

FLANC NEWSLETTER

Volume LXXIV

Fall 2016

Fall Conference!

October 29, 2016

Berkeley City College



FLANC'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 **Berkeley City College**. There will be practical Workshops, excellent Interest Sessions, delicious food, great company, and fantastic ideas for our teaching



President's Message

Dear FLANC Members, Happy school year to everyone in the language teaching community!

On behalf of the Executive Council, I welcome our returning and new members and invite them to join me in thanking Dr. Fabián Banga, our 2014-2016 FLANC president, for his splendid job at guiding our association through two very productive and exciting years. It is certainly an honor and a privilege for me to follow on someone who has been an outstanding leader and colleague. I am especially grateful to know that I will be able to rely on his support and advice along my term.

Reflective of his dynamism as a professional, not only did Dr. Banga diligently

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profession which 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 Berkeley

Teach on!

Our Friends in the promotion of World Language Study!

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www.fla-nc.org



Foreign Language Association of Northern California



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
- Submit your essay with a cover letter by April 1, 2017; attach these as doc files to an email to essaycontest@fla-nc.org

News from the Language Fronts

Compiled by fz

加州中文教師協會



Chinese
Chinese Language Teachers Association's 2016 Spring Conference.
Stanford University's newly inaugurated Lathrop Library – home to its renowned East Asia Library - played

host to CLTAC 2016 Spring Conference on Saturday, March 12. The conference featured some 8 different panels encompassing twenty academic papers on subjects ranging from K-12 instruction, curriculum development, materials design, and teaching strategies to advanced level language instruction, media literacy, historical sound change, and the production and perception of Mandarin statement and interrogative intonation.

Following an opening address by CLTAC Vice President and Conference Chair Le Tang of host institution Stanford University, the morning session kicked off with a keynote speech by Professor Xia Liang of Washington University in St Louis,

who presented a retrospective of Chinese language education in the United States, starting from the work of missionaries and the recruitment of native speakers by East Coast Universities and business guilds in the 19th century, tracing the path of its development through the Chinese Exclusion Act of 1882 and the advent of World War II in the 20th century, all the way to the current state of Chinese language instruction in present-day America. Liang praised the contributions of important pioneers in Chinese language teaching in the U.S. such as missionary-historian Kenneth Scott Latourette (1884-1968) and China scholar Luther C. Goodrich (1891-1986), but emphasized also that Chinese language education in the U.S. would not have achieved its present scale were it not for the circumstances of history.

The keynote speech was followed by a single morning session with two separate panels in Bishop Auditorium and the East Asian Library. In the morning panel on Curriculum Development, speakers explored Mandarin topic structures, the teaching of Chinese syntax, and trends of teaching in the 21st century. In a concurrent panel on K-12 Chinese Instruction, presenters from local K-12 schools reported on

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Berkeley City 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* will do.



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

Your suggestion(s): _____
Name(s)? _____

Plan Early for an Eco Friendly Conference Experience!

Think Green!

Take BART to Berkeley and walk to BCC, and/or take 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!**
Fall 2016

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!

A Shout about Our Silent Auction!

Our FLANC Silent Auction has been 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.”

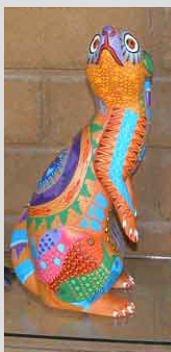
If you are ready to donate items, you can just bring them to the conference, and we'll add them to the table. If you wish, we can give you a receipt with our tax number. This is great if your donation warrants a tax deduction.

If taking the items to the conference is inconvenient, then send an email to machetez@sbcglobal.net, 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, Former Former FLANC President



News from the Language Fronts

Continued from page 3

experiential learning, the use of authentic materials, and digital scrapbooking projects.

Following an hour-long lunch break, the afternoon session began at 1 PM with two early afternoon panels. The first, housed in Bishop Auditorium, explored the teaching of Chinese at the advanced level, with both local instructors and speakers from afar speaking on differentiated instruction, the effects of different task types, and the design of a hybrid advanced Chinese course. In a concurrent session on teaching strategy, speakers presented findings in the areas of task-based learning, short-term immersion, and differences in learning strategy between young learners and adult learners.

Following a fifteen minute coffee break, the late afternoon sessions began in full force. The panel on the teaching of characters and pronunciation saw papers on the use of numbers in teaching Chinese tone, the production and perception of Mandarin intonation, and the application of historical sound change to decipher elements of pictophonetic character; a concurrent panel, meanwhile, looked into the selection of newspaper readings, the production of instructional videos, and the design of web-based multimedia for heritage learners. The final session included a talk on the use of meaningful rather than routine drills in Chinese language instruction, as well as a presentation of criteria used in the evaluation of public speaking, meant for those who will serve as judges in the Association's upcoming Mandarin speech contest.

Upon the conclusion of all 8 panels, the events of the day were wrapped up with closing remarks by CLTAC president Liwei Gao of the Defense Language Institute. This year's Spring Conference was attended by 75 language professionals and Chinese language enthusiasts from across Northern California.

Chris Wen-chao Li



449 Compete in CLTAC's Mandarin Speech Contest. Lowell High Schools hosted the Annual Contest, on April 23, attracting large crowds as the contest headed into its 41st year. The contestants from some 37 schools gathered at Lowell's Lakeshore

campus together with friends, family and supporters 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 of the Defense Language Institute greeted the crowd and congratulated them on their achievements in learning Chinese language. He explained also that the contest was the largest of its kind in the world, and that Chinese language teaching

in the state of California has a long and storied history. Gao congratulated the participants on having chosen to study Chinese language, which is a passport to one of the world's most vibrant economies, and provides access to the lives of some 1.3 billion people, as well as a great civilization reaching back five thousand years. Gao's address, delivered in Mandarin, was translated into English by San Francisco State University professor Chris Wen-chao Li.

Participants streamed into separate classrooms at 12:30 PM to engage in level-appropriate competition. Contestants were divided into four main groups: elementary school, middle school, high school, and college/university, and within each group subdivisions were created based on family background (Mandarin, Chinese dialect, or no Chinese language background) and length of Chinese language study. Results started trickling in at around 1:30 PM, and while CLTAC organizing committee members were 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 folk dances, traditional song, instrumental recitals, popular music, and speech and poetry recitations by faculty and students of all ages.

The results of the contest were announced at 3:40 PM, with prominent figures of the Chinese community invited to present the awards. These include Education Consul Renzhu Li of the Chinese Consulate in San Francisco, Education Division Director Huei-Wen Hsu of the Taipei Economic and Cultural Office in San Francisco, President Fabian Banga of the Foreign Language Association of Northern California (FLANC), and Chinese Director Chengnian Wu of the Confucius Institute at San

News from the Language Fronts

Francisco State University, together with CLTAC President Liwei Gao and organizing committee members Xiaolin Chang (Lowell High School), Jing Liang (Lowell HS), Chao Xie (Monterey Language Institute), and Patrick Lin (MLI).

Results were announced in the order of Honorable Mention, 3rd Place, 2nd Place and 1st Place. A total of 207 awards were given out, including 48 first place trophies, 40 second place trophies, 15 third place trophies, and 104 honorable mention certificates.

Chris Wen-chao Li



Deutsch

The AATG OnLine! Wir freuen uns, dass ihr hier seid!

“We hope you will explore the various features our site has to offer. Log on and create a dynamic member profile, collaborate on projects, share your ideas and expertise – and, most important, connect with German-teaching colleagues.



Share, collaborate, exchange and grow – that’s why AATG is here. Engage and explore anytime, from anywhere there’s a web connection.

With over 4,000 members, the AATG is for teachers of German at all levels of instruction and all those interested in the teaching of German.

Our Mission. The American Association of Teachers of German supports the teaching of the German language and German-speaking cultures in elementary, secondary and post-secondary education in the United States. The AATG promotes the study of the German-speaking world in all its linguistic, cultural and ethnic diversity, and endeavors to prepare students as transnational, transcultural learners and active, multilingual participants in a globalized world.

Professional Partners. The AATG partners with a limited number of companies and organizations
Fall 2016

that provide scholarships, awards, study programs, financial support, and products or services of benefit to the AATG membership. Professional Partners enjoy a special multi-year mutually beneficial relationship with the AATG.”

From AATG’s website



Español

Upcoming Scholarship Opportunity for Teachers.

“What happens when teachers take the role of the student and sit on the other side of the desk? During a four-week intensive program, six teachers did just that. As recipients of a scholarship sponsored by National Spanish Examinations, the teachers logged classroom hours in Spanish language, literature, linguistics, and methodology at the Universidad Complutense de Madrid and the Universidad de Costa Rica. By no means was it all work, teachers in Spain toured palaces, visited a Roman aqueduct in Segovia, and celebrated the San Fermin festivities in Pamplona during the running of the bulls. Free time adventures in Costa Rica consisted of hiking through cloud forests, visiting volcanos, and lounging on the beach.

So, why are these experiences important? Teachers who travel bring it back to the classroom. Hannah Sullivan, a winner of the NSE scholarship to Costa Rica, says “I can’t count the times I have referenced certain frases costarricenses. The new phrases quickly become my students’ favorite phrases, and they use them quite often.”

The experiences the teachers have while immersed in the language and speaking it daily reignite the passion that they felt for the culture and people in the first place. Their impactful journeys inspire students who dream of visiting the county for themselves. “Studying and living in Costa Rica has allowed me to make the Spanish-speaking world more real for my students. When they hear my stories and see my personal photos, they feel

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 (2017-2020)

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 -
- 2013 -

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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, 2016.**



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, 2016 to:

Francisco Zermeño • FLANC Membership Chair • POBox 92 • Hayward, CA 94557

The winner of the award for 2017 - 2020 will be chosen by drawing at the December 2016 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 precious volumes.

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



The Digital Era - I had the opportunity to experience a transition in a cultural shift towards adopting technology in my job as a teacher. That first year, the school culture was one that requested students to put their cell phones and earphones away, because they were distracting. Fast forward to a year, the same school became a “1:1 iPad school”. The digital era has been with us for several decades now. Everywhere we look there is a type of technological device being used, from e-book readers to drones. The world is changing and so must education. Classroom tools should not be constrained to just textbooks, paper, and pencil anymore. Chalkboards will soon be extinct. What will happen the day your school decides not to buy textbooks anymore? What will happen the day you are not allowed to make copies anymore? It will happen soon, the same way phonebooks are not part of our lives anymore. Every classroom should digitize now, because technology will not only help with student engagement but it will also help teachers stay organized.

Students are more engaged when they are connected digitally. Apps like Padlet help students in the classroom participate and feel like part of a collective learning body. With Padlet, you ask a question and wait 2 minutes and you will receive an answer from every student in your classroom. Better yet, every student will be able to see their classmates'

responses. Blogging helps students share their own ideas with the world. Students' blogs will not automatically delete so students can have access to them years later and try to accomplish those ideas and goals they set after in high school.

Blogging is not only for students, we as teachers, need to share our ideas with the world as well. This is the new professional development we all need. There are many different free sites such as Wordpress and Blogger



Part of the Exhibitors at a past Fall Conference
FLANC Newsletter

NeaTeachBits

by fz



where we can all begin to shine. Another easy-to-use and useful app is ClassDojo. ClassDojo lets you add students names from separate classes and then the app calls upon students during class and can keep track of participation points. There are thousands of educational apps available to all teachers. The key to success is to decide

which ones will be more useful and successful in your classroom. Two or three apps a year are more than enough for a start. Teachers do not have any extra time in between grading, planning, teaching, extra duties, repeat – but utilizing two or three apps per school year will not hurt anyone. Technology in the classroom does not mean to replace the teacher by a robot, it means to prepare our students for a digital-driven world. To find out more information about helpful tips, follow me on twitter Ed@esantacruz13.

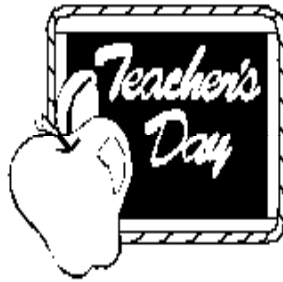
*Elizabeth Cisneros
UCMerced*



Your Top 5 Countdown of Joys in Teaching a World Language

These are the pure joys I remind myself of when teaching a world language gets bewildering to navigate. They are my 5 rings of focus and strength in times of trial and tribulations.

Joy #5 - The ‘Nuts and Bolts’ of Building a Course or Courseware - Building a course or courseware has an outline of basic steps to be taken and later tailored into a finer product for specific target audience or future iterations. It goes from nothing to something and then going from something to something bigger. The Fall 2016



joyful satisfaction one gets from tinkering with mindful hands to build or fix things is a reward of its own.

Joy #4 - Teaching Outside of the Classroom - Teaching language and culture doesn't always take place in the classroom. The world languages we teach are alive and real. The whole purpose

of learning a language is to engage in meaningful communications with native speakers. Teaching outside of the classroom also increases motivation, lowers learner anxiety and breaks up the routine. Joyfully, there are immersive opportunities of doing so in the world at large, including field trips, community engagement and study abroad.

Joy #3 - Teaching is the Best Way to Learn - Learning is fun and teaching others is the best way to learn. I learn when I prepare for a class, even if I have taught the lessons before; I learn from my students as they share thoughts and perspectives from their own life experiences; I also learn from my colleagues and many experts in the field. As I count the joys, I would count “learning from my own teaching mistakes” twice with rejoicing heart.

Continued on Page 13



One of our Winning Posters

News from the Language Fronts

Continues on page 7



a connection with the country and people that they otherwise wouldn't have had," says Sullivan.

Studying abroad also gives teachers a new perspective and appreciation for their students. "I realized just how amazing (and harried) our students are," reflects Jessica Marshall, "some tackle seven academic classes during the

school day, participate in sports and extra-curricular activities, then go home and study more! My learning experience WAS a learning experience. I realized my trip was about more than just Latino studies. It was about rejuvenating myself as a teacher, [and] putting myself in the shoes of my students."

Scott Jiménez, recipient of the NSE scholarship to Spain, welcomed the study abroad experience as a chance to break the routine of what he calls classroom Spanish. "We can get so complacent with using only the Spanish we teach our students and travelling provides a great opportunity to push our speaking and comprehension skills again. My experience abroad revitalized my confidence in my spoken Spanish and passion for the language. I am now pushing my students even further!"

Six scholarships are awarded annually by National Spanish Examinations (NSE), a program of the American Association of Teachers of Spanish and Portuguese (AATSP) for Modern Language Studies Abroad's programs in Spain and Costa Rica. The goal of providing this scholarship is to give teachers first hand experiences with the Spanish language and culture from which they can draw when designing instruction and assessments.

The collaboration of NSE and MLSA began in 2009, as part of a continuing commitment to the professional development of high school teachers.



FLANC Newsletter

NSE sponsors four scholarships of up to \$4,100 for MLSA's program at Universidad Complutense de Madrid in Spain and two scholarships of up to \$2,100 for MLSA's program at the Universidad de Costa Rica. Interested teachers can head to <http://nationalspanishexam.org>." www.mlsa.com



Greetings FLANC Members!

Thank you for this opportunity to share with you a new cultural immersion experience for teachers of Spanish in Soria, Spain. As a former high school teacher of Spanish in the Bay Area, the impetus of the program originates from my personal experience in the classroom with my students. One of the most challenging aspects of language instruction often involves effectively incorporating the cultural elements of the language into one's daily lesson planning. The objective of our program is to help bridge the divide between the classroom and authentic Spanish culture, providing participants with a personally enriching learning experience that will in turn serve to enhance their programs of study.

Located in the heart of Castile y León, Tierras Sorianas is a highly experiential two-week cultural immersion program designed for teachers of Spanish that offers a unique understanding of the historical heritage of Spain.

The first week of the experience is dedicated to investigating the most salient aspects of ancient history in the eastern reaches of Castile, while the second week is centered on the medieval period with particular attention given to the Reconquest. With the instruction and guidance of recognized knowledge experts, participants will immerse themselves in such topics as la Celtiberia and the process of Romanization in the Alto Duero region, the exile of el Cid and the significant presence of the Knights Templar in the province of Soria. For individuals with an affinity for Spanish culture and an interest in history, we are

Continues on page 20



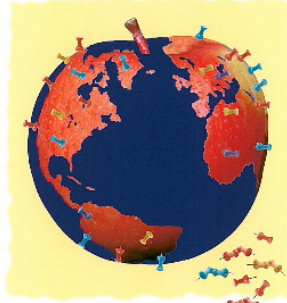
Figura textil representa árbol...cinto mapuche llamado 'ñimintrariüwe' ('temu,' árbol 'Temu divaricatum').

Joy #2 - Nourishing Young Minds and Surpassed by Them - We get to spark the next generation's interest in foreign language and culture. The aha moments are the highlights of teaching career. The sudden realization or insight from both ends goes a long way. I felt a great sense of pride and happiness when my students' English translation surpassed me. I passed the baton well.

Joy #1 - Global Issues Matter More than Ever - Foreign language educators can directly or indirectly help with global issues such as terrorism, human trafficking, transnational crimes, infectious diseases, climate change, fair trade, food safety, etc. The list goes on and on. The top joy is what we teach matters. Let us be joy to the world!

Wendy W. Tu
wendy.tu@dliflc.edu
Defense Language Institute

NO LANGUAGE LEFT BEHIND



FALL WORKSHOPS & CONFERENCE

Friday & Saturday
November 9-10, 2007
www.fla-nc.org

Foreign Language Association of Northern California

Creating change is what AFSers do, and we call it the AFS Effect.

Globally competent thinkers are in high demand, so the time is right to travel and learn in a thrilling environment abroad. A unique, full immersion experience can lead you even deeper than language fluency toward true cultural fluency. Students develop the skills necessary to be a leader, with the ability to understand diverse perspectives and communicate effectively across cultures.

AFS Programs are made possible by local expertise. From living with a host family to being supported by experienced volunteers, your journey will be led by people in the local community who value authentic experiences with student health and safety as the top priority.

When AFSers describe their experience, "transformational" is a word they often use. As they grow to be articulate communicators, inspired scholars, and accomplished globetrotters, their AFS experiences inform how they choose to leave their mark. Studying abroad is your excellent opportunity to discover your passion and build a foundation that can guide you through college, career, life, and beyond.

Continued on page 23



AFS - Since its beginning, AFS has been a vehicle for committed individuals who dare to make a difference. Courage, volunteerism and learning have been constants throughout AFS history. A century ago they resulted in thousands of lives saved as volunteer ambulance drivers. Then, in inventing the intercultural exchange programs that still transform lives today.



President's Message

Continued from page 1



fulfilled his duties as president but he has been also our association Webmaster for many years now.

As such, this summer, he took on the responsibility to update our site and turn it into a sophisticated, yet very user friendly and resourceful tool for our members.

Please, take a few minutes to visit our revamped website <www.fla-nc.com> and you will learn of the range of opportunities offered to the diverse language teaching communities in the region. While in our site, explore the various grants and awards available to instructors as well as their students, such as the Gisèle Hart Membership Award, for new teachers, and the Alexandra C. Wallace Essay Contest, for students interested in conveying their experience in learning a second language. Embracing our fall conference motto “GoGlobal@FLANC”, we are starting a “Digital Art Contest” and inviting students to create a clip related to the advantages of becoming proficient in another language and culture. The video clip awarded the first place will be

featured in our FLANC website!

As you navigate our site, you will also find information about our many language affiliates, varied regional job listings, and TUF: Teachers Unified for the Future --a committee specially created to support new teachers and instructors. Attuned to the pursue of professional development by

our members, who are remarkably diverse in their interests and institutional situations (schools, community colleges, universities), our association also offers free access to our peer-reviewed digital journal focusing on the teaching of languages. In *Connections: A Journal for Foreign Language Educators*, members can find articles on current research and best practices for language instruction written by colleagues and experts from the Northern California region as well as other parts of the country. Besides being present in social media via Facebook, Twitter, and LinkedIn, this fall, we are launching a podcast in our website that will be offering a variety of interviews, discussions, book reviews, and teaching tips to members.

Having been a member of the FLANC Executive Council for almost ten years, I am very aware that one of the strengths of our association is that, with each transition, it eagerly opens its doors to fresh energy, diversity in leadership styles, and the possibility for innovation. I want you to know it is a great honor for me to have the opportunity to serve as your president for the next two years and, with great pride, I am excited to introduce you to our new Executive Council members:

--Dr. Deolinda Adao, Prof. of Portuguese and Assistant Director of the Jean Monnet Center of Excellence at the Institute of European Studies, is our liaison with this vital and important center located at UC Berkeley.

--Ms. Elizabeth Cisneros, Lecturer in Spanish at UC Merced, specializes in the use of technology in the language classroom. You can read her article about the use of apps in the classroom in this fall FLANC Newsletter.

--Dr. Branka Sarac, Director of Technology Integration at the Defense Language Institute Foreign Language Center, is part of our Instructional Technology Committee.

--Dr. Gaye Walton-Price, Prof. of Arabic at Berkeley City College, will be offering her expertise in the study and teaching of critical-need languages.

Please, join me in welcoming these new Council members, who will undoubtedly contribute

Continued on page 24



FLANC's Workshops & Conference TENTATIVE Program

Saturday • October 29, 2016 • Berkeley City College

got
culture?



www.fla-nc.org

F.L.A.N.C.

FOREIGN LANGUAGE ASSOCIATION OF NORTHERN CALIFORNIA

Workshops & Interest Sessions

8:30am - 4:00pm

- Go to the First Floor for check-in.
- It is most convenient to use BART and walk to the College.
- This year the five workshops are part of the Saturday conference.

conference.

• You are asked to choose a workshop on the registration form.

1. Filling the gap between what students learn at school, and fluency.

In this presentation, I would like to expose the flaws in the way French is taught in schools (applies to Spanish as well) and show a method I have created that allows my students to quickly master French grammar, while giving them the opportunity to reach fluency through the use of technologies.

Alexander de Chambure

2. How can neuroscience inform the use of technology in language education?

Given the speed with which technology is evolving and the large number of applications that are available, there has been a sentiment and a common intuition that technology must be helping to increase students' language proficiency levels.



FLANC Rocked in 2015, at Chabot College, in Hayward!

This presentation reviews various technologies that have been used in the language classroom, and offers a neurolinguistic perspective on the distinction between learning and acquisition for building a mindset that leads to more beneficial use of technology.

Ali Bolgün

3. U.S. Latino History in the Spanish classroom.

California Spanish teachers appreciate the long Hispanic legacy in the United States and know the iconic figures like César Chávez, Luis Valdez and Dolores Huerta. But Latino presence is more prolonged and diverse than is commonly understood. This session presents some surprising historical facts, reveals the unusual ties between José Martí and California, and illustrates the similarity of the Chicano Civil Rights movement to the fight for racial justice in the U.S. South. Classroom handouts.

Anne Fountain

Continued on Page 16

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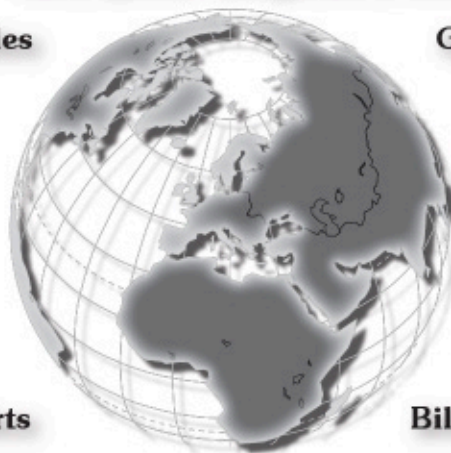
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Fall 2016 Conference Program

FLANC Rocks it!

4. Teaching beginning language online: Questions and possibilities.

Carol Copenhagen

5. Issues for World Languages in the Community College Context.

Community College language departments in Northern California are confronted with many of the same issues; loss of funding, changes in state education code, language lab in the community college context, class size, study abroad, prerequisite enforcement, accreditation, and many more. We share many challenges and should not have to face them alone. Together we can share ideas, challenges, and solutions. This session will strengthen our programs as we form new alliances, collaborations, and friendships.

Carol Reitan

6. Book presentación: Brujos, espiritistas y vanguardistas. (a special AATSP-NC event)

The title is 'Brujos, espiritistas y vanguardistas' (Witches, spiritualists and avant-garde) and was published by the Argentinean publishers, Leviathan. The book explores the representation of esoteric traditions in the aesthetic projects of the avant-garde literary movements in Latin-American and Spain of the early decades of the twentieth century.

Fabián Banga



translation and its theories, and then consider how they relate to main practices in writing development. The majority of time is spent on interactive practice and exercises that can be used and modified by teachers to help their students understand translation, and improve their writing at the same time. A side benefit is exploring cultural variations in language use, across genres such as songs, commercials,

poetry, and essays.

Frances Sweeney

8. Online tools for every language teacher.

Can we successfully reproduce the experience of the face-to-face classroom online and, if so, how and to what degree? The presenters will explore these key questions with examples from different types of language classes with diverse mixtures of heritage and non-heritage learners.

Jane Dilworth and Fabián Banga

9. Images that Speak.

A photograph isn't simply a static image but rather has the possibility to tell a variety of stories. By carefully selecting images that are rich in context, the instructor can provide students with opportunities to create their own narratives. The implementation of photos in lesson plans allows students a less structured way to practice their conversational skills and also serves to reinforce grammatical concepts in a more contemporary, socially relevant context.

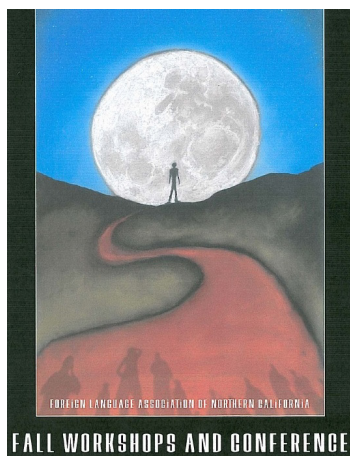
Luis Acebal

10. Every Day's an IPA.

Integrated Performance Assessments: learn how, when, where, and why to have students work in all three communication modes every day to easily and effectively to achieve your instructional goals. IPAs are really just basic, realistic human language in use in the world. You already have the tools in your repertoire to create meaningful, articulated, integrated

7. Teaching Writing through Translation and Teaching Translation through Writing

This presentation explores the popular topic of translation, and how it can be used to help students get excited about translating and writing. First, we will have a brief overview of the field of



FALL WORKSHOPS AND CONFERENCE
FLANC Newsletter

Fall 2016 Conference Program

sequence of interpretive, interpersonal, and presentational activities. Learn how to use them for motivating, effective student learning every day.

Norah Jones

11. **Technology and Creativity: Partners for Success.**

We will present some evidence-proven technological tools that are simple and inclusive: apps through which students practice linguistic and cultural contents to gain more tolerance to ambiguity by recording their own voices and comparing pronunciation, a media project and video excerpts produced by students to explore an immediate access to the Lusophone world while speaking Portuguese in the very first semester of the language and more. These tools have proven to be efficient, inclusive, and dynamic practices and, at the same time, a fun and creative language engagement to class with students using their creativity in their own productions, to elaborate authentic materials researched.

Renato Alvim and Silvia Sollai

12. **Classroom Uses for Online Language Learning Web Applications.**

Online, independent, computer-based, interactive foreign language, cultural teaching and learning materials that promote learner autonomy can be used in flipped classroom in order to enhance language proficiency. The presenter will share specific examples of the flipped classroom model implementation of the Defense Language Institute Foreign Language Institute tools in Spanish language.

Branka Sarac

13. **Describe, Create, Evaluate: Using Images in Proficiency-Based Speaking Activities.**

This presentation examines the use of images to create speaking opportunities in proficiency-based classrooms. It will demonstrate how photographs become the basis for descriptions, narrations, and analysis of social phenomenon. The D.C.E. model encourages abstract thinking, stimulates language production, facilitates vocabulary acquisition, and promotes cross-cultural awareness. It provides opportunities for learners to engage in meaningful dialogue on a variety of topics, to broaden their world views, and to contem-

plate their language use more completely.

Trina Philpot-Montaño

14. **Teaching Culture in a Foreign Language Classroom: The Example of Free Speech Movement.**

This presentation includes a review of current theories on teaching culture as well as a series of practical exercises intended to build students' cultural competence in L2. Using the example of the Free Speech Movement, this session shows how instructors can rely on local resources and a comparative approach in order to incorporate the teaching of culture in language courses. The example serves to examine ways of including questions of social change in a language classroom as a way of building students' trans-cultural and trans-lingual skills.

Vesna Rodic

15. **Are We Getting All We Can out of GLOSS?**

GLOSS (The Global Language Online Support System) currently offers more than 7,000 lessons in Listening and Reading in 40 languages. The lessons incorporate various types of media, but do all teachers outside of DLI know and take advantage of these lessons? What approach can teachers use this resource to its fullest potential? This presentation will offer strategies for using GLOSS effectively in order to yield optimal student learning outcomes.

Xiaomei Schnittgrund

Continued on page 35



FLANC Salutes its Retired Members!

Alfred F. Alberico	Cheryl Kuhlman
Jacque Anderson	Dorothy Lee
Marie Louise Ardini	Rose Leonardini
Joanne Argyres	Flavia R. Lorega
Alice Barholomew	Helga Marshall
Lorraine Bassadonne	Virginia Murillo
Mary Ann Brewster	Diane Musgrave
José S. Cerrudo	Michael J. Mouat
Anne Chen Louie	Maurice A. O'Meara
Cloudman Yun Han	Kenneth RJ Pearsall
Chou	Mary Kay Pederson
Yole Correa-Zoli	Susan Petit
Janice Costella	Earl F. Pimentel
Betty Crenshaw	John R. Petrovsky
Edith Fries Croft	Julian F. Randolph
Jonaca Driscoll	Walter Rex
Cynthia A. Earl	Livia Rosman
Kathy Failing	Carmen Scholis
Yvette Fallandy	Carol L. Sparks
Dwaine A. Fields	Pierrette Spetz
José A. Flores	Gail Stevens
Karuko Geis	Leslie Threatte
Mabel M. Goodale	Carol Trapp
Susan Harvey	Tony Tranel
Marylou Herrera	Jean-Paul & Sara Trelaun
Yvette Hong Yang	Kathleen Trenchard
María J. Huber	Linda Villadóniga
Marilyn M. Imes	Joyce Weiss
Anne Jensen	Cynthia Won
Rosemary Jiménez-Curós	Haruko Yagi
Lynn Kennedy	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



As always our poster contest entrants showed great talent and originality last year with our theme: 'FLANC Rocks!' 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, and some of them are in this Newsletter.

We have been most appreciative of the time that the teachers have given in the past to their students to work on the posters, giving FLANC members the pleasure of seeing some great artwork. We hope teachers will continue to motivate their students to now show their digitally artistic as well as linguistic talents in our new digital media contest.

New contest for our students! See the next page, please! Videos will be judged on their:

- Relevance to theme Goglobal@FLANC and learning languages
- Graphic representation of Goglobal@FLANC
- Creativity
- Graphics overall
- Adherence to time specifications
- Credits present for producers, actors, music, etc.

Film today and upload on YouTube!
Thank you!



Our Poster Queen hard at work!



Enter FLANC's Digital Art Contest

Win \$250.00!

Create a 45-60 second Video on the fun and importance of learning other languages using the them GoGlobal@FLANC.

Be sure to include your name, your grade, language studied, teacher's name - who must be a member of FLANC -, and school at the end of the Video.

Upload your Video on YouTube and send a private link to FLANC at <http://fla-nc.org/wp/>

Deadline is October 19, 2016

All entries will be broadcasted throught the day during FLANC's annual Conference on Saturday, Octobe 29, at Berkeley City College.

Winning entries will be upload to FLANC's website for a year!

Questions? Please contact Liz Barthe at 650.343.3631, ext 3631 or at lizbarthe@hotmail.com

News from the Language Fronts

Continúa de página 12

confident the program will provide them with a lasting and meaningful learning experience.

In addition to the activities associated with the historical focus of the program, there is a literary tour of arguably the most renowned Spanish poet of the twentieth century: Antonio Machado. The program also includes a strong gastronomical component, with four dinners at some of the best restaurants in the province, two wine tastings at traditional wineries and the fourth and tenth day of the program are dedicated to leisure time in which participants will take part in an outdoor activity with an opportunity to explore the natural beauty of Soria.

For more information regarding Tierras Sorianas, please visit us on the web at [sperhttp://www.tierrassorians.com](http://www.tierrassorians.com).

Adam Grabowski, Director



Esperanto

Getting Started Learning Esperanto. “So you’re thinking about learning Esperanto? Great! It’s fun, easy, and opens a door into a whole new way of seeing the world. Below you’ll find pages that explain how to get started and where to go next.

We’ll send you more information about learning and using the International Language Esperanto, including the first lesson of our free introductory language course, if you fill out this brief information request form.

There are lots of ways to get started and many sites where beginners can learn more about Esperanto on the internet. These recommended books for beginners may also be of interest.

You might also consider attending the North American Summer Esperanto program (NASK), which runs each summer at the University of California - San Diego.

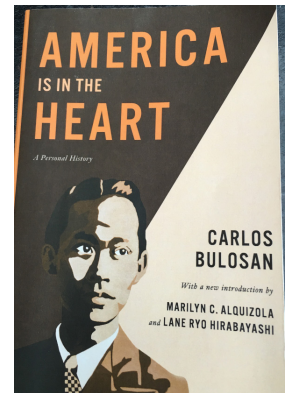
If you are looking for local Esperanto speakers, you can go to our webpage for local groups or see the Handbook for Local Groups.”

Give it a go, at <http://esperanto-usa.org/en/content/getting-started-learning-esperanto>.
FLANC Newsletter



Filipino

The Philippines: America is in the Heart, A Personal History, by Carlos Bulosan, is a wonderful story, told to us by the author, about his childhood in Philippines, his adventure travelling to the USA, and his experience working in the fields.



I enjoyed the book, visiting his country, learning about life there, about ‘bolos’ and ‘carabaos’, finding out about villages like Puzzorobio and Pangasinan.

His struggles are many, and even included my back yard, where I studied, UCSanta Bárbara: ‘I stayed on in Santa Barbara, hoping the farmers in Goleta, a town ten miles to the north, would need hands for the carrot season. But there was no price and the farmers plowed their crops under. The gambling houses closed because most of the Filipinos were out of work, and the Chinese who operated them gambled among themselves.’

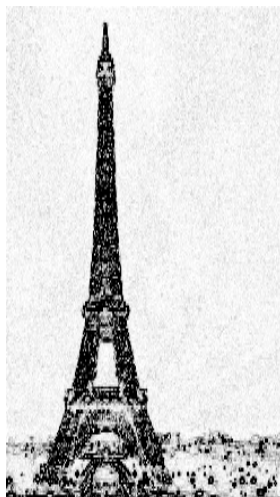
The book, which would be a good addition to your Filipino language class, was first printed in 1946, and my edition was printed by the University of Washington Press, but I do not know the price, since it was a gift from Bernadette Pilar and Gerald Reyes, our daughter number two and her husband, a Filipino, recently graduated from CAL, with a Ph.D. in Education.



Français

“*Jeunes Amis du Français* - The AATF and the Société Honoraire de Français (SHF) are pleased to announce the formation of a new honor society for middle and elementary school students. The new society, called *Jeunes Amis du Français* (JAF), was approved by vote of the SHF sponsors. The *Jeunes Amis du Français* will function similarly to the SHF. Any middle or elementary school teacher can request a JAF Charter for a one-time fee. Because of the

News from the Language Fronts



diversity of middle school and elementary school programs, a school must select the Cultural or Academic option. Each chapter must induct students at least once per year in order to remain active.

The sponsoring teacher must be a current AATF member.

There is a per student induction fee. Each student will receive a certificate attesting to his or her membership. Additional materials will be available for purchase. Membership in the JAF does not imply membership in the SHF nor give the student the right to SHF materials.”



At www.frenchteachers.org there are many Classroom Activities for you and for your students.



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.



Southern Oregon University has great Summer Programs for you, with up to 18 units. Look them up at sou.edu/summerlanguageinstitute/french.



Italiano

“The **Società Onoraria Italica**, The National Italian Honor Society for High School Students, is sponsored by the American Association of Teachers of Italian. The purpose of this program is to give recognition to achievements in Italian as well as to promote a greater understanding and appreciation of Italian culture and civilization.



Please note that in order for your students to be part of the National Fall 2016

Italian Honor Society, the advisor/teacher must be a member of the National AATI. Membership forms can be found on the AATI website. The form must be completed by the advisor/teacher.

To apply for the National Italian Honor Society click here. If you have any questions or require further information, please send an e-mail to Lucrezia Lindia at societaonorariait@gmail.com.”

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 9th International Conference on Practical Linguistics of Japanese: Japanese Textbook Workshops - The 9th International Conference on Practical Linguistics of Japanese (ICPLJ9) was held on Saturday, June 4 and Sunday, June 5 at San Francisco State University. The conference successfully brought together Japanese-language teachers and research scholars working in various fields of Japanese linguistics (e.g., sociolinguistics, L2 acquisition) to determine how research findings can be applied to L2 language learning and teaching in elementary school, middle school, high school, and college classrooms.

Dr. Koichi Nishiguchi, a professor at Osaka

University and the author of many Japanese-language textbooks — most recently a textbook series entitled “A New Approach to Elementary Japanese” — served as the keynote speaker and a workshop instructor. Dr. Yuriko Sunakawa of

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*Continued
on page 22*

News from the Language Fronts

Continued from previous page



the National Institute for Japanese Language and Linguistics, who is well known not only in linguistics but also in Japanese-language education (the author

of “A Handbook of Japanese Grammar Patterns for Teachers and Learners”) gave a corpus-analysis workshop on Saturday, June 4; she also delivered a plenary lecture on Sunday.

In addition to the conference (panels and presentations), we thus held workshops by inviting instructors not only from overseas (Professors Nishiguchi - above - and Sunakawa), but also domestically (Professor Tomoko Tamaki of the University of Pennsylvania - photo below). In addition to university professors, furthermore, Mr. Hideo Okano



of Kuroasio Publishers, Japan gave a textbook series entitled “Ohisama” (textbooks for multilingual children) to local elementary school teach-

ers, in order to seek opinions for further improvement. We thus organized productive workshops on Japanese-language textbooks as well.

Overall, the conference and workshops successfully united two target audiences: (1) Japanese-language educators, and (2) linguists. Language educators include elementary school, middle school, and high school teachers as well as those who teach Japanese in college classrooms. Furthermore, we believe that we were able to raise awareness of the importance of the heritage language (which is an incompletely acquired language spoken at home but which is not the dominant language of

the wider community). In this way, we made the conference and workshops beneficial not only to teachers and researchers in linguistics, but also to the public in general. Both Japanese-language teachers and researchers benefited from each other’s expertise and receive new insights that are applicable to their respective fields. In other words, the conference and workshops has served as a forum to promote ways in which we can apply linguistic theory to the learning of Japanese as an L2. We further believe that the conference and workshops successfully integrated theoretical concepts and empirical research findings in L2 development for application to Japanese language education at the both global and local levels. We gratefully acknowledge the assistance of FLANC to realize this ICPLJ9 project.

Masahiko Minami, San Francisco State University



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.

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.’

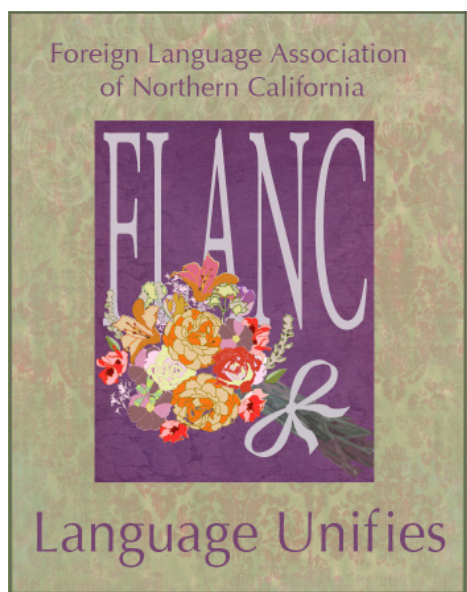
Teach on!

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



We were honored to have 5 local San Francisco Bay Area students as AFS Alumni speak at the FLANC conference this Fall.

If you missed our session, we would like to highlight a few unedited

questions from our panel session.

Q- Why did you choose to study abroad in High School?

A- "I chose to study abroad because I wanted to experience more than just a traditional American high school. I also wanted to get in touch with my cultural roots." Beryl Olson- 2014 Year Program to Norway from Mountain View

Q-How did study abroad influence your education?

A- "I originally chose to study abroad in Italy for my junior year of high school because I wanted to learn the language of classical music. I was very interested in Italian operas and learning more than just the Italian written directions on my sheet music. I was successful in doing this while abroad in Italy, but interactions with my host family and my classmates in Italian high school swayed me in a different direction. I'd always been interested in outer space, but after many conversations with my host father about his interest in amateur astronomy, I became interested in pursuing a career in astrophysics. I attended a scientific high school in Italy and most of my classmates were interested in pursuing science or engineering. Discussing university and career

plans with them further inspired me to study science in college. Now, I am an astrophysics major at UC Berkeley." Sabrina Berger- 2012 Year Program to Italy from Clayton

Q- How did your study abroad experience influence your life after you returned?

A: "I became more confident in myself and I don't shy away from any experience presented to me." Sabrina Pardoe- 2014 Summer Program to Japan from San Ramon.

AFS works hard to offer \$1.5 in scholarships to students - <http://www.afusa.org/study-abroad/scholarships>.

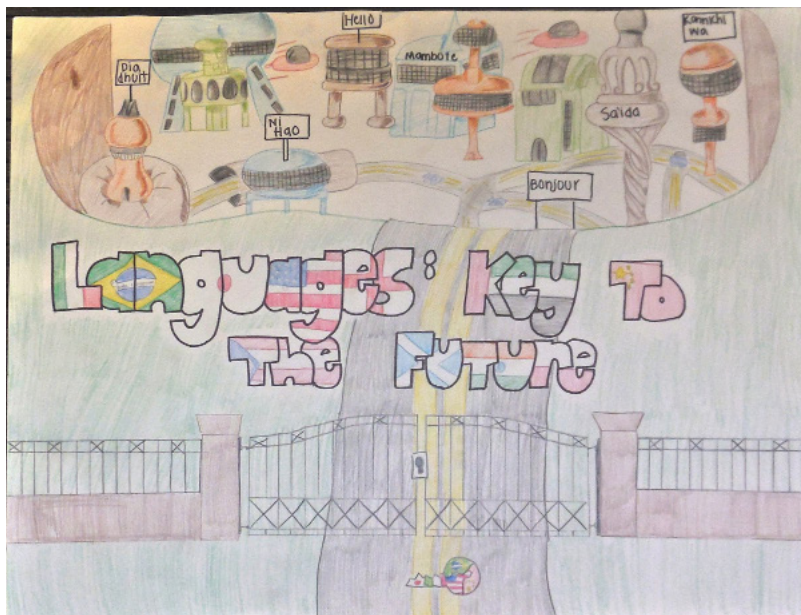
Our local team gives globally contextual presentations about study abroad and scholarship information in classrooms and college/career centers. Last year we presented to over 60 high school classrooms.

AFS was recently featured in Scholastic's Upfront magazine for lesson plans about global citizenship- <http://www.scholastic.com/globalcitizenship>

The photo on page 13 is of the 15 students (parents in pic too) who are leaving on AFS Spring Semester programs.

Q: How different was immersion language learning than classroom language learning?

Continued on page 26



A winning poster!

President's Message

Continued from page 14

to strengthening the heart and soul of our association and to enhance the growth and affirmation of our diverse language teaching communities.

I must admit this will be one challenging year for me, as I serve our association in a privileged, yet demanding position, while I am also focusing on finishing my dissertation. I feel confident, though, that I will be able to successfully handle such responsibilities because I know first hand of the generosity and understanding of my colleagues. Thus, I would like to take a moment to express my heartfelt thanks to every one of the members in the FLANC Executive Council, as well as to past-presidents Ed Stering and Masahiko Minami. I am grateful to all for their constant support and for the pleasure of working with such a wonderful, committed team always in search of new ways to make the Foreign Language Association of Northern California an exciting venue to make resources available to language educators in their pursue of professional development. Such strong commitment is reflected every year in the diversity of presentations, practical workshops, outstanding sponsors, and leading exhibitors, FLANC members can find in our conference.

I trust you are as excited as I am about the beginning of a new school year! Please, feel free to contact me or any member of the Council Board with any questions, comments, or concerns that you might have. You will find our contact information readily available in the association website.

Last, on behalf of the Executive Council, please, allow me to take this opportunity to extend our invitation to you to participate in this fall FLANC Conference, which will take place on Saturday, October 29th, at Berkeley City College. This year we are planning on ending the day with a complimentary reception that will include a light dinner and music for our members. I hope you can join us!

Looking forward to meeting you at our
FLANC Newsletter



conference, and helping you make many productive connections.

*Sandra García Sanborn
Cal State University Stanislaus*

Editor's Note: As the photo above illustrates...learning can be, and is, fun!

A kilo of diamonded thanks to my 'camarada' and 'amigo', our Former President, Fabián Banga, Ph.D., from Berkeley City College, for a job most excellently done these past two years!

He wasn't always this pensive... on many occasions his Argentine humor would liven up our meetings. Oh, and his empanadas certainly satisfied our tummy!

Of course, you can run into him on October 29, as he hosts our Fall Conference at his college, Berkely City College. Teach On!





Professeurs de français: Vous rêvez de vous imprégner de la culture française?
OUR 19TH ANNUAL TOTAL IMMERSION WORKSHOP



France

19-30 JUILLET 2017

PROVENCE

aix-en-provence

Registration and detailed program on our website

- Daily seminars on the burning issues of France today with native French Instructor
- Excursions to places of historic & cultural interest; *rencontres insolites avec les Provençaux*
- Lodgings in deluxe hotel in Aix-en-Provence, dining among the locals
- Day trips to Cassis, Gordes, Abbaye de Sénanque, Roussillon, Arles, Les Baux de Provence
- Earn 85 professional development hours
- Laughter & *la langue française* a must
- Venez nombreux vous joindre à nous !

The French Traveler

trips@frenchtraveler.com

www.frenchtraveler.com

Tel: 941 544 6777



NeaTeachBits

Continued from page 23

A: “Language immersion is vastly different from learning in a classroom because the world becomes your classroom when you’re abroad. It’s an environment in which you simply learn by living, and the recipe for progress in your studies are based on the same basic elements that we find in our everyday lives.”
Sven Peterson - Summer in Russia from Hayward.

Please contact me if you would like to be a member of our global community, as we love partnering with schools and educators.

Holly Manie Oskoi

Community Outreach Specialist

AFS-USA San Francisco Bay Area Team

hmanieoskoi@afusa.org

www.afusa.org



We recommend the cultural materials for Spanish -French. Visit <http://www.teacherpayteachers.com/Store/Mirafloras> for free cultural materials.



Make World Languages a Part of Every School Day this Year - From kindergarten through high school, these formative years are a time of rapid learning: a period of setting the foundation for critical thinking, attaining new knowledge, preparing students

to graduate and ultimately, to go out into the world as leaders of the next generation.

Despite the best intentions of our most talented educators, the U.S. public school system too often misses the mark on language learning: most students graduate from high school entirely monolingual — even in an era when foreign languages are increasingly required by employers. The ones that speak a second or third language often only do because they speak another language at home, not in the classroom.

Training our future leaders starts early, and training these students early on in languages should be the norm, not the exception. No matter what grade you teach or type of school you work in, there are steps you can take to make world languages a part of the school experience for your students.

In our global landscape, the ability for all professionals to communicate across cultures will be a defining feature of our future economy.

MakePost Signs in Multiple Languages Around School - Start simple. Get your students more acquainted with the multilingual nature of the U.S. by adding signs with multiple languages around the school. Hosting an upcoming event? Add the event translation in Hindi, Spanish, and Urdu. Create signage in various languages for spaces around your



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Check out our programs at: www.sou.edu/summerlanguageinstitut

NeaTeachBits

school like the cafeteria, auditorium, and classrooms. With few extra resources, students will learn new vocabulary in another language and gain exposure to scripts other than the Latin alphabet. This is also a great method to enable students with different native languages to feel welcomed and empowered at school.

Leverage World Language Speakers in the Community - Chances are, your community has speakers of world languages. Ask around at your school for students, teachers, parents, or administrators that speak another language. Consider how they can they share their language with your students.

And don't stop inside school walls. Take a look at your community at large: elected officials, artists, professional athletes, or business owners may have language skills that help them in their career or their daily lives. Invite them to your school to discuss their career choices and how language has enhanced their lives and careers — you never know who may become your students' next role model.

Celebrate Languages - In addition to inviting people from the community to share their language and how they've used it in their life, consider hosting language-themed days throughout the school year to highlight different world languages.

Want to teach your students about Arabic? Find a local Arabic speaker to teach an introductory Arabic class and play games using basic Arabic words. Invite a local chef or restaurant owner to give a cooking demonstration of cuisine from the Arab world. Listen

to music in the target language. Look at maps of the region. Enlist other native speakers to share stories about their language and culture. Offer extra credit for students who take free Arabic classes online via platforms like Duolingo in advance. Most importantly, make it a celebration and engage your students in learning about the world.

Develop Language Partnerships - Connect with multilingual students pursuing degrees in teaching at local colleges and universities. Develop a partnership with a local college to allow students who are interested in becoming teachers to receive college credit or a special certificate for teaching their language at your school — whether in a classroom or as an after-school program.

Offer After-School Language Activities - Host language clubs where students can watch movies and TV shows, watch baseball, football or soccer, or listen to stories and podcasts in a world language. Open up the school computer lab for students to study languages on free platforms like Duolingo or Coursera, and even consider purchasing Rosetta Stone. Even if you don't have the resources to start an Arabic club, a Chinese club, or a Spanish club, you can launch a general language club to expose students to different world languages.

Bonus points for your school if students can earn extra credit in a class for completing language courses on Duolingo!

Continued on page 28

CH OR SPANISH LANGUAGE TEACHING

te/flanc



NeaTeachBits

Continued from page 27

Plan Multicultural Field and Service Trips

- Think about the multicultural nature of your own community: plan trips to ethnic restaurants and meet with the chef; start a conversation with diaspora organizations; host an international dinner for those who need a meal. If you have enough students learning a specific language (or have a group of students who already speak it), you could even organize volunteer projects for them to reach out to that specific language community.

In each excursion, discuss how foreign languages are used. Your students may be surprised to learn that not everyone speaks English at their workplace and that their language skills may have even furthered their career.

Advocate for Dual Language Immersion Programs - Dual-language immersion programs offer one of the most valuable methods of closing the gap on academic performance between native English speakers and non-native English speakers. A four-year study on dual-language immersion students in Portland Public Schools revealed that students in the program performed an entire grade year ahead in English-language reading by the eighth grade than their non-immersion peers: an outstanding gain for this traditionally underserved population. Even if your school is mostly monolingual, the cognitive gains from learning another language at any age are significant.

Advocacy groups like the D.C. Language Immersion Project have resources to make the case for dual-language programs in your school — and how to get started. These programs not only benefit your multilingual students but will also give English-speaking students the chance to develop foreign language skills, essential for global competency.

Host an Arabic or Chinese Language Teacher from Egypt or China - What could be better than exposing your students to a native speaker and professional teacher of two of the world's most critical languages? The U.S. Department of State makes this possible through the Teachers of Critical Languages Program (TCLP) by matching Egyptian and Chinese teachers with schools across the U.S. for an academic year.

Virtual exchange programs and teaching resources from organizations such as the Qatar Foundation's I Speak Arabic initiative and the U.S.-China Strong Foundation can further enhance programming so that language lessons can continue well beyond the stay of a hosted teacher.

For schools with some Arabic and Chinese speakers, hosting an Egyptian or Chinese teacher could result in increased use of students using their native language at school, greater acceptance of the language within the school community, and a budding interest in Chinese and Arabic culture.

Welcome Exchange Students from Other Countries - Consider bringing high school exchange students from traditionally harder-to-navigate countries to your school for an academic year. Just like exchange teachers, exchange students can increase language and cultural diversity in class.

Programs like the Youth Exchange and Study (YES) and the Future Leaders Exchange (FLEX) select exceptional students from across the Muslim world and the former Soviet Union to spend a year living and studying in a local high school in the U.S. These students are often ambassadors for their home country and their home language — and could bolster your efforts to increase inclusion of a language in your school.

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

NeaTeachBits

Share Scholarships to Study Language with your Students - There is an abundance of scholarship opportunities for high school students to study languages in immersive environments — even without prior language experience. But it's important that students learn about these opportunities early so they are prepared to apply for these competitive programs.

The National Security Language Initiative for Youth Program offers full scholarships for high school students to study five critical languages in immersion environments and is sponsored by the U.S. Department of State.

The U.S. Department of State also sponsors the YES Abroad Program, which offers full scholarships for high school students to spend a summer or academic year immersing themselves in another culture and includes intensive language study.

And for students who may be juniors and seniors in high school, it could be very motivating for them to learn about the plethora of scholarship opportunities available to undergraduate students to study critical world languages abroad. The more your students know, the more informed they can be when they choose their college coursework and make that decision to keep taking Spanish or Chinese. Learn more about scholarship opportunities to study world languages at: *LanguageMatters.World*.

How are you making world languages a part of the K-12 school experience? Share your story/stories at the **American Councils for International Ed.** website.

From their website, August 2016



Why 'Z' and not 'C' ermeño?

The Tierras Sorinas ad below reminded me of an article I wrote, and that I now share with you.

I am Zermeño, but Spain has Cermeño. This somehow came to mind the other day as I was buying a papaya at Briseño's Market (Mission Blvd.) and my mind wandered to pears. They are a wonderful fruit. Much more so now, once I found out that

Continued on page 31

tierras sorianas
Descubre la cara de Castilla

CULTURAL IMMERSION PROGRAM FOR TEACHERS OF SPANISH

SORIA // ESPAÑA

Greetings fellow language educators,
We are very pleased to announce the creation of a new cultural immersion program for teachers of Spanish.
Located in the heart of Castilla, Tierras Sorinas is a highly experiential two-week workshop that offers a unique cultural understanding of the historical heritage of Spain.
With daily excursions and the assistance of experienced knowledge experts, you'll learn about:
Rome's conquest of the Iberian Peninsula and the process of Romanization in the Alta Duero region.
The period of the Reconquista with particular focus on the exile of el Cid.
The significant presence of the Knights Templar in the northeast region of Castilla and León.
The itinerary includes three dinners at renowned restaurants in the province; two wine tastings in the famous Ribera de Duero region, and one day of each week is dedicated to tiempo de ocio in which you'll be able to explore the natural beauty of Soria.

OUR OBJECTIVE

The objective of Tierras Sorinas is to help bridge the divide between the classroom and authentic Spanish culture by providing a personally enriching experience that will in turn serve to enhance your study programs and daily lesson plans.
To learn more about this exciting learning opportunity in Soria, Spain, please visit our website:

CULTURAL IMMERSION PROGRAM FOR TEACHERS OF SPANISH

info@tierrassorianas.com // www.tierrassorianas.com



FLANC



Fall 2016 Conference Registration Form



Saturday, October 29, 2016
Berkeley City College

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 23)

Member \$50

Non-Member \$65

Student \$15

On-site Registration Fees

Member \$65

Non-Member \$85

Student \$25

** Please note that after October 23, registration will be on-site only.*

**** Lunch will be on your own!**

Registrants will be given a list of local nearby restaurant that will full satisfy your multilingual taste buds!

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

NeaTeachBits

continued from page 29

Cermeño is a pear tree! Yes, you read it right, the word Zermeño comes from Cermeño, which means pear tree. Of course, where there is a pear tree, there must also be a pear.

First, however, why Zermeño and not Cermeño? Well, it seems that once the Cermeño settled in México, after the conquest of 1521, their offspring decided that they wanted to be considered different from those from Spain, thus the ‘C’ to ‘Z.’ Others went even further by changing the ‘C’ to an ‘S.’

All this is important because I have always believed that we should know about the history of our family and families. In the Latino tradition, without family we are soulless, missing an important part of ourselves, lacking a sense of being and belonging, identityless, in other words.

On my first trip to Spain, back in 1973, when I was still Frank Zermeno, I remember walking around one day, in the older section of Madrid, when I saw a store sign that read ‘Joyería Cermeño’ (Cermeño Jewelers). All I thought was ‘wow’, and without realizing it, I walked in. It was an awkward moment, and I stammered ‘My last name is Zermeño, like yours!’ (in Spanish, of course). The lady looked surprised, called her husband from the back office, and we had a short chat. They probably had not ever seen such a tall Mexican, and one with their last name, even.

That was the day that I decided that the Zermeño history would be discovered by me. A week later I bought a touristy coat of arms, which now hangs in my office. Among my search for this family history, I began to gather bits and pieces, going all the way back to 1492.

Finally, this last July, I decided it was time to find the fruit of this cermeño pear tree, the cermeña pear. Believe you me, it was not easy. All I knew was that the pear could be found in northwestern Spain. Coincidentally, I also learned that Toro, a historical town of some 10,000 in northwestern Spain, west of Soria, had a winery that produces wine with a Cermeño label – El Gran Cermeño. Toro became our destination

in our trip to Europe.

At last, in Toro, while munching on ‘morro rebozado’ (breaded cow lips) and drinking Peñamonte Crianza 2000 wine in the plaza with the family, I wondered how I was going to find a Cermeño relative. I wanted to meet someone, preferably a senior citizen who could explain that to us. At that moment, two 80ish year old ladies were walking by, on their Thursday afternoon walk. Well, you know me. Why not?

So, I called them over, stood up to introduce myself as José Francisco Zermeño Cárdenas, and the first question from them was, ‘are you from this town?’ I told them that I was from México and wanted to know why they thought I was from Toro. They answered that since time immemorial, everyone born in Toro was called a Cermeño. Ha! I had found my Rosetta Stone, my Holy Grail!

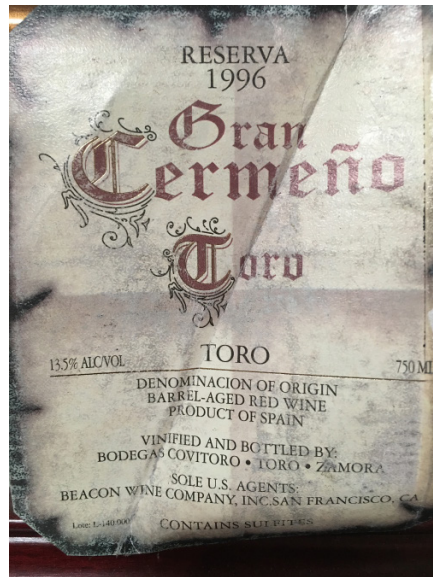
Here is why. People in this town have been planting, caring for, harvesting, selling, buying and eating cermeña pears for ages. This is their hometown, only growing in this area, not liking any other places of Spain. Because of this, the Toreños have always been called cermeño. Is this great, or what?

How old is Toro? Well, the town’s cathedral dates back to the XII century. Christopher Columbus had wine from Toro in his voyages to the Américas in 1492 and in later ones, and in his first, his dynamiter was a Cermeño! Later, in 1519, Hernán Cortés sailed to conquer México with wine in his ships. The wine was from where? You guessed it!

BTW, there were two brothers with him. Their name? Cermeño, from Toro. The oldest carnival in Spain, celebrated since 1590 is celebrated in Toro. The town looks and feels historic. It is a gem to be visited, and you most definitely will have a good time there, drinking Cermeño wine in the Plaza, eating Cermeño pears for dessert in the outdoor restaurants, and watching the storks build their nests in the church towers.

Of course, we had to find this pear, but that’s another column. Gracias mil. Jfzc©30.iv.2005.

Teach On!



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



The NEA Foundation for the Improvement of Education awards grants that support the professional development of public school teachers and faculty in public institutions of higher education.



Albert Einstein Distinguished Educator Fellowship Program. This grant is an excellent and unique professional development opportunity for K-12 teachers who have at least five years of experience teaching in STEM subjects.



Fund for Teachers is unique in that it awards grants for professional development based on the principle that the teacher is the one who knows what they need to grow as an educator.



The McCarthy Dressman Education Foundation provides Teacher Development Grants for individual teachers or small teams working in K-12 education.



DonorsChoose.org is an excellent way of raising funds for your classroom. Public school teachers essentially propose classroom projects and post their proposals on the website.



The Kids in Need Foundation, a leading organization aiming to provide free school supplies to students in need, has partnered with the educational product company Elmer’s to create grants specifically for classroom supplies.



The Target Company has donated more than \$16 million in grants to the improvement of education. As part of their efforts, Target seeks to expand the parameters of the classroom by providing opportunities for you to fund educational excursions for your classes.



Of course, you can also visit **FLANC’s** website at 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 SWCOLT’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!

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.

FLANC Membership Dues For 2016-2017



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)

- | | | |
|---|---|---|
| <input type="checkbox"/> Arabic | <input type="checkbox"/> AATF (French) | <input type="checkbox"/> AATG (German) |
| <input type="checkbox"/> AATI (Italian) | <input type="checkbox"/> AATSEEL (Slavic and East European) | |
| <input type="checkbox"/> AATSP (Spanish and Portuguese) | <input type="checkbox"/> CCA (Latin and Greek) | |
| <input type="checkbox"/> CLTAC (Chinese) | <input type="checkbox"/> CAJLT (Japanese) | <input type="checkbox"/> 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

<p>AATG Alfred F. Alberico Jacquie Anderson Americal Systems Inc. Anita Aileen Axt Margaret Azevedo Fabián Banga Carolyn Bradish-Bareilles Danielle S. Brown Gustavo Calderón Jeff M. Caldwell Marie Louise Castillo Deborah Choi Edith F. Croft Agnes Dimitriou Ursula A. Dinter</p>	<p>Yvette M. Fallandy Catherine Feucht Mabel M. Goodale Nancy Goodner Susan Harvey Jennifer A. Henson Keiko Hiramoto Hess Mari Houssni-Adler María J. Huber Marilyn M. Imes Cindy Jackson Rosemary Jiménez-Curós Micheline Le Gall Dorothy Lee Jamin Neil Lynch Flavia Lorega</p>	<p>Albert H. Lozano Angèle Krug Helga P. Marshall Donald Mastronarde Carmel A. McDonnell Patty Michiels Paco Montfort Helen E. Moritz Atsuko Morse Virginia Murillo Diane W. Musgrave Kirsti Nicholas Patricia A. O'Reilly Angèle Pastore Gloria Payette John Petrovsky</p>	<p>Flora Praszker Julian F. Randolph Wendy W. Ruebman Francine G. Shirvani Bill Southwick Carol Sparks John Stering María Tamariz Carol Trapp Vincenzo P. & Jane Traversa Jean-Paul & Sara Trélaün Carmel Turek Marie G. Tuttle Maureen Wesolowski Christina S. T. Wu Yee Zermeño Family</p>
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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.



A FLANC blast from the past.

Fall 2016 Conference Program

Continued from page 17



16. The Role of OPI and ODA in Classroom Teaching.

Being a certified Oral Proficiency Interview (OPI) tester and Online Diagnostic Assessment specialist (ODA) for over a decade, the presenter will share her expertise

on language assessment. The presenter will introduce her multiple approaches to providing corrective feedback in timely, effective ways that help students reach higher level of listening, reading and speaking proficiency. Participants will learn to use these assessment tools to enhance their curricula & teaching plans to best address their students' needs.

Ying Shiroma

17. Quandaries about “Can”: Choices for the Potential Form in Japanese

The potential case or “can form” is typically used in English to denote the ability to do something. In Japanese we often come across two different types: the so-called proper standard form on the one hand and the sub-standard, technically incorrect grammar, which is sometimes called *ra-nuki*, on the other. This presentation investigates these two types of potential forms, from the perspective of descriptive grammar rather than prescriptive grammar.

Masahiko Minami, San Francisco State University

18. Gateway to Content-based Instruction

Michi (The Path: Exploring Japan) affords content-based instruction (CBI) and explores the histories and cultures of the various regions of Japan in authentic Japanese language. It aims to develop learners' cultural knowledge as well as intermediate/advanced level Japanese proficiency, incorporating the ACTFL 5 C's. In this session, the first presenter describes the motivation and purpose of the textbook, its chapter components, and its unique features. The second presenter reports the implementation and outcomes of the gateway chapter of *Michi*, which provides a bridge from standard 2nd year texts.

Noriko Nagata, University of San Francisco
Suda Kyoko, University of San Francisco

19. Sample Chapters of a Content-based Textbook for Intermediate/Advanced Japanese

This session presents sample chapters of a new, content-based, proficiency-oriented Japanese textbook *Michi* (The Path: Exploring Japan) for Intermediate/Advanced Japanese. The presenters address key elements of successful CBI, including abundant cultural images and detailed vocabulary information, which significantly facilitates reading comprehension. The presenters also describe various CBI activities based on the textbook, and discuss effective CBI techniques.

Noriko Nagata, University of San Francisco
Nobuko Takamatsu, University of San Francisco/San Francisco State University

20. Teaching Culture in a Foreign Language Classroom: The Example of Free Speech Movement

This presentation includes a review of current theories on teaching culture as well as a series of practical exercises intended to build students' cultural competence in L2. Using the example of the Free Speech Movement, this session shows how instructors can rely on local resources and a comparative approach in order to incorporate the teaching of culture in language courses. The example serves to examine ways of including questions of social change in a language classroom as a way of building students' trans-cultural and trans-lingual skills. For all levels, elementary, secondary, post-secondary. In English with French examples.

Vesna Rodic, University of California, Berkeley



**Conference Schedule
on page 37**

For your Agenda, 2016-2017

World Language Week!

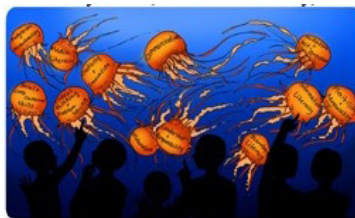
Have you planned something to encourage World Language Learning in your school and in your community? There are quite a few activities which can be planned during this very important week. Let's recruit more language students! Remember to calendar this month every year. Teach on!



January 5-8, 2017, 13th Modern Language

Annual Convention - 'Boundary Conditions', in Philadelphia. Info at <http://www.mla.org/convention>.

March 2-4 • **SWCOLT's In Language, there is life**, at the Skirvin Hotel, Oklahoma City. Info at www.swcolt.org.



March 16-19 • CLTA, **California Language Teachers' Association Annual Conference - The Linguistic Growth Mindset: Cultivating a Future of Global Innovators** at the Haytt

Regency, Monterey, CA. Info at <http://clta.net>.



July 16-19, • **90th. AATF Annual Convention**, in St. Louis, MO. Info at www.frenchteachers.org.

July 6 - 9 • **99th Annual Conference of the American Association of Teachers of Spanish and Portuguese**, at the Hilton Chicago Hotel, Chicago. Info at www.aatsp.org.



October 29

FLANC

Fall Workshops and Conference 2016



at Berkeley City College, Berkeley. Don't forget the **Poster Contest**. Info at www.flanc.org, or with Francisco Zermeño at 510.732.2746.



November 18-20 • **Annual AATG Conference** in Boston, MA. Info at www.aatg.org.

November 18-20 • **Annual AATI Conference**, in Boston, MA. Info at www.aati-online.



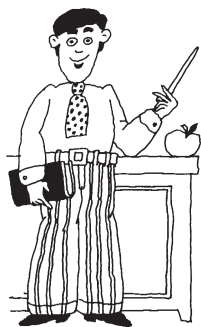
November 18-20 • **ACTFL's 45th Annual Convention & World Language Expo**. Info at www.actfl.org.



FLANC in 2017

'FLANC without Borders!'

FLANC Fall Conference 2017



#FLANC!



October

TBA

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 2016-2017 : 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: _____

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, 2017

Thank you for your interest.

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Do you have any ideas for your teaching colleagues?

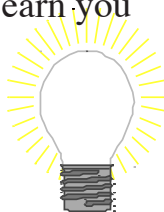
Are you doing anything which could earn you the Nobel Prize for Language Teaching?

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! Portuguese Japanese
Français
Chinese Deutsch
Tagalog Italiano
Español
English Arabic
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FLANC ROCKS!

Saturday
Oct. 29, 2016
Berkeley
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College!

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

Please Register Today at
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P.O. Box 92 • Hayward, CA 94557-0092
510.732.2746 Fax 510.732.6624
machetez@sbeglobal.net

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

Fall 2016 Conference Program

Continued from page 35

(subject to change)

Registration & Welcome 8:15am
Exhibits • Poster Contest • Silent Auction
First Interest Session 9:00 - 10:00
Second Interest Session 10:00 - 11:00
Keynote Address & Announcements
 11:00 – 11:45

Portuguese
 Cambridge University Press
 American Field Service of San Francisco
 EMC Publishing • Educate Right

Teach on!

Exhibits • Poster Contest • Silent Auction • Lunch

11:45 - 1:30

Exhibits • Poster Contest • Silent Auction

Third Interest Session

1:30 - 2:30

Fourth Interest Sessions

2:30 - 3:30

Affiliates Associations may schedule a Mtg.

AATF • AATG • AATI • AATSP • NCJTA

Reception, Raffle, & Friends
 3:30 - 4:30

Exhibitors

Vista Higher Learning
 American Association of Teachers of Spanish and



A rich colorful FLANC Poster wall & Chris Wallace!



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Foreign Language Association
of Northern California

POBox 92
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INSIDE:
Registration, Membership forms,
Conference Proposal,
Grant Applications!

Attend
FLANC's
Fall Workshops and Conference
October 29, 2016
Berkeley City College

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

FLANC Newsletter

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