

# FLANC NEWSLETTER

Volume LXXIII

Fall 2015

## Fall Conference!

November 7, 2015

*Chabot College, Hayward*



**F**LANC's Executive Council hopes that you join us for our members' favorite FLANC event – the annual Fall Conference. We are proud to provide you with the opportunity for a unique learning experience at *Chabot College*, on Saturday. There will be practical Workshops, excellent Interest Sessions, delicious food, great company, and fantastic ideas for our teaching profession which



### President's Message

I would like to start off by wishing all of you in our learning language community a fantastic 2015-2016 academic year. I not only wish you this in my name but also in the name of our FLANC executive council. We all know that, as language teachers, we often do not earn high salaries and furthermore, many of our non-tenured faculty make even less. I know how difficult it can be when we do not have access to all the resources we need to teach the way we would like. Languages are often not a priority on our campuses or elsewhere. In academia today the word “productivity” appears to be more often spoken than the word “humanities”. This is an uncomfortable reality. But, as we always say at the executive council, “we

*Continued on page 14*

### Inside

<i>Agenda</i> .....	36
<i>Cecilia Ross Grant</i> .....	4
<i>Executive Council</i> .....	38
<i>Gisèle Hart Award</i> .....	8
<i>Conference Program</i> .....	15
<i>NeaTeachBits</i> .....	10
<i>News from the Fronts</i> .....	3
<i>Norm Litz Page</i> .....	32
<i>Poster Contest</i> .....	19
<i>Membership form</i> .....	33
<i>Proposal Form</i> .....	37
<i>Wallace Essay Contest</i> .....	2

[www.fla-nc.org](http://www.fla-nc.org)

you will be able to share with your students and colleagues the following Monday. Mark the date on your calendar, send in the registration form, don't forget to mark appropriate boxes, and we will see you in Hayward!

### Teach on! Our Friends in the promotion of World Language Study!

Chabot College.....	3 & 27
Continental Book Co.....	13
European Book Co .....	21
Kukulcan .....	12
The French Traveler .....	25



# Foreign Language Association of Northern California



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## Alexandra C. Wallace Essay Contest

Topic: *What impact does knowing a second language and culture have in your future?*

**First Prize: \$500.00 Second Prize: \$300.00**

### Instructions:

- Address the topic thoroughly in English (Give your essay a title)
- 300 words minimum, 500 words maximum
- Typed and double spaced in a doc file

### Eligibility:

- High school junior or senior
- Three continuous years of high school same language study (current course work counts)

### Application:

- One letter of recommendation from your teacher, who must be a member of FLANC; teacher sends the letter by email to [essaycontest@fla-nc.org](mailto:essaycontest@fla-nc.org)
- Submit your essay with a cover letter by April 1, 2016; attach these as doc files to an email to [essaycontest@fla-nc.org](mailto:essaycontest@fla-nc.org)

# News from the Language Fronts

Compiled by fz

加州中文教師協會



## Chinese

**Hundreds Attend Annual Speech Gala,** as Lowell Hosted the 40th CLTAC Mandarin Speech Contest, on April 26th.

The Mandarin Speech Contest of

the Chinese Language Teachers Association of California (CLTAC) was held at Lowell High School Sunday, drawing a crowd of over five hundred as the contest headed into its milestone fortieth year. Some 510 contestants – with 157 at the elementary school level, 70 from middle school, 93 from high school, and 190 from the college/university level -- gathered at the Lowell's Lakeshore campus together with their

friends, family and supporters, many decked in formalwear or traditional Chinese qipao or magua, ready to showcase their abilities in the Chinese language.

The opening ceremony began at 12:15 PM in the auditorium of Lowell High School. CLTAC President Liwei Gao greeted the crowd and congratulated them on their achievements in learning Chinese language, as well as explaining the status of the contest as the largest of its kind in the world, and long history of the Chinese Language Teachers Association. Gao also stressed the importance of friendship between China and the United States, and the benefits of increased contact and understanding between the people of the two nations. Gao's address, delivered in Mandarin, was translated into English by San Francisco State University professor Chris Wen-chao Li. Following Gao's opening remarks, Lowell High School Assistant Principal Michael Yi welcomed the crowd to the Lowell campus, and shared with contestants his own experiences as an immigrant and language learner.

The competition began at 1 PM, with contestants of different proficiency levels competing

*Continued on page 6*

## Chabot College Conference tidbits

For upcoming Workshops and Interest Sessions in our Conferences, please let us know which of these you would like us to present. A quick email to me at [machetez@sbcglobal.net](mailto:machetez@sbcglobal.net) will do.



- Technology**
- AP preparation**
- Culture**
- Reading**
- Target Language in the classroom**
- Assessment**

Your suggestion(s): \_\_\_\_\_  
Name(s)? \_\_\_\_\_

## Plan Early for an Eco Friendly Conference Experience!

**Think Green!**

**Carpool with a Friend or two, to the Conference!**

It will be a nice, scenic, environmentally friendly ride, with much chat, much appreciated by Mother Nature. I thank you!

Teach on!

**This is the website where you can subscribe to the FLANC mailing list:**  
**<https://groups.yahoo.com/neo/groups/fla-nc/>**  
**info**



## Cecilia Ross Memorial Grant Award

In order to enrich their teaching of foreign language, all members of FLANC are encouraged to apply for the Cecilia Ross Memorial Grant. The next Award will be made in the June of 2012. A list of the criteria for application is appended at the end of this article.

If we trace the history of the Foreign Language Association of Northern California from its inception up to the present, we find one name continually and predominantly appearing on every page of that history. That name is Cecilia Ross. In 1951, Cecilia and two colleagues founded the Foreign Language Association of Northern California, to which she brilliantly and consistently contributed her talent, time and energy right up to the day of her fatal accident in June 1989. Cecilia made FLANC the effective and dynamic force it is today among teachers of foreign languages in Northern California. Her teaching, her research and her vigorous interest in every aspect of foreign language curricula at every level of instruction made Cecilia Ross an outstanding leader in foreign language education not only in the state of California, but nationwide as well. Her years of selfless devotion and service to students and colleagues revealed how many great accomplishments one person can make who has such a deep love and understanding of his or her chosen profession. Among her many gifts, her ability to communicate her knowledge and love of the learning and teaching of foreign languages is most to be remembered and to be praised.

Cecilia Ross filled every office and served on every committee with unstinting energy and devotion. The excellence of the Newsletter is owed to her early leadership as editor. Her editorials and articles which appeared in so many issues are the highlight of numerous years of this publication. Because of her vast and intimate knowledge of every detail of the functions of FLANC, she provided its Executive Council with guidance that enabled its members to serve well the needs of fellow teachers in the various language affiliates that make up the membership of FLANC.

In honor of Cecilia and her many creative contributions to the growth and enhancement of foreign language teaching and research in California, a Cecilia Ross Memorial Grant was created by the FLANC Executive Board in 1989. Since the creation of the Award twelve outstanding teachers have been chosen as recipients: 1990, Laurie Rodgers, Pacific Grove High; 1992, FLANC Newsletter

Stephen Covey, Sunnyvale Middle School, Sunnyvale; 1995, Wendy Ruebman, Albany High, Albany; 1996, Anne McCormick, U.C. Berkeley, and Sheree Lin, Cal State University of Hayward; 1997, Rebecca Shirah, Sacred Heart Cathedral Prep. of San Francisco; 1998, Lynda Southwick, Mendocino College, Ukiah; 1999, Ignacio González of Sacred Heart Cathedral Prep of San Francisco; 2001, Lois M. Moore, San Marin High School. For 2002, Adelaida Cortijo, UC Berkeley, did a writing project for Spanish, and Martha Melara, Cathedral Prep High School, San Francisco, did a presentation on integrating technology in the FL curriculum. For 2003, Rakhel Villamil-Acera, U.C. Berkeley. For the year 2004 there are two winners: Lynda Southwick, Mendocino College, Ukiah, doing a project called "Bretagne Culture Capsule" and Dolores Isern, U. C. Berkeley, doing "Aproximaciones hacia la enseñanza de la escritura: el ensayo de exposición". The most recent winner is Caroline Kreicle, who teaches at Merced Community College.

All these recipients prepared a project designed to enhance professional growth, skills and knowledge in teaching languages and culture. Some projects include technology, others art, customs, presentation of videos or slides. The projects have varied from year to year and keep alive the wonderful spirit that Cecilia Ross inspired to study and enrich foreign language teaching at all levels from elementary through university. We urge teachers to apply for these funds to keep this mission going and to honor Cecilia's life purpose. They received an award for a project which would help in their professional growth.

To keep alive the spirit of Cecilia Ross, especially to continue her inspiration in furthering the enrichment of foreign language teaching, you are urged to apply for the Cecilia Ross Memorial Grant created to honor a woman who was herself a great and talented teacher.



## Cecilia Ross Award

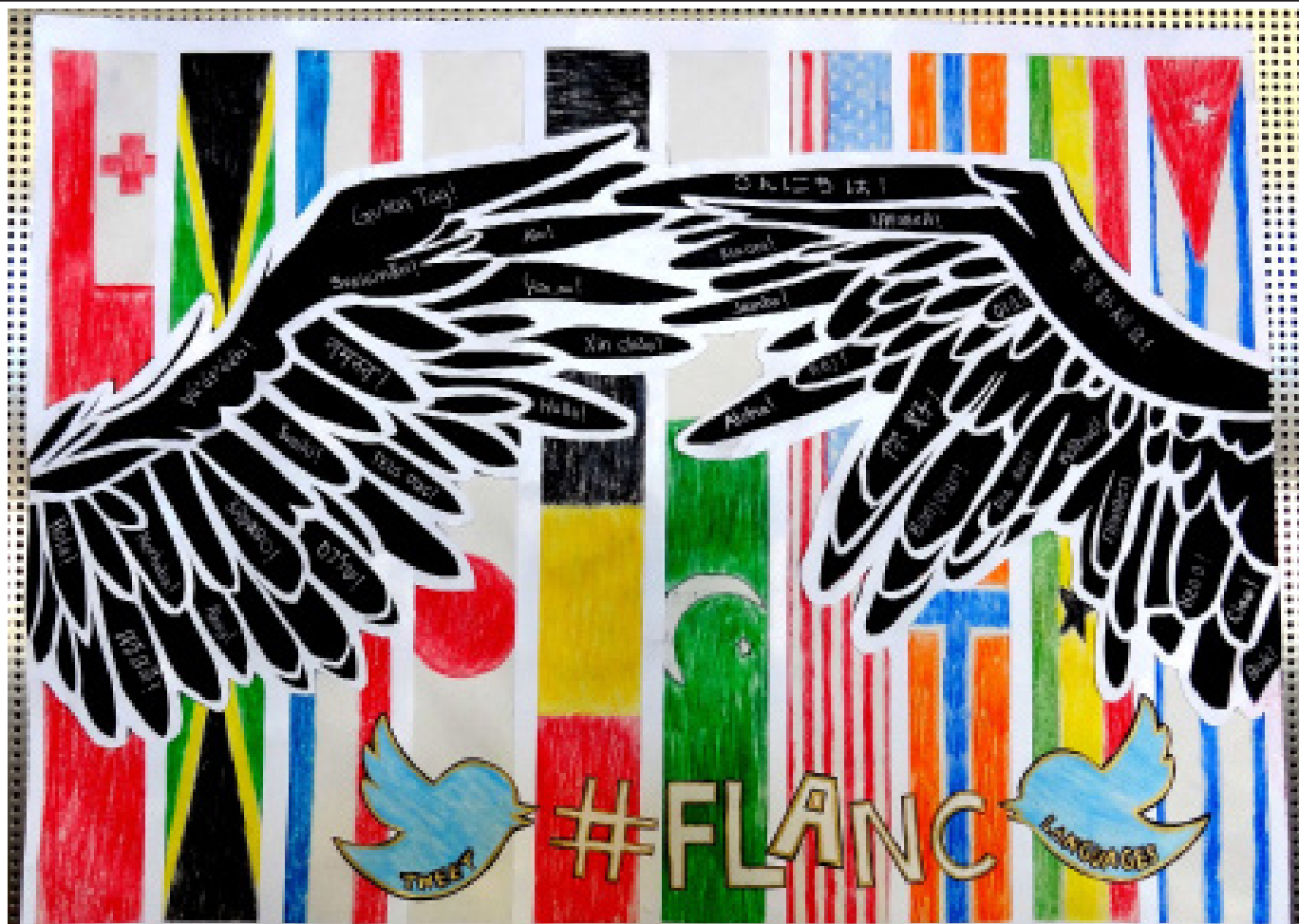


Last year, the FLANC Executive Council decided to radically change the criteria for determining the Cecilia Ross Award winner. Most years there have not been multiple applicants for the cash award, and a couple of times there was no applicant at all.

This year, FLANC will give the award to the best of the best interest session at the Fall Conference. A combination of direct observation and of participant evaluations will determine the winner. Only sessions presented in English can be considered. Of course, virtually all sessions refer to examples in another language, and that is fine. The winner will receive \$500 and be required to contribute an article to our Connections Journal, and to our FLANC Newsletter. The winner also will be asked to present again in the next Fall Conference. The Editor of the Journal is Agnes Dimitriou, who also is Chair of the Cecilia Ross Award Winner.

Our hope is that the Cecilia Ross Award will continue to honor high quality efforts and continue to honor the legacy of Cecilia Ross, who was a cofounder of FLANC, in 1952.

Teach on!



*Best Graphic Poster*

# News from the Language Fronts

Continued from page 3

separately in different classrooms throughout the Lowell campus. Results started trickling in after 2 PM, and while CLTAC committee members kept busy calculating scores in the school cafeteria, student and faculty-led entertainment celebrating Chinese dance, music and culture was provided in the auditorium. The program included songs, skits and dances performed by students of all levels as well as ethnic instruments performed by virtuoso high school and college students.

The results of the contest were promptly announced at 3:45 PM, and prominent figures of the Chinese community were invited to present the awards. These include Chief Education Consul Jun Yang of the Consulate-General of the People's Republic of China in San Francisco, Education Division Director Pauline Chen of the Taipei Economic and Cultural Office in San Francisco, President Fabian Banga of the Foreign Language Association of Northern California (FLANC), and Director Jiaxin Xie of the Confucius Institute at San Francisco State University.

Results were announced in the order of Honorable Mention, Third Place, Second Place and First Place. A total of two hundred and twenty three awards were given out, including forty-six first place trophies, forty-four second place trophies, twenty-two third place trophies, and one hundred eleven honorable mention certificates.

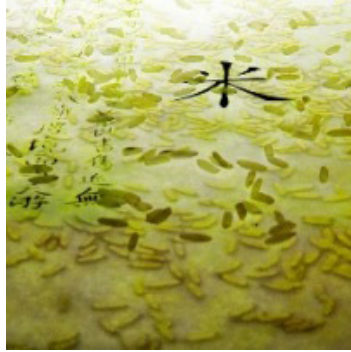
*Chris Wen-chao Li*



## Deutsch

**The AATG Annual Meeting** in conjunction with the American Council on the Teaching of Foreign Languages (ACTFL) Annual Convention and World Languages Expo will inspire participants to think creatively and stimulate new knowledge as they engage in networking and sharing with colleagues, and return to the classroom with new strategies and ideas that will transform teaching practices at all levels.

FLANC Newsletter



The convention features an amazing array of professional learning and collaborative networking opportunities. Over 6,000 language educators from all languages and teaching levels come from around the world to participate in this incredible learning experience. More than 700 educational sessions in a variety of formats feature a wide spectrum of the language profession, and over 250 exhibiting companies showcase the latest products and services for you and your students.

Registering for the Convention  
AATG members can take advantage of the advance registration rate of \$225 by registering by Wednesday, October 28th. Visit the ACTFL Convention & Expo page to learn further details.



**The German Summer Study Program for High School Students** provides a three-week homestay and school experience. Students live with a German family, attend classes, visit regional attractions, and experience the German language and culture firsthand. Students return speaking German better—with a greater sense of confidence, maturity, and independence.

The program is sponsored in cooperation with the German government's Pedagogical Exchange Service (PAD). Nearly 2,500 students have benefited from this unique experience since the program was created in 1978!

2016 Course Sites and Dates will be announced later this Fall. Program locations change each summer, but all programs take place between June 10 and July 31. Courses have been hosted by schools in Berlin, Bad Iburg, Leipzig, Braunschweig, and Bad Reichenhall in recent years.

For more information, please visit <http://www.aatg.org/?page=SummerStudy#.VdY04Xh1RH0>.



*From AATG's website*



# News from the Language Fronts



## Español

### What does Cuba have in store for us?

There has been a lot of news about Cuba. There is also a lot of confusion as to who can travel to Cuba and what a legal trip to Cuba entails. The rules all recently changed on January 15, 2015 says Paul Bardwil, president of Global Educational Facilitation who is the only legal tour service operator in the Greater Sacramento Area and has been facilitating legal travel to Cuba since 1998.

The real attention to Cuba right now are the legal trips that schools can make as well as individuals under the people to people right to travel to Cuba. Universities and colleges can travel to Cuba if they are offering a course that is offered at their institution and it is offered for credit with a letter on letterhead from the school that shows a brief course description and proof of the course number as well as the professor of record.

With respect to high schools and secondary schools, academic programs students must participate in a structured educational program offered by a secondary school or other academic institution and led

by a teacher or other secondary school official. This includes participation by a reasonable number of adult chaperones to accompany the secondary school students in Cuba.

Now that we have arrived to Cuba legally what makes it appealing? One of the first things that people say is that they want to see Cuba before it changes. The old American cars, the tobacco culture, the Communistic model that was set up after the revolution. Cuba also offers unique public systems such as medical and educational programs that are all free. In Cuba the primary care doctor lives in the neighborhood that he or she services, where the doctor lives upstairs in a home with the clinic downstairs. This creates an effective grass roots primary medical system where the doctor is part of the community, and they know what is going on with health and wellbeing of all their patients in the neighborhood. It is a great way to practice preventative medicine.

The educational system from Cuba is also free. If someone has the affinity to practice medicine, law, teaching, education is free the entire time. The education is good and the system is efficient. Many American educators study the Cuban model to find out how to spend resources more efficiently.

The people of Cuba are what bring me back time after time again. I have been there over 50 times and it never gets old.

*Continúa en página 12*



**El que  
habla dos  
lenguas  
vale por  
dos**

*Adèle  
Martínez*

## Gisèle Hart FLANC Membership Award



This award was created to honor Gisèle Hart for her many years of service to FLANC. Mrs. Hart, who had been a truly dedicated and enthusiastic French teacher and long-time FLANC Council member,

made significant contributions to the field of foreign language teaching. Gisèle also acted as our Exhibits Chair for many years, building bridges with our publishing friends. As the Master Teacher of dozens of aspiring French teachers in the Bay Area, Mrs. Hart has been greatly instrumental in the promotion of language learning for over thirty years.

It seems that half of the French teachers in No California had Gisèle Hart as their master teacher. I did, and I have always felt unbelievably lucky to have had her as a guide into our profession. As a nervous student teacher, I was immediately impressed by her quiet, calm presence in the classroom, rather serious; *c'est-à-dire*, there was never any question about who was in charge. The second thing I noticed was her smile. It lit up the room. It still does.

Gisèle and I have been friends since 1963. I was around to help the Harts when they moved into their Kensington house. I gave classes to their two young children. I had dinner at their kitchen table more times than I can remember. I visited her mother in France. I took my father and my children to their house, and, of course, I went to many FLANC conferences with her.

Gisèle was born in Royat, a gracious spa outside of Clermont Ferrand, France. She is the only child of a U.S. father and a French mother. He was an Army corpsman working at a hotel-turned-hospital during WWI, and they met at a July 14th bicultural dance. "Love at first sight?" Gisèle does not know.

In 1919, Gisèle's father (Charles Liff) was discharged to the US but he returned to France to marry his sweetheart and to live for the next 20 years in Royat, working at a newspaper, living in a lovely home, becoming very *français*. Gisèle attended local schools, including FLANC Newsletter

ing un lycée pour jeunes filles (all lycées were unisex at that time). "School was hell in France, so demanding. Gloves and stockings were mandatory. Teachers were demanding. I did not like Latin. I preferred literature." In 1939, all changed when the Liffs moved to San Francisco. With WWII around them, Gisèle's mother was afraid for her husband who had never become a French citizen.

At 19, Gisèle entered UC Berkeley as a Junior (so much for Breadth Requirements!). She adapted easily to Cal, finding it not more demanding than the French lycée. "It was such a relief that I didn't have to take *gymnastique*." After graduating, she received a Masters in French and then a Teaching Credential. "I learned how to teach at Cal, how to shed that French arrogance. I remember being asked in an upper division course, 'How can you explain the infinitive?' I couldn't explain it. I had to learn how it is different than English."

Meanwhile, both her parents found the move to California very difficult. Her father worked for the Examiner while her mother was a cook for a prominent SF family. Adjusting to a completely different culture was not easy, then they ended up getting a divorce two years after their arrival in the U.S.

In 1952, at the "old" age of 32, Gisèle married Jim Hart, a doctor who ran a local pharmaceutical lab. They had two children, Pirie, who lives in Seattle with his wife and a daughter, and Michelle, who is a teacher (surprise!) at El Cerrito High.

Gisèle started to teach in the Richmond School District after receiving her credential: Longfellow, Portola Junior High (4 French teachers when she was there), and El Cerrito High. "At first, I was much too strict. My first class, in 1945, had 45 students. That was wartime. I loosened a little bit when I had regular classes." She taught in the District until retirement in 1985.

For many years, Gisèle worked with the UC Department of Education. Although she is reluctant to be precise about the number of student teachers she coached, she thinks she had 60 or more! "What the student teachers did for me is that they kept me informed of the new ideas that were going around. Many teachers feel that student teachers are an imposition. I never felt that way. They kept me up to date."

Here are a few more Gisèle thoughts.

- Many French native speakers are lousy teachers. The student teachers I had were horrible. They taught the way they were taught. I learned quickly that that didn't work in US schools.
- I knew that I wanted to be a teacher when I was



# GHFMAWARD: THREE YEARS OF FREE FLANC MEMBERSHIP (2016-2020)

about 7 or 8. We had a piano and a young neighbor wanted to learn how to play. I was so demanding that I don't think I taught her more than twice, but I liked the bossy attitude.

- Cecilia Ross asked me to get involved in FLANC. She knew I had two young children so she was patient. I have enjoyed the camaraderie of working with other teachers. FLANC's people are charming, a word I rarely use. What do we get out of it? Nothing, really, except a lot of hard work. But it's pleasant. Companionship. Camaraderie.

- Let's get more French taught in the schools. Congratulations to all FLANC people for keeping up the good work.

FLANC owes a huge thank you to Gisèle for all of her years of service and for her inestimable contribution to the teaching of world languages. Merci.

*Wendy Ruebman*

## GHFMA Awardees

- 2006 - María De Leo, Chabot College
- 2007 - Jennifer Fox, Sebastopol Independent Charter S.
- 2008 - Josephine Tsao
- 2009 - David Hauptert
- 2010 - Dick Lai
- 2011 - Jing Wu, Eric Chen, and Ichun Chen
- 2012 - Your Colleague!
- 2013 - ?

.....

### Purpose of the Award:

To encourage beginning language teachers to devote themselves to the language teaching field.

**Criteria for the Award:** Current member of FLANC. Fewer than 3 years of teaching experience.

### Application Procedure:

- Complete the award application – applications must have a signature from a school principal or department chair verifying language teaching experience.
- Along with the application, send in a brief curriculum vitae.
- **Applications must be received by November 30, 2015.**



To be considered for the membership award, applicants must meet the following requirements:

- Must be a current member of FLANC and
- Have fewer than 3 years of language teaching experience.

Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_

Address: \_\_\_\_\_

City/State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_ Email: \_\_\_\_\_

### Work Experience Verification

School: \_\_\_\_\_

Address: \_\_\_\_\_

City/State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Start Date: \_\_\_\_\_



### School Administrator:

\_\_\_\_\_

Signature

\_\_\_\_\_

Print Name

\_\_\_\_\_

Title

### Please mail this application by November 30, 2015 to:

Marilyn Imes • FLANC Membership Award Committee • 990 61st. St. • Oakland, CA 94608

The winner of the award for 9/2018 - 2019 will be chosen by drawing at the December 2013 FLANC Executive Council meeting. Thank you for your participation in FLANC activities!

*You may copy this application and share it with a colleague.*

# NeaTeachBits

by fz



**Connections** - FLANC's journal for teachers, Connections, will be available in print at the conference at Chabot College on November 6th. The print version will only be available at the conference. Members who wish to receive a print version must indicate this when they renew their membership in FLSNC for the current academic year on the membership form.

Those members who prefer to access the journal on line must also indicate this preference on the membership form. After the conference members will be given a personal password to the web site to access the volumes 5-9.

*Agnes Dimitriou*



This is where you can subscribe to the FLANC mailing list: <https://groups.yahoo.com/neo/groups/flanc/info>.



**“Hello Dear Colleagues.** If you know of any retired teachers who don't have to go back to school this fall, *Morocco\*Marhaba.com* Homestay is open for tours, lodging and fun!

We have several houses and apartments you can rent, or you can stay with Abdel's family in Rabat, on the beach or in Sale on the Bouragreg River.

If you'll be at the FLANC conference in the fall, one of the sessions is how to organize a homestay program. *Marhaba* = Welcome in Arabic. Hope you had a great summer!”

*By Mari Claire Houssni*



## 2015 Alexandra C. Wallace Essay Contest

The third annual Alexandra C. Wallace Essay Contest was held last spring. Again, we received essays of good to excellent quality from high school juniors and seniors. Various teachers encouraged their students to enter and emailed letters of recommendation for them. FLANC commends them: Elizabeth Cooper, French teacher of American High School, Fremont, Mary Louise Castillo, Spanish teacher of Mercy High School in Burlingame, and Timea Kiraly, German teacher of Santa Clara High School. FLANC is concerned by the decreased participation and hopes FLANC members who are world language high school teachers will increase their efforts to inform their students about the contest. Of course, \$800 in prize money is a great incentive! Just click on the link at our website for a one-page contest announcement.

This year Garima Raheja of American High School won first place with her inspiring essay that combined personal experience and future outcomes that supply her with career motivation and personal joy. Her French teacher is Elizabeth Cooper. We hope they both can attend the fall conference and be introduced during the keynote/welcome session. Second place went to Matty Conn of Mercy High School in Burlingame. Her Spanish teacher is Mary Louise Castillo. Megan's essay highlighted personal experience and cultural insights, together with her hope for

a rewarding bilingual life in the future that will serve Spanish-speaking people. Her essay was titled “Mi Casa es Su Casa.”

“What impact does knowing a second language and culture have in your future?” was the essay prompt, again this year. Submissions were limited to a maximum of 500 words. Find the announcement for the 2016 essay contest elsewhere in this Newsletter or on the FLANC website.

Four judges, working at home independently, who were all members of the FLANC



*Part of the Exhibitors at our Fall Conference*  
FLANC Newsletter

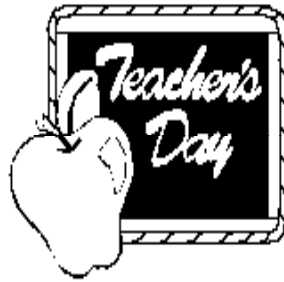
# NeaTeachBits

by fz

Executive Council, used a standard rubric to score the essays on a scale of 0-20, or four standards worth up to five points each. The judges' scores were added together, then averaged. The top essay by Garima Raheja received 19.75 points, a nearly perfect score. The 2nd place essay by Matty Conn received 15.5 points. Honorable mention was conferred on three essays scoring 14.75-14.5 points. Brooke Mapelli of American High School, Fremont wrote "Exploring the French World." Oscar Lim, also of American High School, wrote "The Bridge Called Language." Brandon Toy of Santa Clara High School wrote "The Odysseys of Learning a Language." All entrants received a certificate appropriate to their score. The contest has a first place prize of \$500 and a second place prize of \$300. Congratulations to all the students for their understanding and appreciation of multilingualism and multiculturalism.

Please encourage your students to participate. For 2016, the contest guidelines will change just a little bit. In order to accept a student's essay, their teacher should write an email to us first. The email will serve to introduce the student and recommend their essay for consideration. This protocol will serve to validate the student's qualifications. FLANC deeply appreciates all concerned for their thoughtful participation.

*By Ed Sterling  
Contest Committee Chair*



be pursuing environmental science and possibly international relations, and hope to study abroad to research the adverse effects of environmental degradation in different parts of the globe. My knowledge of French will allow me to access the wealth of knowledge in more than 30 Francophone countries and enable me

to converse with not only highly erudite professors literate in multiple languages and fields, but also the everyday citizens whose opinions and observations matter just as much. In Haïti, for example, the 2010 earthquake ruptured countless sewage lines; the island is still suffering the after-effects of the subsequent water pollution and cholera outbreak. As a scientist, I must listen to how these problems affect a person—every person—and I need to understand their thoughts as they really are: in their own language, in their own cultural context. Which disease control measures are the most effective? How are families adjusting to the dearth of clean water? The French language will open more than 275 million conversations for me.

I was intrigued when I read about France's immense strides in tidal and offshore wind energies for my weekly resumé de document news assignment. French companies like EDF-Énergies Nouvelles and GDF-Suez are changing how renewable energy is harvested; L'École polytechnique has developed

*Continued on page 13*



## **2015 Alexandra C. Wallace Essay Contest - 1st Place Winner**

You cannot understand what another person is thinking until you understand how they came to think that way. Culture is essential to understanding someone's background; language is essential to understanding culture. My six-year venture into French has shown me the immense beauty of this nuanced language and unique culture. My study of French has opened up countless doors for me; I know it will open many more in college and beyond.

French will help me connect with citizens of Francophone countries and better understand their perspectives and opinions. In college, I will  
Fall 2015



*Happy FLANC Conference Attendees*



# News from the Language Fronts

*Continues on page 7*

people are joyous and innovative in Cuba. They move to the wonderful music in a natural rhythm. The old American cars are not the only nostalgia of Cuba. Skinny children play stick ball in the streets bare-footed, with a boom box blaring in the background. People talk and they move, they are not glued to iPhones and iPods. The Cubans are alive and they move to their cultural beat as if dancing.



It is easy to tap into the public enclaves and have wonderful cultural experiences with your students and the Cuban nationals. They are friendly and kind, and Cuba is a very safe country to travel to.

There is nothing like a good Cuban cigar with a mojito, of course we do that when the students are long fast asleep. Cuba has wonderful music, beautiful beaches and simply a different pace of life. The people are well educated and it is a very safe country. Try it you will like it. Organize a trip to Cuba, today!

*Paul Bardwil*  
*Photographer of Cuba Photos*  
*916-225-8207*  
*pbardwil@aol.com*



## Notas de México, de FZ

You know, after slaving away for 3,6,9 or 12 months, your spirit needs a bit of TLC. Get away for a while. Where? Anywhere. Just make sure it's away from home. You can home vacation on long and normal weekends.

There are so many places. Where to begin? The coast? Ok. The Pacific coast it is!

Let's start with Puerto Vallarta, made famous by Liz Taylor and Richard Burton in "Night of the Iguana". Incidentally, their house, which we didn't find, is/used to be in the romantic (southernmost) section of Puerto Vallarta. Hey, did you know that you can also visit where Arnold S. filmed 'Predator'? It's pretty neat.

Shrimp cocktail on a dish! Not a bad idea, and very good, with habaneros to give it that best of sparks. Also, empanadas al chiptle. Fiesta Americana Hotel Rest. Puerto Vallarta, with my wife.

Casa de Tequila, Calle Morelos, a block from La Distilería and Malecón, has some 150 tequilas. Good food, well decorated, with folk music, and well presented. It does an interesting job with its pollo en mole, as it cuts up the breast a bit and is served on a lake of mole, with lots of veggies. Great Stuff. The flan is to die for. Their tequila package is fab. Choices are \$10 for 3 ½ shots of any tequilas you want.

El Racó de Catalunya is a hidden Iberian Peninsula jewel in Plaza Caracol, on the main drag, across the street from our hotel, Fiesta Americana. The only thing missing was Julio Iglesias singing 'Por el amor una una mujer...' Good tapas, of all types, montaditos (bread topped with goodies such as morcilla and jamón Serrano). Sangría? Unusual, with its guava. A good lunch for two was \$26.

Tuba de palma de coco – real fresh with diced pineapple, walnuts, strawberries, and peanuts. Real nice, natural and native to the region. Had it in Manzanillo, also. Sold on the streets, real cheap.

Restaurante María Gallo. One block from El Malecón and across the street from Casa de Tequila. The décor is unique, and don't worry at all about all the death decorations, they are not ominous...we

*Continúa en página 14*

# NeaTeachBits

Continued from page 11

revolutionary sustainability solutions. I want to work with these companies to develop cleaner energy sources; I know that with my knowledge of French I can communicate effectively with companies in France, and with my knowledge of culture I can collaborate with my overseas partners respectfully. For example, I understand that the French place great importance on faire la bise (greeting by kissing on the cheek); while this tradition is awkward for me, I perform it anyways when I greet my neighbors, recent immigrants from France: I've learned that respecting another person's culture is a stepping-stone to respecting them as a person. The French value privacy, diversity—but in a much different way than Americans. My understanding of French lifestyles and corporate culture will enable me to create an environment conducive to amicability, diversity; my eagerness to learn more about the fascinating cultural tapestry of France will ensure that I am constantly vigilant to the needs of those who come from a different way of living than myself.

The French language and culture are my gateways to bridging together my two passions: science and culture. French will help me talk to people, learn from them, change the world with them.

*Garima Raheja*

*American High School, Class of 2015*

**2015 Alexandra C. Wallace**

**Essay Contest - 2nd Place Winner**

**Mi Casa Es Su Casa**

If I were to try to explain to myself ten years ago that learning a second language would change my life, I probably would have laughed. Today I know that it is no joke, because having the luxury to learn Spanish has changed my life, and likely will continue to make my life even better. For ten years, I have had the amazing opportunity to

## NO LANGUAGE LEFT BEHIND



### FALL WORKSHOPS & CONFERENCE

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November 9-10, 2007

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Foreign Language Association of Northern California

learn the Spanish language and culture, and have been able to apply my knowledge in real-life situations. Sure, I could simply look up on google translate how to ask my family friend how her day was, but as the saying goes, knowledge is power. I could not be more fortunate to feel the power that I do thanks to my elementary school, middle school, and of course Mercy, as they have supplied me with the knowledge of Spanish. Looking forward, I can already see the ways in which knowing Spanish will further benefit my life. I strongly feel as if the

advantage of knowing a second language will have a significant impact on my future, especially in pursuing my desired career in business.

If there is one thing that I love as much as learning Spanish, it's learning business. Keeping people happy and meeting their desires is important to me. I know that I want a job that involves making

*Continues on page 23*

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# President's Message

*Continued from page 1*

# News from the Language Fronts

*Continúa de página 12*



I love what we do because we love languages". We, the younger members of the council (and many of us are more than 40!) learned how to deeply love

languages and our profession from those teachers who were part of the council before us. And new generation of teachers will come. We are working to leave them a strong and vibrant organization that will support them in the future.

I would also like to cordially invite you to our conference in November. Thanks to our kind friend, Francisco Zermeño, and his college, we will host our conference in Chabot College, Hayward this year. Because of their great hospitality, I know we will have another innovative and productive conference. Please visit our website [fla-nc.org](http://fla-nc.org) for more information.

All the best and I hope to see you in Hayward,

*Fabían Banga Ph.D.  
Your FLANC president,  
Berkeley City College*



FLANC Newsletter



walked out ok. Colorfully decorated, which, as the Italian waitress told us, was because it used to be an Art Gallery. Now, unless you want your tongue to yelp out into a vat of milk and whimper back into your mouth cavity, do NOT, I repeat, do NOT eat the green sauce! Danger! Danger! Don't know what they put in it, but it was an 8 easily. That green tongue killer was different than the green tangy one of the enchiladas en salsa verde I had...

Warning! Try to not go unreserved to Puerto Vallarta! The time share and tour wolves will attack you the minute you walk out of the airport luggage pick up. Their small bits of English – 'hello, friend. Where are you from? You look happy, my friend, etc.' - will catch your attention, then they walk you over to the counter, and you could easily fall prey, to the den wolves. This is what I dislike most about visiting touristy México.

When accosted by timeshare wolves, your response should be 'Ya tengo' – I have one already.' Anything else, like, 'no thanks,' or 'not interested' are come ons to them. They are ready to pounce on those responses. There is, folks, an epidemic of timesharing wolves.

If you are reservationed, however, you simply walk over to whoever is holding up your sign or name and you are off to enjoy your beach resort stay. At times, that even fails. Expedia even sent us photos of the white shirted blue panted Emark employees, who would be waiting for us at the airport, after passing through three glass doors! We did pass all three. Our Emark man, Miguel, as we found later, was nowhere to be found! No white on blue persons around! We asked a security guard. He found one for us, on his cel, leaning on the wall.

Puerto Vallarta - cobblestoned streets, a pinch of overusage, and a dash of chauffeur abuse. I for one, am glad of the empedrados – cobblestones – but that's probably because I spent part of my youth in such places (Concepción de Buenos Aires, La Manzanilla de la Paz and Tepehuaje, Jalisco), and loved it!

Over at El Tapatío Restaurant in Pitallal, a short bus ride to this small unassuming town near Puerto Vallarta, for \$15 (2010) you can have food,

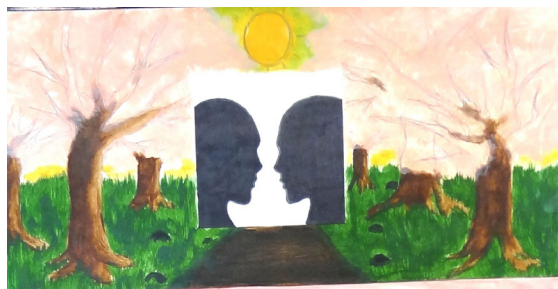
*Continúa en la página 20*





# Fall 2015 Conference Program

Most Amusing, 2014



(4) **Innovative but Revised Traditional Japanese Kokoro Education**  
Presented by Kora-ku Mikami, Eimei University.

Kokoro Education Workshop:  
Revised

traditions of the Japanese Mikkyo Buddhism as an applied Educational model for the implementation of innovative method and the achievement of Language learning through cultural practice. In Japanese. For all levels.

## (5) **DIY Online Lectures**

Presented by Caren Barnezet Parrish and Cristina Moon, Chabot College.

This workshop will demonstrate how easy it can be for instructors to create online lecture materials to be used in on-campus, hybrid or online courses. Presenters will provide overviews of different projects and applications developed using PC, Mac, and Android technologies. Participants will have the opportunity to create their own screencasts using Jing (free-ware) and YouTube. Additional software (Camtasia, Explain Everything, Lecture Notes) will be presented. Participants are invited to bring their computer or tablet. In English with examples in French and Spanish. For all levels. Note: THIS WORKSHOP IS IN A DIFFERENT BUILDING, BLDG. 300, Rm. 352, the Language Lab.  
FLANC Newsletter

## FLANC Saturday Interest Sessions

- The interest sessions are sorted into broad categories.
- Each group has its own room.
- Any updates will be on the FLANC website and in the conference program.

**Workshops follow the interest sessions.**

**Workshops 2:00-4:00**

### GROUP ONE

#### (9:00-9:45) **TUF Session: Teaching World Languages Through Music**

Marion Gerlind, Keiko Yukawa, Rosa Camacho, América Salazar, and Jasmin Banic.

Focusing on students' musical talents, Teachers United for the Future (TUF) will be employing hands-on music to teach language in connection with a range of emotional expressions. We'll be introducing a variety of songs (bits) in German, Italian, Japanese, and Spanish, encouraging participants to express what they hear verbally and/or non-verbally in their world language. A multi-lingual handout with vocabulary will be provided for classroom use. In English. For all levels.

#### (10:00-10:45) **Bewegter Deutschunterricht: Who, What Moves – Rocks – in the German Language Classroom, Where to, and Why?**

Presented by Christiane Frederickson, Klett-Langenscheidt.

We'll examine some of the many different aspects of 'Bewegung' textbook authors employ to help guide learners from the first day of instruction towards the ultimate goal of fluent speech (tongue flexibility, intonation, rhythm, gestures, interaction, co-operation, optimal sequencing of exercises, spiraling of materials, team project planning, etc. In German. For all levels.

#### (1:00-1:45) **Student and Teacher Beliefs in Using Games in AFL Classrooms: What, When, How and Why?**

Presented by Haitham Mohamed, University of California, Berkeley.

The use of games as a part of classroom practices has been the focus of many researchers. There are



# Fall 2015 Conference Program

many questions that occupies researchers, What are games? When to use them? How? And why in the first place? This research is an attempt to find some possible answers for these questions in accordance with student and teacher beliefs. In English with examples in Arabic. For post-secondary level.

## GROUP TWO

### (9:00-9:45) **Can Mindfulness Make Us Better Teachers?**

Presented by Ying Shiroma, Defense Language Institute.

Mindfulness, an ancient practice has gained more and more recognition in recent years. The presenter will explain how the teacher's personal familiarity with mindfulness practice plants the seed for an teaching infused with attention, awareness, compassion, openness and gratitude. The presenter will share her experiences on enhancing the teacher's capacity to deeply connect with students and teaching at a higher level of efficacy. In English. For all levels.

### **The following sessions are in Japanese**

### (10:00-10:45) **Nagoya Residents' Awareness of Nagoya Dialect and Dialectical Usage**

Presented by Eriko Matsuura, San Francisco State University

The research reports (1) how Nagoya dialect is evaluated by Nagoya residents, (2) how the evaluation of dialect influences dialect use, and (3) how the Nagoya dialect vocabulary, introduced in publication is used and recognized by Nagoya dialect speakers. In Japanese. For all levels.

### (1:00-1:45) **New Directions in Japanese Linguistics: Promoting Dialogue and Exchange between Linguists and Language Teachers**

Presented by Keiko Yukama, San Francisco State University and Chabot College, with Masahiko Minami, San Francisco State University.

This presentation describes how: (1) the Journal of Japanese Linguistics (JLJ) aims to stimulate research in Japanese linguistics and serve as a bridge between research oriented toward theory and research oriented toward practical application; (2) both

researchers and teachers benefit from each other's expertise and exposure to new insights applicable to their respective fields. The journal covers a wide range of areas including second language acquisition, bilingualism, Japanese language education, and language production.

In Japanese. For post-secondary.

Workshop 4 in Japanese follows in the same room.

## GROUP THREE

### (9:00-9:45) **Extensive Reading and Listening to Promote Advanced Speaking**

Presented by Valentina Soboleva and Svetlana Davidek, Defense Language Institute.

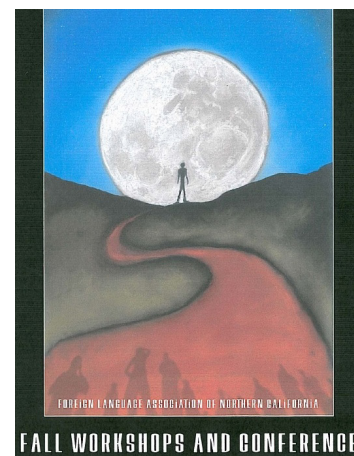
The presenters will talk about incorporation of extensive reading and listening in the typical language curriculum and their multifold positive effect on increasing students' abstract vocabulary, advancing their speaking skills through discussions of various societal topics considered in the texts/ audio files, and deepening their understanding of important cultural / societal issues in the TL country. Some reading/listening samples, lesson plans will be demonstrated, and students' feedback will be shared. In English with examples in Russian. For post-secondary.

### (10:00-10:45) **The iPhone in our World Language Classroom**

Presented by J. Francisco Zermeño C., Chabot College

Our classrooms are being invaded by the iPhone and similar devices. Our students were born with umbilical cords attached to them, it seems! A few ideas will be shared/demonstrated where we can make good classroom use of these devices. Certainly you also have a couple of ideas, too. Prizes will be given to the top three classroom iPhone activities. In Spanish and English. For all levels.

*Continued on Page 35*





## FLANC Salutes its Retired Members!

Alfred F. Alberico

Jacquie Anderson

Marie Louise Ardini

Joanne Argyres

Alice Barholomew

Lorraine Bassadonne

Mary Ann Brewster

José S. Cerrudo

Anne Chen Louie

Cloudman Yun Han

Chou

Yole Correa-Zoli

Janice Costella

Betty Crenshaw

Edith Fries Croft

Jonaca Driscoll

Cynthia A. Earl

Kathy Failing

Yvette Fallandy

Dwaine A. Fields

José A. Flores

Karuko Geis

Mabel M. Goodale

Susan Harvey

Marylou Herrera

Yvette Hong Yang

María J. Huber

Marilyn M. Imes

Rosemary Jiménez-Curós

Lynn Kennedy

Cheryl Kuhlman

Dorothy Lee

Rose Leonardini

Flavia R. Lorega

Helga Marshall

Virginia Murillo

Diane Musgrave

Michael J. Mouat

Maurice A. O'Meara

Kenneth RJ Pearsall

Mary Kay Pederson

Susan Petit

Earl F. Pimentel

John R. Petrovsky

Julian F. Randolph

Walter Rex

Livia Rosman

Carmen Scholis

Carol L. Sparks

Pierrette Spetz

Gail Stevens

Sandra Sung

Leslie Threatte

Carol Trapp

Tony Tranel

Jean-Paul & Sara Trelaun

Kathleen Trenchard

Linda Villadóniga

Joyce Weiss

Cynthia Won

Haruko Yagi

Catherine Yen

Send FLANC your  
Retired Dues  
to be included above.

*If your name is not here, send your  
Retired Membership dues*

## News From the Poster Front



At our FLANC Confere  
FLANC 2012, our theme was "Lan-  
guages: Key to the Future"

As always our poster contest entrants showed  
great talent and originality. The posters graced the  
walls of the foyer of Chabot College where our  
FLANC members could gaze on them while nibbling  
on breakfast treats and lunch.

We hope to see many more entrants next year  
inspired by our 2014 theme: "Tweet Languages, Tweet  
#FLANC." Remember FLANC gives \$50.00 prizes  
and one Judges' Grand Prize of \$100.00.

This year's winners are from Harvest Middel  
School, Lowell High, El Sobrante Christian High, and  
Albany School, of our great San Francisco Bay Area.

We are most appreciative of the time that the  
teachers gave their students to work on these colorful  
posters, giving FLANC members the pleasure of see-  
ing some great artwork. We hope more teachers will  
motivate their students to show their artistic as well as  
linguistic side.



*Our Poster Queen hard at work!*

## POSTER CONTEST - 2015



### Theme

***FLANC Rocks!***

### When

2015 FLANC Fall Conference - November 7

### Where

Chabot College, Hayward

### Eligibility

Language students whose sponsoring teacher is a member of FLANC

### Prizes

Certificates and \$25 Cash awards

### Size

18" x 24" (no exceptions)

### General Instructions

The number of posters is limited to 7 (seven) per school. Print on the back of the poster the student's name, language, level, school, and the teacher's name. Posters must be submitted to the Registration Table by 9:00 a.m.

FLANC reserves the right to reproduce any posters.

### Winning Categories

- Most colorful
- Most amusing idea
- Most original idea
- Most relevant to the theme
- Best graphic design
- Elementary School
- Grand Prize



**Questions?** Please call Liz Barthe at 650.343.3631, ext 3631 or at [lizbarthe@hotmail.com](mailto:lizbarthe@hotmail.com)

### Winners of FLANC'S 2014

Poster Contest Theme

***Languages: Tweet Languages, Tweet FLANC***

Most Relevant to the Theme: **Michel Li and Mira Abrecht; Emily Fong and Andersen Yang**  
*from Lowell High School, SF, teacher Naomi Okada*

Grand Prize: **Diana Liang and Paula Sison**, *from Lowell High School, SF, teacher Naomi Okada*

Most Colorful: **Catherine Chag, Karli Iwamasa, Michelle Louie**, *from Lowell High School, SF, teacher Naomi Okada*

Most Original Idea: **Fideline Basco and Joanne Zhea**  
*from Lowell High School, SF, teacher Naomi Okada*

Best Graphic Technique: **Yu Bi Chen and Shela Ho** of  
*from Lowell High School, SF, teacher Naomi Okada*

Most Amusing: **Queena Situ and Vicki Kuang** *from Lowell High School, SF, teacher Naomi Okada*

Best Graphic: **Megan Cheung and Kimberly Li** *from Lowell High School, SF, teacher Naomi Okada*

*Liz Barthe, Poster Contest Chair*

# ***FLANC Rocks!***



## News from the Language Fronts

*Continúa de la página 14*



tequila, tasting, and a modest tequila tour. It's ok for a small visit, but don't get too excited.

Free shows at the Downtown Plaza. Wednesdays, ballet folclórico. Thursday, the local brass band. Wow! All kinds of folks gather around. Eat at Los Chilaquiles Rest. for traditional Mexican fare, in a nicely decorated place, across City Hall, where the stage is.

BTW, that is also where the city's only Starbucks is. Go on over if you really need it,

but do try café mexicano, for a splendid taste bud treat.

Restaurant Mi Querencia on El Malecón indeed is a place for great Mexican edible fare. Had molcajete with arrachera (beef) and camarones (shrimp) with all types of sauces and goodies with tortillas. The music was classical Mexican oldies and the décor is purely folkloric, with the TVs running Mexican movies of their Golden Age. A real Mexican restaurant, with good people!

Sr. Frogg's Restaurant Bar is disappointingly poor in its 10 tequila collection. Hard Rock Rest. Bar was the same story. Sad.

At ¡Sí, Señor! or Blue Shrimp Restaurant, the tequila is interestingly served in a pallet, with tomato, pepper, lemon, and a small caballito (shot glass) of salt and another of sangrita. The tequila itself is on a baseless shot glass inside a larger glass filled with water and ice.

Restaurante Arrayán, three blocks from El Malecón is easily the best one in Puerto Vallarta, and not just because it has been voted so by the folks there. Their only minus are the 20 tequila selection. But, live

music, great food, unique plates, not too expensive, in a ranch style house. Very nice, indeed.

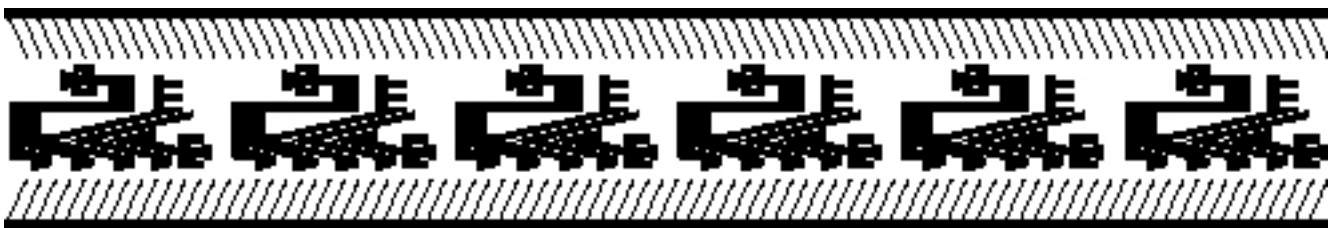
A bit of Macspeak: Mctríos, Mcnífico, Macpollo.

Friday (1/15/2010, 8:15 am) we saw our first torbellino/tornado/culebra del mar/water funnel on the Puerto Vallartan bay. Most impressive!

The buses are mainly Mercedes Benz. Forget taxis! Well, maybe once or twice, in an emergency you could take one, but why be in a hurry? I have heard, here in the USA, that buses are for lowlifers. I beg to differ! I do not live low! And, over at Puerto Vallarta, everyone was busing. Why? It's an adventure! Those buses used to be new, spit and shined Mercedes Benz. Now, they are quite beaten up, and worse, day by day. It's not that there graffitied or vandalized as USA buses, no, it's the driver abuse. Then, on the cobblestoned streets, at 150 kilometers per hour...double wow! Heck, Elisabeth, my wife almost lost the baby, and she wasn't even pregnant...

Tako's El Tizok is a great hole in the wall find on the main drag at Plaza Genovese. The misspelling sin and the anti Hispanic apostrophe are all but forgotten once you start into the taquitos. Five different sized tortillas. 5 different sauces in front of you, and fried jalapeños! Very nice indeed. Taquitos are of all types; rojos con crema, chicharrón. Also, for dessert, you have to have the jericalla. The size of the tortillas are on the back page of the menu. The taquitos were so good. I had one of each for a total of eight. Don't fret about the waistline...you can walk them off afterwards. I did. It being a very walkable town.

Back in 1982, the Sunday San Francisco Chronicle had an article, by Alan Riding from the New York Times, speaking of 'México's war on the apostrophe.' Well, I sadly report that México lost the war, soundly. Right now (1/16/2010), here in Puerto Vallarta, Jalisco, México, you can see it all over! From



*Figura textil representa árbol...cinto mapuche llamado 'ñimintrariüwe' ('temu,' árbol 'Temu divaricatum').*



## News from the Language Fronts

the mighty multirestauranted Señor Frogg's to the humble corner open windowed Tikal Tako's, they proudly and unnationalistically display their apostrophe. One even has it upsidedown! Boy, talk about wanting those Anglo touristy dollars! How to explain otherwise?

Grammarwise, the ' ' is 'de' (-of-) in Spanish, denoting possession/ownership. 'Pancho's dog' is 'the dog of Pancho' in Spanish – el perro de Pancho. We are not interested in 'Pancho's perro', with or without an apostrophe.

Many people feel that including English in Spanish-speak is chic, and for businesses, that translates into money, whether they be US tourist dollars or home-grown Mexican chic dollars. Too bad that chicness and dollars have to be involved in language destruction and contamination. Apostrophemania does to Spanish what 'el' mania would do to English. Can you imagine taking this very common two letter word and including it before every noun in English? 'Let's take el car, on el freeway.' Or 'pass me el pencil and el paper to write el report.'

Let me know how you like/liked Puerto Vallarta.

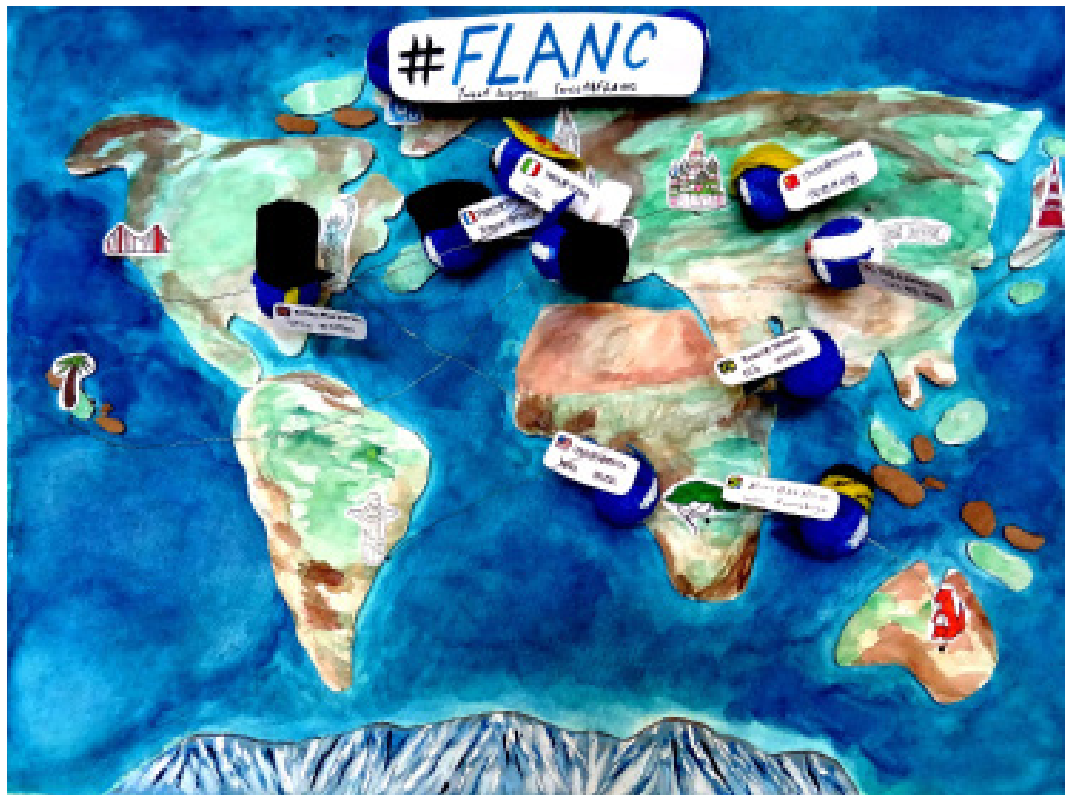
Thank you / Gracias mil.

*jfzc©6.i.2010*



### Esperanto

**Duolingo: a turning point for Esperanto?**  
Fall 2015



*Most Original Poster, 2014*

Duolingo is one of the most popular online tools for learning languages, with more than 100 million users. If current trends continue, it will eventually be the most popular. And now, it can also be used for learning Esperanto. Duolingo logo

#### Why is it so popular?

First, unlike other systems such as Rosetta Stone, it is completely free. Second, it is effective. According to a study by researchers at the City University of New York and the University of South Carolina, 34 hours of duolingo is equivalent to a semester in a university course. And Duolingo claims to have more users from the United States than there are language students in the country's public school system. But the ambition of its creators (award-winning Guatemalan computer scientist Luis von Ahn and his former student Severin

Hacker) goes even further. They dream of translating the World Wide Web into every human language. In order to do so, they aim to teach all languages through their website.

*Continues on page 22*

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# News from the Language Fronts

*Continued from previous page*

**The Esperanto course.** Since the end of May 2015 a beta version of the Esperanto course has been open to everyone. In just the first two weeks, the number of users soared to 25,000, even more than for courses for more traditional languages like Ukrainian. Chuck Smith, team leader of the Esperanto course, calculates that 200,000 people could be learning Esperanto through Duolingo by the end of 2015. The quality and content of the course improves and expands every day, thanks in part to user comments. So far the course is available only for English speakers. Once it has undergone sufficient testing, new Esperanto courses might be added to allow students to learn Esperanto from other languages, such as Spanish or Chinese.

**Challenges for the future.** Having Esperanto as part of Duolingo could mark a turning point for the Esperanto movement. We can imagine a near future where the number of Esperanto speakers could be higher than ever. And growing. We can even foresee a world in which people could learn other languages more easily by way of Esperanto. If so, Esperanto would no longer be a minority language and we need to be prepared for the exciting challenges ahead.

*Xavier Alcalde*

*NOTE: Xavier Alcalde estas politologo kaj esploristo pri paco, kiu loĝas en Barcelono, Hispanujo. Li multe interesiĝas pri lingva justeco kaj estas la sekretario de la Kataluna Esperanto-Asocio. [alcalde.javier@gmail.com](mailto:alcalde.javier@gmail.com)*



## Filipino

### **The Philippines: Spain's Forgotten Colony**

In 1898, Spain lost its last 3 colonies: Cuba, Puerto Rico and the Philippines, the latter being the only Westernized Catholic country in Asia. By way of background, the Philippines is comprised of 7,100 islands and has 80 major languages and dialects. It was ruled by Spain for 333 years until its end by revolution (just like all the other Spanish colonies), only to fall briefly into American hands until independence in 1946. Because of its long history in the islands, Spanish influence abounds everywhere, e.g.

in borrowed or bastardized words, religious practices and festivals, food and culture.

But I'm not about to rue the "good old days" under Spanish rule, when mestizos like me were tolerated at the whim of the Peninsulares (Spaniards born in Spain) or Filipinos (Spaniards born in the Philippines, called Criollos in the New World). However, I would like to publicly lament the death of Filipino literature written originally in Spanish and the exclusion of the Philippines in Spanish classes.

Why all this interest in the original Spanish? As a graduate student of Spanish at U.C. Berkeley, I noticed that there was neither whisper nor awareness that a rich literature in Spanish existed in the Philippines. I couldn't even make a case for it, because at the time, I didn't have even a single copy of anything. Years later a family friend gave me her copy of *Crisálidas*, a collection of Francisco Ma. Guerrero's poems; my brother and I came upon *Poesías de José Rizal*, national hero, patriot, writer, and medical doctor (google him). He is to the Philippines what José Martí is to Cuba. Rizal's novels, *Noli me tangere* and *El filibusterismo*, criticize the treatment of non-Spaniards by the Spanish government and church officials.

In the 1980's, it was impossible to find books written in Spanish in the Philippines. I already had a copy of the *Noli* from my father's library, but I also wanted the English translations of both novels. My sister-in-law remembered she had the English *Noli* from school, so she gave it to me. My brother scoured used bookstores for the *Fili* in both languages and finally found them over a year later.

As a writer and poet by avocation and a high

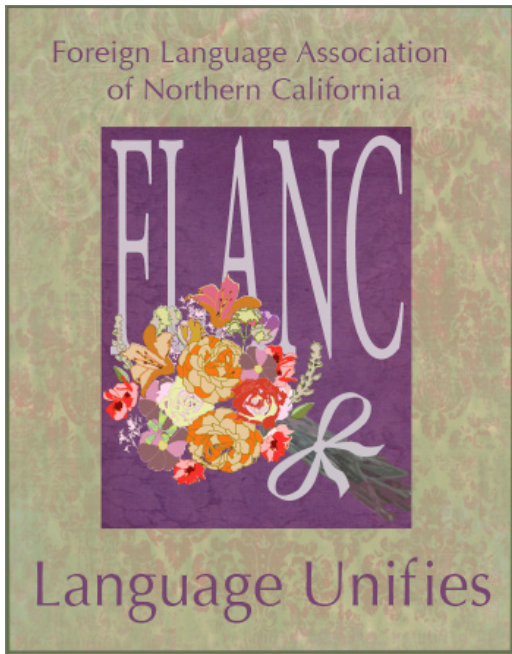
*Continues on page 24*

*As you contact, call, visit, and/or shop with the various businesses advertised in the FLANC Newsletter, please mention seeing their ad in this Newsletter. ¡Gracias mil!*

***www.fla-nc.org***

## NeaTeachBits

*Continued from page 13*



customers feel comfortable and satisfied. Something else that I know is that the advantage I have of knowing Spanish is sure to help me in this field. Undoubtedly, I will

work with customers who speak little to no English.

I can imagine what it must feel like to not be able to speak a language dominant in a country already, and I would not want for such people to look any further for someone that is able to communicate

in a way that makes them comfortable. Again, for a non-spanish speaking employee in this situation, they could easily type what they want to say to be translated online, but only to produce what is likely a choppy, uncomfortable version of the spanish sentence they meant to say.

Where is the comfortable communication in that? Although my spanish is not perfect, I think that I would make an effort to break down any communication barriers and work with my customers in a way that would make them feel as if I am talking to them, in their home countries, through a language that I know rather than the words that pop up on a computer screen.

My goal would be to make people who feel outcasted by the predominance of English in the U.S. feel as if they are at home. Overall, I have high hopes that my knowledge of spanish will allow me to extend myself out to those who speak spanish as their first language, and communicate with them to my best extent.

*Matty Conn  
Mercy High School  
Burlingame*



*An Interest Session in action*



# News from the Language Fronts

*Continued from page 22*

school Spanish and English teacher by profession, I include selections from Filipino literature in Spanish in my classes. I have guest lectured in world literature classes, presenting Charles Derbyshire's English translation of *Mi último adiós*. In my classroom, I prominently display a poster of this poem that used to hang in my father's law office. My students of Spanish learn about the Philippines, its history, its culture, its writers, and their works.

Among the works that I teach are Rizal's *Canto a María Clara*, a patriotic reference to the beloved of Crisóstomo Ybarra, protagonist of his novels; Guerrero's *Hora cálida*, a classic sonnet extolling the siesta hour, and Claro M. Recto's *La sampaguita*, an ode to the young Filipina woman. A short couple of paragraphs from Chapter 4 of the *Noli* describes Ybarra's indecision upon his return to Manila from Spain. It has inspired my students to write amazing descriptive paragraphs in very sophisticated Spanish. I incorporate creative writing into all my classes, particularly in Honors Spanish III and AP Spanish. My students' work continues to be published in *Albricias*, the literary magazine of the *Sociedad Honoraria Hispánica*.

More recently, I translated 4 of my grandfather's published Spanish poems into English, a new and challenging experience for me – and a labor of love. Don Vicente Peláez y Arquiza used to quote passages from Spanish literature; he had a prodigious photographic memory. As children, my father and his twin, his oldest sons, had to recite Spanish poetry from memory before they could go out and play. I think he would be very proud that one of his many grandchildren continues his legacy and shares his passion.

Ergo, to the point of this article: Why is our Spanish literature ignored in the general world body of Spanish literature? This must largely be the result of the Spanish language dying out in the Philippines; it's a great pity that we can't be bigger players on



the world stage by speaking the second most widely spoken language after English. However, we Filipino-Americans live in a bilingual state that will one day be part of a bilingual country. I challenge Spanish teachers here to include the Philippines in their teaching of Spanish culture. I was very impressed that one of the

textbooks I used, *Buen viaje* by Glencoe, included the Philippines in its introductory pages of factoids about Spanish-speaking countries. Unfortunately, that has disappeared in the latest resurrection of the series, ¡*Así se dice!*

Meanwhile, check out Amazon for Rizal's books, which are now available in Spanish and English. Like the great works of Cervantes and other famed writers, the *Noli* and *Fili* can be enjoyed now.

*Elizabeth Peláez Norris*

*St. Joseph Notre Dame High School*



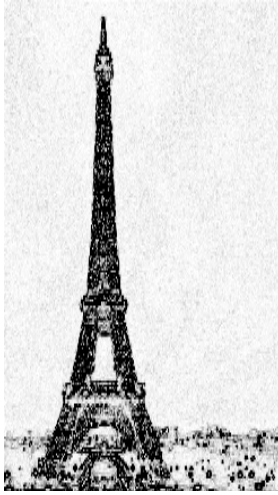
## Français

At [www.frenchteachers.org](http://www.frenchteachers.org), at 'Material AATF', I found the page of Classroom Activities. If you teach French, you've probably been there already, but if you do not, go on over, to possibly incorporate some of those ideas into your class.

Here are some of the activities:

- Giant Crossword Puzzle is a wall-sized Crossword Puzzle that can be used in a school classroom, hallway, or lobby to show students how present French is in English.
- Presentations On Line, offers a number of PowerPoint presentations on French Culture along with supplementary lesson plans, worksheets, and handouts.
- Supplementary project to French Review article from the French Review and supplementary materials on a virtual visit to Paris.
- Regular on-line activities to accompany the French Review can be found here.

## News from the Language Fronts



- Activities of the AATF Middle School Commission  
These classroom activities were developed by members of the AATF Commission on Middle Schools. They include activities and games as well as a lesson on Cajun culture and Carnaval.
- Supplementary Activities from the AATF Student Stan-

dards Commission

Three PowerPoint presentations were created to accompany the manual produced by the Commission, Making Global Connections. For more information on the publication, go to the On-Line Store.

- Classroom Activities from the National Bulletin  
Many Classroom Activities and Salut les jeunes! columns from past issues of the National Bulletin have

been posted. Many of these activities have also been grouped into a print publication, Vive le français, which is available through the On-Line Store.

- Recordings of Past AATF Webinars  
The AATF has organized periodic webinars on cultural topics. You can listen to these presentations by clicking here.

- AATF Pedagogical Publications  
Click here to view other AATF print pedagogical publications.



**The French Traveler** always has great programs for teachers and students in France. They are on their 20th year! See ad below, and visit them at [www.frenchtraveler.com](http://www.frenchtraveler.com).



**These are the instructions for the crossword.** Good stuff! “There are many, many ways to

*Continued on page 26*

*Professeurs de français: Vous rêvez de vous imprégner de la culture française?*  
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- Earn 85 professional development hours
- Laughter & *la langue française* a must
- On vous attend !

**The French Traveler**

[trips@frenchtraveler.com](mailto:trips@frenchtraveler.com)  
[www.frenchtraveler.com](http://www.frenchtraveler.com)

Tel: 941 544 6777 Fax: 941 460 4499



# News from the Language Fronts

*Continued from page 25*

organize a contest in and out of the classroom. For National French Week, the objective is to organize a competition outside the French classroom, but either option will show students how closely French is related to English and how much general knowledge relates to French.

The puzzle itself is 43 squares wide by 44 squares long. Students can draw four-inch squares on rolls of paper to create a wall-sized grid and fill them in and number them to match the blank puzzle. Smaller copies of grids can also be distributed for students to compete in teams.

Clues can be disseminated in a number of ways. Depending on how long the contest will last, they can be divided up so that a portion of the clues are announced each day. The first person or team to find the correct responses will then be allowed to

inscribe their answers on the wall-size puzzle. These groups of clues can be printed and given out as hand-outs, announced over the school loudspeaker, or even published in the school newspaper.

Prizes can be awarded for the individual or team who gets the most correct answers or who completes the entire puzzle correctly.

The following pages include: a blank crossword grid, the clues, the crossword answer key activities which use categories and use the terms from the puzzle the answer key to the activities.

These are just a few suggestions for how a contest can be organized. Teachers and students are welcome to come up with their own and are invited to share them by sending an e-mail to [staff@frenchteachers.org](mailto:staff@frenchteachers.org).”



*Grand Prize II, 2014*



**Southern Oregon University** has great Summer Programs for you, with up to 18 units. Look them up at [sou.edu/summerlanguageinstitute/french](http://sou.edu/summerlanguageinstitute/french).



**Italiano**

**I like AATI's Vision Statement (2015-2020)**  
The AATI is dedicated to achieving the following objectives:

- Increase membership by 10% annually, for five years (accumulative).
- Establish a defined Graduate Mentoring Program, Junior Faculty Mentoring Program, and Graduate Student Caucus.
- Social Media Goals: create a new website, which incorporates the newly approved brand, along with a Facebook page, LinkedIn page, and a Twitter account.
- Within our new website, create professional development resource pages for both K-12 and graduate students (this could include a listserv, wiki page, reviews, etc).
- Re-examine the high school and college exams/contests, incorporating diverse writing genres.
- Establish a permanent address for the organization.
- Create a continuous scholarship program funding \$5,000 - \$10,000 for refreshment courses.



# News from the Language Fronts



[this is coming from a private fundraising fund]

- Promote our organizational visibility through the sale of a series of branded items.
- Create an online journal/forum

where conference proceedings would be published

*From the AATI website*

加州日本語教師会  
California Association of Japanese Language Teachers (CAJLT)

北加日本語教師  
Northern California Japanese Teachers Association (NCJTA)

## Japanese

**The Phi Beta Kappa (PBK) Omicron of California Chapter** at San Francisco State University has participated in the Visiting Scholar Program in the past, most recently in 2010. This year the PBK Omicron Chapter decided to participate in the program again. Accordingly, we invited Dr. Bambi B. Schieffelin, a renowned linguistic anthropologist at New York University. Professor Schieffelin accepted our invitation, and she consequently participated in multiple campus activities on Mon.–Tue., March 9–10, 2015.

## FLANC's Green Team

**Please - remember, respect, rethink, reduce, reuse, recycle, renew, refresh, recover, restore, refuse, reintegrate, revitalize, replant, replanet, regreen, refurbish, regrow, retree, recreate, regenerate, recharge, rebirth, rehabilitate, return, rebuild, repurpose, reroot.**

*Installing light timers not only saves you money and energy, it also reduces the risk of fire! Timers can be used on both indoor and outdoor lights and are available at your local hardware store! Safety and energy conservations...a good partnership.*

Let me here emphasize that the Foreign Language Association of Northern California (FLANC) in part supported our invitation to Dr. Schieffelin. We gratefully acknowledge the assistance of FLANC to realize this invitation. Both SF State faculty members and students enjoyed Professor Schieffelin's lectures. On a personal note, I was extremely honored to have the chance to introduce Dr. Schieffelin at the Public Lecture. Professor Schieffelin has been instrumental in developing the fields of language socialization. As a social interactionist myself, I believe that language is strongly dependent on sociocultural patterns. For example, we tend to consider it important for children to engage in conversation with a variety of attentive partners — particularly parents at home and teachers at school — on topics that interest them. In other words, the general concept that is so important to me and to other social interactionists is that social interaction acts as a facilitator of language development. However, attitudes toward child language development in non-Western cultures and societies contrast sharply with those in the West. In this context, I have long been interested in Professor Schieffelin's research, specifically, her investigation of language acquisition and socialization processes of the Kaluli in Bosavi Society of Papua New Guinea. Her research provides vivid and important testimony underscoring the importance of understanding the sociocultural foundations of language.

Finally, we also thank the Phi Beta Kappa Society for giving us the opportunity for Professor Schieffelin to meet with SF State students and faculty members, as well as participate in classroom discussions and seminars for two days in March.

*Continued on page 28*



*Chabot College, where World Languages are key!*

# News from the Language Fronts

Continued from page 27

## 42nd Annual Japanese Speech Contest

The Japanese American Association of Northern California (Hokka Nichibeikai) and the Consulate General of Japan in San Francisco are delighted to announce the 42nd Annual Japanese Speech Contest on Sunday, November 1, 2015, at the New People Cinema, in San Francisco's Japantown.

• Sunday, November 1, 2015

10:00 a.m.: Middle and High School Students

1:30 p.m.: College Students and Adults, and will be at the New People Cinema, 1746 Post Street, San Francisco.

The primary objective of this contest is to encourage the learning and use of the Japanese language in the San Francisco Bay Area community, particularly among non-native speakers of Japanese. Consisting of (1) the Middle and High School Student Division and (2) the College Student and Adult Division, the speech contest represents a fun and challenging way for students at all levels to demonstrate their language and communications skills. This event, which is supported by the Foreign Language Association of Northern California (FLANC) and its affiliate organizations, the California Association of Japanese Language Teachers (CAJLT) and the Northern California Japanese Teachers' Association (NCJTA), is free and open to the public. We hope to see you there! We also hope that you will share this information with anyone you think may be interested in joining the contest.

For further inquiries, please contact the Cultural Affairs Coordinator, Ms. Mariko Baba, at [baba.mariko@sr.mofa.go.jp](mailto:baba.mariko@sr.mofa.go.jp).

Masahiko Minami

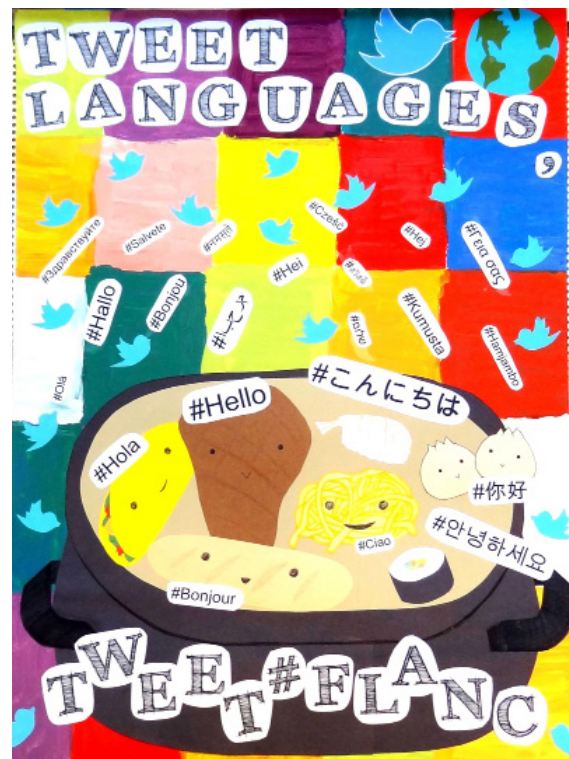
President, Phi Beta Kappa Omicron of California,  
San Francisco State University

## The 43rd Annual Japanese Speech Contest

for elementary school students was held on Sunday, March 1st, 2015, at Japanese Cultural & Community Center of Northern California, 1840 Sutter Street, San Francisco, CA 94115. The contest was organized by the Japanese American Association of Northern

California (Hokka Nichi Bei Kai) and the Consulate General of Japan in San Francisco. The contestants were divided into four categories: Group A (1st-3rd grade), which is further categorized into Category 1 (contestants who come from homes where Japanese is not spoken) and Category 2 (contestants who come from homes where Japanese is spoken), and Group B (4th grade and above), which is also further categorized into Category 3 (contestants who come from homes where Japanese is not spoken) and Category 4 (contestants who come from homes where Japanese is not spoken). The contestants were free to choose the title and subject of their speeches.

Note that the primary objective of this kind of speech contest is to encourage the learning and use of the Japanese language in the San Francisco Bay Area community, particularly among non-native speakers. In addition to the speech contest for elementary school children, another speech contest is held annually for middle and high school students as well as college students and adults. These speech



Most Colorful, 2014

## News from the Language Fronts

contests represent a fun and challenging way for students of all levels to demonstrate their language and communication skills.

**II The Northern California Japanese Teacher's Association's Annual Spring Workshop** of the "2014 Japan Foundation (JF) Standard Familiarization Workshop Program" was held on Sunday, March 22, 2015 at the University of California, Berkeley. This workshop was co-organized by the Northern California Japanese Teacher's Association (NCJTA), the California Association of Japanese Language Teachers (CAJLT), and the Japan Foundation, Los Angeles (JFLA). The goals of the workshop included: (1) to learn different standards, and (2) to increase knowledge of assessment strategies and resources in Japanese language education.

The JF Standard was developed based on the concepts supporting the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR), which, serving as the basis of language education in Europe, presents a framework shared by language education and learning institutions across Europe. By using the JF Standard, determining the level of proficiency is possible from the perspective of how well learners use Japanese, no matter where they began their studies. Furthermore, the JF Standard focuses on what learners "can do" using Japanese, and that serves the basis of their proficiency levels. In this way, the JF Standard is useful not only for learners but also for teachers because it is a straightforward way for teachers to assess the results of students' efforts.

For the JF Standard Familiarization Workshop, we invited Mr. Jun Arisue, a Japanese language adviser at the Japan Foundation, Mexico. Mr. Arisue, who is well informed in overseas Japanese language education, introduced the JF Standard and guided the workshop participants in how to use it for curriculum development and assessment. He also introduced "MARUGOTO: Japanese Language and Culture," the official course book developed by the Japan Foundation. "MARUGOTO" complies with the JF Standard for Japanese-Language Education, and MARUGOTO+ (MARUGOTO Plus) is a website

users can learn about Japanese language and culture based on the contents of the book.

The workshop participants spent a whole day to learn and research the new textbook. This was a good opportunity to take a look and become familiar with different standards for language teaching, namely, CEFR, ACTFL Proficiency Guidelines, and the JF Standard. FLANC and JFLA made this workshop possible. We wish to express our appreciation of continued support from FLANC and JFLA.

Further information with Mr. Arisue at [arisue@fjmex.org](mailto:arisue@fjmex.org).

Mr. Arisue has been working for the Japan Foundation, Mexico as a Japanese language education advisor since May, 2014. Between 2010 and 2013, he worked as a guest lecturer (dispatched by the Japan Foundation as a Japanese language specialist) at Kenyatta University in Kenya. In addition, from 1999 to 2010, he was employed as a Japanese language instructor at the Department of Japanese Studies at the University of Bordeaux III. He is engaged in computer-inclusive course design, course building and e-learning, Japanese language education and materials development for countries far from Japan, among others.



### Português

**The Portuguese Newsletter** is published in the spring and fall, and features items of interest about the Luso-Brazilian world. For information and article submissions, contact [moreiral@cofc.edu](mailto:moreiral@cofc.edu)

*From the AATSP website*

*Editor's Note:* Any tidbits of interest to our colleagues teaching World Languages? Send them over to me. The philosophy that I share with my colleagues at Chabot College is "No education is complete without an individual becoming proficient in more than one language."

Remember:

**'Monolingualism is a curable disease.'**

## Teach on!





# FLANC

## Fall 2015 Conference Registration Form



Saturday, November 7, 2015  
Chabot College, Hayward

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

City, State, ZIP: \_\_\_\_\_

E-mail address: \_\_\_\_\_ Phone: (\_\_\_\_) \_\_\_\_\_

Institution: \_\_\_\_\_ Position: \_\_\_\_\_

Languages Taught: \_\_\_\_\_

Please indicate whether you prefer an on line copy or a print copy of Connections, FLANC's journal.  
\_\_\_\_\_ on line or \_\_\_\_\_ print copy

### Pre-registration Fees (Pre Reg Deadline - October 16)

- Member  \$50
- Non-Member  \$65
- Student  \$15

### On-site Registration Fees

- Member  \$65
- Non-Member  \$85
- Student  \$25

*\* Please note that after October 16, registration will be on-site only.*

**\*\* Fees include Breakfast and Buffet Lunch!**

### FLANC Membership Dues

If you are not a current FLANC member, but wish to become a member, check below:

- Individual (\$35)
  - Retired (\$25)
  - Student (\$10)
  - \$ \_\_\_\_\_
- Grand Total Enclosed: \$ \_\_\_\_\_

**Please make checks payable to FLANC and send to:**

Elisabeth Zermeño, FLANC  
P.O. Box 92, Hayward, CA 94557

## A Shout about Our Silent Auction!

Our FLANC Silent Auction will be taken over by two of our newest, and youngest Board Members, América Salazar and Rosa Camacho. They have hit the ground running with FLANC, and they aren't even in the classroom yet!

We call it dedication. We thank them. We will work with them, and will help them find a good teaching assignment.

Below is the last note of our Former Silent Auction King, Ed Sterling.

"Every fall conference, FLANC has a silent auction table near the registration tables. Each year we find a new home for culturally exciting materials with the successful bidders. This is probably due to the limited scope of the silent auction. But, wouldn't it be better to have a larger silent auction?"

In the years when I led a student group for immersion Spanish studies in Oaxaca, Mexico, I was able to bring back a couple dozen objects, such as alebrijes and pottery. Now that I am retired, those opportunities are on hiatus. So, for the silent auction to grow, FLANC requests that members seriously consider donating unused cultural items that can be used to teach

or to decorate your classroom. Often, the auction items are just great to have at home.

After retiring, I quickly gave away many teaching aids to colleagues, and I gave many to FLANC for the silent auction.

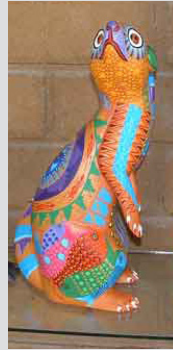
If you are ready to donate items, you can just bring them to the conference, and we'll add them to the table. If you wish, we can give you a receipt with our tax number. This is great if your donation warrants a tax deduction.

If bringing the items to the conference is inconvenient, then send an email to [edwardstering@yahoo.com](mailto:edwardstering@yahoo.com), and we'll work out something that works for you.

The silent auction has been raising between one hundred and two hundred dollars each year. This money goes directly into paying for conference expenses. This helps FLANC to keep the registration fee as low as possible.

Please donate, and, especially, please visit the silent auction table when you attend the conference. Your participation is appreciated. ¡Viva la subasta muda!

*Ed Sterling*



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# The “Norm Litz” Page

Compiled by fz




This page is in honor of a FLANC long-time member and our indefatigable Treasurer, Norman “Norm” Litz. In this page, my council colleagues and I will gather, present and offer to you, information about scholarships and grants. Why?

Well, Norm was our money man, keeping FLANC afloat and always concerned about our finances.


As a teacher, you are also concerned about these matters, and will appreciate some of these grants, awards, and scholarship opportunities, which will be presented to you, in honor of Norm.


To further honor the memory of Norman Litz, FLANC will make a \$500 donation to the World Language Department of the university where the Fall Conferences are held. The scholarship will then be given to a World Language student at that university who intends to teach in the future.


## Grant opportunities for teachers


 **KaBOOM! Playspace Construction Grants**, for playgrounds, which can be a challenge for schools and nonprofits.


 **Hot Planet/Cool Athlete Grants**, provides time grants to schools for student-led projects that “take serious action against climate change.”

 **Financial Literacy Grants** from the Kazanjian Foundation, provides grants to increase economic literacy, and they fund a number of different types of projects to reach that goal.


 **Captain Planet Foundation Environmental Ed Grants** provides funds to school and nonprofits for hands-on environmental projects.

 **2015 Elmer’s Teacher Tool Kit Grant Program** helps educators bring interesting projects into their classroom, and these projects sure can be useful on Monday morning.

 **JoAnn Fabrics and Crafts Kids in Need Grants** for original project ideas to “make creative use of common teaching aids, approach curriculum from an imaginative angle, or tie nontraditional concepts together for the purpose of illustrating commonalities.”

 **2015 Kids In Need/Dollar General Literacy Foundation Reading Scholars Program** offers grants for projects designed to “improve the literacy of preK to 12th grade students.”

 **Classics for Kids Foundation Matching Instrument Grants** support school music programs throughout the U.S. by “providing matching grants for new stringed instruments.”

 Of course, you can also visit **FLANC’s** website at [www.fla-nc.org](http://www.fla-nc.org), for more information on our two awards: the Cecilia Ross Memorial Grant, and the Gisèle Hart Award. Too, do drop by CLTA’s and SW-COLT’s websites for more information about their awards, and links to others. Let us know if you run into any other scholarship opportunities for teachers. There’s money out there, folks.

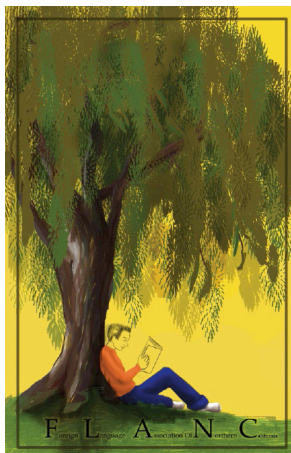
**Teach on!**



Most Relevant. Love these Posters!



## FLANC Membership Dues For 2015-2016



Individual FLANC..... \$ 35.00 \_\_\_\_\_  
 Retired..... 25.00 \_\_\_\_\_  
 Student/Student Teacher (*Circle one*)..... 10.00 \_\_\_\_\_  
 Life Membership (1 payment)..... 450.00 \_\_\_\_\_  
 FLANC Scholarship Fund Contribution.....\$ \_\_\_\_\_  
 Cecilia Ross Memorial Grant Donation.....\$ \_\_\_\_\_

TOTAL ENCLOSED \$ \_\_\_\_\_

**Please make checks payable to FLANC, complete form, and mail to:**

JFrancisco ZermeñoC  
 FLANC  
 P.O.Box 92  
 Hayward, CA 94557-0092

For more info: 1.510.732.2746  
 fax 1.510.732.6624  
*machetez@sbcglobal.net*  
**www.fla-nc.org**

**First Name(s)** \_\_\_\_\_ **Last Name** \_\_\_\_\_

Home Address \_\_\_\_\_

City, State, Zip \_\_\_\_\_

*Please provide your 9 digit zip code on all addresses, for faster mailings.*

Home Telephone ( \_\_\_\_\_ ) \_\_\_\_\_ home e-mail address \_\_\_\_\_

School Name \_\_\_\_\_

School Address \_\_\_\_\_

City, State, Zip \_\_\_\_\_

**Language(s) you (can) teach** \_\_\_\_\_

**PLEASE PRINT**



### FLANC Affiliate Language Group

*(If you are a current member of one or more of the following, please check)*

- Arabic                       AATF (French)                       AATG (German)
- AATI (Italian)                       AATSEEL (Slavic and East European)
- AATSP (Spanish and Portuguese)                       CCA (Latin and Greek)
- CLTAC (Chinese)                       CAJLT (Japanese)                       NCJTA (Japanese)

**Note:** *your email makes it easier to change addresses and other info.*

For information on Conferences, Workshops, Scholarships, Affiliate information and other info, please visit...

***www.fla-nc.org***

## FLANC thanks the following contributors to the Scholarship Fund, Norman Litz Award and to the Cecilia Ross Grant

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 Christina S. T. Wu Yee  
 Zermeño Family

FLANC wishes to express our special thanks to those listed here who have contributed to the FLANC Scholarship Fund, the Norman Litz Award, and to the Cecilia Ross Memorial Grant. We really appreciate all these donations.

If you would like to contribute to either or both of these funds, simply mark Cecilia Ross Grant or Scholarship Fund and put the donation amount on the Dues Form Line along with your fees for registration, dues, etc.

These donations allow FLANC to continue our scholarship and grant awards programs.

¡Gracias mil!

### THANKS!

FLANC thanks all our volunteers  
 who have helped out with our programs!  
 It is with all your help that we are able  
 to keep  
 promoting language study of all  
 languages  
 in  
 our schools.



*Masks, by the DUF Team*

# Fall 2014 Conference Program

*Continued from page 17*



## (1:00-1:45) **Integrating Non-Standard Language into the Curriculum**

Presented by Sari Chavez Silverman and Elizabeth Viciano, Defense Language Institute.

Presenters will introduce innovative reading comprehension lessons--the “Narco Lecturas”--featuring authentic narratives from the Mexican drug underworld designed to provide access to specific nonstandard language. Presenters will show how working with colloquial language that includes slang, vulgarities, and regionalisms, can help raise students’ language level.

In English with examples in Spanish. For all levels.

**Workshop 3 in Spanish follows in the same room.**

## GROUP FOUR

### (9:00-9:45) **ABCs of Role-Play: Common Core Speaking & Listening**

Presented by Nancy Salsig, Berkeley World Language Project, with Carol Sparks, California State University, East Bay.

How can we prepare students to participate effectively in spontaneous conversations rather than memorized dialogs? Join us to experience three types of role-play that you can use with your classes at all levels. In English. For all levels.

### (10:0-10:45) **Real-TimeBoard.com: Collaborative Work for Language Learning**

Presented by Sonia Estima and Edgar Roca, Defense Language Institute.

tion showcases Collaborative Learning through the use of RealTimeBoard – an online collaborative board tool. Research has shown that using collaborative learning in the classroom has positive effects on academic achievement. RealTimeBoard enables students to work together to accomplish a common goal, and it fosters the development of higher order thinking skills needed for successful language learning. Attendees will leave with ready to use sample activities – applicable to all languages, ages, and proficiency levels. In English with examples in Spanish and Portuguese. For all levels.

### (1:00-1:45) **Scenario-based Instruction in a Foreign Language Classroom**

Presented by Tatyana Neronova, Defense Language Institute.

Content-based instruction provides multiple opportunities for cooperative learning, thus maximizing student engagement. The presentation will focus on the scenario-based aspect of this form of instruction and the presenter will demonstrate sample scenarios for a foreign language classroom. The presenter will also discuss advantages of this approach as well as offer potential lesson structures to achieve optimum learning success. In English. For secondary and post-secondary levels.

*Continued on page 39*



*TUF members at work and play*



# For your Agenda, 2015-2016

## World Language Week!

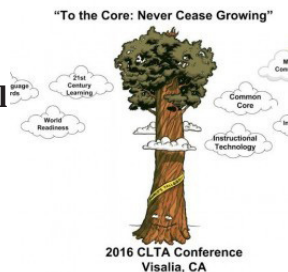
Have you planned something to encourage World Language Learning in your school and in your community? There are quite a few activities which can be planned during this very important week. Let's recruit more language students! Remember to calendar this month every year. Teach on!

January 7-10, 2016, **131st Modern Language Annual Convention** in Austin. Info at <http://www.mla.org/convention>.



March 3 -5 • **SW-COLT's In Language, there is life**, at the Hilton Waikiki Beach Hotel, Hawaii. Info at [www.swcolt.org](http://www.swcolt.org).

March 17-20, 2016 • **CLTA, California Language Teachers' Association Annual Conference - To the Core: Never Cease Growing** at the Visalia Marriot Convention Center, CA. Info at <http://clta.net>.



July 3-6, 2016, • **89th. AATF Annual Convention**, in Austin, Texas. Info at [www.frenchteachers.org](http://www.frenchteachers.org).



July 8 - 11 • **98th Annual Conference of the American Association of Teachers of Spanish and Portuguese - Open Doors / Puertas Abiertas / Puertas Abiertas**, at the Miami Marriott Biscayne Bay Hotel, Miami. Info at [www.aatsp.org](http://www.aatsp.org).

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

November 7

## FLANC

**Fall Workshops and Conference 2015**



at Chabot College, Hayward.

Don't forget the **Poster Contest**. Info at [www.flanc.org](http://www.flanc.org), or with Francisco Zermeño at 510.732.2746.

November 20-22 •

**Annual AATG Conference** in San Diego, CA. Info at [www.aatg.org](http://www.aatg.org).



November 20-22 • **Annual AATI Conference**, in San Diego, CA. Info at [www.aati-online](http://www.aati-online).



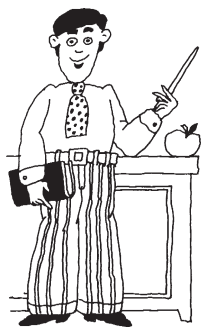
November 20-22 • **ACTFL's 45th Annual Convention & World Language Expo**. Info at [www.actfl.org](http://www.actfl.org).



FLANC in 2017

**'FLANC without Borders!'**

# FLANC Fall Conference 2016



*FLANC without Borders!*



**November 5**

## Presentation Proposal Form

### Presenter Information :

Name \_\_\_\_\_ Last Name \_\_\_\_\_

Institution : \_\_\_\_\_

Home Address : \_\_\_\_\_

Home Phone : \_\_\_\_\_ Email Address : \_\_\_\_\_

*\* We prefer to communicate with you via email.*

FLANC member 2014-2015 : Yes \_\_\_\_\_ No \_\_\_\_\_

(Non-members should join FLANC, or pay a \$30 Conference fee.)

Yes \_\_\_\_\_ No \_\_\_\_\_ (*Saturday only*)

If there is a co-presenter, Name: \_\_\_\_\_

School: \_\_\_\_\_

Friday Workshop : \_\_\_\_\_ (*NOTE: Friday Workshops; 4:00 – 6:30 pm*)

Saturday Interest Session : \_\_\_\_\_

**Presentation Title** (10 Word Max.) :

\_\_\_\_\_

**Abstract** (100 - 150 Word Maximum) : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Please Note : Presenters should avoid reading their presentation.  
Information should be shared in  
an interesting, and, if possible, interactive format.



**Level of Presentation** : K- 8 \_\_\_\_\_ (9-12) \_\_\_\_\_ Community College \_\_\_\_\_ University \_\_\_\_\_

**Language of Presentation** : English : \_\_\_\_\_ Other : \_\_\_\_\_

**Equipment Needs** : \_\_\_\_\_

**Please send proposals and questions via email to:** *flancproposals@nomos.org*

**All proposals should be received by June 20, 2016**

Thank you for your interest.

# FLANC Executive Council for 2014-2015

<b>President, FLANC</b>	Fabián Banga <i>Berkeley City College</i>
<b>Vice President</b>	Victoria Williams <i>U.C. Berkeley</i>
<b>Past President</b>	Masahiko Minami <i>San Francisco State University</i>
<b>FLANC Publicity Chair</b>	Christopher Wallace <i>Retired</i>
<b>FLANC Webmaster</b>	Fabián Banga <i>Berkeley Community College</i>
<b>Poster Contest Director</b>	Liz Barthe <i>Mercy High School, Burlingame</i>
<b>Newsletter Editor and Membership Chair</b>	J. Francisco Zermeño C. <i>Chabot College</i>
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<b>FLANC Exhibits Corresponding Secretary</b>	Wendy Ruebman, <i>Retired.</i>
<b>Treasurer</b>	Christopher Wallace, <i>Retired</i>
<b>CLTA Representative 'Connections' Editor</b>	Victoria Williams, <i>U.C. Berkeley</i> Agnes Dimitriou, <i>U.C. Berkeley</i>
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<b>Community College Representative</b>	Christina Wu Yee <i>City College of San Francisco</i> J. Francisco Zermeño C. <i>Chabot College</i>

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<b>FLANC's Recruitment Team</b>	Rosa Camacho <i>San Francisco State University</i> América Salazar <i>San Francisco State University</i> Marion Gerlind <i>Gerlind Institute of C. Studies</i>
<b>Representatives at Large</b>	Ed Stering, <i>Retired</i> Victoria Williams, <i>U.C. Berkeley</i>
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<b>American Association of Teachers of German</b>	Marion Gerlind <i>Gerlind Institute of C. Studies</i>
<b>American Association of Teachers of Spanish and Portuguese</b>	Mary Louise Castillo <i>Mercy High School, Burlingame</i>
<b>California Association of Japanese Language Teachers</b>	Atsuko Kiuchi-Fagerness <i>Elk Grove High School</i>
<b>Chinese Language Teachers Association of California</b>	Christina Wu Yee <i>City College of San Francisco</i> Mindy Chiang <i>Carlmont High School</i>
<b>Northern California Japanese Teachers' Association</b>	Masahiko Minami <i>San Francisco State University</i>

Do you have any ideas for your teaching colleagues?

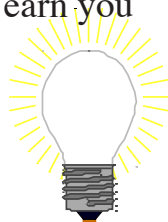
Are you doing anything which could earn you the Nobel Prize for Language Teaching?

Does your activity cross language barriers?

Any unique classroom stories?

Let's share them! • Get them to fz!

**Teaching ideas received and published will earn you FLANC Points!**



**Conference!** Português Japanese  
Français



Chineses Deutsch

Tagalog Italiano

Español

English Arabic

加州中文教師協會

Nov. 7, 2015  
Bldg. 700  
Chabot College



FLANC believes that besides teaching and learning the languages of the world, it is important to learn their cultures.

Please Register Today at

[www.fla-nc.org](http://www.fla-nc.org)

Contact us for more information  
P.O. Box 92 • Hayward, CA 94557-0092  
510.732.2746 Fax 510.732.6624  
machetez@sbcglobal.net

**F.L.A.N.C.**  
**Welcomes you!**



# Fall 2014 Conference Program

Continued from page 35

## GROUP FIVE

### (9:00-9:45) **Teaching Culture Beyond the Surface Level**

Presented by Hanan Khaled, Defense Language Institute.

The presentation addresses the complexity of teaching the culture beyond the surface level and the challenge of presenting the culture with its virtues and vices within a theoretical (particularly Kramersch [1993] and Oxford [1994]) as well as practical framework. Attendees will engage in activities for weaving culture within discourse into classroom tasks that help students achieve agency in the target culture. In English. For post-secondary level.

### (10:00-10:45) **Processing Techniques for Advanced Level Tests**

Presented by Meltem Dermanli and Natalia Barley, Defense Language Institute

In an effort to consistently achieve high advanced/superior levels of language proficiency, it is important to not only expose students to higher level language, but to also make sure that they attend to the nuances and subtleties of discourse at that level. Many students report being able to understand every word, but still not able to get the “meaning” of a text. This presentation will provide an overview of higher level text features and their implications for language teaching using text samples. The presenters will demonstrate teaching techniques and share sample activities that will help students to process higher level texts. In English. For post-secondary level.

### (1:00-1:45) **Writing through Literature and Culture Presented by Marie Bertola and Irena Stefanova-Gueguieva, Santa Clara University**

How can students transition from communicative writing tasks to writing about literature and culture? How can we help students meet the challenges of advanced writing skills while enhancing their critical thinking, linguistic confidence and overall language skills? This session wants to explore how pedagogical practices such as digital creative writing and global simulation can enable to organically integrate literary works and culture into the second language curriculum. In Eng-

lish with examples in Italian, French and Spanish. For secondary and post-secondary levels.

## Schedule

### Registration & Welcome

#### Exhibits • Poster Contest • Silent Auction

9:55 - 10:15

#### Second Interest Session

10:30 - 11:15

#### Plenary Lecture

10:30 – 11:45

#### Exhibits • Poster Contest • Silent Auction

11:15 - 11:45

#### Luncheon

11:45 - 12:45

#### TUF Lunch Social Meeting

#### Exhibits • Poster Contest • Silent Auction

#### Third Interest Session

1:00 - 1:45

#### Fourth Interest Session

2:00 - 2:45

#### AAT Meetings

3:00 - 3:45

*AATF: Activités pour la classe*

*AATG*

*ATTSP: ¡Actividades!*

*NCJTA*

#### Reception, Raffle, & Friends 3:45

## Exhibitors

Vista Higher Learning

American Association of Teachers of Spanish and Portuguese

Cambridge University Press

American Field Service of San Francisco

EMC Publishing

Educate Right

Dr. Taghreed Al-Saraj

# Teach on!



Foreign Language Association  
of Northern California

POBox 92  
Hayward, CA 94557

**INSIDE:**  
**Registration, Membership forms,**  
**Conference Proposal,**  
**Grant Applications!**

**Attend**  
**FLANC's**  
**Fall Workshops and Conference**  
**November 7, 2015**  
**Chabot College, Hayward**

*We invite you to share this Newsletter with all your colleagues. ¡Gracias mil!*

**FLANC Newsletter**

**Volume LXXIII**  
**Fall 2015**

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We want everyone to stay in  
touch...Please fill out below...

Name \_\_\_\_\_ Last Name \_\_\_\_\_

Home Address \_\_\_\_\_

City, State, 9 digit Zip \_\_\_\_\_

Home Telephone ( \_\_\_\_ ) \_\_\_\_\_

email \_\_\_\_\_

School \_\_\_\_\_

School address \_\_\_\_\_

School City, State, Zip \_\_\_\_\_

*and mail, fax or email to*

