de una propuesta didáctica en el aula ELE que busca sensibilizar y prevenir contra la violencia de género a estudiantes de español avanzado. En ella se ofrecen cuatro actividades transversales al curso que muestran

la realidad de Latinoamérica en torno a la violencia de género y buscan la reflexión y acción del alumno en su entorno inmediato. Dichas actividades están desarrolladas a partir de una metodología crítico-comunicativa, hermenéutica, de aprendizaje activo y perspectivas de género.

386

Wednesday, June 28 | 15:00 – 15:50 | CI, Aula 103

BEHIND THE SCENES, THROUGH THE SCREEN: THE VIRTUAL TEACHING OF THEATER**Presenter(s):** Marin Laufenberg, Idaho State University, Pocatello, ID**Audience:** Higher Ed, General

How can theater, such an embodied and interactive cultural production, be taught online? This session re-envision the teaching of theater in the era of virtual instruction, suggesting ways for students to participate actively in the theatrical genre by becoming audience members who observe live theatre, and undertake elements of praxis as they create short performances. The result is an engaged online class in which students can analyze dynamic and ephemeral performances and understand audience interaction.

387

Wednesday, June 28 | 15:00 – 15:50 | CI, Aula 104

SOUTH TEXAS ARCHIVAL SPANISH LEGACY PROJECT: BUILDING UNDERGRADUATE RESEARCH FOR HERITAGE SPANISH LEARNERS**Presenter(s):** Marco Octavio Íñiguez Alba, Texas A&M University, Kingsville, Kingsville, TX**Audience:** Secondary (9-12), Community College, Higher Ed

The session will present how students will research the legacy of Iberian culture and track its permutations into the Tejano, Mexican, and Texas history using the South Texas Digital Archive's holdings. Students will write a museum quality narrative with a representative image that can be displayed in digital format on a website for public view in Spanish. The artifact will be housed in the South Texas Archives and available for future research.

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Wednesday, June 28 | 15:00 – 15:50 | CI, Aula 105

UN PROYECTO DE LECTURA PERSONALIZADA COMO UN NUEVO HORIZONTE PARA MEJORAR LAS HABILIDADES LINGÜÍSTICAS EN UN CURSO DE ESPAÑOL DE HERENCIA**Presenter(s):** Milvia Hernández, University of Maryland Baltimore County, Baltimore, MD**Audience:** Community College, Higher Ed

¿Ha pensado en cómo usar novelas latinx/hispan@ contemporáneas como herramienta pedagógica en su clase de español de herencia? Esta sesión presentará un nuevo horizonte para la comunicación y la cultura usando novelas latinx/hispan@ contemporánea en un curso de español de herencia a nivel universitario por medio de un "proyecto de lectura personalizada" para fomentar el hábito de la lectura; mejorar su comprensión lectora; avanzar en la escritura; expandir su repertorio léxico; reforzar su identidad cultural. Se compartirá material de apoyo.

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Wednesday, June 28 | 15:00 – 15:50 | CI, Aula 106

DEL PRIMER HORIZONTE: ENSEÑANZA DE ESPAÑOL COMO SEGUNDA LENGUA EN LOS CURSOS DE VERANO (CEH, 1912-1915)

Presenter(s): Lorena Albert-Ferrando, University of Florida, Gainesville, FL

Audience: Higher Ed

Este trabajo de corte interdisciplinar combina una perspectiva institucional, una conceptual, otra de historia intelectual y un estudio desde la sociología de la cultura para revisar la creación de los Cursos para extranjeros del CEH (1912-1915) como práctica cultural fundacional de la enseñanza de segundas lenguas en España. El proyecto, liderado por Menéndez Pidal, supone la institucionalización de este campo académico y un primer paso en la internacionalización de su visión esencialista de la lengua y la identidad nacional.

390

Wednesday, June 28 | 15:00 – 15:50 | CI, Aula 107

L2 LEARNERS' CHOICES AND STRATEGIES FOR THE SPANISH PRETERIT-IMPERFECT CONTRAST: MODAL VERBS IN WRITTEN DIALOGUES

Presenter(s): Fenfang Hwu, University of Cincinnati, Cincinnati, OH

Audience: Higher Ed, General

Traditional grammar helps learners select past tenses in narratives but bypasses dialogues. This study addresses the gap by investigating learners' selection strategies with modal verbs in written dialogues such as those found in comics. The results show that learners wrongly chose the preterit when the plot gave the impression that the act ended and favored the imperfect with some verbs. The findings suggest that learners must comprehend storylines, activate L1 knowledge about speakers' communicative intentions, and learn the verbs' pragmatic meanings to choose the best forms.

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Wednesday, June 28 | 15:00 – 15:50 | CI, Aula 108

LOS RECURSOS DE LAS TICS EN LA ENSEÑANZA/ APRENDIZAJE DEL ESPAÑOL: DEL CASSETE A LAS COMUNIDADES VIRTUALES MEDIATIZADAS

Presenter(s): Luis Abanto, University of Ottawa, Ottawa, Canada; Guadalupe Escalante, University of Ottawa, Ottawa, Canada; Gabriela Sánchez, University of Ottawa, Ottawa, Canada

Audience: Community College, Higher Ed, General

Este trabajo analiza la utilización de recursos TICs en la enseñanza/aprendizaje del español como lengua extranjera (ELE), más allá del manualismo y de la incorporación instrumentalista de las tecnologías de la comunicación aplicadas a la educación.

392

Wednesday, June 28 | 15:00 – 15:50 | CI, Aula 109

CONTARTE: LAS HUMANIDADES DIGITALES Y LOS TALLERES COMUNITARIOS COMO HERRAMIENTAS PARA FOMENTAR LA JUSTICIA SOCIAL Y LA COPRODUCCIÓN DEL SABER

Presenter(s): Elvira Aballi Morell, Vanderbilt University, Nashville, TN

Audience: Higher Ed

Los estudiantes que ingresan a nuestras instituciones nacieron y se han desarrollado en el mundo virtual: dicho escenario rige sus interacciones y su aprendizaje. La implementación de las humanidades digitales en la clase es un método efectivo para la coproducción del saber y para abordar discursos de identidad y justicia social. La ponencia explora: (1) la cocreación de un repositorio de arte digital: ContArte; (2) el taller de escritura creativa, literatura y arte, orientado a la comunidad; y (3) el estudio del arte y la literatura latinx.

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Wednesday, June 28 | 15:00 – 15:50 | CI, Aula 110

FIRST LANGUAGE INFLUENCE ON WRITTEN SECOND LANGUAGE COMPLEXITY

Presenter(s): Raegeom Lee, University of Minnesota, Minneapolis, MN

Audience: Higher Ed

An emerging body of work has suggested that typological differences influence the development of L2 syntactic complexity (e.g., Kuiken & Vedder, 2019; Ströbel et al., 2020; Vercellotti, 2019). Thus, by probing the influence of the first language on the development of the second by examining the L2 Spanish of L1 Korean and L1 English speakers' written production, we can suggest that when planning instruction, differences in L2 Spanish

development among L1 speakers of different languages should be considered.

394

Wednesday, June 28 | 15:00 – 15:50 | CI, Aula 111

IMPROVING ORAL COMMUNICATION CONFIDENCE IN THE SPANISH CLASSROOM BY USING A SERVICE PROVIDER VIRTUAL EXCHANGE (SPVE)

Presenter(s): Libertad Aranza, Mercer University, Macon, GA

Audience: Community College, Higher Ed

This session demonstrates how to select and implement an effective Service Provider Virtual Exchange (SPVE) for beginning levels of Spanish courses. It will present the benefits and limitations of adapting this technology tool in the classroom and provides ninety students' pre-and post-reflections as evidence of their language confidence improvement while interacting with native speakers of Spanish and their overall experiences using the SPVE.

395

Wednesday, June 28 | 15:00 – 15:50 | CI, Aula 112

LEER PARA COMPRENDER: ANÁLISIS DEL COMPONENTE LITERARIO EN MANUALES DE ELE DE NIVEL INTERMEDIO (B1-B2)

Presenter(s): Míriam Povedano Navas, Universidad de Córdoba, Córdoba, Spain; Andrea María Requena Millán, Universidad de Sevilla, Seville, Spain

Audience: Community College, Higher Ed

En los manuales de español como lengua extranjera se emplean distintas tipologías textuales. Esta investigación pone sus miras en los géneros literarios y en su configuración como material didáctico de enseñanza. Para ello, seleccionamos manuales de nivel intermedio (B1-B2) y analizamos las actividades que parten de aspectos literarios, con el fin de determinar qué competencias adquiere el alumno mediante el acercamiento a los contextos pragmáticos que se plantean (Mayoral, 1987), ofreciendo, a su vez, una reflexión crítica sobre las cuestiones metaliterarias más relevantes del análisis.

396

Wednesday, June 28 | 15:00 – 15:50 | CI, Aula 113

SYNCHRONOUS VIDEO COMPUTER-MEDIATED COMMUNICATION (SVCMC): A KEY COMPONENT IN SPANISH FOR HEALTHCARE PROFESSIONALS COURSES

Presenter(s): Lucía Osa-Melero, Duquesne University, Pittsburgh, PA; Carmen Alicia Martínez, Duquesne University, Pittsburgh, PA; Nausica Marcos Miguel, Denison University, Granville, OH

Audience: Community College, Higher Ed, General

SVCMC between L2 novice learners and native speakers is a highly beneficial linguistic and cultural resource for college students of Medical Spanish to become equipped healthcare professionals in the US. Through role plays, students connect with native-speaker with the role of "patients" to enhance their conversational skills; learn cultural topics related to healthcare in Latin America and Spain; and reflect on their communicative competence while they complete a detailed conversation transcription.

397

Wednesday, June 28 | 15:00 – 15:50 | CI, Aula 114

AGENCY FOR ALL: OVERCOMING SAVIORISM IN COMMUNITY-ENGAGING LEARNING

Presenter(s): Eugênia Fernandes, University of California-Davis, Davis, CA

Audience: Higher Ed

Teachers will develop strategies to identify saviorism in community-engaging learning and project-based, avoiding harm to local communities' agency. Reflecting on their practices, teachers will rebuild project ideas to foster liberation in language development through anticolonial practices.

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Wednesday, June 28 | 15:00 – 15:50 | CI, Aula 201

TOWARD A MORE SUSTAINABLE FUTURE: INTERCULTURAL COMMUNICATION FOR A FAIRER WORLD

Presenter(s): Carola Goldenberg, George Washington University, Washington DC; María José de la Fuente, George Washington University, Washington DC

Audience: Community College, Higher Ed

The foreign language classroom provides an ideal environment for the development of intercultural competence based on sustainability. We present reflections on sustainability and social justice-based foreign language curriculum design and evaluation designed under task-based and problem-solving methodologies.

399

Wednesday, June 28 | 15:00 – 15:50 | CI, Aula 202

USING TARGET TASKS TO ASSESS WHAT LEARNERS CAN DO IN L2 SPANISH IN HIGHER EDUCATION

Presenter(s): Claudia Fernández, University of Illinois-Chicago, Chicago, IL

Audience: Community College, Higher Ed

Target tasks are the goals of a task-based curriculum. I will explain and discuss the nature of target tasks and how they can be used as summative assessment. Samples of students' work will

SESSIONS

be shared as well as rubrics for evaluation. I will also discuss the results of a micro-target task evaluation based on survey data on students' and teachers' perceptions on task value, feedback, and relevance.

400

Canceled at the request of the presenter.

401

Wednesday, June 28 | 15:00 – 15:50 | CI, Aula 204

SOCIAL JUSTICE AND INCLUSIVE TEACHING PRACTICES IN A PWI (PREDOMINANTLY WHITE INSTITUTION)

Presenter(s): Jennifer Rivas-Murillo, University of Michigan, Ann Arbor, MI

Audience: Community College, Higher Ed

Social justice issues and representation of minority students is not always present in a predominantly white institution or PWI. This session will take a closer look at the effects these issues have on minorities and People of Color in an academic setting even among well-intentioned individuals and educators.

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Wednesday, June 28 | 15:00 – 15:50 | CI, Aula 205

HISPANIA EDITORIAL BOARD MEETING

Presenter(s): Ben Fraser, Editor of *Hispania*, Tucson, AZ

Audience: *Invitation only*

403

Wednesday, June 28 | 15:00 – 15:50 | CI, Aula 206

THE STUDENT-CENTERED SPANISH CLASSROOM: A WORLD OF OPPORTUNITY FOR K-12 LEARNERS

Presenter(s): Barbara Jones, Editorial Edinumen, Houston, TX; George Melendez, Edinumen USA, Miami, FL

Audience: PreK-5, Middle/Junior High (6-8)

Teachers are tasked with creating innovative classroom experiences - conversation, games, all in the target language, but may struggle with choosing rich topics and engaging games. This session analyzes components of a student-centered classroom, including learner characteristics, such as developmental levels and proficiency and offers instructional strategies that help teachers create a vibrant community of learners who use Spanish to broaden their cultural and linguistic horizons.

SESSION BLOCK 22

Wednesday, June 28 | 16:00 – 16:50

404

Wednesday, June 28 | 16:00 – 16:50 |
CI, Salón de Actos

AWARDING AND MOTIVATING STUDENTS WITH NATIONAL SPANISH EXAMINATIONS

Presenter(s): Lisa Greenman, National Spanish Examinations, Chesterton, IN

Audience: Middle/Junior High (6-8), Secondary (9-12)

Are you looking for a way to both award and motivate students at the same time? Come learn about National Spanish Examinations, the largest and oldest national Spanish contest in the US! This presentation will go over the many awards given to students taking the National Spanish Exam, National Portuguese Exam, or National Spanish Challenge. Prizes include scholarships, travel, and awards for all ages (as well as teachers)!

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Wednesday, June 28 | 16:00 – 16:50 | CI, Aula 005

LITERATURA CONTEMPORÁNEA, MÚSICA Y CINE COMO HERRAMIENTAS PARA AUMENTAR LAS VARIEDADES LÉXICAS E INCENTIVAR EL PENSAMIENTO CRÍTICO

Presenter(s): Sybil Sánchez-Jácome, Randolph High School, Randolph, NJ

Audience: Middle/Junior High (6-8), Secondary (9-12)

El uso de material auténtico puede mejorar el conocimiento de los estudiantes y la interacción sin embargo puede ser extremadamente desafiante encontrar materiales que cumplan con un plan de estudio. Los participantes podrán explorar diferentes modelos de unidades, estrategias y técnicas que evocan pensamiento de orden superior y la incorporación de organizadores gráficos para que la adquisición del idioma tenga lugar. Se revisará materiales enmarcados con los temas de los cursos de AP Lengua/Literatura y Cultura.

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Wednesday, June 28 | 16:00 – 16:50 | CI, Aula 101

NEW HORIZONS FOR COMMUNICATION AND CULTURE WITH PODCASTS

Presenter(s): Stacy Amling, Des Moines Area Community College, Ankeny, IA; Rachel Mamiya Hernández, University of Hawai'i at Mānoa, Honolulu, HI

Audience: Community College, Higher Ed

Podcasts offer engaging opportunities for communication across modes along with the potential for increasing learners' intercultural competence. Target language podcasts on high-interest topics provide authentic interpretive listening opportunities and foster compelling interpersonal discussions. Finally, learners themselves can demonstrate their presentational communication skills by producing their own podcasts. This session will showcase ways podcasts can engage learners and build proficiency.

407

Wednesday, June 28 | 16:00 - 16:50 | CI, 102

CONOCIMIENTOS PRÁCTICOS DE EVALUACIÓN PARA PROFESORES DE LENGUAS

Presenter(s): Cristina Pérez-Guillot, ACLES, Valencia, Spain; Juana Sanmartín, Universidad de Murcia, Murcia, Spain; Julia Zabala, Universitat Politècnica de València, Valencia, Spain

Audience: Higher Ed

La publicación del CV del MCER en 2020 presenta la comunicación como coconstrucción de significado. Unido a este concepto aparece la idea de la alineación constructiva; la evaluación debe ir de la mano de las actividades y los objetivos de aprendizaje. En la Asociación de Centros de Lenguas en Enseñanza Superior en España trabajamos en un plan de formación con el objetivo de hacer llegar estos conceptos a los profesionales de la enseñanza.

408

Wednesday, June 28 | 16:00 – 16:50 | CI, Aula 103

¡GRÍTALO! ENGAGING STUDENTS THROUGH TWENTY-FIRST CENTURY FEMINIST ACTIVISM

Presenter(s): María Soledad Forcadell, DePauw University, Greencastle, IN

Audience: Community College, Higher Ed

This session aims to discuss innovative ways to teach the link between protest, performance, and decolonial feminist theory. Specifically, the presenter will examine the intersectional study of performance, gender, and activism and its use as a means for social transformation. Panelists will share learning goals, authentic

resources and instructional activities for intermediate and advanced language learners.

409

Wednesday, June 28 | 16:00 – 16:50 | CI, Aula 104

TRABAJANDO CON IMÁGENES EN LA CLASE DE ESPAÑOL: ATLAS DE LA MEMORIA Y ARTFUL THINKING PARA REFLEXIONAR SOBRE LA MUJER EN EL MUNDO HISPANO

Presenter(s): Teresa Fernández-Ulloa, California State University Bakersfield, Bakersfield, CA

Audience: Community College, Higher Ed

En esta presentación daremos un ejemplo de cómo promover la creación, la comunicación y la reflexión en torno a la imagen de la mujer hispana, según lo planteado en una clase universitaria de nivel avanzado de español. Partimos de la metodología del atlas de la memoria, que promueve la creación y reflexión en torno a la imagen. Como ayuda para interpretar los atlas (aunque también las usamos aparte) se pueden emplear las rutinas de pensamiento del Proyecto Zero de la Universidad de Harvard, en concreto las que tienen que ver con el subproyecto *artful thinking* y su paleta para pensar.

410

Wednesday, June 28 | 16:00 – 16:50 | CI, Aula 105

APRENDIZAJE BASADO EN EL DISEÑO EN UN CONTEXTO DE INMERSIÓN

Presenter(s): Roberto Rey Agudo, Dartmouth College, Hanover, NH

Audience: Higher Ed

La presentación compartirá una intervención para introducir un componente de aprendizaje basado en el diseño en un curso para universitarios de EEUU en España. Primero, presentaré el aprendizaje basado en el diseño, especialmente al concepto de *design thinking* y su posible uso en clases de lengua. Después compartiré los objetivos, etapas y métodos de trabajo. Finalmente, se invitará a la audiencia a pensar en posibles usos.

411

Wednesday, June 28 | 16:00 – 16:50 | CI, Aula 106

ADVANCEDNESS IN L2 SPANISH: IDENTITY, PROFICIENCY, AND CRITICAL LANGUAGE AWARENESS IN HIGHER EDUCATION

Presenter(s): Paul Malovrh, University of South Carolina, Columbia, SC; Nina Moreno, University of South Carolina, Columbia, SC

Audience: Higher Ed, General

Motivated by the MLA's (2007) call for restructuring of language programs in higher education, the present study examines the ideologies and practices of the different actors constituting Spanish programs around the world insofar as they

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relate to advanced oral proficiency, sophisticated language use, and critical awareness. Based on quantitative and qualitative analyses of responses from students, faculty, and administrators, we propose solutions to ongoing challenges to improve the production of multilingual, socially aware global citizens.

412

Wednesday, June 28 | 16:00 – 16:50 | CI, Aula 107

EL PLACER FEMENINO EN LA LOZANA ANDALUZA Y SU CONTEXTO SOCIAL DENTRO DEL RENACIMIENTO ESPAÑOL

Presenter(s): Laura O'Rourke, University of Hawai'i at Mānoa, Honolulu, HI

Audience: Higher Ed, General

In this presentation, I examine the portrayal of female sexual pleasure in the Early Modern novel *La Lozana Andaluza* by Francisco Delicado (1528) and place it within the context of contemporary popular and scientific beliefs about female anatomy, female orgasms, and successful reproduction.

413

Wednesday, June 28 | 16:00 – 16:50 | CI, Aula 108

APORTACIONES AFRICANAS Y LAS ACTITUDES HACIA "AFRONEGRISMOS" EN LA LENGUA ESPAÑOLA

Presenter(s): DeAnna Wallace, Colegio Europeo de Madrid, Madrid, Spain

Audience: Higher Ed, General

Esta sesión busca explorar las actitudes que tenemos acerca de nuestro conocimiento de los orígenes de palabras comunes en la lengua española. El análisis de los resultados de la investigación hace dos afirmaciones: en general, los hablantes en el mundo de habla hispana no reconocen las aportaciones africanas en la lengua española y esta falta de reconocimiento de las contribuciones lingüísticas de la gente africana minimiza la visibilidad de la influencia africana en el mundo de habla hispana.

414

Wednesday, June 28 | 16:00 – 16:50 | CI, Aula 109

ANÁLISIS PSICOLINGÜÍSTICO DE LOS TEXTOS DE INICIACIÓN DE LECTURA DEL ELE

Presenter(s): María de la Luz Munguía Castillo, Universidad Nacional Autónoma de México, Mexico City, Mexico

Audience: Higher Ed

Se compartirá el análisis psicolingüístico de las lecturas de los niveles iniciales de ELE ofrecidos por el Centro de Enseñanza para Extranjeros y se propondrá un breve curso digital partiendo de la lectoescritura, en el que se propicie este primer contacto de la lengua española, el cual podría servir como un curso

propedéutico al español para estudiantes asiáticos que se enfrentan por primera vez a una lengua con un sistema alfabético.

415

Wednesday, June 28 | 16:00 – 16:50 | CI, Aula 110

BILINGUAL BRIDGES AND GROWTH MINDSET: COGNITIVE FLEXIBILITY FOR FAMILY-SCHOOL-COMMUNITY PARTNERSHIPS

Presenter(s): Kimberly Winslow, Harnett County Schools, Lillington, NC; Denise Logan, Harnett County Schools, Lillington, NC; Giovanni Solera, Harnett County Schools, Lillington, NC

Audience: Community College, Higher Ed, General

Growth mindset and cognitive flexibility are important components of building bridges between culturally and linguistically diverse families to minimize communication barriers. Participants will gain an understanding of how transformational leadership in a rapidly growing rural county implements world language research-based strategies, professional learning communities, and restorative practices in education to enhance family relationships, community engagement, and student achievement while cultivating cultural competence in a leadership team of life-long language learners.

416

Wednesday, June 28 | 16:00 – 16:50 | CI, Aula 111

OPEN EDUCATIONAL RESOURCES (OER), A TOOL TO MAKE LANGUAGE LEARNING MORE ACCESSIBLE AND EQUITABLE

Presenter(s): Miriam Carrasquel-Nagy, Front Range Community College; Fort Collins, CO; Fanny Chacón, Frontier Academy, Greeley, CO

Audience: Secondary (9-12), Community College

Language learning does not have to break the bank. We explore the use of open educational resources (OER) as a tool to make language learning more accessible and equitable while enhancing our teaching practices.

417

Wednesday, June 28 | 16:00 – 16:50 | CI, Aula 112

EXPLORING CROSS-LINGUISTIC SIMILARITIES AND DIFFERENCES THROUGH VIDEO TUTORIALS IN THE SPANISH PRONUNCIATION CLASS

Presenter(s): Oihane Muxika Loitzate, Universidad de Navarra, Pamplona, Spain; Isabel Torrubia Gortari, University of Maryland, College Park, MD

Audience: Higher Ed, General

This study explores the use of short video tutorials when teaching Spanish pronunciation to college L2 learners. First, learners watch tutorials created by their instructor on topics related to Spanish

pronunciation. Then, they create their own video tutorial explaining a concept related to phonetics and phonology in Spanish. Results show that this allows learners to acquire that concept, create and explain their own mental representations, and become more aware of cross-linguistic similarities and differences.

418

Wednesday, June 28 | 16:00 – 16:50 | CI, Aula 113

THERE AND BACK AGAIN: CHANGING MODALITIES AND ADAPTING STRATEGIES

Presenter(s): Lucía Hermo del Teso, University of Cincinnati, Cincinnati, OH; Angie Woods, University of Cincinnati, Cincinnati, OH; Teresa Roig-Torres, University of Cincinnati, Cincinnati, OH

Audience: Community College, Higher Ed

After many changes in teaching modalities in the last few years, instructors have learned how to integrate effective practices from one modality to another. Hear the results of a faculty survey and find out how faculty adapted their language and culture pedagogical practices from online to face-to-face teaching and vice versa, their motivations, and how they perceive their teaching effectiveness and student learning now. Explore effective practices that instructors have integrated to enhance their teaching.

419

Wednesday, June 28 | 16:00 – 16:50 | CI, Aula 114

GAMIFYING COMMUNICATIVE ACTIVITIES WITH DIGITAL GAMES AND SIMULATIONS

Presenter(s): Silvina Orsatti, University of Pittsburgh at Greensburg, Greensburg, PA

Audience: Middle/Junior High (6-8), Secondary (9-12)

Have you tried gamifying communicative activities? Experience gamification websites with embedded, authentic artifacts for interpretive activities. Discover and reflect on digital games and simulations around a variety of topics (including social justice issues). Participate in scavenger hunts that promote critical thinking and interpersonal speaking skills. Design your own digital games for presentational tasks. Bring your own technology (BYOT)!

420

Wednesday, June 28 | 16:00 – 16:50 | CI, Aula 201

DEVELOPING QUANTITATIVE REASONING AND MEDIA LITERACY IN THE HERITAGE SPANISH CLASSROOM: PEDAGOGICAL PERSPECTIVES AND APPROACHES

Presenter(s): Eddy Enríquez Arana, Montgomery College, Rockville, MD

Audience: Community College, Higher Ed

This session will showcase developed course materials applying quantitative reasoning and media literacy skill building strategies for the Spanish for heritage speakers' classroom.

421

Wednesday, June 28 | 16:00 – 16:50 | CI, Aula 202

FOSTERING COMMUNICATION AND ACQUISITION OF VOCABULARY THROUGH LITERATURE IN A HIGHER-LEVEL CLASSROOM

Presenter(s): Álvaro Cano, Pinellas County Schools, St. Petersburg, FL; Esther González-Wright, Pinellas County Schools, St. Petersburg, FL; Andrea Bonkowski, Pinellas County Schools, Palm Harbor, FL

Audience: Secondary (9-12)

The presentation will focus on two works of literature used in higher level classes to help students acquire vocabulary and communicative abilities as they make connections to the stories. Through the study of literature, students will make cultural and real-life connections with the culture of the target language.

422

Wednesday, June 28 | 16:00 – 16:50 | CI, Aula 203

APRENDIZAJE EXPERIENCIAL: UN CURSO DE INVESTIGACIÓN Y TRABAJO COMUNITARIO

Presenter(s): Jocelly Meiners, University of Texas at Austin, Austin, TX; María Luisa Echavarría, University of Texas at Austin, Austin, TX

Audience: Secondary (9-12), Community College, Higher Ed

En esta sesión, describiremos un curso universitario que implementa el marco teórico del Aprendizaje Experiencial. Los estudiantes adquieren destrezas de investigación al indagar en un tema polémico relevante a la población hispana en EEUU, y colaborar con la comunidad local, al dar mentoría y tutoría a estudiantes de escuela pública. Describiremos el proceso de creación e implementación del curso, los logros de aprendizaje y posibles aplicaciones del Aprendizaje Experiencial para estudiantes de diferentes niveles.

423

Wednesday, June 28 | 16:00 – 16:50 | CI, Aula 204

SPEAKING PRACTICE FOR ALL: DEMOCRATIZING ACCESS TO AUTHENTIC INTERPERSONAL LANGUAGE PRACTICE

Presenter(s): Mark Jackman, Time2Talk, Miami, FL; Blanca Jara, Time2Talk, Miami, FL

Audience: Secondary (9-12), General

We all know music, videos and texts in the target language are more readily available than ever before. But for most students,

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comprehensible input through interpersonal interactions is not easily accessed. If teachers could easily and safely assign this type of practice to support their lesson plans, would students more consistently satisfy the *World-Readiness Standards for Learning Languages*?

424

Wednesday, June 28 | 16:00 – 16:50 | CI, Aula 205

MEMES AND MUSIC: ENGAGING WAYS TO TACKLE CONTROVERSY

Presenter(s): Kaitlin Thomas, Norwich University, Northfield, VT

Audience: Community College, Higher Ed

Memes and music are effective to broach controversial but vital topics such as immigration, the US-Mexican Border, changing national demographics, historical context for current social, political, and cultural friction, and more. This session shares memes and songs that have successfully put contentious topics into meaningful learning contexts.

425

Wednesday, June 28 | 16:00 – 16:50 | CI, Aula 206

DEI Y ELE. LA ENSEÑANZA DE LAS VARIEDADES DIATÓPICAS EN LOS ÁNGELES: ¿NUESTROS ALUMNOS APRENDEN LA RICA DIVERSIDAD DEL ESPAÑOL?

Presenter(s): Cristina Rubio Hignett, Sequoyah School, Los Angeles, CA

Audience: Middle/Junior High (6-8), Secondary (9-12)

Debido a la importancia de enseñar el español en toda su diversidad, se realizó una investigación para conocer el contacto real que tienen los estudiantes con variantes geo lectales: la cantidad de geo sinónimos en cada unidad didáctica, los países más prominentes en los programas de ELE, el tipo de actividades. Después se compartirán propuestas de cómo incluir las variedades diatópicas en nuestros programas de ELE para asegurarnos de que las diversas voces del español lleguen a los oídos de los estudiantes.

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Wednesday, June 28 | 17:00 – 17:50

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Wednesday, June 28 | 17:00 – 17:50 | CI, Salón de Actos

GARÍFUNA RHYTHMS: USING DRUMS AND DANCE RHYTHMS TO BUILD SOCIAL JUSTICE AND CULTURAL CONNECTIONS WITH HONDURAN AFRO-INDIGENOUS COMMUNITIES

Presenter(s): Kate Reinhardt, Augsburg University, Minneapolis, MN; Jonathan Alarcón, Professional Drummer, Tegucigalpa, Honduras

Audience: Secondary (9-12), Higher Ed

Explore characteristics of the *Garífuna* culture through the lens of the music that is woven into the fabric of daily life in their communities. Led by a Honduran drummer experienced in *Garífuna* drumming techniques, on handmade *Garífuna* instruments, participants will learn of traditions and current social justice challenges faced in these indigenous communities. Resources provided will include access to original video clips, digital images and worksheets/reflective handouts for students.

427

Wednesday, June 28 | 17:00 – 17:50 | CI, Aula 005

MATERNIDADES FUERA DE FOCO: APROXIMACIONES A DOS NOVELAS HISPANOAMERICANAS

Presenter(s): María Victoria Albornoz, Saint Louis University Madrid, Madrid, Spain

Audience: Secondary (9-12), Higher Ed

En mi trabajo exploraré la problematización del ideal de la buena madre en dos novelas hispanoamericanas publicadas en la última década: *Distancia de rescate* (2014) de la escritora argentina Samanta Schweblin y *La perra* (2017) de la colombiana Pilar Quintana. En cada una se nos presenta la madre como una mujer defectuosa, fuera de foco, con alguna indefinible tara de fábrica. Como marco teórico me servirán los estudios de Rose, Rich y Braidotti.

428

Wednesday, June 28 | 17:00 – 17:50 | CI, Aula 101

ENGAGING SOURCES MADE SIMPLE: EXPLORING NEW HORIZONS THROUGH AUTHENTIC TEXTS

Presenter(s): Ruth Baptista, Brigham Young University, Provo, UT

Audience: Higher Ed, General

Authentic texts can be a gold mine for engaging students and providing excellent input, but finding authentic, appropriate texts can be a real challenge. In this engaging session, you will learn where and how to find authentic texts and then use them to create your own activities to increase proficiency, culture learning, and motivation.

429

Wednesday, June 28 | 17:00 – 17:50 | CI, Aula 102

LA METODOLOGÍA DE LA ENSEÑANZA DE ESPAÑOL PARA LA SALUD MENTAL

Presenter(s): Angélica Castillo, Idaho State University, Meridian, ID; Julia Phelps, Idaho State University, Pocatello, ID

Audience: Higher Ed, General

La población latina es el grupo creciendo más rápidamente en los Estados Unidos (US Census, 2020). A medida que aumenta la población de hispanohablantes, también aumenta la demanda de proveedores hispanohablantes de salud mental que tienen competencia cultural. Esta presentación se enfocará en la metodología de enseñanza del español para la salud mental para profesores de español para propósitos especiales, intérpretes, sociolingüistas y otras personas interesadas en la metodología de enseñanza del español para la salud mental.

430

Wednesday, June 28 | 17:00 – 17:50 | CI, Aula 103

JUSTICIA SOCIAL, POLÍTICA Y CULTURA HISPÁNICA EN EL AULA: UNA FORMA DE CONECTAR Y NAVEGAR EN UN MUNDO DIVERSO Y COMPLEJO

Presenter(s): Yesenia Godínez Picado, University School, University Heights, OH

Audience: Secondary (9-12)

Es un taller de trabajo en el aula, en el que se muestra cómo diseñar un curso de estudio del español por unidades temáticas. Se exploran diferentes perspectivas políticas, sociales y culturales del mundo hispánico, y aspectos de justicia social con los que los estudiantes navegan interacciones más cercanas y directas desde sus experiencias de vida. El taller incluye un modelo de mapa curricular, planes de lección por unidad temática, uso de audiovisuales auténticos, y un modelo interactivo de enseñanza.

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Wednesday, June 28 | 17:00 – 17:50 | CI, Aula 104

SEMILLAS DE COLORES

Presenter(s): Noemy García Sánchez, Universidad Católica de Ávila, Valladolid, Spain; María de Tentudía Calurano Tena, Universidad Católica de Ávila, Badajoz, Spain

Audience: Middle/Junior High (6-8)

España ha escolarizado a más de 40.000 ucranianos desde el inicio del conflicto con Rusia. En este trabajo se presenta un plan de acogida en el aula para dos alumnos migrantes con desconocimiento de la lengua española procedentes de países del este de Europa en una clase heterogénea de sexto de Primaria con otros ACNEAES. El proyecto garantiza la educación inclusiva de todos los alumnos en su grupo de referencia en torno al huerto escolar.

432

Canceled at the request of the presenter.

433

Wednesday, June 28 | 17:00 – 17:50 | CI, Aula 106

"COCA-COLA IS THE SEWAGE OF EMPIRE": NORTH AMERICAN CULTURAL IMPERIALISM IN LAIA JUFRESA'S *UMAMI*

Presenter(s): María Ignacia Barraza, Simon Fraser University, North Vancouver, Canada

Audience: Higher Ed

This paper will look at the North American fast-food culture vis-à-vis the ancestral foodways of Mesoamerica as articulated in Laia Jufresa's novel *Umami*.

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Wednesday, June 28 | 17:00 – 17:50 | CI, Aula 107

¿CÓMO ENFOCAR LA ENSEÑANZA DEL ESPAÑOL COMO LENGUA EXTRANJERA EN UN CONTEXTO MULTICULTURAL COMO LA INDIA?

Presenter(s): Abdul Rehman, Universidad de Salamanca, Salamanca, Spain

Audience: Higher Ed, General

Actualmente, el auge de enseñanza y aprendizaje de español como lengua extranjera dentro del contexto de enseñanza superior en la India está creciendo de forma considerable. Hace cada vez más necesarios estudios encaminados a mejorar la enseñanza del español en este país. Al ser un país inmenso, se ha estudiado la India desde varios puntos de vista, pero poco se ha dicho sobre su sistema educativo en cuanto a la enseñanza de lenguas extranjeras, en este caso, el español.

435

Wednesday, June 28 | 17:00 – 17:50 | CI, Aula 108

CROSSING BORDERS WITHOUT LEAVING HOME: THE AFFORDANCES OF CONVERSING IN SPANISH THROUGH CONVERSIFI

Presenter(s): Kimberly Morris, University of Wisconsin, La Crosse, La Crosse, WI

Audience: Community College, Higher Ed

New technologies allow diverse individuals to communicate despite differences in time, space, language, and culture. However, successful communication relies heavily on pragmatic competence. This study explores the pragmatic development of forty-five L2 Spanish learners who engaged in six online conversation sessions with native speakers via the platform, Conversifi. Analyses of student surveys, reflections, and a pre/post discourse completion test confirmed growth in students'

meta-pragmatic awareness, which empowered them to cross new horizons by engaging with global Spanish-speaking communities.

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Wednesday, June 28 | 17:00 – 17:50 | CI, Aula 109

PAISAJES LINGÜÍSTICOS COMO MARCADORES DE INCLUSIÓN: ESTUDIO COMPARATIVO DE DOS UNIVERSIDADES EN CALIFORNIA

Presenter(s): Alicia Muñoz Sánchez, University of California San Diego, San Diego, CA; Alejandro Rodríguez Aispuro, University of California San Diego, San Diego, CA; Lorenzo Sianez Jr., San Diego State University, San Diego, CA

Audience: Higher Ed

Este estudio analiza el uso del español en paisajes lingüísticos de dos universidades en California y compara estos datos con encuestas en las que diferentes grupos de participantes latinos comparten información sobre marcadores de pertenencia en la universidad. Datos preliminares muestran que hay una fuerte relación entre el uso del español y sentido de pertenencia de los latinos en diferentes espacios y sugieren el multilingüismo como estrategia institucional para fomentar la inclusión.

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Wednesday, June 28 | 17:00 – 17:50 | CI, Aula 110

TASKS UP! STUDENT PERSPECTIVES ON TASK COMPLEXITY IN A TASK-SUPPORTED SPANISH LANGUAGE CLASSROOM

Presenter(s): Juan Escalona Torres, Cornell University, Ithaca, NY; Emilia Illana Mahiques, Cornell University, Ithaca, NY

Audience: Secondary (9-12), Community College, Higher Ed, General

In this presentation, we discuss student perception of task-based language teaching (TBLT). The eight tasks implemented will be reviewed, and the criteria to determine their complexity will be highlighted. Results show that task complexity impacted students' perceptions both in short-term tasks and in long-term tasks. However, qualitative data revealed important differences on how the two are perceived. Pedagogical implications in designing task-supported instruction will be further discussed.

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Wednesday, June 28 | 17:00 – 17:50 | CI, Aula 111

CONSIDERACIONES EN CUANTO AL EXAMEN DE AP ESPAÑOL LITERATURA Y CULTURA Y LOS ESTUDIANTES DE LENGUA HEREDADA

Presenter(s): Anna Marrero-Rivera, Arizona State University, Tempe, AZ

Audience: Secondary (9-12)

El propósito de esta sesión es ilustrar las implicaciones pedagógicas con el fin de atender mejor las necesidades de los estudiantes de lengua heredada y brindar a la población estudiantil latina los recursos adecuados y una oportunidad equitativa para aprobar el examen AP. Esto incluye consideraciones que los docentes deben tener en cuenta cuando se trata de tareas de escritura, así como la enseñanza del vocabulario y la gramática. Además, se brindarán consejos sobre cómo preparar a los estudiantes para las secciones específicas del examen AP dentro del entorno educativo de lengua heredada.

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Wednesday, June 28 | 17:00 – 17:50 | CI, Aula 112

PERSPECTIVA ACTUAL DEL APRENDIZAJE Y CERTIFICACIÓN DE IDIOMAS EN LAS ESCUELAS OFICIALES DE IDIOMAS EN ESPAÑA

Presenter(s): Armando de León-Sotelo Benítez, Escuela Oficial de Idiomas de Madrid-Jesús Maestro, Madrid, Spain

Audience: Higher Ed, General

En España existen más de 400 Escuelas Oficiales de Idiomas donde estudian y realizan pruebas de certificación de los niveles A2, B1, B2, C1 y C2 del Marco Común Europeo de Referencia más de 300.000 alumnos. Los estudiantes de programas de universidades norteamericanas que cursan sus estudios en España podrían también encontrar en su oferta educativa un interesante vínculo para ampliar su conocimiento de las lenguas y de la realidad cultural de España.

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Wednesday, June 28 | 17:00 – 17:50 | CI, Aula 113

WHAT CAN PSYCHOLOGY TEACH US ABOUT THE PROCESS OF LEARNING A SECOND LANGUAGE ABROAD?

Presenter(s): Michelle Durán Ruiz, Spanish Studies Abroad, Seville, Spain; Frank García-Castrillón, Self-Employed Psychologist, Seville, Spain; Francisco Javier Cano, Universidad de Sevilla, Seville, Spain

Audience: Secondary (9-12), Higher Ed

For years, teachers and resident directors have been asking themselves: Are my students taking full advantage of their experience abroad? To what extent are they learning the language? Are there some psychological factors that we are ignoring? This research aims to investigate how some psychological factors, such as intercultural adjustment and motivation, among others, are related to the learning process, and how all this knowledge can be used to improve our program methodologies abroad.

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Wednesday, June 28 | 17:00 – 17:50 | CI, Aula 114

¡BUEN VIAJE!: UN REDISEÑO DE UN CURSO TRADICIONAL DE CULTURAS Y CIVILIZACIONES ESPAÑOLAS EN UN VIAJE SIMULADO**Presenter(s):** Sarah Anderson, California State University-Chico, Chico, CA; Alyssa Holan, University of Wisconsin-Platteville, Platteville, WI**Audience:** Secondary (9-12), Community College, Higher Ed

Esta presentación interactiva ilustra el proceso de transformar un curso tradicional de Culturas y Civilizaciones Españolas orientado a un libro de texto en una experiencia simulada de un viaje por España que no compromete el contenido académico del curso. Además de ofrecer una descripción general del viaje, destaca los beneficios pedagógicos de este formato alternativo. Al terminar la sesión, los participantes tendrán estrategias y actividades para convertir su propio curso en una clase de simulación.

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Wednesday, June 28 | 17:00 – 17:50 | CI, Aula 201

EFFECTIVE TEACHING PRACTICE WHILE AVOIDING BURNOUT**Presenter(s):** Lucia Allen, Episcopal School of Jacksonville, Jacksonville, FL; Carolina Collins, Episcopal School of Jacksonville, Jacksonville, FL**Audience:** Middle/Junior High (6-8), Secondary (9-12)

During this session, attendees will learn how to maximize their time by creating effective organizational strategies that can be used year after year. These strategies support the mastery of the student's reading, writing, listening, and speaking skills in a world language class. Different organizational practices such as lesson planning, ways to collaborate with colleagues, and websites that promote class time efficacy and keep students motivated and engaged will be presented.

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Wednesday, June 28 | 17:00 – 17:50 | CI, Aula 202

LATIN AMERICAN CULTURE MODULES FOR THE SPANISH AND GENERAL EDUCATION CLASSROOMS: INTERCULTURAL COMPETENCE**Presenter(s):** René Ibarra, Campbell University, Buies Creek, NC**Audience:** Higher Ed

This session will describe how to build a Latin American popular culture course that will satisfy the requirements for a Spanish major as well as for general education. Presenter will show how to build several modules into the class by adding popular culture themes.

Audience will walk away with sample classroom materials and rubrics to implement in their own classroom.

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Wednesday, June 28 | 17:00 – 17:50 | CI, Aula 203

LATINOS FOR LATINOS: RECRUITMENT AND RETENTION STRATEGIES FOR LATINX FACULTY, STAFF, AND STUDENTS IN HIGHER EDUCATION**Presenter(s):** Marc Welch, Wabash College, Crawfordsville, IN**Audience:** Community College, Higher Ed

This session presents how challenges with Latinx student recruitment and retention are also mirrored within higher education's faculty and staff. Participants will leave with best practices for increasing Latinx recruitment and retention while decreasing burnout for faculty, staff, and students. Additional insight will be shared within academic departments, department chairs, and tenure-track reviews and promotions. Participants will also be invited to share best practices for themselves and/or their institutions at large.

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Wednesday, June 28 | 17:00 – 17:50 | CI, Aula 204

"ME GUSTA CAMELAR, ME GUSTAS TÚ" – LOS VERBOS DE AFECCIÓN PSICOLÓGICA: UNA PROPUESTA DIDÁCTICA DESDE LA GRAMÁTICA COGNITIVA**Presenter(s):** Camila Bravo Salas, Instituto Cervantes de Chicago, Chicago, IL**Audience:** Secondary (9-12)

Los verbos de afección, al tener una estructura gramatical compleja, presentan dificultades a la hora de ser enseñados en el aula de ELE. Es por ello que nuestra sesión tiene como objetivo contribuir al conjunto de propuestas didácticas realizando un breve análisis sobre verbos de afección, tales como gustar o encantar. Asimismo, presentaremos una secuencia de actividades desde el marco de la gramática cognitiva a través del uso de la imagen metalingüística y el concepto de *embodiment*.

446

Wednesday, June 28 | 17:00 – 17:50 | CI, Aula 206

CARACTERÍSTICAS LINGÜÍSTICAS DE LOS HABLANTES DE HERENCIA ANGLOPARLANTES EN CASTILLA Y LEÓN, ESPAÑA**Presenter(s):** Juan Pablo Orejudo, Universidad de Salamanca, Salamanca, Spain**Audience:** Middle/Junior High (6-8), General

En esta sesión se describen los patrones lingüísticos del español de hablantes de herencia angloparlantes (hijos de estadounidenses) en Castilla y León, España, y se comparan

con las características lingüísticas de los hablantes de herencia hispanos en Estados Unidos. En ambos casos, el español y el inglés son las lenguas que interactúan, pero la lengua familiar se intercambia y el prestigio social de estos idiomas no es el mismo en España y en Estados Unidos.

SESSION BLOCK 24

Wednesday, June 28 | 18:00 – 18:50

447

Wednesday, June 28 | 18:00 – 18:50 | CI, Aula 005

TWO SPANISH FAIRY TALES IN THE LANGUAGE CLASSROOM: PRIETITA AND LA LLORONA

Presenter(s): Patricia Orozco Watrel, University of Mary Washington, Fredericksburg, VA

Audience: Secondary (9-12), General

Prietita is a story within a story that takes the reader on a trip to learn about the US Southwest and Mexico. In this session, I will demonstrate how to create two lessons with interactive activities such as poster presentations and discussion boards. Classroom examples will be given in English and Spanish.

448

Wednesday, June 28 | 18:00 – 18:50 | CI, Aula 101

GROWTH MINDSET IN THE WORLD LANGUAGE CLASSROOM: HOW TO GET STUDENTS TO SEE AND MAP OUT THEIR PATH TO PROFICIENCY

Presenter(s): Lisa DaCunha Machnik, Somerville Public School, Somerville, MA

Audience: Middle/Junior High (6-8), Secondary (9-12)

How many times have you heard, "I can't learn a language?" In this session, participants will learn ways to help students develop a world language Growth Mindset. The presenters will share how to communicate high expectations, engage students in productive struggle, help students set goals and teach them learning and studying strategies. The participants will learn how to show students to use Growth Mindset language versus fixed mindset language. Examples in Portuguese and Spanish.

449

Wednesday, June 28 | 18:00 – 18:50 | CI, Aula 102

ESPACIOS FRONTERIZOS / ESPACIOS PEDAGÓGICOS / ESPACIOS ADMINISTRATIVOS

Presenter(s): Vialla Hartfield-Méndez, Emory University, Atlanta, GA

Audience: Higher Ed

Explora el reto de fomentar el conocimiento de una materia enraizada en prácticas culturales y lingüísticas específicas en un curso (en un departamento de español y portugués) y a la vez mantener vínculos fuertes a metas pedagógicas globales universitarias. Parte del ejemplo de un curso sobre espacios fronterizos que se ha adaptado a una iniciativa universitaria. Se invita a los asistentes a considerar sus propios cursos y cómo se puede lograr más visibilidad a nivel institucional y una mejora de las prácticas pedagógicas dentro del curso – sin perder de vista las metas originales.

450

Wednesday, June 28 | 18:00 – 18:50 | CI, Aula 103

EFFECTIVE COMPOSITION ASSIGNMENTS: INTEGRATING LINGUISTIC AND CULTURAL LEARNING

Presenter(s): David Lisenby, William Jewell College, Kansas City, MO

Audience: Higher Ed

Learning to organize thoughts in writing is, of course, a critical part of learning a new language. But composition assignments can sometimes be bland, intimidating, even counterproductive. This session discusses best practices for designing and evaluating composition assignments that prompt students to integrate linguistic and cultural learning in ways that are meaningful, original, and easily assessable. Hear and share ideas for ensuring students find compositions to be both beneficial and enjoyable.

451

Wednesday, June 28 | 18:00 – 18:50 | CI, Aula 104

USING READING REFLECTIONS TO GAIN GREATER INSIGHT INTO STUDENT COMPREHENSION AND LEARNING STRATEGIES AND TO IMPROVE CULTURAL UNDERSTANDING

Presenter(s): Jane Hardy, Wabash College, Crawfordsville, IN

Audience: Community College, Higher Ed

Reading reflections provide insight into students' reading comprehension, strategies for understanding new vocabulary, and (lack of) knowledge about immigration, Hispanic cultures, and the history of Hispanics in the US. These insights enable the instructor to improve instruction by addressing learning strategies on an ongoing basis and adding relevant cultural content to the class. Attendees will be able to discuss reading reflections and how they might be applied to other teaching contexts.

452

Canceled at the request of the presenter.

453

Wednesday, June 28 | 18:00 – 18:50 | CI, Aula 106

¿QUIÉNES SOMOS? A PROJECT-BASED COURSE TO EXPLORE IDENTITY AMONG HERITAGE LANGUAGE LEARNERS OF SPANISH

Presenter(s): Nina Moreno, University of South Carolina, Columbia, SC

Audience: Community College, Higher Ed

Macro-based teaching has been effective to use in classes for heritage language learners (HLL) because it is meaning-centered while it builds on students' prior knowledge and strengths (Carreira & Kagan, 2011; Kagan & Dillon, 2009; Wu & Chang, 2010). This approach guided a wiki project that was created by HLLs at a predominantly-white institution. Qualitative data from a survey and the wiki revealed HLLs' concerns with linguistic diversity, and their cultural and linguistic identity.

454

Wednesday, June 28 | 18:00 – 18:50 | CI, Aula 107

¡QUÉ POCA! MADRES PERVERSAS EN LA LITERATURA MEXICANA

Presenter(s): Patricia Tovar, Oberlin College, Oberlin, OH

Audience: Community College, Higher Ed

Esta presentación se enfocará en la figura de la mala madre para entender el cambio de perspectiva que va de la abnegada y sacrificada madre hacia su contraparte la madre violenta y opresiva. Para esto, es necesario contextualizar los cambios sociales que permiten el cuestionamiento del ícono de la santa madre y las experiencias maternas a manera de entender la obligación, el agobio y el constreñimiento social como detonantes del comportamiento de las madres perversas.

455

Wednesday, June 28 | 18:00 – 18:50 | CI, Aula 108

EVALUACIONES ORALES DIRIGIDAS POR LOS ALUMNOS PARA MEJORAR LA CORRECCIÓN GRAMATICAL EN EL PROGRAMA DE ESPAÑOL AB INICIO DEL BACHILLERATO INTERNACIONAL

Presenter(s): Penninah Nakyeyune Musuza de Avilés, Universidad de Salamanca, Salamanca, Spain

Audience: Secondary (9-12), General

Esta investigación es un análisis descriptivo de errores gramaticales de noventa y ocho evaluaciones del programa de Español AB inicio pertenecientes a cuarenta y nueve estudiantes de

la International Community School de Addis Abeba, completadas de 2018 a 2022. Utilizando la Clasificación de Categorías Lingüísticas de Politzer y Ramírez (1973), se identificaron y clasificaron los errores de léxico y de tiempos verbales dominantes. Las evaluaciones orales dirigidas por los alumnos, que priorizan su voz, interés y capacidad, podrían mejorar su competencia oral en español.

456

Wednesday, June 28 | 18:00 – 18:50 | Sala Menor

MESA REDONDA: LAS ACADEMIAS DE LA LENGUA ESPAÑOLA

Moderator: Mar Sancho Sanz, Viceconsejera de Acción Cultural y Comisionado para la Lengua Española, Valladolid, Spain

Panelists: Francisco Javier Pérez (ASALE), Aurora Magdalena Barreiro Camacho (Academia Cubana de la Lengua), Mario Portilla Chaves (Academia Costarricense de la Lengua), María Teodora Vargas (Academia Hondureña de la Lengua)

Audience: General

This session, featuring leaders of the *Academias* worldwide, is organized by the *Junta de Castilla y León*.

457

Wednesday, June 28 | 18:00 – 18:50 | CI, Aula 110

VENTANAS ABIERTAS: PROCESO DE CREACIÓN DE UN LIBRO ABIERTO PARA ESTUDIANTES DE NIVEL PRINCIPIANTE

Presenter(s): Christopher Oechler, Gettysburg College, Gettysburg, PA; María Fernández Pérez, Gettysburg College, Gettysburg, PA; Covadonga Arroyo García, Gettysburg College, Gettysburg, PA

Audience: Middle/Junior High (6-8), Secondary (9-12), Community College, Higher Ed

A través de esta comunicación vamos a presentar nuestro libro de acceso libre y gratuito, Ventanas abiertas. El libro tiene un enfoque comunicativo basado en el uso de materiales reales que mantienen la curiosidad y la motivación del estudiantado a la hora de aprender español. Asimismo, hablaremos del proceso de creación y desarrollo del libro y sus actividades interactivas junto con las posibilidades pedagógicas que estos materiales abiertos ofrecen para promover una educación más inclusiva.

458

Wednesday, June 28 | 18:00 – 18:50 | CI, Aula 111

GÉNERO, CIENCIA FICCIÓN Y JUSTICIA SOCIAL EN LÁGRIMAS EN LA LLUVIA

Presenter(s): Chung-Ying Yang, National Chengchi University, Taipei, Taiwan

Audience: Higher Ed

Lágrimas en la lluvia es la primera obra de la ciencia ficción escrita por Rosa Montero. El presente estudio pretende analizar cómo la detective replicante Bruna Husky se porta de modo diverso para establecer relaciones alternativas con los humanos y los tecnohumanos. Estudiaremos la presencia de los elementos esenciales de la ciencia ficción feminista en la obra. Examinaremos cómo el poder y el deseo manipulan la lucha de supervivencia como enfoque importante de la justicia social.

459

Wednesday, June 28 | 18:00 – 18:50 | CI, Aula 112

BIOGRAFÍAS DE LITERATAS LATINOAMERICANAS REPRESENTADAS EN EL CINE, SOR JUANA, ROSARIO CASTELLANOS Y MARÍA LUISA BOMBAL

Presenter(s): Titania Vargas, Illinois Central College, East Peoria, IL

Audience: Community College, Higher Ed

Los asistentes conocerán y aprenderán sobre cómo estas tres mujeres han sido representadas en el cine y a través de ello los estudiantes podrán acercarse a la literatura de tres mujeres vanguardistas, excepcionales quienes audazmente rompieron con las barreras que tradicionalmente les negaba un lugar dentro de la literatura universal. El propósito es acercar a los estudiantes al estudio de la literatura femenina latinoamericana a través de las películas en las que se representa su vida.

460

Wednesday, June 28 | 18:00 – 18:50 | CI, Aula 113

¡QUÉ INTERESANTE! LEARNING COMPLIMENTS AND COMPLIMENT RESPONSES IN A SPANISH FOR BEGINNERS COURSE

Presenter(s): Ana Cecilia Iraheta, Providence College, Providence, RI

Audience: Community College, Higher Ed

The objective of this research is to examine the effect of explicit pragmatic instruction and guided reflections on the acquisition of compliments and compliment responses (CR) in beginning learners of Spanish. It adopts a pragmatic consciousness-raising approach. Unlike many studies in interlanguage pragmatics

(conducted in classrooms or laboratory settings at the intermediate level), this research examines the acquisition and use (or lack thereof) of compliments and CR's by beginners in synchronous online face-to-face conversations with native speakers of Spanish.

461

Wednesday, June 28 | 18:00 – 18:50 | CI, Aula 114

EQUITABLE GRADING PRACTICES IN SPANISH LANGUAGE CLASSES

Presenter(s): Carola Goldenberg, George Washington University, Washington, DC; María José de la Fuente, George Washington University, Washington, DC

Audience: Secondary (9-12), Higher Ed

In second/foreign language education, courses and curricula that provide students with sustainability awareness, literacy, and competencies for action are needed. We present one approach that utilizes task- and problem-based learning as effective instructional approaches for learners to become multicompetent language users while acquiring sustainability competencies (de la Fuente, 2021). We then propose an educational research perspective to assess sustainability based L2 education that uses learners' data gathered for assessment purposes.

462

Wednesday, June 28 | 18:00 – 18:50 | CI, Aula 201

¡POR UNA CLASE DE ESPAÑOL DE PELÍCULA! *PARTE 5*

Presenter(s): Israel F. Herrera, Indiana University Bloomington, Bloomington, IN

Audience: Secondary (9-12), Higher Ed

El Profesor AATSP del Año (Educación Superior) de 2018 regresa a Salamanca para compartir con la audiencia recientes películas, documentales, canciones, videos, materiales visuales humorísticos Iberoamericanos que pueden ser usados en la clase de español. Los asistentes escucharán ideas para usar los tres modos de comunicación con el material presentado. La sesión abarcará temas relacionados a los derechos humanos, la justicia social, la diversidad e inclusión, la propiedad indígena, asuntos de impacto global, la naturaleza y el medio ambiente, la inmigración, el arte, la música, la literatura y mucho más.

463

Wednesday, June 28 | 18:00 – 18:50 | CI, Aula 202

UN MÉTODO AUDIOVISUAL ÁGIL Y EFECTIVO PARA ENSEÑAR ESPAÑOL Y PORTUGUÉS A PRINCIPIANTES ABSOLUTOS Y/O NO ALFABETIZADOS

Presenter(s): Ana María López Jimeno, JOMAROLU SL, Toledo, Spain

Audience: General

La enseñanza de idiomas a principiantes absolutos es especialmente complicada porque la comunicación oral directa es muy difícil o casi imposible. El método audiovisual que presentamos está diseñado para paliar ese problema y que el alumno adquiera todo el sistema fonológico, las palabras funcionales y el vocabulario imprescindible con gran rapidez. Es fácil de emplear y al material se accede mediante una plataforma para impartir clases presenciales o en línea a todo tipo de alumnos.

464

Wednesday, June 28 | 18:00 – 18:50 | CI, Aula 203

UNDOING MODEL MONOLINGUALISM IN THE SPANISH AS A WORLD LANGUAGE CLASSROOM THROUGH DIGITAL ETHNOGRAPHY

Presenter(s): Lauren Miranda, Ohio State University, Columbus, OH; Paige Barton, Ohio State University, Columbus, OH

Audience: Community College, Higher Ed

This session outlines how educators can use ethnographic methods to engage second-language Spanish learners and increase their awareness of the diversity of the Spanish-speaking world. Through scaffolded analysis of digital media produced by content creators in different regions of language and cultural contact, students will be exposed to this diversity as it manifests linguistically, racially, and socially, and will critically reflect on the dynamics of power that emerge from this variation.

465

Wednesday, June 28 | 18:00 – 18:50 | CI, Aula 204

CONEXIÓN INTERNACIONAL ENTRE ESTUDIANTES DE IDIOMAS: DESARROLLO DE COMPETENCIAS INTERCULTURALES Y LINGÜÍSTICAS MEDIANTE FLIPGRID

Presenter(s): Lisa Twomey, Concordia College, Moorhead, MN

Audience: Secondary (9-12), Community College, Higher Ed

En esta sesión se presentarán las metas, la metodología, y los resultados de una colaboración entre estudiantes de inglés en España y estudiantes de español en Estados Unidos. Mediante el intercambio de videos a través de la plataforma Flipgrid, estudiantes de diferentes niveles de competencia lingüística han conectado con alumnos de otro país para practicar su comprensión y expresión oral y aprender sobre la cultura de sus compañeros, desarrollando así su competencia intercultural y lingüística.

466

Wednesday, June 28 | 18:00 – 18:50 | CI, Aula 206

GET EVERYONE TALKING: STRATEGIES TO ENCOURAGE STUDENTS' TARGET LANGUAGE USE

Presenter(s): Gretchen Burke, Ashland High School, Ashland, WI

Audience: Middle/Junior High (6-8), Secondary (9-12)

Is inclusion a challenge? This session shares six methods and strategies that encourage ALL students to feel more comfortable speaking in the target language with classmates outside their social circle. Classroom culture becomes more inclusive when strategies like clock partners, bellringer packets, Monday circle talk, clipboard oral assessments, interviews around the classroom, and battleship-like speaking games are used effectively. Editable handouts with these activities will be shared.



466A

Wednesday, June 28 | 19:00 – 20:30 | PC, Sala Menor

JOINT CLOSING PANEL AND SESSION

Moderator: José Miguel Sánchez Llorente, Consejero Delegado, Cursos Internacionales, Universidad de Salamanca, Salamanca, Spain

Panelists: Mar Sancho Sanz, Viceconsejera de Acción Cultural y Comisionado para la Lengua Española, Junta de Castilla y León, Valladolid, Spain; Raúl Urbina Fonturbel, Centro Internacional del Español, Universidad de Burgos, Burgos, Spain; Rachel Mamiya Hernández, University of Hawai'i at Mānoa, Honolulu, HI; Maritza Sloan, Ladue Horton Watkins High School, St. Louis, MO

Audience: General

Participants from both conferences will come together for a *Tertulia de clausura: A ver y haber*. Join us for an informal futuristic exchange about Artificial Intelligence (AI) and tools like ChatGPT. With the growing popularity of ChatGPT and/or similar tools, is AI a topic of discussion at your institution? Should it be? What opportunities (e.g., classroom applications), if any, do you see in the use of ChatGPT and other AI text generation technologies in teaching? What concerns, if any, do you have about the use of ChatGPT and other AI text generation technologies in teaching? The tertulia will be followed by the *Conferencia de clausura: Francisco Javier Pérez of the Asociación de Academias de la Lengua Española (ASALE)*.

Audience: Secondary (9-12), Community College, Higher Ed, General

This session illustrates through an analysis of *Santa* by Federico Gamboa how behaviors thought as immoral and unhealthy were used by Mexico City's early twentieth century marginal identities to access spaces exclusively built for a white elite. I reconstruct the geographical trajectory of the novel's female sex worker, Santa, to show that by the day-to-day performance of marginal roles, criminalized individuals imposed their presence in spaces that aimed to erase their corporality.

468

Canceled at the request of the presenter.

469

Wednesday, June 28 | 19:00 – 19:50 | CI, Aula 102

APRENDER CON LOS SENTIDOS: CLAVES PRÁCTICAS PARA ENSEÑAR LENGUA A ALUMNOS CON CEGUERA

Presenter(s): Hayat El Haddadi Bouchachout, Organización Nacional de Ciegos Españoles (ONCE), Madrid, Spain

Audience: Secondary (9-12), General

Tengo en mi clase un alumno ciego. ¿Voy a saber enseñarle? ¿Qué técnicas debo usar? ¿Cómo lo integro en el grupo? En realidad, en las clases de la ponente los videntes suelen ser minoría. Hoy presentará una recopilación de técnicas, de experiencias y también de anécdotas con el objetivo de que ningún profesor se alarme al conocer que el próximo curso va a tener un alumno con ceguera.

470

Wednesday, June 28 | 19:00 – 19:50 | CI, Aula 103

PROMOTING INTERCULTURAL LEARNING THROUGH MOBILE-BASED VIDEO EXCHANGES ON FLIPGRID BETWEEN FOREIGN LANGUAGE LEARNERS AND NATIVE SPEAKERS

Presenter(s): Antonio Pérez-Núñez, College of Charleston, Charleston, SC

Audience: Higher Ed, General

This paper presents a new model for online intercultural exchanges (OIE) through mobile-based video exchanges on FlipGrid, and also reports on its efficacy to promote intercultural learning in foreign language learners. It was found that Spanish language learners in the US who engaged in this online exchange with native speakers in Spain experienced significant gains in all areas of Byram's model of intercultural competence. Pedagogical implications are discussed in terms of intercultural and social constructivist theory.

SESSION BLOCK 25

Wednesday, June 28 | 19:00 – 19:50

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Wednesday, June 28 | 19:00 – 19:50 | CI, Aula 005

MEXICO CITY, SUBVERSIVE BODIES CLAIMING URBAN INCLUSION: GENDER AND SPACE IN SANTA BY FEDERICO GAMBOA

Presenter(s): Katherine Anson, St. Mark's School of Texas, Dallas, TX

471

Wednesday, June 28 | 19:00 – 19:50 | CI, Aula 104

TRADUCCIÓN PEDAGÓGICA Y ENSEÑANZA DEL ESPAÑOL: UN ESTUDIO SOBRE ACTITUDES DE APRENDIENTES EN EEUU**Presenter(s):** Encarna Bermejo, Houston Christian University, Houston, TX; Flavia Belpoliti, Texas A&M University-Commerce, Dallas, TX**Audience:** Community College, Higher Ed

Esta comunicación se centra en los resultados de un estudio sobre actitudes de los aprendientes de español frente al uso de la traducción pedagógica (TP) en sus clases. Ciento treinta participantes completaron una encuesta que recogió información sobre sus perfiles sociolingüísticos y sus orientaciones actitudinales hacia diferentes prácticas de TP. Resultados preliminares señalan una actitud general positiva hacia las prácticas de TP, especialmente para desarrollar la competencia lingüística y comunicativa, aunque con menor impacto en motivación.

472

Canceled at the request of the presenter.

473

Wednesday, June 28 | 19:00 – 19:50 | CI, Aula 106

CREATING AND COMPILING AFFORDABLE, ENGAGING ONLINE INSTRUCTIONAL MATERIALS FOR HISPANIC/LATINX HERITAGE SPEAKERS**Presenter(s):** María Laura Lenardon, Villanova University, Garnet Valley, PA**Audience:** Higher Ed, General

In this presentation, I share the process of selection, adaptation and creation of affordable, engaging online materials and resources for teaching Hispanic/Latinx Heritage Speakers using Open Educational Resources (OERs) and materials publicly available. I begin by providing tips on how to find OERs on topics related to the learners' bilingual identity, linguistic needs and sociocultural experiences in the US. Then, I discuss the advantages of using these resources. Last, I show selected activities on Tophat.

474

Wednesday, June 28 | 19:00 – 19:50 | CI, Aula 107

THE EFFECTS OF FEEDBACK ON LINGUISTIC PROCESSING: AN EYE-TRACKING STUDY**Presenter(s):** James F. Lee, Texas Tech University, Lubbock, TX**Audience:** Higher Ed, General

Do early-stage classroom learners' brains distinguish what type of feedback (vs none) it receives makes a difference? We present research gathered from eye-tracking methodology that compares the effects of implicit/explicit/no feedback on cognitive processing behaviors. We do not focus on accuracy, an outcome, but rather on what happens inside the head, processes. We explain all technicalities in plain English terms and do not dwell on the intricacies of statistical analyses, but on the findings.

475

Wednesday, June 28 | 19:00 – 19:50 | CI, Aula 108

METODOLOGÍAS DE QUEERIZACIÓN: REFLEXIONES DESDE UN ACERCAMIENTO PRAGMÁTICO Y EL ANÁLISIS CRÍTICO DEL DISCURSO**Presenter(s):** Anthony Díaz Vázquez, University of Arizona, Tucson, AZ**Audience:** Higher Ed, General

En la actualidad existen metodologías inclusivas con diferentes concepciones de la diversidad que son ampliamente cuestionadas, lo que lleva al asunto a ser una controversia. Este estudio ofrecerá una síntesis crítica de la investigación sobre la lingüística y la pedagogía queer y lo que representan en ESL. Se revisarán estas metodologías desde diversas perspectivas, como el Análisis Crítico del Discurso y la Pragmática, para observar cómo operan estos métodos en el ámbito escolar universitario.

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Wednesday, June 28 | 19:00 – 19:50 | CI, Aula 109

SHORT-FORM SUCCESS: TIPS FOR SUBMITTING CLASSROOM-FOCUSED SHORT-FORM ARTICLES TO HISPANIA**Presenter(s):** Laura Graebner Shepin, Rolling Meadows High School, Rolling Meadows, IL; Silvia Rodriguez Sabater, College of Charleston, Charleston, SC**Audience:** Secondary (9-12), General

Hispania's short-form articles section is unique in the field of academic publishing; it features actionable content that teachers at all levels can apply directly to their classrooms and their professional practice. This presentation, made by associate editors of the short-form section, will familiarize attendees with the specific characteristics of short-form articles, strategies for developing an idea into a strong submission, and the process for submitting an article to the journal.

477

Wednesday, June 28 | 19:00 – 19:50 | CI, Aula 206

CONQUERING ISOLATIONISM IN RURAL SCHOOLS

Presenter(s): Lisa Wille-Racine, Goshen County School District 1, Torrington, WY; Beth Anne Heilbrun, Goshen County School District 1, Torrington, WY

Audience: Middle/Junior High (6-8), Secondary (9-12)

Isolationism in rural schools can be overwhelming and detrimental for language programs and teachers. We will examine some pathways to overcome isolationism, help make teacher connections, and ease the solitude and remoteness that teachers feel on a daily basis. We will create an environment where ideas can be exchanged, connections made, and resources shared.

478

Wednesday, June 28 | 20:00 – 21:50

PASEO GUIDADO: PALACIOS

Audience: Pre-registered participants only

Este paseo empieza en el Palacio de Congresos. Palacio de la Salina, Palacio de Monterrey, Casa de las Conchas, Palacio de Figueroa, Torre del Clavero, Palacio de Abrantes, Torre de Anaya, Casa de Francisco Solís, Casa de Diego Maldonado y Casa de María la Brava. *Sponsored by the Ayuntamiento de Salamanca.*



Ayuntamiento
de Salamanca

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Wednesday, June 28 | 20:30 | PC

PRESIDENTIAL RECEPTION: VINO ESPAÑOL

Audience: Everyone is invited

In conjunction with the VII CIECYL and NABE, the AATSP will host an open-air reception on the terrace of the *Palacio de Congresos*. The reception will mark the last full day of the 105th AATSP Annual Conference and will be held immediately following the official *Clausura*. All conference participants (AATSP, NABE, and *Español para todos*) are invited to attend, enjoy local wine, and mingle with US and international educators of all levels. Come meet **AATSP President Parthena Draggett** as well as the members of the AATSP Board of Directors. *Refreshments will be served. Please wear your badge to be served.*



Junta de
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#AATSP23



THURSDAY

REGISTRATION OPEN

Thursday, June 29 | 8:00 – 12:00 | PC, Lobby

SESSION BLOCK 26

Thursday, June 29 | 9:00 – 9:50

480

Canceled at the request of the presenter.

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Thursday, June 29 | 9:00 – 9:50 | PC, Sala de Maqueta

USING CLUSTER CONCEPTS TO TEACH AND LEARN *SER/ESTAR* AND PRETERIT/IMPERFECT IN SPANISH

Presenter(s): Carlos Benavides, University of Massachusetts Dartmouth, Dartmouth, MA

Audience: Higher Ed, General

This paper shows how cluster concepts can be used as an innovative way to teach and learn the use of *ser/estar* and preterit/imperfect in Spanish. Cluster concepts apply when, given a set of conditions, examples that maximally satisfy the conditions are regarded as more typical than examples that satisfy fewer of the conditions. On the basis of corpus research, it is shown that cluster concepts can be a more effective way to teach these topics than using categorical rules or metaphors.

482

Thursday, June 29 | 9:00 – 9:50 | PC, Despacho Vaguada de la Palma

ALTERING *AZTEQUISMOS*: LINGUISTIC CHANGES EXPERIENCED BY NAHUATL WORDS ADOPTED INTO SPANISH

Presenter(s): Thomas Robins, Brigham Young University, Provo, UT

Audience: Higher Ed, General

Spanish, like many languages, has acquired many words as lexical borrowings. One important source of Spanish's lexical borrowing is the Nahuatl language. Many words of Nahuatl origin such as *chocolate* and *tomate* are part of the common speech of the majority of Spanish Speakers. Using a corpus analysis of every word of Nahuatl origin in the *Diccionario de la lengua Española*, I will discuss various morphological and phonological patterns in the borrowing process of these Nahuatl words into Spanish.

483

Thursday, June 29 | 9:00 – 9:50 | PC, Despacho Cuesta Oviedo

REVERSE DESIGN OF SPANISH FOR SPECIFIC PURPOSES COURSES: A DATA-DRIVEN FRAMEWORK

Presenter(s): Darcy Lear, University of Chicago, Chicago, IL

Audience: Community College, Higher Ed

Following domain analysis research, a three-skills proficiency-oriented performance-based assessment was used as a tool to create an innovative legal Spanish course as part of a reverse design project. Test results had a washback effect that allowed adaptations that realigned the reverse design components. This model can be applied to any language for specific purposes course.

484

Thursday, June 29 | 9:00 – 10:50 | PC, Sala de Autoridades

SHH/SHA ADVISORY BOARD MEETING PART II

Audience: *Invitation only*

485

Thursday, June 29 | 9:00 – 9:50 | CEB, Salón de Actos

THE DIVERSE IDENTITIES OF BRAZIL

Presenter(s): John Maddox, University of Alabama at Birmingham, Birmingham, AL; Uju Anya, Carnegie Mellon University, Pittsburgh, PA; Thomas Stephens, Rutgers University, New Brunswick, NJ

Audience: Community College, Higher Ed

Brazil is one of the most diverse countries on Earth. This panel, delivered in Portuguese and English, will cover race, gender, and sexuality. Brazil has the largest Black population outside Africa. Uju Anya will present on the *Hispania* special issue on Afro-descendants. John Maddox will present on lesbian characters in Brazilian Afro-Futurism. Thomas Stephens will present on gay identities in the country with the largest LGBTQ+ Pride Parade in the world, using the latest, real-world terminology.

SESSION BLOCK 27

Thursday, June 29 | 10:00 – 10:50

486

Thursday, June 29 | 10:00 – 10:50 | PC, Sala Cero

SPAIN'S COMMUNICATION THROUGH LEGENDS AND FOLKLORE

Presenter(s): Brooke Adamski, Temple University, Philadelphia, PA

Audience: Higher Ed

SESSIONS

Medieval Spain's communication methods shaped the culture and society of the past. Today we use some of the same forms formerly exercised such as word of mouth and written letters. This paper explains legends and folkloric messages as a form of communication and the creation of a cultural community.

487

Canceled at the request of the presenter.

488

Canceled at the request of the presenter.

489

Thursday, June 29 | 10:00 – 10:50 | PC, Sala de Maqueta

ANOTHER FIVE WEEKS OF FUN: GETTING THROUGH THE TOUGH STUFF

Presenter(s): Janina Klimas, Real Life Language, Cambridge, United Kingdom

Audience: Middle/Junior High (6-8), Secondary (9-12)

In this presentation, we will explore twenty-five low and no prep instant games, tools to make grammatical exercises active and fun and activities to make the difficult parts far easier to help students build confidence, skills and proficiency in any language.

490

Thursday, June 29 | 10:00 – 10:50 | CEB, Salón de Actos

PAINEL DE ENCERRAMENTO: UMA ENTREVISTA COM O DIRETOR DO CEB JOSÉ MANUEL SANTOS PÉREZ

Presenter(s): José Manuel Santos Pérez, CEB Director, Universidad de Salamanca, Salamanca, Spain; Rachel Mamiya Hernández, University of Hawai'i at Mānoa, Honolulu, HI; Renato Alvim, California State University, Stanislaus, Turlock, CA

Audience: General

A AATSP e o Centro de Estudos Brasileiros (CEB) da Universidade de Salamanca convidam você a participar do painel de encerramento. Nosso painel contará com uma entrevista com José Manuel Santos Pérez, Diretor do CEB. Neste diálogo aberto, vamos conversar sobre o congresso, conhecer mais sobre projetos, publicações e programas que o CEB oferece e explorar futuras colaborações.

WORKSHOP SESSION BLOCK 28

Thursday, June 29 | 9:00 – 12:00

491

Thursday, June 29 | 9:00 – 12:00 | PC, Sala de Ensayos

EL ESPAÑOL COMO SEGUNDA LENGUA: CÓMO HACER UNA CLASE DE ESPAÑOL A TRAVÉS DEL CINE

Presenter(s): Miguel Gómez, EGEDA; Eva Dueñas, FEDELE

Audience: Secondary (9-12), Community College, Higher Ed

El cine y el audiovisual son unas magníficas herramientas para la enseñanza y el aprendizaje de idiomas, y para conocer la cultura de un país a través de su cine. Platino Educa es una plataforma de educación que cuenta con un catálogo de más de 350 obras audiovisuales españolas e iberoamericanas, especialmente seleccionadas por su valor pedagógico y cultural. *Pre-registration required.*

492

Thursday, June 29 | 9:00 – 12:00 | PC, Aula 1

SPANISH FOR HERITAGE SPEAKERS: WHY AND HOW WE SHOULD CENTER CRITICAL LANGUAGE ARTS

Presenter(s): Kim Potowski, University of Illinois Chicago, Chicago, IL; Patricia Giménez Eguibar, Western Oregon University, Salem, OR

Audience: Secondary (9-12), Higher Ed

When heritage speakers arrive to our classrooms having already developed strong levels of Spanish proficiency, the goals and materials from second language courses are not a good fit for their strengths and needs. This workshop offers useful information for teachers looking to create a new heritage speaker program and also for those who already have one and wish to examine their approaches and potentially incorporate new ones. *Pre-registration required.*

493

Thursday, June 29 | 9:00 – 12:00 | PC, Aula 2

UNAMUNO, LA CULTURA SALAMANTINA: DON MIGUEL SU DUALIDAD, ESPEJO COMUNICATIVO DEL OTRO SER

Presenter(s): Graciela Helguero-Balcells, Northern Virginia Community College, Boca Raton, FL

Audience: Secondary (9-12), General

This workshop that will present various aspects and experiences for participants in regards to Unamuno and

Salamanca. The duality and struggle to come to terms with confronting religious beliefs with the intellectual stands that embodied his work. This workshop includes 1) cultural aspects of the time with biographical information, 2) literary commentary regarding *Niebla*; *San Manuel Bueno, Mártir*; and Unamuno's work of experimental theater *El otro*, 3) how to approach teaching of Unamuno's works, and 4) hands on participation in activities. *Pre-registration required.*

494

Thursday, June 29 | 9:00 – 12:00 | CI, Aula 3

RECURSOS EDUCATIVOS ABIERTOS (REA) PARA LA ENSEÑANZA DE LENGUAS: DE LA BÚSQUEDA A LA CREACIÓN

Presenter(s): Flavia Belpoliti, Texas A&M Commerce, Rockwall, TX; Jocelly Meiners, University of Texas at Austin, Austin, TX

Audience: Secondary (9-12), Community College, Higher Ed, General

Considerando los costos de la educación y con la intención de promover equidad y acceso en el sistema educativo, proponemos adoptar el uso de pedagogía abierta y REA en la enseñanza de lenguas de diferentes niveles. En este taller, los participantes aprenderán el valor y utilidad de los REA y obtendrán conocimiento y herramientas para integrarlos en sus cursos. El taller se enfocará en guiar el proceso de búsqueda e implementación para finalizar con la creación de REA propios. *Pre-registration required.*

495

Thursday, June 29 | 9:00 – 12:00 | CI, Aula 4

MINDFULNESS AND MOVEMENT FOR WORLD LANGUAGE CLASSROOMS

Presenter(s): Jennifer Schwester, Brick Township Public Schools, Brick, NJ

Audience: Middle/Junior High (6-8), Secondary (9-12)

Teachers will work on mindfulness strategies that they can use for themselves and their students online and/or in person. This interactive workshop will allow teachers to deepen their own skills, take some time for self-care, and share those techniques with students in the target language. Learning how to be in the present moment helps to create a greater sense of community in the classroom and help teachers and students navigate the ever-changing world. *Pre-registration required.*

496

Thursday, June 29 | 11:00 – 12:50

VISITA: CASA LIS, MUSEO DE ART NOUVEAU Y ART DÉCÓ

Audience: Pre-registered participants only

Empezando en el Palacio de Congresos, el Museo Casa es un palacete que guarda en su interior la esencia del Art Déco y Art Nouveau. Lis propone un recorrido temporal que abarca desde las últimas décadas del siglo XIX hasta la II Guerra Mundial. El visitante puede contemplar hasta 200 piezas de vidrio, entre ellas una exquisita colección de lámparas y jarrones de vidrio doblado y grabado al ácido del francés Émile Gallé, expone joyas de René Lalique y huevos de pascua del ruso Carl Fabergé, que trabajó tanto para la Casa Imperial rusa, así como porcelanas de Sèvres y de las escuelas italianas de Capodimonte. *Sponsored by the Ayuntamiento de Salamanca.*



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497

Thursday, June 29 | 14:00 Departure to Porto

SYMPOSIUM IN PORTO, PORTUGAL

Presenter(s): Faculty, Escola Superior do Instituto Politécnico do Porto, Porto, Portugal

Audience: Pre-registered participants only

The AATSP is holding a one-day symposium in Porto, Portugal after the conference on Friday, June 30. The AATSP is collaborating with the *Escola Superior de Educação do Instituto Politécnico do Porto* to provide a valuable educational, cultural, and linguistic experience for teachers and professors of the Portuguese language as well as educators of Spanish. The symposium will culminate in a relaxing hour-long city tour, *Cruzeiro das Pontes*, on the Douro River. For more information, scan the QR code below.



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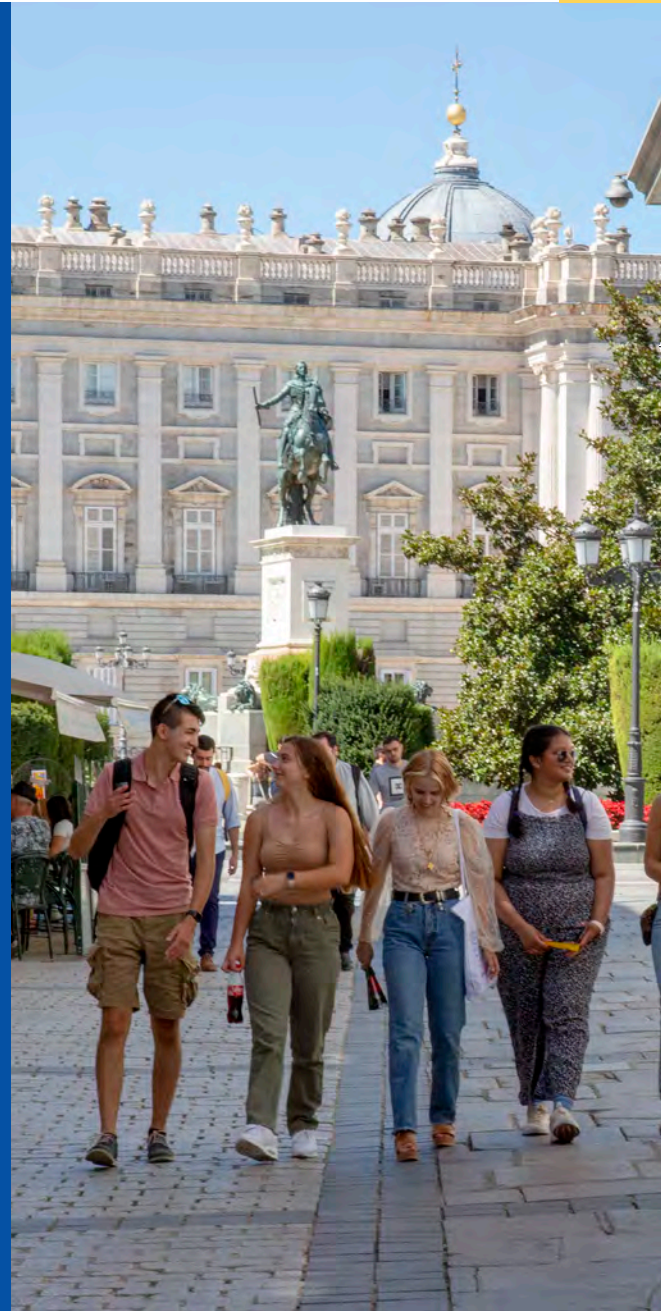
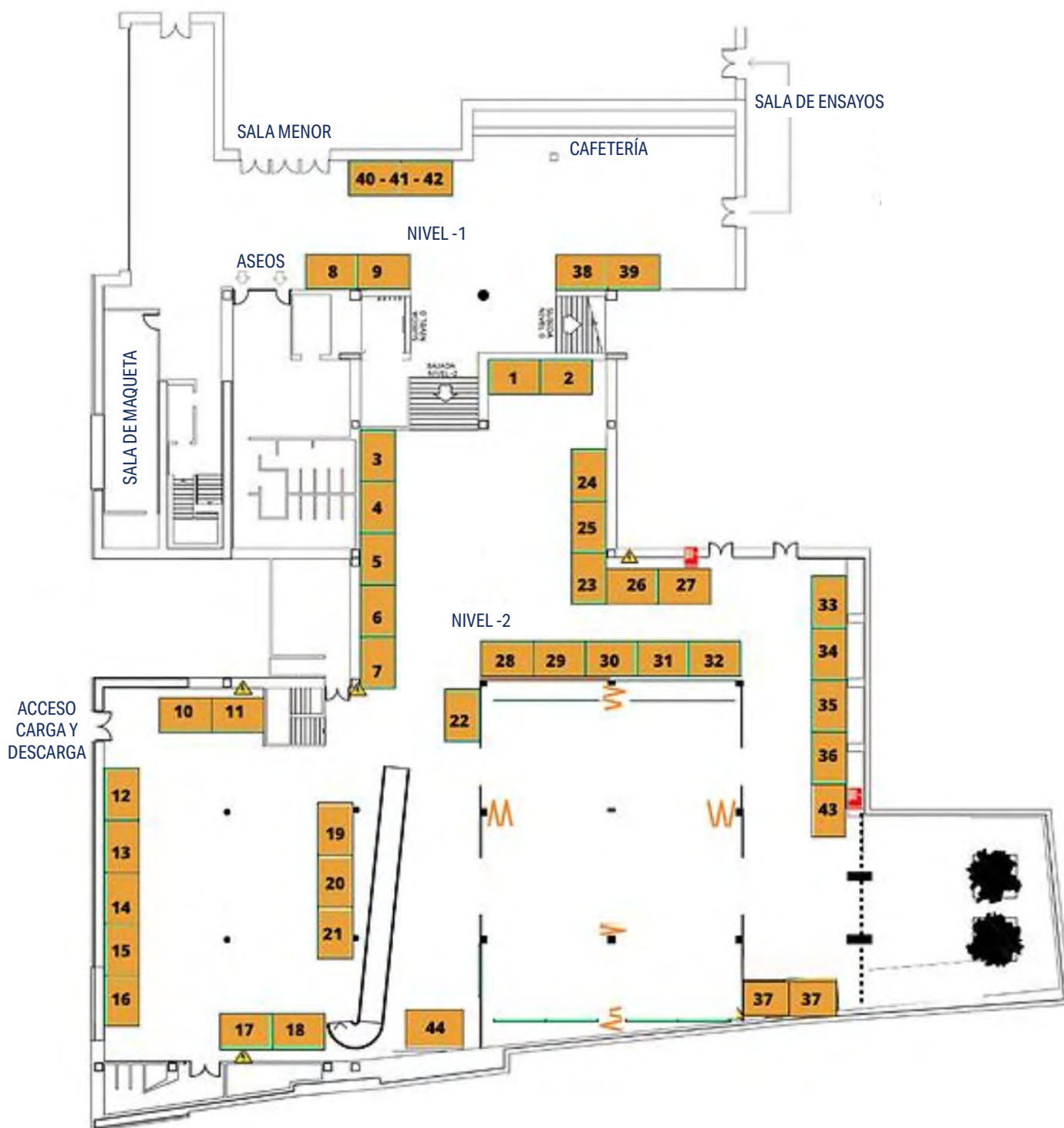


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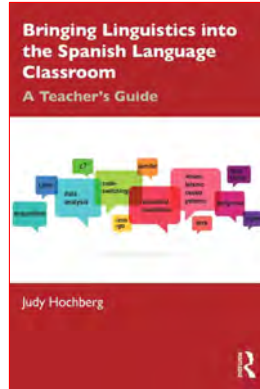
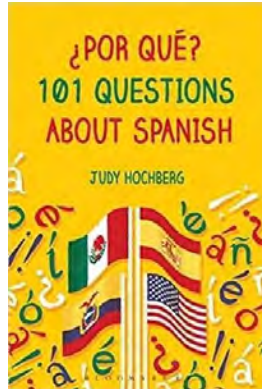
Two essential books by linguist & Spanish teacher Judy Hochberg, PhD

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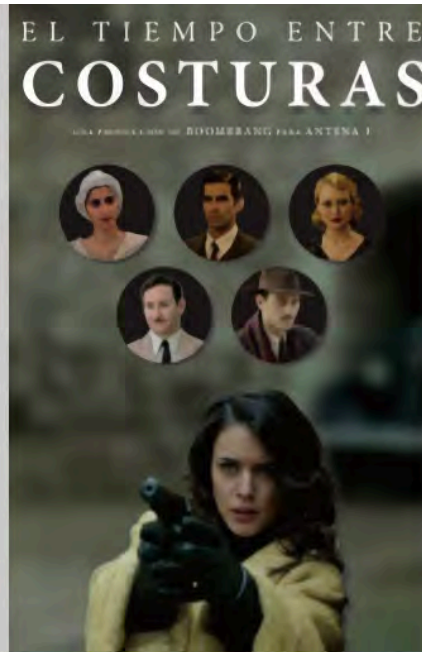
- Author Judy Hochberg has a PhD in linguistics from Stanford Univ. and teaches Spanish at Fordham Univ.
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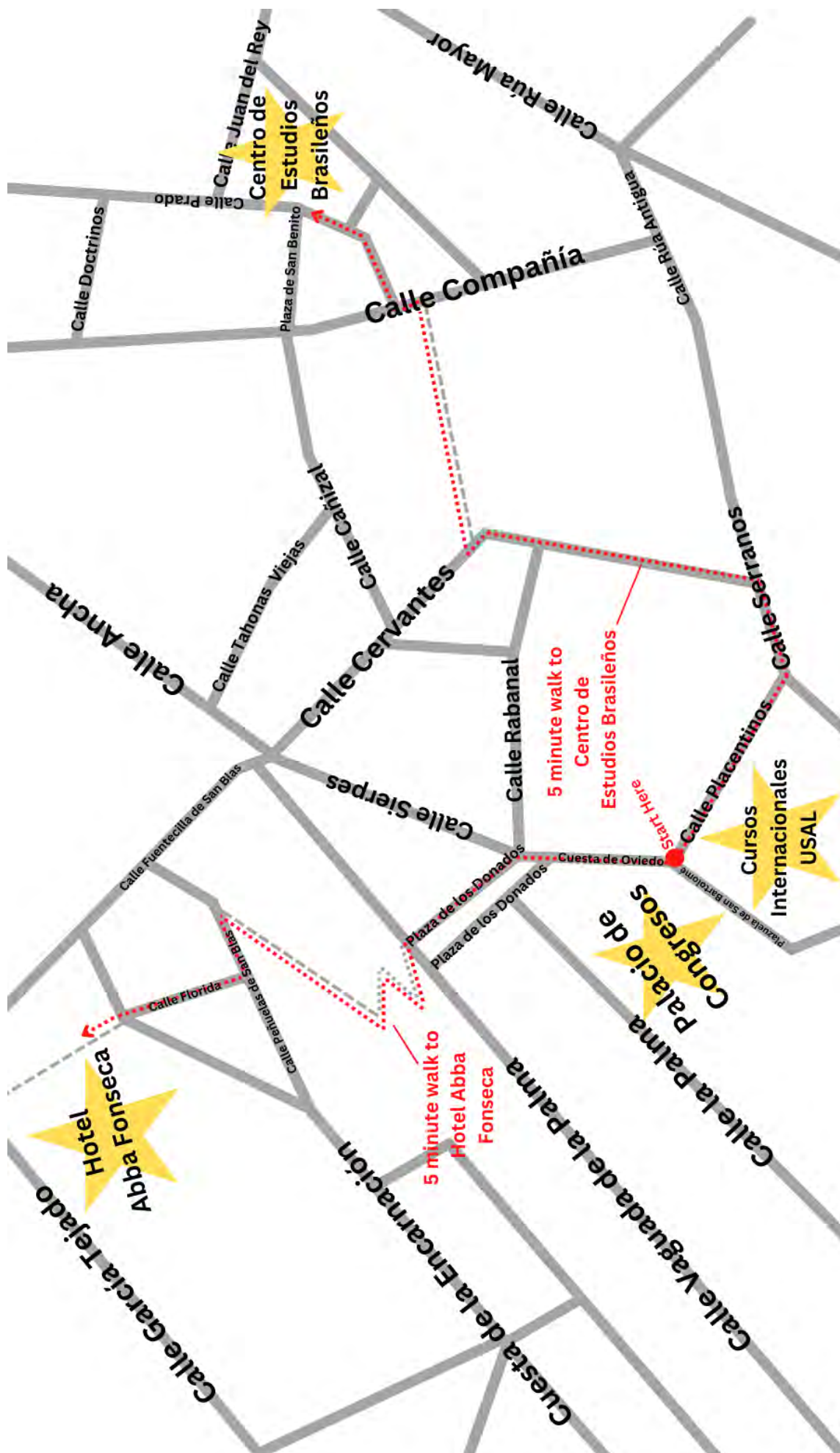
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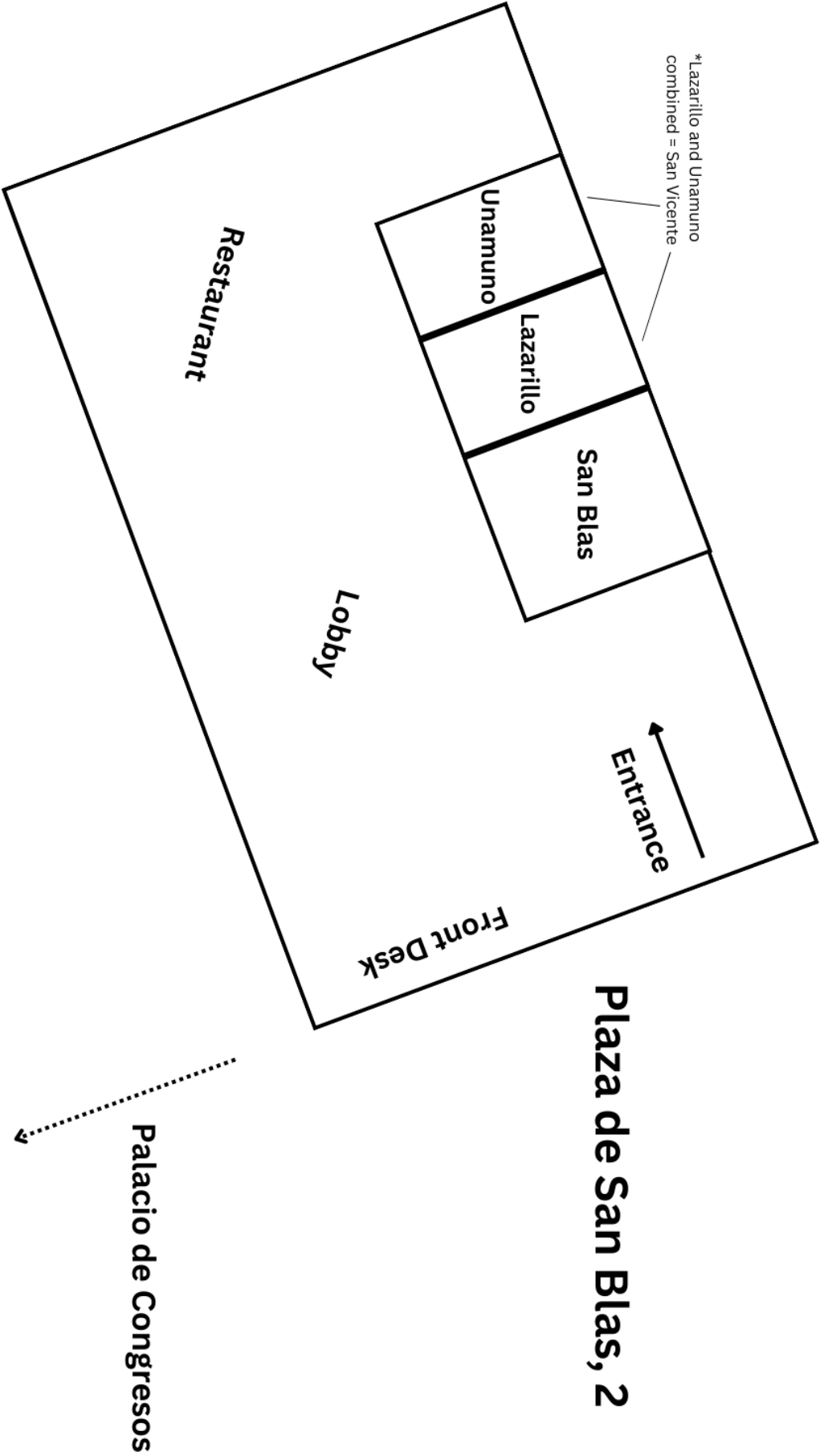
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PC - Palacio de Congresos
CI - Cursos Internacionales
CEB - Centro de Estudios Brasileños
HAF - Hotel Abba Fonseca

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