

# ENLACE ONLINE

The Official Newsletter of the American Association of Teachers of Spanish and Portuguese

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Spring, 2006

Editor: Mary-Anne Vetterling

## Editor's Message

I hope you have had a good school year and are looking forward to a wonderful summer. Included in this issue you will find a lot of information about our upcoming conference in Salamanca, Spain, and I really hope to see many of you there! Note that the deadline for pre-registration for this conference is June 9, 2006. Be sure to check the AATSP website (<http://www.aatsp.org>) often for updates and new opportunities. --Mary-Anne Vetterling

## President's Message

Dear Colleagues:

First of all, we want you to know that we've received and accepted a record number of proposals for our 88<sup>th</sup> annual conference, to be held in Salamanca, from June 29 through July 2, 2006. We are therefore planning for a full conference schedule with several sessions in each time slot: this is one that should appeal to a variety of academic interests and diverse tastes. We hope you are making, or have made, plans to be with us. Salamanca is a very beautiful city, as you well know, and—as it's so close to Madrid--it is ideally situated for pre- and post-conference travel to Portugal as well as to the north and south of Spain. In addition, the pre-conference activities and bus tours, the latter a gift arranged by our hosts in Castilla-León, promise to augment the pleasures of this conference. Come join us especially since Congress has declared 2006 as the Year of Study Abroad!

With respect to our program, this year we are delighted to offer some two hundred and twenty-five sessions, which we've packed into three and one-half days. You will be spoiled for choice as you try to select between workshops, cultural events, panels on language acquisition and language learning, on Portuguese and Brazilian literatures, linguistics and cultures, on diverse aspects of culture and film in Spain and the Americas (North, Central and South), on Hispanic linguistics, as well as on the many national literatures from Spanish speaking countries, which we teach and which capture our imagination and analytical energies. We're also proud this year to offer sessions devoted to the Basque country, Galicia and Catalunya.

After the conference ends, you can choose to remain in Salamanca and take a short, refresher course in Spanish language and culture. You can also take advantage of Spain's excellent trains and buses to travel to cities north or south of Madrid, and to Portugal, which is very close to Salamanca itself. Have you dreamt of visiting the wine region of La Rioja? Of traveling to León and Santiago de Compostela? Then, go for it! Sevilla, Córdoba, Granada? Ditto! (There's a superfast train from Madrid to Sevilla which gets you there in no time.)

One of the major events of the literary scene in Spain this year is the recognition being given Francisco Ayala on the occasion of his 100<sup>th</sup> birthday. As Professor Ayala was for many years known to many students throughout the U. S., *Hispania* will honor him in a forthcoming issue. An important linguistic event was the recent publication of the *Diccionario panhispánico de dudas*, in which academicians from throughout the Hispanic world pooled their knowledge to respond to the most frequently questioned words and phrases and addressed the doubts on usage they regularly receive from writers and speakers of Spanish (*El País* Nov. 11, 2005, La Cultura 40). Finally, in my opinion the best movie to appear recently is Isabel Coixet's "La vida secreta de las palabras": it is an art film with Tim Robbins as the principal male actor; it will appeal to those who prefer serious content coupled with a subtle reflection on the nature of being in these disturbing times.

I look forward to seeing you in Salamanca at the end of June.

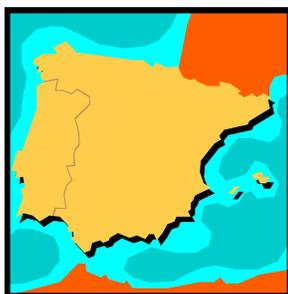
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# American Association of Teachers of Spanish and Portuguese

## 88<sup>th</sup> ANNUAL CONFERENCE

June 28-July 2, 2006



## SALAMANCA, SPAIN

### Included in your registration:

- Excursions to cities and sites near Salamanca
- Welcome Reception in the historic center of the University of Salamanca
- Awards Banquet
- Special *actos culturales* each evening
- More than 200 sessions devoted to language, literature, and culture
- Focus sessions by the Junta de Castilla y León
- Special session by the Real Academia Española
- Exhibit hall featuring the latest in technology, materials, study abroad
- Networking with other Spanish and Portuguese language educators

**Register for the conference and reserve hotel rooms at  
[www.aatsp.org](http://www.aatsp.org)**

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Photos of Salamanca:



## **Community College Meeting at the AATSP Conference in Salamanca**

Note that the Ad hoc Committee on Community Colleges will meet in Salamanca. Contact Executive Council member Sharon Fechter for details.

## **Study at the U. of Salamanca in 2006 / Attend AATSP Meeting:**

<http://www.aug.edu/salamanca/gradCourses.htm>

<http://www.aug.edu/langlitcom/foreign/spanish/salamanca/gradCourses.htm>

Courses in Salamanca offered by the Embassy of Spain:

<http://www.sgci.mec.es/usa/cursos/2006/indexesp.shtml>

More about the U. of Salamanca:

<http://www.sgci.mec.es/usa/cursos/2006/websalamanca/salamancaing.shtml>

## **Summer Institute in Sevilla**

<http://centromundolengua.com/approgram.html>

## **Language Assistantships in Spain**

Dear Colleagues:

We have posted on our website information concerning language assistantships in Spain. This is an excellent opportunity for senior-level undergraduates, recent graduates, or graduate students with advanced level Spanish proficiency.

You can view the flyer from [www.aatsp.org](http://www.aatsp.org) home page OR follow the link below.  
[http://www.aatsp.org/scriptcontent/custom/members/home/ASSISTANTS\\_FLYER.pdf](http://www.aatsp.org/scriptcontent/custom/members/home/ASSISTANTS_FLYER.pdf)

If the above link does not work you can type it exactly or copy and paste this URL to your web browser.

Note that the deadline for application is **June 1, 2006**.

Please feel free to pass the information along to interested colleagues and students.

Emily Spinelli

Executive Director, AATSP

## **ACTFL National Foreign Language Teacher of the Year 2005-06: Ken Stewart**

AATSP Member Ken Stewart has received the prestigious ACTFL National Foreign Language Teacher of the Year Award. He currently teaches Spanish IV and AP Spanish Language at Chapel Hill High School in Chapel Hill, North Carolina. Having studied in Seville and Salamanca, Spain, he is a graduate of UNC-Chapel Hill with degrees in International Studies and Spanish. Mr. Stewart is the Spanish content editor for AP Central and is an AP reader, table leader, and a College Board national consultant. He has conducted over 70 AP workshops and summer institutes. He is the author of "The Golden Age Art of Spain", Spanish Flip-O-Matic Vocabulary (2004 ©) and "Lazarillo de Tormes: A Kaplan Spanish Language Vocabulary-building novel" (2004 ©). Mr. Stewart has traveled throughout Europe and Latin America, most

recently studying in Salvador da Bahia, Brazil. He served on the AATSP Executive Council, 2001-2003. In 1997, Mr. Stewart was named Teacher of the Year by North Carolina Chapter of the AATSP, the Central North Carolina Teacher of the Year by the State of NC, Foreign Language Teacher of the Year by FLANC (The Foreign Language Association of North Carolina) and Regional Teacher of the Year by SCOLT (Southern Conference on Language Teaching). Ken sincerely believes in the importance of knowing more than one language as he so eloquently states:



“The limits of my language are the limits of my world,” proclaimed the philosopher Ludwig Wittgenstein in the mid-20<sup>th</sup> century. A half century later, his words still ring true for today’s language students and in fact, for the 91% of Americans who are monolingual. Being monolingual confines us to a narrow, distorted reality. To continue to expand these limits and get to know other cultures and other worlds, equity and access must be the cornerstone of language education. We as language professionals must continually advocate that learning a second language is, and must be, for all students. Students who are competent in at least two languages will dramatically increase the US capabilities in diplomacy, world trade, and human understanding. Our wealth and strength as a nation stem from our diversity.

–Ken Stewart

### **Lynn Sandstedt Interviewed in Spain**

*The following is taken from the August 14<sup>th</sup> issue of the Education section of the Valladolid (Spain) newspaper, where former AATSP Executive Director answered questions about the importance of learning Spanish in the United States.*

### **Lynn A. Sandstedt: “La mayor parte de la población en EEUU trata de aprender español porque necesitamos bilingües en todos los centros públicos”**

El director ejecutivo de la Asociación Americana de Profesores de Español y Portugués, Lynn A. Sandstedt, durante casi 20 años ha ejercido de maestro en esta materia en la Universidad de Northern Colorado. Al igual que los alumnos a los que enseña, él en su día viajó a la Comunidad, en 1962, para participar en un curso de español en la Universidad de Burgos donde, según dice, recibió la mejor educación. En aquel momento nunca pensó que llegaría a firmar un convenio con un gobierno, tal y como rubricó el 31 de julio en Nueva York con la Junta de Castilla y León

para potenciar la enseñanza de este idioma y que permitirá a la región participar, a partir de ahora, en todos los congresos de la asociación. Con el punto de mira puesto en el próximo, que se celebrará en Salamanca, Sandstedt reconoce que la “mayor parte de la población de Estados Unidos trata de aprender español” porque se necesitan personas bilingües en todos los centros públicos, ya sean hospitales, oficinas o comercios.

### **¿Cuáles han sido las principales conclusiones y aportaciones del 87 Congreso de la Asociación Americana de Profesores de Español y Portugués, celebrado en Nueva York?**

Fue un gran éxito. Asistieron por primera vez tres de los representantes de la Junta de Castilla y León -el presidente del Ejecutivo regional, Juan Vicente Herrera, el consejero de Educación, Francisco Javier Álvarez Guisasaola, y el rector de la Universidad de Salamanca, Enrique Battaner-Arias que hicieron presentaciones que fueron increíbles. En parte por ello, la asociación decidió dar a cada uno de ellos el título de ‘socio honorario’, con el que contarán para siempre. Para nosotros, supuso un honor muy grande, ya que este es un título no lo damos con frecuencia.

### **¿Qué objetivos persiguen alcanzar con el acuerdo de colaboración al que llegaron con el Ejecutivo de Castilla y León?**

Se trata de un memorando de cooperación que nos pareció desde el principio una idea muy buena. La misión de la Junta es muy semejante a la nuestra. Por ejemplo, nuestro objetivo pasa por promover la enseñanza de la lengua y la Junta tiene una misión muy semejante, por eso podemos trabajar juntos en varios proyectos. La Administración regional va a participar, a partir de esta firma, en todos nuestros congresos, va a ayudarnos a premiar a nuestros miembros y pretende crear un centro de estudios en una universidad de Estados Unidos donde nuestros estudiantes podrán asistir para aprender la lengua española y también conocer más de la cultura de España, entre otros ejemplos.

### **¿Qué supone para ustedes celebrar el próximo año el 88 Congreso de la Asociación en Salamanca y qué temas abordará?**

El congreso se celebrará entre el 28 de junio y el 2 de julio en el Palacio de Congresos de Salamanca, donde, por supuesto, la presencia de la Junta y de la Universidad de Salamanca será importante. El programa ya está fijado y el primer día dispondremos de varios autobuses para que los participantes puedan escoger el lugar que quieran visitar, Zamora, Ávila etc., es decir, las ciudades que hay alrededor de Salamanca y que son de interés histórico. Todos los años presentamos sesiones entorno a varios autores de España. En este caso, hablaremos, como no podía ser de otra forma, de la obra de Unamuno y del Lazarillo de Tormes porque estas novelas fueron escritas en Salamanca.

### **En estos momentos, ¿en qué estado se encuentra el español en Estados Unidos?**

En este momento, se considera que la lengua española es la segunda lengua del país, debido fundamentalmente a la gran cantidad de inmigrantes que entran cada día procedente de Latinoamérica y de México. La población hispana crece cada día y es muy importante en todos los estados. Al principio, había interés por el español sobre todo en los estados del sur, pero ahora hay comunidades de hispanos en todas las partes de Estados Unidos.

### **¿Detecta una inquietud especial por el aprendizaje del español en Estados Unidos?**

La mayor parte de la población de Estados Unidos trata de aprender español porque, por ejemplo, en lugares como los hospitales necesitamos personas bilingües, en la Policía... En casi todas las oficinas de los Estados Unidos tenemos que tener personas bilingües que se puedan comunicar con este sector de la población y, a veces, no hay gente suficiente. Desde hace dos años, hay más y más personas que se están especializando en el español, debido a la gran demanda que hay en estos lugares. Además, en los negocios es necesario para comunicarse con los clientes de manera más eficaz.

### **Por tanto, ¿desde hace dos años se ha incrementado el interés por el español en Estados Unidos?**

Claro. Cuando yo empecé mis estudios de español hace ‘mil años’ había mucho interés por esta lengua, todos nosotros queríamos saber más de las comunidades hispanas, de su manera de vivir, etc. Hoy en día, es más urgente conocer el español, como le decía antes, por la gran cantidad de inmigrantes con los que cuenta el país. Si una persona tiene negocios tiene que saber algo de español y por eso tenemos clases de noche para dueños de tiendas, por ejemplo, que quieren aprender un poquito.

### **Además del interés por la lengua, ¿existe un interés por la cultura española?**

En mi opinión, es necesario que los ciudadanos de Estados Unidos sepan algo del mundo hispano, es algo difícil pero no imposible. Se trata de que exista un respeto por estos países y de entender las diferencias culturales de los mismos. Esta es, precisamente, la función de la Asociación Americana de Profesores de Español y Portugués: El crear un entendimiento para que nuestros miembros transmitan en sus clases un respeto hacia los extranjeros, especialmente a los del mundo hispano, que les ayude, en definitiva, a adaptarse a la manera de vivir de aquí sin perder sus costumbres y su lengua.

### **¿Qué supone para usted Castilla y León?**

En 1962 recibí una beca para estudiar en Burgos y fue una experiencia inolvidable para mí. Allí, posiblemente, disfruté de la mejor educación que he recibido en mi vida. Los profesores eran magníficos. Fue increíble, nunca olvidaré nada de esa experiencia porque visitamos todas las iglesias, todos los museos, las regiones, etc. Después de

esa experiencia yo trato de visitar España cada tres o cuatro años para mantener el contacto y también para practicar el español.

**¿A qué ciudades de Castilla y León vienen a estudiar español?**

Principalmente, a Salamanca porque muchos de nuestros socios han asistido a clases en esta ciudad y han recibido el diploma de su Universidad. Salamanca, siendo la Universidad más antigua y respetada, es una gran atracción y generalmente la gente quiere estudiar en la ciudad por su historia. Esta es, sin duda, una de las razones por las que celebraremos nuestro 88 congreso en la capital charra.

**Chapter Photo**



San Antonio de Béjar Chapter of the AATSP  
Teacher of the Year Recipients  
Karen Katz (1995), Johnnie Eng (2001) and Luisa Bolen (2005)  
November 2, 2005

## NEWS from JNCL: Languages in the National Interest

[Http://www.languagepolicy.org](http://www.languagepolicy.org)

### Register Now for Free Summer Workshops!

The U.S. Department of Education's Teacher-to-Teacher Initiative has opened registration for its free summer workshops: <https://www.t2tweb.us/Workshops/About.asp>. Due to overwhelming feedback and high demand, Teacher-to-Teacher will be offering more workshops for teachers this summer than ever before – 14 in all!

The workshops will be held across the country from June through August and will target specific grade levels and content areas.

#### Summer 2006 Workshop Dates, Locations and Themes

##### General Summer Workshops

June 5-6 Denver Teachers of Grades 6-12

June 12-13 Atlanta Teachers of Grades K-8

June 20-21 St. Paul Teachers of Grades K-8

July 17-18 Pittsburgh Teachers of Grades 6-12

##### Joint Workshops with the National Park Service

June 22-23 Dayton Aviation Heritage National Historic Park  
Math and History, Grades K-8 Dayton, OH

July 20-21 Lewis and Clark Bicentennial Celebration  
Science and History, Grades K-12 Billings, MT

August 7-8 Edison National Historic Site  
Science, Grades 6-12 West Orange, NJ

##### Joint Workshops with TechNet Partners

July 10-11 Santa Clara, CA National Semiconductor Science K-12

July 12-13 Boston, MA EMC Math and Science K-12

August 1-2 Raleigh, NC Cisco Math and Science 8-12

August 8-9 Redmond, WA Microsoft Math and Science K-12

##### Foreign Language Workshops K-12 with a Special Focus on Mandarin Chinese

July 31-August 1 Los Angeles, CA

August 3-4 Washington, DC

##### Workshop for Reading and ESL Teachers K-12

August 10-11 Dearborn, MI

Registration and professional development sessions are free-of-charge. Meals and refreshments will be provided during scheduled workshop activities, but participants will be responsible for their own transportation and lodging expenses. Teachers may be able to earn professional development credit through their district or state for participation in a Teacher-to-Teacher free summer workshop.

For more information and registration, please visit: <https://www.t2tweb.us/Workshops/About.asp>.

Registration is on a first come, first-served basis. Space is limited.

## JNCL Bulletins of interest to AATSP Members

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JNCL January, 2006

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### JNCL-NCLIS Executive Summary July, 2005-January, 2006

- On January 5, 2006, the U.S. President announced the National Security Language Initiative (NSLI). This \$114 million program has fourteen components intended to “expand the number of Americans mastering critical need languages” starting at an earlier age; “increase the number of advanced-level speakers of foreign languages”; and “increase the number of foreign language teachers and the resources for them”.
- In December, Congress finally passed the last of the appropriations bills. In the Department of Education, all programs experienced a one percent across-the board cut. For example, International Education and Foreign Language Studies went from \$106.8 million to \$105.7 million. A number of programs that were zero-funded by the President and/or the House such as Star Schools, Javits, and Civic Education were preserved but their funding was significantly decreased. One of only a few programs to receive an increase was the Foreign Language Assistance Program (FLAP) which went from \$17.8 million to \$21.7 million.
- Elsewhere, the National Security Education Program (NSEP) was continued at \$16 million. The National Endowment for the Humanities increased from \$138.0 million to \$143.1 million. In the State Department, Education and Cultural Affairs Programs grew from \$360.7 million to 437.1 million. Programs with decreased funding include Assistance for Eastern European and Baltic States (SEED) (\$393.4 million to \$361.0 million) and Assistance for the Independent States of the Former Soviet Union (FSA) (\$555.5 million to \$514 million).
- Section 8003 of the Budget Reconciliation Act now includes foreign languages as eligible for Academic Competitiveness Grants in Higher Education.
- In the final days of the First Session of the 109<sup>th</sup> Congress, Rep. Rush Holt introduced two bills: H.R. 4630 amending the David L. Boren National Security Education Program to allow scholarship and fellowship recipients to work in the field of education if no position is available in the Federal government; H.R. 4629, the “K-16 Critical Foreign Language Pipeline Act” creating five new programs in NSEP.
- The Senate has passed its reauthorization of Higher Education, S. 1614, the Higher Education Amendments Act of 2005 strengthening outreach, study abroad, IIPP, and making undergraduates eligible for FLAS fellowships. It contains no Advisory Board for Title VI, but it does refer a number of times to reflecting “diverse and balanced perspectives” and generating “debate on world regions and international affairs.”
- S. 1614 also includes foreign languages in Title IV, Financial Assistance, as well as Title II, Teacher Preparation and Title VII, Graduate and Postsecondary Improvement Programs as a “high-need academic subject area”.
- The House Education Committee has passed H.R. 609, the College Access and Opportunity Act of 2005. This bill makes a number of improvements to Title VI such as increased outreach, greater opportunities to study abroad, and it expands the Institute for International Public Policy (IIPP). However, H.R. 609 retains a revised and softened, but nonetheless, an expensive and unnecessary Advisory Board.
- Of note, H.R. 609 includes foreign languages in Title IV, Financial Assistance, as an Area of National Need. Under these new provisions, foreign language students are eligible for loan forgiveness if they go to work for the federal government or go into elementary or secondary education teaching.

- The Senate Appropriations bill contains report language for FLAP that recommends providing increased funding for a new grant competition to “school districts with poverty rates of 15 percent or more, to help the highest-need elementary schools within such districts establish foreign language instruction programs.”
- The National Security Education Program (NSEP) will provide \$8 million for undergraduate scholarships and graduate fellowships. Additional funding has been appropriated for the Flagship programs, the K-16 Chinese Flagship Initiative, and an English Heritage Language Speakers Initiative.
- A companion bill to Senator Akaka’s the National Foreign Language Coordination Act, S. 1089, was introduced in the House by Rep. Brian Baird (D-WA) as H.R. 4196, to establish a National Foreign Language Coordination Council.
- The Abraham Lincoln Commission released their report, *Global Competence and National Needs: One Million Americans Studying Abroad*, on November 15, 2005. It recommended that fellowships and scholarships be awarded to Institutions of Higher Education and to students for study abroad. They recommended funding of \$50 million in FY 2007 increasing to \$125 million by FY 2011.
- S. 1376, Teaching Geography is Fundamental was introduced this summer by Senator Thad Cochran and five co-sponsors. The bill “expands geography literacy among kindergarten through 12<sup>th</sup> grade students by improving their teachers’ professional development...”
- A 12-point policy statement, Languages in the National Interest, was finalized and distributed to our members, government agencies, congressional contacts, and other interested and appropriate parties.

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JNCL January 5, 2006

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**Office of the Spokesman**  
 Washington, DC  
 January 5, 2006

## National Security Language Initiative

[Briefing](#) by Dina Powell, Assistant Secretary of State for Education and Cultural Affairs and Barry Lowenkron, Assistant Secretary of State for Democracy, Human Rights and Labor

President Bush today launched the National Security Language Initiative (NSLI), a plan to further strengthen national security and prosperity in the 21st century through education, especially in developing foreign language skills. The NSLI will dramatically increase the number of Americans learning critical need foreign languages such as Arabic, Chinese, Russian, Hindi, Farsi, and others through new and expanded programs from kindergarten through university and into the workforce. The President will request \$114 million in FY07 to fund this effort.

An essential component of U.S. national security in the post-9/11 world is the ability to engage foreign governments and peoples, especially in critical regions, to encourage reform, promote understanding, convey respect for other cultures and provide an opportunity to learn more about our country and its citizens. To do this, we must be able to communicate in other languages, a challenge for which we are unprepared.

Deficits in foreign language learning and teaching negatively affect our national security, diplomacy, law enforcement, intelligence communities and cultural understanding. It prevents us from effectively communicating in foreign media environments, hurts counter-terrorism efforts, and hampers our capacity to work with people and governments in post-conflict zones and to promote mutual understanding. Our business competitiveness is hampered in making effective contacts and adding new markets overseas.

To address these needs, under the direction of the President, the Secretaries of State, Education and Defense and the Director of National Intelligence have developed a comprehensive national plan to expand U.S. foreign language education beginning in early childhood and continuing throughout formal schooling and into the workforce, with new programs and resources.

The agencies will also seek to partner with institutions of learning, foundations and the private sector to assist in all phases of this initiative, including partnering in the K-16 language studies, and providing job opportunities and incentives for graduates of these programs.

**The National Security Language Initiative has three broad goals:**

**Expand the number of Americans mastering critical need languages and start at a younger age by:**

- Providing \$24 million to create incentives to teach and study critical need languages in K-12 by re-focusing the Department of Education's Foreign Language Assistance Program (FLAP) grants.
- Building continuous programs of study of critical need languages from kindergarten to university through a new \$27 million program, which will start in 27 schools in the next year through DOD's NSEP program and the Department of Education, and will likely expand to additional schools in future years.
- Providing State Department scholarships for summer, academic year/semester study abroad, and short-term opportunities for high school students studying critical need languages to up to 3,000 high school students by summer 2009.
- Expanding the State Department Fulbright Foreign Language Teaching Assistant Program, to allow 300 native speakers of critical need languages to come to the U.S. to teach in U.S. universities and schools in 2006-07.
- Establishing a new component in State's Teacher Exchange Programs to annually assist 100 U.S. teachers of critical need languages to study abroad.
- Establishing DNI language study "feeder" programs, grants and initiatives with K-16 educational institutions to provide summer student and teacher immersion experiences, academic courses and curricula, and other resources for foreign language education in less commonly taught languages targeting 400 students and 400 teachers in 5 states in 2007 and up to 3,000 students and 3,000 teachers by 2011 in additional states.

**Increase the number of advanced-level speakers of foreign languages, with an emphasis on critical needs languages by:**

- Expanding the National Flagship Language Initiative to a \$13.2 million program aiming to produce 2,000 advanced speakers of Arabic, Chinese, Russian, Persian, Hindi, and Central Asian languages by 2009.
- Increasing to up to 200 by 2008 the annual Gilman scholarships for financially-needy undergraduates to study critical need languages abroad.
- Creating new State Department summer immersion study programs for up to 275 university level students per year in critical need languages.

- Adding overseas language study to 150 U.S. Fulbright student scholarships annually.
- Increasing support for immersion language study centers abroad.

**Increase the number of foreign language teachers and the resources for them by:**

- Establishing a National Language Service Corps for Americans with proficiencies in critical languages to serve the nation by:
  1. Working for the federal government; and/or
  2. Serving in a Civilian Linguist Reserve Corps (CLRC); and/or
  3. Joining a newly created Language Teacher Corps to teach languages in our nation's elementary, middle, and high schools.

This program will direct \$14 million in FY07 with the goal of having 1,000 volunteers in the CLRC and 1,000 teachers in our schools before the end of the decade.
- Establishing a new \$1 million nation-wide distance-education E-Learning Clearinghouse through the Department of Education to deliver foreign language education resources to teachers and students across the country.
- Expand teacher-to-teacher seminars and training through a \$3 million Department of Education effort to reach thousands of foreign language teachers in 2007.

**2006/12**

Released on January 5, 2006

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JNCL February 9, 2006



Committee for Economic Development

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**FOR IMMEDIATE RELEASE**

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[morgan.broman@ced.org](mailto:morgan.broman@ced.org)

**CED URGES INCREASED INVESTMENT IN  
INTERNATIONAL EDUCATION AND  
FOREIGN LANGUAGE STUDIES**

**Business-led group warns of economic and national security  
implications of U.S. language gap**

WASHINGTON, D.C., February 9, 2006 – The United States will become less competitive in the global economy because of a shortage of strong foreign language and international studies programs at the elementary, high school and college levels, warns a new statement from the Committee for Economic Development (CED), a business-led policy group.

The CED statement, *Education for Global Leadership: The Importance of International Studies and Foreign Language Education for U. S. Economic and National Security*, asserts that the lack of Americans educated in foreign languages and cultures is hampering efforts to counter terrorist threats. Said the CED statement, “In order to confront the

twenty-first century challenges to our economy and national security, our educational system must be strengthened to enhance the foreign language skills and cultural awareness of our students. America's continued global leadership will depend on our students' abilities to interact with the world community both inside and outside our borders." The statement is the work of CED's Subcommittee on International Studies and Foreign Language Education, co-chaired by CED Trustees John Brademas, Charles Kolb and Alfred Mockett.

"The tragedies of 9/11, Madrid, London, Bali and Baghdad must bring home to us as Americans the imperative of learning more about the world of Islam, as a matter of our national security on a dangerous planet", said Dr. John Brademas, former U.S. Congressman from Indiana and President Emeritus of New York University. "But it is not only", said Brademas, "for reasons of national security that we must learn more about countries and cultures other than our own. Such knowledge is also indispensable to America's economic strength and competitive position in the world. The marketplace has now become global."

Brademas added, "The key here is fluency in one language other than English." Only about one-third of seven to twelfth grade students study a foreign language, and approximately 9% of students enroll in a foreign language in college. Introductory language courses continue to dominate enrollments. Spanish is the most commonly studied foreign language, accounting for nearly 70% of enrollments in secondary schools and just over one-half of enrollments in colleges and universities. Few students are studying the less-commonly taught "critical languages" crucial to national security, such as Arabic, Chinese, Persian/Farsi, Hindi, Japanese, Korean, Russian and Turkish. Moreover, only one percent of U.S. undergraduate students study abroad. While an increasing number of students are studying Arabic, it still accounts for just 0.8% of foreign language enrollments in postsecondary institutions.

"America may be the world's only military superpower, but in business we cannot always insist on our way of doing things if we want to do business with the rest of the world," said Alfred T. Mockett, CED Trustee, Chairman and CEO, Corinthian Capital LLC.

Although globalization is pushing Americans to expand the knowledge of our students, the education reform movement has led many schools to narrow their curricula. Reforms, like those outlined in the No Child Left Behind Act, hold states accountable for student achievement in reading, science and mathematics, crowding out time for teaching foreign languages, geography and the other social sciences.

High school graduation requirements in many states consist of only minimal course work in international courses—world history, geography, politics and area studies—while some states require no course work in these subjects at all.

"In January, President Bush announced a foreign language initiative, and I commend him for addressing these issues and for involving the Secretaries of Defense, Education and State, and the Director of national Intelligence, John Negroponte. Our success in improving and expanding international studies will have extremely important implications for America's defense, diplomatic, intelligence and education efforts as well as for our economic security," said Charles E.M. Kolb, CED's President and also co-chair of the CED Subcommittee on International Studies.

CED's recommendations include:

- **Teaching international content across the curriculum and at all levels of learning to expand American students' knowledge of other countries and cultures.** International knowledge should be integrated into each state's K-12 curriculum standards and assessments. Congress should enact an Education for Global Leadership Act to provide funds to globalize the curricula of elementary and secondary schools. Teachers should receive professional development training to prepare them to

teach international studies. The business community can play an important role by supporting programs to promote international knowledge throughout the education system.

- **Expanding the training pipeline at every level of education to address the paucity of Americans fluent in foreign languages, especially critical, less-commonly taught languages.** For national security reasons, the Federal government should increase funding for programs to increase foreign language courses in the elementary grades as well as developing a pipeline for critical language learning. Governors should provide incentives for alternative teacher certification routes to encourage native speakers of critical languages to become foreign language teachers. Knowledge of Middle East languages and culture, in particular, is vital to a more secure future for America and the world.
- **National leaders—political leaders as well as the business and philanthropic communities and the media—should educate the public about the importance of improving education in languages other than English and in international studies.** The President should host a White House Conference on Education for Global Leadership, bringing together business, education and national-security leaders to assess how U.S. foreign language and international studies programs can be strengthened to ensure that America maintains its economic and national security. Governors and local business leaders should take advantage of opportunities to educate workers and citizens about the link between international commerce and jobs in their states. Business leaders, the states, private philanthropic foundations and the media should all play a role in encouraging such education.

To compete successfully in the global marketplace, both U.S.-based multinational corporations as well as small businesses increasingly need employees with knowledge of foreign languages and cultures to market products to customers around the globe and to work effectively with foreign employees and partners in other countries. For example, foreign language skills and knowledge of other cultures can prove invaluable when working on global business teams or negotiating with overseas clients.

*Education for Global Leadership: The Importance of International Studies and Foreign Language Education for U. S. Economic and National Security* and an executive summary of the recommendations can be found at [www.ced.org](http://www.ced.org)

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CED is a non-profit, non-partisan organization of more than 200 business leaders and university presidents. Since 1942, its research and policy programs have addressed many of the nation's most pressing economic and social issues, including education reform, workforce competitiveness, campaign finance, health care, and global trade and finance. CED promotes policies to produce increased productivity and living standards, greater and more equal opportunity for every citizen, and an improved quality of life for all.

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### **JNCL March 16, 2006**

There are two new pieces of legislation that have been introduced aimed at improving language education in the United States.

On March 16, Senators Daniel Akaka (D-Hawaii) and Richard Durbin (D-Illinois) introduced the Homeland Security Education Act - S.2450 The Homeland Security Education Act provides the framework and funding that is critical in developing the high-level language expertise necessary to national security and economic competitiveness. This comprehensive legislation provides many programs to promote language learning such as:

student and teacher scholarships, student loan forgiveness, grants to establish partnerships between school districts and institutions of higher education, and grants to encourage students to develop foreign language proficiency along with science and technological knowledge.

To view a copy of the bill, please visit:

[http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=109\\_cong\\_bills&docid=f:s2450is.txt.pdf](http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=109_cong_bills&docid=f:s2450is.txt.pdf)

To read Senator Akaka's press release about the bill, please go to:

<http://akaka.senate.gov/~akaka/releases/2006/03/2006317D13.html>

Representative Silvestre Reyes (D-TX) introduced the 21st Century National Defense Education Act - HR 4734. This bill will provide \$1 billion in federal funding to: provide curriculum and instructional facilities and materials; educational incentives such as grants, scholarships and loan forgiveness programs for undergraduate and graduate students who plan to pursue STEM instruction; career development opportunities; the creation of the Office of Teaching Americans Language Concepts in the Department of Education to improve K-12 language education; and the creation of a STEM Revitalization Advisor and Task Force, and a National Foreign Language Advisor and Task Force in the White House.

To view a copy of the bill, please go to:

[http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=109\\_cong\\_bills&docid=f:h4734ih.txt.pdf](http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=109_cong_bills&docid=f:h4734ih.txt.pdf)

Representative Reyes' Press Release on HR 4734

[http://wwwc.house.gov/reyes/issue\\_detail.asp?id=347](http://wwwc.house.gov/reyes/issue_detail.asp?id=347)

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### **JNCL March 30, 2006**

On March 30th the House passed HR 609 - College and Access

Opportunity Act of 2005, the reauthorization of the Higher Education Act. A significant change to Title VI - International and Foreign Language Studies, is the addition of an International Higher Education Advisory Board. This independent Advisory Board will provide advice, counsel and recommendations to the Secretary of Education and Congress on international education issues in higher education and provide recommendations to improve programs. There was a modification to the Advisory Board in the final conference report when Education and Workforce Committee Chairman Buck McKeon's (R-CA) amended HR 609 to enable it to go directly to any grantee under Title VI and ask for information, which must be provided to the extent permitted by law.

Additionally, Representatives Rush Holt (D-NJ) and Cathy McMorris (R-WA) introduced an amendment that was passed which calls for the implementation of new strategies to increase the number of teachers qualified to teach advanced placement and pre-advance placement courses in foreign languages. The amendment also creates an Adjunct Teacher Corps program which will recruit well-qualified Americans to serve as adjunct teachers in math, science, and foreign language classes and establishes comprehensive teacher preparation programs to facilitate a development of a pipeline of critical foreign languages. Representative Holt also included a proposal for a Department of Education study to identify heritage communities of foreign language speakers.

A major change expands loan forgiveness programs to include those who have foreign language skills. In order to encourage those who have a degree in a critical foreign language to become an elementary or secondary teacher or work in a government agency that requires the use of the language, a portion of the student's educational loans will be forgiven.

To view a copy of the bill, please go to:

<http://edworkforce.house.gov/issues/109th/education/hea/ruleshr609.PDF>. The Senate must re-pass their version of the bill, S. 1614 before the two sides can meet to work out the differences. We will post updates on the HEA reauthorization process on our website, [www.languagepolicy.org](http://www.languagepolicy.org).

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### **JNCL May 1, 2006**

The U.S. Department of Education's Teacher-to-Teacher Initiative has announced two free summer workshops for foreign language teachers and administrators, with a special emphasis on Mandarin Chinese. Sessions focusing on classroom strategies for instruction as well as program design and implementation will be addressed. Teachers may be able to earn professional development credit through their district or state for participating. The two-day workshops will take place in Los Angeles (July 31-August 1) and Washington, DC (August 3-4). Registration is at:

<http://www.t2tweb.us/Workshops/about.asp>.

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### **JNCL May 2, 2006**

This is an ED press release dealing with "Student Eligibility Options for New Academic Grants" that will have a major impact on foreign languages in higher education. "Students who completed rigorous coursework in high school or who are pursuing degrees in math, science, and critical foreign languages are eligible for a portion of \$790 million in new federal funding for higher education." This was passed as part of the Higher Education Reconciliation Act in Congress' last session. The Department of Education has now reached a decision on how these SMART and Academic Competitiveness Grants will be administered. This presents a significant opportunity.

U.S. Department of Education  
Office of Communications & Outreach, Press Office  
400 Maryland Ave., S.W.  
Washington, D.C. 20202

FOR RELEASE

May 2, 2006

Contact: Valerie Smith, Chad Colby  
(202) 401-1576

U.S. DEPARTMENT OF EDUCATION ANNOUNCES STUDENT ELIGIBILITY OPTIONS FOR NEW ACADEMIC GRANTS

Washington, D.C. - The U.S. Department of Education today announced guidelines for current college students and high school seniors to apply for new Academic Competitiveness Grants and National SMART Grants for the 2006-07 academic year. Students who completed rigorous coursework in high school or who are pursuing degrees in math, science and critical foreign

languages are eligible for a portion of \$790 million in new federal funding for higher education.

In creating these programs, Congress directed that students who completed rigorous programs of study in high school, as established by a state or local educational agency and recognized by the U.S. Secretary of Education, would be eligible for Academic Competitiveness Grants. Because many states do not yet offer formally recognized rigorous programs of study, and to ensure that private school students, home-schooled students and students enrolled in Department of Defense overseas schools are eligible, the Secretary of Education will immediately recognize four options for eligibility. They are:

\* Advanced or Honors diploma programs. The Secretary of Education will recognize all Advanced or Honors diplomas conferred by the states as rigorous programs of study. According to research by the Department, nineteen states currently offer such diplomas upon completion of recognized coursework.

\* State Scholars Initiative requirements. This program, supported by Congress, sets course requirements modeled after the National Commission on Excellence in Education recommendations. Fourteen states participate in this program, and eight additional states will begin participation this year.

\* Course requirements similar to the State Scholars Initiative. This program of study includes four years of English, three years of math, three years of science, three years of social studies, and one year of a foreign language.

\* Advanced Placement (AP) or International Baccalaureate (IB) courses and scores. Students who have taken two AP or IB courses and received passing scores on the exams for those courses will be considered eligible.

These guidelines will define rigorous secondary school programs of study for academic years 2006-07 and 2007-08 while long-term coursework guidelines are established. States that wish to identify alternative rigorous programs of study for 2006-07 have the option of submitting proposals to the Department by June 1, 2006. To identify alternative programs for 2007-08, the deadline is November 1, 2006.

"We worked quickly to establish these options so that deserving students could benefit from the grants this year, while states had the flexibility to recognize their unique rigorous programs," said U.S. Secretary of Education Margaret Spellings. "As time goes on, standards will be tightened and toughened. But these initial options will give states and students the time to adjust if they start planning now.

"The bottom line is that, to ensure our nation's economic competitiveness, we must first expect high academic performance from our students. Rigorous coursework and an increased focus on math and science will prepare students to succeed in college and the workforce of the future."

Congress passed the Academic Competitiveness Grants and National Science and Mathematics Access to Retain Talent (SMART) Grants as part of the Higher Education Reconciliation Act of 2005, signed by President Bush on February 8, 2006. These grant programs make available \$790 million in the 2006-07

academic year and \$4.5 billion over the next five years.

Congress established that first-year students may receive up to \$750 and second-year students up to \$1,300 in Academic Competitiveness Grants, if the student has successfully completed a rigorous secondary school program of study. Second-year recipients must also have attained at least a 3.0 grade point average in their first year of study. According to the statute, a rigorous secondary program of study is one that is established by a State or local educational agency and recognized as such by the Secretary.

Up to \$4,000 in National SMART Grants will be available to students in the third and fourth years of college and pursuing a major in mathematics, physical sciences, life sciences, computer sciences, technology, engineering, or a critical need foreign language. Students must have a cumulative 3.0 college grade point average. In the coming weeks, a full list of eligible postsecondary majors will be posted to [www.ifap.ed.gov](http://www.ifap.ed.gov).

To qualify for either program, students must also be eligible for federal Pell Grants, be United States citizens, and be full-time students enrolled in a two- or four-year degree-granting institution of higher education. In addition, for Academic Competitiveness Grants, a first-year student must not have been previously enrolled in a program of undergraduate education.

For more information on Academic Competitiveness and National SMART Grants, visit [www.ed.gov](http://www.ed.gov).

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**May 12, 2006** Thanks to Glenn Nordin for this information  
UNCLASSIFIED : DoD Announces Increase in Foreign Language Pay

The Department of Defense has announced an increase in Foreign Language Proficiency Pay (FLPP) for military personnel who qualify effective June 1.

The Fiscal Year 2005 National Defense Authorization Act authorizes the Secretary of Defense to increase FLPP pay from a maximum of \$300 per month to a maximum of \$1,000 per month for qualified active duty members and offer a \$6,000 per year bonus for qualified Guard and reserve members.

Enhancing the department's FLPP program is a critical facet of the overall Defense Language Transformation initiative. The purpose of the program is to:

Encourage people with a language capability to self-identify in order to employ the language skills existing in the force.

Encourage more people to study a language. The Defense Language Program must stimulate the acquisition of language skills and be able to maintain language skills of strategic importance to the department.

Encourage people to increase their language proficiency to create a cadre of language professionals operating at an advanced level of proficiency.

Increase the capability in languages of strategic need to the department.

The enhanced program will emphasize languages needed to support the Global War on Terror, the recommendations of the Quadrennial Defense Review, and those of strategic importance to the Department of Defense.

[Web Version: <http://defenselink.mil/releases/2006/nr20060510-13007.html>]

-- News Releases: <http://www.defenselink.mil/releases/>  
-- DoD News: <http://www.defenselink.mil/news/dodnews.html>  
-- Subscribe/Unsubscribe:  
<http://www.defenselink.mil/news/dodnews.html#e-mail>  
-- Today in DoD: <http://www.defenselink.mil/today/>  
-- U.S. Department of Defense Official Website - <http://www.defenselink.mil>  
-- U.S. Department of Defense News About the War on Terrorism -  
<http://www.defendamerica.mil>

## News from ACTFL

Be sure to check out the newsroom area of the ACTFL website ( <http://www.actfl.org> ) for links to numerous bulletins of importance to foreign language educators. Here is a recent announcement of interest to high school students seeking funds for college foreign language study:

### **U.S. DEPARTMENT OF EDUCATION ANNOUNCES STUDENT ELIGIBILITY OPTIONS FOR NEW ACADEMIC GRANTS**

[Newsroom](#)

U.S. Department of Education  
Office of Communications & Outreach, Press Office  
400 Maryland Ave., S.W.  
Washington, D.C. 20202

Contact: Valerie Smith, Chad Colby  
(202) 401-1576

FOR RELEASE  
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For more information on Academic Competitiveness and National SMART Grants, visit [www.ed.gov](http://www.ed.gov).

## **AATSP Chapter Websites**

### **Arizona:**

[http://coh.arizona.edu/pal/old\\_site/az-aatsp/default.html](http://coh.arizona.edu/pal/old_site/az-aatsp/default.html)

### **Arkansas:**

<http://aatspar.com/>

### **Colorado:**

<http://www.aatspcolorado.org/>

### **Delaware:**

<http://www.udel.edu/leipzig/aatsp.html>

### **Florida:**

<http://www.faatsp.org/about.html>

### **Georgia:**

<http://www.aatsp-ga.org/>

### **Illinois (Chicago):**

<http://www.chicagoaatsp.org/>

### **Illinois (Down State):**

<http://www.ictfl.org/downstateaatsp.htm>

**Iowa:**

[http://www.iowawla.org/aatsp\\_officers.html](http://www.iowawla.org/aatsp_officers.html)

**Kansas:**

<http://db.usd327.org/instructors/ehs/Orozco/aatsp.htm>

**Kentucky:**

[http://www.kctfl.k12.ky.us/assoc/AATSP/AATSP\\_KY.htm](http://www.kctfl.k12.ky.us/assoc/AATSP/AATSP_KY.htm)

**Louisiana:**

<http://www.ulm.edu/languages/AATSP.html>

**Minnesota:**

<http://www.aatsp-mn.org/>

**New Jersey:**

<http://www.njaatsp.org/default.htm>

**New York (Long Island):**

<http://www.aatsp.longisland.20m.com/Main.htm>

**New York (Metropolitan):**

<http://www.aatspny.homestead.com/>

**Ontario, Canada:**

[http://www.wlu.ca/news\\_detail.php?grp\\_id=81&nws\\_id=214&filter\\_type=headline](http://www.wlu.ca/news_detail.php?grp_id=81&nws_id=214&filter_type=headline)

**Rhode Island:**

<http://fc.mosesbrown.org/~ybaez/RIAATSPHP.htm>

**Utah:**

<http://www.lhs.logan.k12.ut.us/~fschofield/AATSP.html>

**Virginia**

[http://www.longwood.edu/aatsp\\_va/](http://www.longwood.edu/aatsp_va/)

**Washington State:**

<http://aatsp.20m.com/>

<http://www.juandefucaaatsp.org/>

**Wisconsin:**

<http://www.aatspwi.org/>

**AATSP Biennial Northeast Regional Meetings Original Website:**

<http://www.umass.edu/biennial/homepage.htm>

Site with Music: <http://www.umass.edu/biennial/>

## Links to Important Affiliated Services of the AATSP

**Chapters** <https://www.aatsp.org/scriptcontent/custom/chapters/chapterlookup.cfm>

**NSE** [www.2nse.org](http://www.2nse.org) Online practice exercises are available, at this website, free, until Dec 31<sup>st</sup>, 2005.

**SHH** [www.sociedadhonorariahispanica.org](http://www.sociedadhonorariahispanica.org);

<http://www.sociedadhonorariahispanica.org/National%20Director%20updates.html>

**SHA** [www.sociedadhonorariahispanica.org](http://www.sociedadhonorariahispanica.org)

**HISPANIA** [www.hispaniajournal1.org](http://www.hispaniajournal1.org)

## For your calendar

- AATSP in Salamanca, Spain, June 29-July 2, 2006 <http://www.aatsp.org>
- State FL Association Meetings (Dates will vary)  
<http://www.utm.edu/staff/globeg/stateflto.html>
- ACTFL: November, 16-19, 2006, Nashville, TN. <http://www.actfl.org>
- MLA: December 27-30, 2006, Philadelphia, PA. <http://www.mla.org>
- SCOLT-FFLA Conference March 1-3, 2007, Atlanta, GA. <http://www.valdosta.edu/scolt>
- Central States: March 8-10, 2007, Kansas City, MO. <http://www.centralstates.cc>
- Northeast Conference April 12-14, 2007, New York Marriott Marquis, New York City.  
<http://www.dickinson.edu/nectfl>
- SWCOLT, April 12-14, 2007, Las Vegas, NV. <http://www.swcolt.org/>

## Jobs

If you are looking for a new job, be sure to check out the AATSP website and also <http://www.LatPro.com>

**Photos of the AATSP Executive Council, March 2006** (Many thanks to Yvette Mato-March)



## AATSP 2006 Officers

**President: John C. Wilcox** (2006)

University of Illinois at Urbana-Champaign, Urbana, IL. [jwilcox@uiuc.edu](mailto:jwilcox@uiuc.edu)

**Vice President: Scott Shearon** (2006), President (2007)

Glenbard West High School, Glen Ellyn, IL. [scott\\_shearon@glenbard.org](mailto:scott_shearon@glenbard.org)

**Executive Director: Emily Spinelli**

University of Michigan—Dearborn. [espinell@umd.umich.edu](mailto:espinell@umd.umich.edu)

**Editor of *Hispania*: Janet Pérez** (2006)

Texas Tech University. [janet.perez@ttu.edu](mailto:janet.perez@ttu.edu)

### Executive Council:

**Christine Campbell** (2006)

Defense Language Institute, Presidio de Monterey, CA [Christine.Campbell@monterey.army.mil](mailto:Christine.Campbell@monterey.army.mil)  
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**Elaine H. Davis** (2006)

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**Nancy Doedens** (2007)

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**Sharon Ahern Fechter** (2007)

Montgomery College, Rockville, MD. [sharon.fechter@montgomerycollege.edu](mailto:sharon.fechter@montgomerycollege.edu) / TEL: 301-251-7563

**Yvette A. Mato-March** (2006)

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**Harry Rosser** (2008)

Boston College, Chestnut Hill, MA. [rosserh@bc.edu](mailto:rosserh@bc.edu) / TEL: 617-552-3828

**Donna Savage** (2008)

Liberty High School, CO. [dsavage@d20.co.edu](mailto:dsavage@d20.co.edu)

**Liliana Soto-Fernández** (2007)

John Jay College (CUNY), New York, NY. [DrSotoFdez@aol.com](mailto:DrSotoFdez@aol.com) or [lsotofernandez@jjay.cuny.edu](mailto:lsotofernandez@jjay.cuny.edu)

**Antonio Luciano Tosta** (2008)

University Illinois at Urbana-Champaign, IL. [lutosta@uiuc.edu](mailto:lutosta@uiuc.edu)

*Enlace Online* is published three times a year by the American Association of Teachers of Spanish and Portuguese, Inc: in the Fall, Winter and Spring. All editorial submissions should be addressed to **Mary-Anne Vetterling, Editor, Enlace, Box 1071, Regis College, 235 Wellesley St., Weston, MA 02493. Voice: 781-768-7458; FAX: 781-863-1739, email:**

**[MAV@Regiscollege.edu](mailto:MAV@Regiscollege.edu)** Please note the following stipulations regarding submitting materials:

1. Submissions may be written in Spanish, Portuguese or English.
2. Submissions should be made electronically in Word for Windows and submitted either via email or snail mail (CD or 3.5IBM floppy disk).
3. Photographs or art work may be in color or black and white.
4. All submissions are subject to editorial review. Deadlines: Fall—August 1; Winter—January 1; Spring—March 1.