Conference WRAP-UP

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* Cover image from the 2017 AATSP Poster Contest 1st-place winner (9–12 hand-drawn), Evana Dias, 12th grade, Covington Latin School, AATSP Kentucky Chapter
Dear colleagues,

There was a lot of excitement in the air at our 99th annual conference at the Chicago Hilton, July 6–9, 2017. The hotel was located across the street from a number of events, including the Taste of Chicago celebration. In addition, we were within walking distance of the Art Institute of Chicago (where one of our workshops was held) and the Field Museum, among other key attractions. The views of the lake from the hotel were also spectacular! The hotel itself is historic. It was built ninety years ago during the Roaring Twenties. The magnificent room where we celebrated the 100th birthday of the AATSP and its publication *Hispania* was nothing less than amazing in its grandeur and elegance, and it provided a place worthy of a very special celebration.

We had around 575 in attendance. Presenters came from approximately 40 different states in the United States, plus the District of Columbia, and from Argentina, Canada, Colombia, Costa Rica, Italy, Kenya, Mexico, Spain, and Taiwan. During the conference, sessions for teachers of Portuguese were offered in almost every time slot. There was also an amazing array of sessions on a wide range of topics of interest to all teachers of Spanish and/or Portuguese from K through 16 and beyond. Evaluations were overwhelmingly positive, including comments like:

- “Great ideas I can include in my courses.”
- “Thank you. I learned so much!”
- “Well organized, excellent session!”
- “EXCELLENT PRESENTERS! Wonderful content AND delivery!”
- “This is the most helpful conference session I've attended in years!”
- “Relevant and applicable activities that I can use in my class immediately!”
- “Informative content and dynamic presenters!”

Between session blocks, exhibitors also presented valuable materials and services of interest to AATSP members. In addition, there were receptions and the annual Awards Banquet, where members had many opportunities to talk about what they had been learning, share ideas, meet with old friends and former students, and make new friends and contacts. For more information, please click here to access the online conference program.

The AATSP gave a variety of awards and scholarships to a number of members. For more information, click the following links for awards and scholarships. In this document, you will also find many pictures from the various receptions, meetings, sessions, workshops, exhibits, and the Awards Banquet at the conference.

This Conference Wrap-Up would not exist without the help of many of you who posted pictures on Facebook and Twitter. Furthermore, the members of the AASTP office staff, especially Debra Nigohosian, our tireless Director of Conferences and Exhibits, were most helpful with providing information. I would also like to thank David Wiseman (AATSP Director of Publications and Marketing), who is responsible for the layout of this document, for his many hours of hard work in putting it all together. I hope you enjoy the pictures taken throughout the conference that reflect all the energy and enthusiasm of a vibrant and engaged membership of a strong and important organization, the AATSP.

Our next conference will take place June 25–28, 2018, in Salamanca, Spain, where we will celebrate 100 years of AATSP conferences! It should be a magnificent event, since 2018 is also the 800th anniversary of the institution of the Studium Generale at the University of Salamanca, the oldest university in Spain. I (with cameras ready) hope to celebrate with many AATSP members there.

Sincerely,

Mary-Anne Vetterling

Mary-Anne Vetterling
Editor, *Conference Wrap-Up*
Professor Emerita of Spanish
Regis College, Weston, MA
Richard Bueno Hudson  
Director Académico  
Instituto Cervantes, Madrid, España

Anne Fountain  
Past President  
AATSP

Emily Spinelli  
Executive Director  
AATSP

Javier Serrano Avilés  
Presidente  
FIAPE  
Nairobi, Kenya

Alberto Matesanz Utrilla  
Gerente Comercial y Marketing  
Telefónica Educación Digital  
Madrid, España

Anne Fountain  
Past President  
AATSP

Bill VanPatten  
President Elect  
AATSP

Maria José Fabre González  
Consejera de Educación en Estados Unidos y en Canadá  
Embajada de España  
Washington, DC
Select Presenters

Cheryl Fuentes-Wagner
AATSP President
“One Hundred Years of Comunidad”

Bill VanPatten
President Elect

Anne Fountain
Past President

Kelly Scheetz
SHH Director
Award Winners

Claudia Vestal
Chapter President
North Carolina Chapter
Chapter of the Year

Gwendolyn Barnes-Karol
Outstanding Service Award

Erin Finzer
Outstanding Scholarly Publication Award
“Mother Earth, Earth Mother: Gabriela Mistral as an Early Ecofeminist” (Click to view)

Christy B. Crouse
Mario Vargas Llosa Award
Sigma Delta Pi & AATSP
Outstanding Teacher of the Year Awards

Erica O. Scott
Outstanding Teacher of the Year
Elementary Level

Christina Gauss
Outstanding Teacher of the Year
Secondary Level

Victoria Rodrigo
Outstanding Teacher of the Year
College/University Level
AATSP Travel Stipend Awards

Janeth Quebrado  
Grisell Santiago  
Lindsey Tyser  
Samantha Matherson  
Russell Simonsen  
Stephanie Schenck  
Erica Rigby  
Blaise Badynee  
Inés Corujo-Martin
¡Todos a una!
Click here to learn more about SHH awards
Board of Directors & Officers

Current & Former Presidents

Thanks to those who completed their terms on the AATSP Board of Directors!

Directors, Editors, Coordinators, Managers, & Staff
Appreciation Dinner
Mercat a la Planxa

BON PROFIT
Click here to view current Board of Directors members
Business Meeting

Click here to view the Business Meeting minutes!

Cheryl Fuentes-Wagner
President

Bill VanPatten
President Elect

Emily Spinelli
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Kara Majchrowicz
Director of Financial Services

Delia Price
Coordinator of Member Services

Debra Nigohosian
Director of Conferences and Exhibits
Learn more about the AATSP at www.aatsp.org
Candidate Presentations

President Elect

Laura Jacobson

Martha Vázquez

9–12 Representative

Adriana Aloia

David Brightbill
College/University Representative

Carlos Benavides  Megan J. Myers

Portuguese Representative

Megwen Loveless  Rachel Mamiya Hernandez

Voting will start in October 2017!
Chapter Assembly

2017 Chapter of the Year
North Carolina Chapter

Click here to view AATSP merchandise
Exhibits

Thanks to our many exhibitors!

Click here to learn how you can become a conference sponsor!
Many thanks to our amazing conference volunteers!

Find other ways to get involved by following us on social media @AATSPGlobal
Excursion to Pilsen

Photo credit: Kara Majchrowicz
Kevin Cessna-Buscemi, Director, National Spanish Examinations (NSE), spoke about the exam. This past year approximately 4,000 teachers in the United States (not counting those abroad) had 165,000 students take the exam. There are fifteen separate exams, and they are all completely online. They are an excellent preparation for other tests and the cost is very reasonable ($4 per exam). Only authentic material is used. There is a special feature that publishes the data generated from the exam for each student in the form of a student report card. Awards and scholarships are available for study abroad. In addition, there are chapter awards to honor students locally. Click here for more information.

Carol E. Galvin Flood, Coordinator, Online Classroom Resources, gave an overview of these resources, which are available on the AATSP website. There you will find more than 265 explanations of words used in technology and more than 400 websites that are reviewed and annotated noting who would benefit, the degree of difficulty, the cost, and how to subscribe. And, of course, there is much more! Topics such as classroom teaching, tools, radio, and podcasts can be found there. Activities and assessments can be downloaded and are targeted for teachers of both Spanish and Portuguese. There is a teacher page and also a student page. In addition, there is an active Twitter feed: @aatsp_resources. Click here to learn more.

Sheri Spaine Long, Editor, Hispania, stressed that today the journal is for everyone, not just for one segment of the profession. The scope is broad and ranges from applied linguistics, to culture, to film, to literature, and beyond. It is a leading journal in the field. In order for a member to access the journal, you need to go to the Hispania page and log in with your AATSP username and password. This year we have a special Centenary Issue coming out in December, but some of the essays and their responses have been pre-released and are ready for you to read now. The co-guest editor of that issue is Frank Nuessel. It is approximately 300 pages long with essays by 90 AATSP members at all levels of instruction. Some essays are bite-sized responses for the busy professional. To access the Hispania webpage, click here. To access the Centenary Issue page, click here.
Mary Risner, Portuguese Representative of the Board of Directors, outlined the activities of interest to teachers of Portuguese. The focus is on Portuguese language and Luso-Brazilian cultures. In 1944, Portuguese was added to the AATS and in two years we will be celebrating the 75th anniversary of the “P” in AATSP. A new brochure is available to help let people know about the many services available for teachers of Portuguese. (1) There is a Portuguese newsletter with articles about the language, news, events, interviews, new books, etc., from the Portuguese-speaking world. It was started in 2004 by Luci Moreira of the College of Charleston, Charleston, SC, and Director of the Middlebury College Portuguese School, who continues to be its editor. It is available in both print and online formats. To access current and past issues, click here. (2) The Phi Lambda Beta Portuguese Honor Society currently has thirteen chapters in the United States. The director is James Krause, who can be contacted at jameskrause@byu.edu. Click here for more information. (3) The National Portuguese Exam serves High School students and has been in existence since 2006. It is online at four levels. Out of the 38 Portuguese programs at the high school level in the country, 21 participated. For more information, click here. (4) The Sociedad Honoraria Hispánica (SHH) has seven Portuguese chapters. Click here to find out more about the SHH, and be sure to click on the SHH Directory.

Kelly Scheetz, Director, Sociedad Honoraria Hispánica (SHH), spoke next about the SHH, which is an honor society for high school students. Its purpose is to recognize achievement by those interested in Hispanic and/or Luso-Brazilian studies. There are approximately 2,500 chapters in 49 states. There are also international chapters (usually at international schools). There are chapter awards: Activity of the Year, Chapter of the Year, the Mario Fierros Award, The Park-Sihocky Award, and more! Furthermore, 24 student travel awards were awarded to high school juniors this year to travel to Guatemala. In 2018, the scholarship will be for travel to Ecuador. The journal Albricias is where outstanding student work is published. There are some grant awards in conjunction with Sigma Delta Pi, for students committed to the study of the language at the university level. The logo has recently been changed and the by-laws are under revision. The society is on both Twitter and Facebook and soon hopes to be on Instagram. For students in K–8 there is a sister organization, the Sociedad Hispánica de Amistad (SHA). Click here to learn more about the SHH. Click here for information about the SHA.

David Wiseman, Director of Publications and Marketing, explained the various publications under his supervision. (1) The Conference Wrap-Up (this publication, edited by Mary-Anne Vetterling) comes out soon after the conference and can be found on the AATSP website. In that publication, you will find a representative sample of the various activities provided at the conference in both photo and narrative formats, along with links to help you navigate through the AATSP website for related information of interest to teachers of Spanish and Portuguese. The Conference Wrap-Up can be found in the drop-down menu of both the Publications and Conference tabs. If you wish to have more information about conferences prior to 2015, click here for the summer editions of Enlace (at the AATSP Publications page). (2) Albricias (edited by Faith
Blackhurst) is a student journal at the high school level. It can be used in the classroom. Click here to learn more. (3) Spanish and Portuguese Review (SPR) is an online journal produced by graduate students. Now in its third year, the current editor is Cory Duclos (the founding editor was David Wiseman). It is doing very well and is an excellent way to mentor graduate students. Click here for more information. (4) Announcements and Reminders is sent directly to members via email every 2–3 weeks and contains deadlines and timely items of interest. For back issues, click here. (5) David Wiseman oversees publicity materials, including the creation of AATSP brochures. He also discussed the importance of following the AATSP social media pages. The AATSP now has 6000 followers on Facebook, where members have forums and talk to one another about issues of interest to teachers of Spanish and/or Portuguese. Click here for the AATSP Facebook page. Click here for the Twitter page. Both can be searched at @AATSPGlobal. If you have any questions, please be sure to contact David Wiseman via email at dwiseman@aatsp.org.

Crystal Vicente, Coordinator, Poster Contest, stressed the importance of learning languages early in life and how the Poster Contest can add a fun and exciting dimension to language learning. The contest helps motivate students so that Spanish becomes their favorite class. Posters can be placed all around the school to help advertise foreign languages. The contest is for students in grades K–3, 4–6, 7–8, and high school. The high school level is very popular and there are cash prizes. The Poster Contest starts at the AATSP chapter level, and 36 chapters offered it in 2017. To see photos of the current winning posters, click here.

Learn more about the AATSP at www.aatsp.org

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Javier Serrano Avilés, President of the Federación Internacional de Asociaciones de Profesores de Español (FIAPE); Vice-President of the Association of Teachers in Spanish—Kenya; Assistant Professor of Spanish and Literature in the United States International University, Africa; and Coordinator of the Language Program of the Organization of the United Nations in Nairobi, spoke to us at a special plenary session about Spanish throughout the world.

He first explained FIAPE’s role in our upcoming conference in Salamanca and how that will involve that association, the AATSP, the University of Salamanca, the Instituto Cervantes, and the Junta de Castilla y León. He also showed us a slide representing the numerous Spanish teaching organizations throughout the world (including the AATSP) that are affiliated with FIAPE.

He mentioned the Hungarian Association of teachers of Spanish and also that of Venezuela. Then, through a number of impressive PowerPoint slides (which he promised to provide to the AATSP at a later date), he gave us an amazing view of where Spanish is spoken and taught. He showed where students are studying Spanish in Sub-Saharan Africa, Northern Africa, Europe, and Central America. He had a slide showing the existence of Spanish speakers in countries where Spanish is not the official language. Another slide pointed out where ten significant varieties of Spanish are spoken throughout the world. On another slide, he showed the ten languages most used online. English is first, followed by Chinese, then Spanish, and then Portuguese.

He pointed out that there is an enormous demand for the study of Spanish throughout the world, two-thirds of which is in Brazil and the United States. There are 410 million Spanish-speakers in the world and in Spain there are 46 million. There are 57 million Spanish-speakers in the United States, 42 million of which are native speakers. The problem of teaching Spanish is the wide variety spoken throughout the world. Toward the end of his presentation, he referenced Jorge Guillén’s notion that el enemigo es el que me simplifica, so I hope this brief summary does not over-simplify this extensive and detailed report on the state of Spanish throughout the world. Be sure to consult the PowerPoint slides once they are available. The information contained there is fascinating and extensive.

Click here to learn more about FIAPE
This session reviewed the report of the American Academy of Arts and Sciences’ (AAAS) Commission on Language Learning: *America’s Languages: Investing in Language Education for the 21st Century* that was released on February 28, 2017. Click here to access the entire report (which can be downloaded as a PDF).

Marty Abbott, Executive Director, American Council on the Teaching of Foreign Languages (ACTFL), gave a general overview of the report. It was commissioned by the US Congress and the last official report was in 1979 in the Carter era. A letter signed by four senators and four congressmen was the impetus for the report, and it went across party lines. It addresses how we can build our citizens’ language readiness in the areas of national security and competitiveness on a global scale. On the AAAS website, you can find five white papers (click here to view) that address: (1) current status, (2) economic interests, (3) cultural diplomacy and global security, (4) language and productivity (an updated version of the article that appears in a recent volume of *Foreign Language Annals*, click here), and (5) language fulfillment and potential of heritage learning.

The report on the current status is a statistical report. The K–12 data on language enrollment (and not everyone gives data) shows that 20% of students are studying languages other than English. At the college level, it is 8.1%. The recommendations are, briefly (see the Commission’s report, p. 31 for more detail): (1) increase the number of language teachers, as all students need to have access; (2) supplement language instruction with partnerships (like NDEA) so that people can leverage assets in their communities; (3) support heritage languages, (4) pay attention to Native American languages, and (5) provide opportunities for study abroad.

Abbott concluded with the fact that in 44 states and DC there are teacher shortages in foreign languages, world languages, and ESL.

Bill Rivers, Executive Director, Joint National Committee for Languages and National Council for Languages and International Studies, provided further insights into what the Commission’s report means for us and what we should do next. He pointed out that this report refers to the status of all languages (other than English) in the United States. In addition, Spanish and Portuguese are not necessarily foreign languages in the United States. The report itself represents five years of work. In the Senate and House, English is no longer a *lingua franca*. In our country, there are approximately 80,000 Spanish teachers. Between 2007 and 2017 there has been a 31% increase in language enrollment while there has been an approximate 7% decrease at the higher education level. Language education needs to be a national priority. The America’s Languages Working Group has as its charge: “To provide advice and leadership for implementing the Commission’s recommendations, with the goal of amplifying the ultimate message that language education can be and should be a national education priority,” and its mission is dual: (1) equal access to all of “America’s Languages” and (2) broad collaboration among all stakeholders in the “Language Enterprise” (academe, business, government, NGOs, and heritage and indigenous language communities) (as stated on Rivers’s PowerPoint slide). The Commission will meet monthly for one year. It is a large committee, and its first meeting was on June 7.
The initial policy action is through the World Language Advancement and Readiness Act (H.R. 1239) that was introduced on February 28, 2017, in the House of Representatives by David Price (D-NC-4). There were seventeen co-sponsors. This creates a grant program in the Department of Defense. Three-year grants have been requested to create high-quality language instruction in grades K–12, with an emphasis on STEM. Seventy-five percent is for critical languages, and all natural languages are eligible. The bill is now in the House Armed Services Committee, Subcommittee on Personnel. It is important that we emphasize that it is co-curricular.

The Working Group Actions include (1) having key groups sign a document titled “Language: A National Imperative” and have that publicized; (2) the implementation of the Commission’s recommendations; (3) pursuit of partnerships with independent organizations; (4) the organization of local events with policymakers, language educators, and community stakeholders; (5) the coordination of efforts to improve data collection about language education (K–16) in order to understand better teacher shortages and student demand; and (6) the establishment of a clearinghouse of local initiatives supporting the Commission (above items quoted from Rivers’s PowerPoint slides).

The government trains people in a variety of languages. It is well known that if you learn one language you can learn another faster.

Rivers concluded: “A lot is going on and it is looking good for us.” At the end of his talk, he posted the following useful links:

**Commission on Language Learning:**
https://www.amacad.org/content/Research/researchproject.aspx?i=21896
http://www.leadwithlanguages.org/

**Take Action:**
https://languagepolicy.org/
http://www.leadwithlanguages.org/language-advocacy/contact-your-legislators/

**Feedback to the Working Group:**
americaslanguages@languagepolicy.org

Bill VanPatten, Professor of Spanish and Second Language Studies; Director of Romance Language Instruction, Michigan State University; President Elect, AATSP, presented on “The Qualified Language Teacher.” He began with the question, “What does qualified mean?” He stated that we need to get and keep good teachers. There are state requirements, but they need to be re-examined. We need to find out what teachers know about the nature of language, communication, language acquisition, heritage language learners, and heritage language use. What kind of expressive ability do teachers need for the communicative classroom? In the communicative classroom at least 90% of the class should be taught in the language. Language cannot be captured by textbook rules. For example, if you search “personal a” on Google and apply the rule, how do you explain the sentence “El chico asustó al coyote”? Rules get in the way of communication. Language learning is slow, piecemeal, and stage-like. Attention needs to be paid to the importance of context, and a classroom provides a communicative context. There are over 37 million Spanish native and heritage speakers that make up 62% of all second-language learners. This number is larger than that of all of the other native and heritage speakers combined. We need to focus more on heritage speakers and train future teachers to meet that need. We also need to find out how heritage language learners are different from second language learners. How should the AATSP promote Spanish (and also Portuguese) as heritage languages? Furthermore, we need to take into account a learner’s ability with language. (For more information on this topic, see Bill VanPatten’s book *While We’re On the Topic*, published by ACTFL.)

Teachers should be at least at the Advanced High level on the ACTFL proficiency scale, and many non-native speakers are at that level. There needs to be teacher education reform in Spanish, and we need to be talking about issues in a forward-looking way. VanPatten asked us to re-think: (1) the false notion that one method does it all, (2) the proficiency of Spanish and Portuguese majors, and (3) the role of heritage learners and Spanish as a heritage language in the curriculum.
In wrapping up the session, Emily Spinelli added that we need to increase the number of language teachers at all levels of the profession, especially teachers specializing in teaching heritage learners. The AATSP has a number of partnerships to help further this goal. Teachers desperately need to go abroad and AATSP provides fine scholarships for this that cover tuition, room, and board. We need to examine what we can do to move this forward even more effectively.

In the discussion afterwards, the point was brought up that at the University level we have both majors and minors. We need to be really careful with language minors who often do not get beyond the intermediate level and plan to teach. Teachers need quality immersion programs abroad that are more than just educational tourism. They need to be really immersed in the language and culture. Ideally, undergraduate programs need to require future teachers to spend a whole academic year studying abroad, with a homestay. There are often financial barriers, but students can also do externships or internships.

Students need to be encouraged in AP language courses. Charter schools are needed to focus on foreign languages. There is a tendency to lump all heritage language speakers into one category. Spanish is different.

The crux of the teacher shortage has to do with student debt (some graduate $90,000 in debt). Some teachers can teach for ten years and not have paid off that debt. It would be great to have student loan forgiveness for teachers, but there is no one magic bullet. We have a student debt crisis. Languages, music, and art are usually the first to go. We need to use peer pressure, by comparing one district with another, in order to make sure language programs (including FLES) are not cut. This pressure needs to come from the parents, but we need to be careful about how we form our arguments. We are currently starting to see the curriculum open up since languages are now part of the Common Core.

The session ended with some words of wisdom: (1) education falls back to the states, (2) national standards cannot be required, (3) all politics are local, and (4) be active with school boards.
This session focused on the Centenary Issue of *Hispania* that will be available in December 2017.

Sheri Spaine Long, Editor of *Hispania*, introduced the session by giving an overview of the contents of the Centenary Issue of *Hispania*. There readers will find both full-length and bite-sized essays at all levels. A total of 90 voices from members are represented there. There are more than 30 short essays with approximately 40 responses. These essays are visionary. On the AATSP website you can access *Hispania* and view the Table of Contents and select pre-published materials of the Centenary Issue. There is something for everyone from writers who are established in the field to the rising stars of the future. Click here to access the Centenary Issue page.

Frank Nuessel, University of Louisville, Louisville, KY, co-guest-editor of the Centenary issue, spoke on “*Hispania*’s Centenary Issue: Genesis and Development.” The issue focuses on the past, the present, and the future of the profession. Abstracts were due in January 2015. They received 133 submissions, which Jennifer Brady categorized. A total of 31 essays were chosen with 43 additional 750-word responses. They reflect a rapidly changing academy and were held to high academic standards. They represent the diverse nature of the association.

Ethel Jorge, Pitzer College, Claremont, CA, spoke on “Communities, Past and Future.” She stated that there is strong support for community-based language learning where there are mutual benefits and increased empathy on the part of the students. We need to explore the use of social media for virtual and place-based communities. We are living in an increasingly technology-based world that transcends geographic and economic boundaries. She shared the fact that her essay was written before the presidential elections and now she is more pessimistic. We are divided by linguistic, ethical, racial, religious, and economic differences. Now there is fear and hatred everywhere. We are faced with an ethical dilemma and are dealing with disruptive forces. We cannot just sit on the sidelines. We need to forge mutual understanding across the globe and attain a social order that is more inclusive and egalitarian. Be sure to look for her article “Where’s the Community? Redux” in the Centenary Issue of *Hispania* (December 2017).
Bill VanPatten, Michigan State University, East Lansing, MI, spoke on “The Changing Nature of Second Language Scholarship in Hispania.” He stated that in the early days through the 1970s L2 scholarship in Hispania was mainly pedagogical, focusing on general pedagogy and classic applied linguistics. There was a shift in the 1980s that opened the door for empirical research to be published in Hispania on the acquisition of Spanish. In the 2000s, there was research published in Hispania on Instructed Second Language Acquisition. Can instruction make a difference? Today all kinds of research are represented in Hispania: (1) pedagogical articles, (2) classic applied linguistics, (3) empirical L2 research, and (4) empirical instructed SLA research.

More people are working on Spanish as L2, and L2 scholarship needs more representation in Hispania. Spanish is underrepresented and there is almost nothing about Portuguese L2. We need to call on dissertation advisors and graduate advisors to publish in Hispania (both themselves and their graduate students). Scholarship is needed, too, on the Heritage Learner. See his essay “On Universal Trends in Spanish as a Second Language” in response to Barbara A. Lafford’s “The Evolution of Future Spanish Graduate Programs to Meet Diverse Student Needs” in the Centenary Issue of Hispania (December 2017).

Comfort Pratt, Texas Tech University, Lubbock, TX, spoke on “The Role of Hispania in the Re-examination of Foreign Language Teacher Education.” She stated that the preparation of teachers cannot begin in college. Serious second-language learning must begin in the elementary schools, although students can begin in the 7th grade and take four years in high school and be sufficiently prepared for college work. In a recent survey, only 39% of students plan to study Spanish in college. There are many students with dismal abilities at crucial levels. We rely heavily on colleges and universities to be highly effective and expect them to perform miracles. Very few language experts are graduating from PhD programs. Students preparing to be teachers take the same courses as other Spanish majors. In Texas, fewer than 50% of the students acquire advanced low proficiency by the time they graduate from teacher preparation programs at the university. Students receive A’s in classes but cannot pass the proficiency exams. There is increased hiring of native speakers. Now we have uncertified teachers, and in 2008, 31% or our teachers were uncertified. These problems need to be solved.

See her essay “Envisioning a Future of Re-examination of Foreign Language Teacher Education” in response to the article by Amy Rossomondo and Gillian Lord on “The World is Not Flat, So Why Are Our Textbooks? Digital Transformation for the Real World Spanish Language Classroom” in the Centenary Issue of Hispania (December 2017).

Ben Fraser, East Carolina University, Greenville, NC, spoke on “The City as Organizing Principle in Twenty-First-Century Luso-Hispanic Studies.” Who has the right to the city? Now more people live in the city than in the country, and there is great potential for shared dialogue. His presentation focused on the following points: (1) research interests are more fragmented and there is an increased need for common ground; (2) there are new interdisciplinary centers in cities; (3) there can be conferences on the literature, language, and culture of a given city; (4) you can organize teaching around a city and do virtual culture walks, such as those done by Deborah Gill; (5) textbooks can be organized towards cities; and (6) we can have digital city projects.

The city provides diversity, conflict, and struggle. Be sure to look for his article “The City as Organizing Principle in Twenty-First-Century Luso-Hispanic Studies” in the Centenary Issue of Hispania (December 2017).
John T. Maddox, University of Alabama at Birmingham, Birmingham, AL, spoke on “Hispania, Hispania, Hispanic.” He began his talk with “Hispania is here.” You can enjoy reading the journal at the end of a long day. The AATSP grew out of World War I when, in 1918, students stopped studying German. In 1944, thanks to World War II and our allies in Brazil, Portuguese study became important. Long before then, the conquistadores were from Las Españas (also Lusophone). Galicia, with its smaller kingdoms, was the origin of modern Portuguese. Portuguese is not derived from Spanish, but is a close neighbor. The Iberian Union took place from 1580 to 1640. We cannot ignore Galicia. We need to take into account the diaspora, especially the African diaspora and the Jewish exiles. Hispania publishes on diasporic traditions. Activists prefer the term “Latino,” but Brazilians say, “Latino, eu?” Am I Hispanic if I do not speak Spanish? In a nutshell, Hispania symbolizes a new Iberian Union.

Be sure to read his article in the Centenary Issue, “The Place of the Forge: The African Diaspora, History, and Comparative Literature,” currently available online in prepublication format. "Click here to view.

Boris Yelin, Purdue University, West Lafayette, IN, spoke on “The Hidden and Changing Faces of Spanish: Addressing Global Diversity.” He finds that Spanish can be divided into different circles. There is the inner circle (Spain, Latin America), the exterior circle, and the expanding circle (primarily second language speakers). Lesser known is the Global Spanish circle. Equatorial Guinea and Western Siberia are usually forgotten, and they belong in the outer circle. There are 2,600,000 L2 learners and 8 million Spanish speakers. There are different varieties of Spanish in the United States. In Miami, there are several Latino populations and the Spanish they speak is not the same as the Spanish in their own countries. They are creating different norms. Many second-generation learners do not use the subjunctive. Should we teach standard norms or follow local standards? Languages change slowly. The digital age we are in is a double-edged sword. For more information, be sure to look for his article “¿Españoles mundiales?: En busca de un paradigma” in the Centenary Issue of Hispania (December 2017).

Ann Abbott, University of Illinois, Urbana, IL, spoke on “Engaged Humanities and the Future of Spanish Programs.” She spoke about how we need to get political. Her work involves service learning. Spanish is a stigmatized language. Are undocumented Spanish speakers absent? Racism and islamophobia are tenacious in our society. We need to prepare students to push back against these forces. We must help students unlearn notions ingrained in them. In Medieval and Early Modern Spain, Arabs, Christians, and Jews lived together. Shakira and Salma Hayek are Arabs in Latin America. We need to dig deep. She recommended Kim Potowski’s TEDx talk called “No Child Left Monolingual” (click here to view).

Abbott concluded by stating that we need to work harder, faster, better, stronger.

Be sure to read her essay “Engaged Humanities and the Future of Spanish Programs” in response to that of Bayliss and Rossomondo, “Apologia No More: On Strong Foundations and the Future of Hispanism” currently available online as one of the pre-publications of the Centenary issue of Hispania. "Click here to view.

Important Announcements:

The AATSP will be working with Hispania to encourage dialogue centered on the articles in the Centenary Issue via Facebook and other forums. Be sure to watch for the announcements of this initiative and others.

If you want a print copy of Hispania be sure to click the appropriate box when you renew your membership. You can also purchase extra copies of the Centenary Issue for $10 (for AATSP members).
Receptions

President’s Welcome Reception

Sponsored by the Embajada de España / Consejería de Educación en Estados Unidos y Canadá
Signing the MOU!
Sigma Delta Pi Reception

Benjamin Fraser becomes a member of the Order of Don Quijote

www.sigmadeltapi.org

Congratulations to the first honorary members of SHLE, a new honor society for two-year colleges

www.sociedadhonoraria.org
K-12 Reception

¡TODOS A UNA!
Select Sessions

- National Spanish Examinations: Standards-Based Online Assessments
- New Approaches for Teaching the Distinction between the Preterite/Imperfect
- Oh the Things We Can Do!: Using the Can-Do Statement to Engage and Empower Students
- Teaching Translation to World Language Students through Service Learning
- Moodle and Online Extensive Reading: Odd Couple?
Sigma Delta Pi Best Practices and Informative Session

Click here to learn more about Sigma Delta Pi

Celebrating the Future: New Models for Study Abroad

From Injustice to Inequity: Images of Immigrants in Hispanic Literature and Film

Creating a Language Quizbowl in Your State

Transgressions, Taboos, and Subalterns in the Americas
Sesión especial de la Academia Norteamericana de la Lengua Española (ANLE): últimas publicaciones de la ANLE

How Do You Ensure that Your Language for Specific Purposes course adheres to the Standards and SLA Principles?

How to Use Hispánia Articles and Reviews to Inspire High School Teaching

Foreign Language Exemptions for Students Classified as Learning Disabled: Beliefs, Myths, Evidence, and Best Practices

Curricular Innovation through Translation and Discourse Analysis
Exploring Students’ Self-Reported Sociolinguistic Needs in Post-Secondary Spanish Heritage Language Courses

García Márquez’s *Cien años de soledad*: Five Decades Later

Let’s Get Them Talking!

Nieves Conde’s *Surcos*: Falangist Allegory through the Lens of Italian Neorealism

Click here to submit a proposal for the 2018 conference!
Creating Posters: Artistic Expression in the Language Classroom

Click here to learn more about the AATSP Poster Contest

Julia de Burgos y las facetas divergentes de su identidad plasmadas a través de su poesía

Fostering Empathy in the Spanish Classroom

Real Methods to Improve Students' L2 Production via Complexity and Use of Multiple Tenses

Las clases de ELE para estudiantes asiáticos
What “Culture” Should We Be Teaching?

La danza folklórica como forma de aprendizaje del idioma

Acercando a nuestros estudiantes al mundo hispánico a través de diálogos virtuales

Digital Portfolios and Interactive Activities: Achieving Language Learning Goals with Technology

Language Identity and Use among Heritage Learners
Teaching Pronunciation and Phonetics

Transformative Instructional Approaches for Promoting Proficiency Growth in World Languages

Graduate student journal editing and publishing with Spanish and Portuguese Review

La enseñanza de lengua desde el teatro: Una guía práctica para desarrollar la motivación, expresión oral e interacción socio-cultural

“I’ll Take You There!” Connecting Language Study with Careers
Portuguese Committee Meeting

O ensino de cultura nas aulas de língua estrangeira

“Eu falei português quando fui criança”: O aprendizado de tempo-aspecto em Português como lingua de herança

Portuguese Acquisition Linkages Project: University of Georgia’s K–16 Proficiency-Driven Pipeline

Desenvolvendo a competência simbólica em Português: Da leitura à criação de vídeos

Family Ties and English-Portuguese Bilingual Identity: Where Do I Fit In?
Select E-Poster Sessions

Do you have an idea for an E-Poster?

Click here to submit a proposal for the 2018 conference in Salamanca!
Select Workshops

Innovative Technology Tools and Communicative Techniques for the Classroom
Claudia Kechkian
Oakcrest School, McLean, VA
Elena Meschieri
The Langley School, McLean, VA

Using Art to Enhance Presentational Communication
Kevin Cessna-Buscemi
Director, National Spanish Examinations, Valparaiso, IN

Federico García Lorca: vida y obra
Alberto García Salinero
Embassy of Spain—Education Office, Washington, DC

Turning on Language Learning for Students by Using Technology They Already Have
Jeff Longwell
New Mexico State University, Las Cruces, NM

Introduction to Legal Spanish: How to Effectively Communicate with Spanish-Speaking Clients
Alison Louise Stewart
Pepperdine University, Malibu, CA
Twitter & Facebook Comments

**TWITTER**

- **Alissa Farias** @laprofefarias  Jul 5
  When you see your presentation in the conference app! 🎉
  Come check it out!! #AATSP17

- **Darcy Lear** @Darcy_Lear  Jul 5
  I went K-12 in Anne Arundel County. HS teacher Kolarik inspired me and started me down the path to #AATSP17

- **Elena Meschieri** @enmeschieri  Jul 5
  Finishing touches on my #AATSP17 workshop presentation while I’m enjoying this wonderful view of the lake!

- **Ann Abbott** @AnnAbbott  Jul 6
  Very first session I attended inspired me and provided great resources for sensitive topics in language classrooms. #AATSP17

- **Linda Egnatz** @miprofeAP  Jul 6
  #aatsp17 David Wiseman encourages Spanish & Portuguese educators to follow @AATSPglobal for vital info on tchg, culture & Advocacy #langchat

- **Classroom Resources** @aatsp_resources  Jul 6
  ¡Feliz cumpleaños/feliz aniversário, AATSP! #AATSP17

- **Glenda De Hoyos** @glendadehoyos  Jul 6
  Super excited to be at the 99th @AATSPglobal conference in Chicago to learn & enjoy #AATSP17 #EarlyLang #Spanish #teacher

- **Megan Villanueva** @SraVillanueva  Jul 6
  @AATSPglobal Day 1 of the conference is a smashing success! Loving the informative sessions and opportunities for collaboration. #AATSP17

- **Span. & Port. Review** @aatsp_SPR  Jul 6
  Just had a great #SPR meet up here in Chicago to kick off day 1 of #AATSP17 what a great community of grad students and faculty

- **Sheri Spaine Long** @spainelong  Jul 6
  #AATSP17 leadership of FIAPE speaks about the reach of Spanish worldwide

- **Megan Jeanette Myers** @MeganJMyers  Jul 7
  Megan Jeanette Myers Retweeted Span. & Port. Review Great chapter meeting this morning! Looking forward to getting more involved with @AATSPIA #AATSP17

- **Mary Risner** @LangForCareers  Jul 7
  Portuguese dinner outing #aatsp17 @AATSPglobal

- **Beth Gauncce** @bethgaunce  Jul 7
  Learning about world language applications for @KETOnlineCampus at #AATSP17 and connecting with some of my favorite colleagues!

- **Erin Carlson** @Erinrae0399  Jul 7
  Loving #Chicago and #CloudGate while here for #AATSP17 ! @SraStephanie

- **SHH @SHH_AATSP**  Jul 7
  @SHH_AATSP Council and @mnspanish in the Willis Tower Skydeck Ledge during #AATSP17 break!

- **Xavier Gisbert** @XGDC  Jul 8
  Thank you to @AATSPglobal for organizing such a wonderful conference #AATSP17 @Ens_bilingue @CIEB2017

- **Enseñanza Bilingüe** @Ens_bilingue  Jul 8
  We are enjoying #AATSP17. Excellent organization, good atmosphere and interesting sessions. Thank you @AATSPglobal

- **Stephanie Schenck** @SraStephanie  Jul 8
  We cannot ignore the population of undocumented Spanish-speakers in our country. Inform students and *inspire action* #AATSP17

- **Amanda Romjue** @AmandaRomjueEDU  Jul 8
  We need to dig deep to confront our country’s changing demographics. We need to work better, harder, faster, stronger! @AnnAbbott @AATSPIA

- **A. C. Quintero** @klasekastellano  Jul 8
  The best part of #AATSP17 was connecting with people and learning their stories. I think we had an impromptu session in the hallway!

- **AATSP-SC** @AATSPSC  Jul 8
  Here at #AATSP17, we are already excited about #AATSP18 in Salamanca!! Get your passport ready, amigos!
AATSP-Carolina del Norte
July 8
We are very honored to be named the AATSP Chapter of the Year! #AATSP17

AATSP VA
July 9
AATSP Virginia Chapter board members Elena Meschieri, vice-president; Claudia Kechkian, social media coordinator; and Sheila Cockey, award and scholarship coordinator the #AATSP17 Banquet on Saturday evening. Great to meet wonderful colleagues from all over the US! Thank you AATSP American Association of Teachers of Spanish and Portuguese for a great conference!

Florida Foreign Language Association
July 7
AATSP Florida chapter officers at #aatsp17

Spanish and Portuguese Review
July 9
#SPRselfie We've had a great time at the conference! Don't forget if you missed out on #AATSP17 in Chicago next year the national conference is in SALAMANCA, SPAIN.

Language Learning for Business and the Professions
July 5
#aatsp17 theme is "Pipeline from Classroom to Career". LSP finally becoming more mainstream at a national conference.

College of Charleston - Hispanic Studies attending 2017 AATSP Conference at Hilton Chicago Hotel.
July 8
Dr. Del Mastro with co-panelists in journal publishing session AATSP American Association of Teachers of Spanish and Portuguese conference. #aatsp17 #aatsp2017

Search #aatsp17 to view more comments and photos!

Join the conversation on social media!

Click here to like the AATSP on Facebook 😊
2018 Conference

See you in Salamanca for the 100th AATSP Conference!

Salamanca, Spain
June 25–28, 2018

Looking Forward/Forward Looking: Spanish and Portuguese on the Move!

Hacia adelante/Visión al futuro: ¡El español y el portugués en marcha!

Para a frente/Visão do futuro: O espanhol e o português em movimento!

CLICK HERE TO SUBMIT A PROPOSAL BY NOVEMBER 6, 2017