

FLANC NEWSLETTER

Volume LXXV

Fall 2017

Fall Conference!

Live Many Languages!

October 21, 2017

Chabot College, Hayward



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



leagues 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 at Chabot!

President's Message

Dear FLANC Members, Happy school year to everyone in the language teaching community! I hope you had a terrific summer. I am excited to welcome our FLANC members as we start this new year and certain that you are all re-energized to continue working on making linguistic diversity more visible, valued, and vibrant than ever.

Please, allow me to start with a big and heartfelt "Thank you!" to all language educators, exhibitors, and presenters who participated in our language conference last fall. You made it a huge success! It is always invigorating to witness the commitment and passion for languages in our region and a source of great pride to know that we join forces in

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www.fla-nc.org

Teach on!

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Foreign Language Association of Northern California



Alexandra C. Wallace Essay Contest

Topic: *How studying a World Language has enriched your life?*

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 May 1, 2018; 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

Key events for the **Chinese Language Teachers Association of California (CLTAC)** in Spring 2017 include its Spring Conference of early March held at Stanford University

and its 42nd Annual Mandarin Speech Contest held at Lowell High School in late April.

Stanford University played host to the Association's 2017 Spring Conference on March 4, which featured papers on subjects ranging from noun classifiers, function words, discourse analysis, and the BA-construction to learner autonomy, diagnostic assessment, intervention strategies, and the teaching of culture and media literacy. The keynote speech was delivered by Professor Lening Liu of Columbia University, whose address "TCSOL Teachers: Their Education, Training, and Evaluation" outlined a practical, more function-based approach to the training of Chinese language instructors. Over the course of the day, some 28 papers were presented in ten panels

covering "Teaching Grammar and Vocabulary", "K-12 Chinese Instruction", "Materials Development", "Technology and Application", "Discourse and Culture", "Teacher Development", "Teaching Strategy", "Teaching Listening Comprehension", and "Differentiated Instruction", plus a special panel for papers by graduate students. At the end of the day, an award was given for Best Graduate Student Presentation, the winner of which was Hsin-hung Yeh of Stanford University, whose paper was titled "An Exploration of TCSOL Error Correction Strategies".

Towards the end of the spring semester, the Association's Annual Mandarin Speech Contest was held at Lowell High School on April 22, attracting some 415 contestants hailing from 38 schools, with students representing most Bay Area counties as well as areas as far afield as Irvine and Los Angeles in Southern California. Contestants, ranging from age 6 in the elementary school division to age 65 in the college/university division, 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, where CLTAC

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Chabot College Conference tidbits

For **upcoming** Workshops and Interest Sessions in our Conferences, please let us know which of these you would like us to present. A quick email to me at machetez@sbcglobal.net 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 Hayward, then Line 22**, which leaves every **half hour beginning at 5:45am**
And/or take a **Friend 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 2017

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.

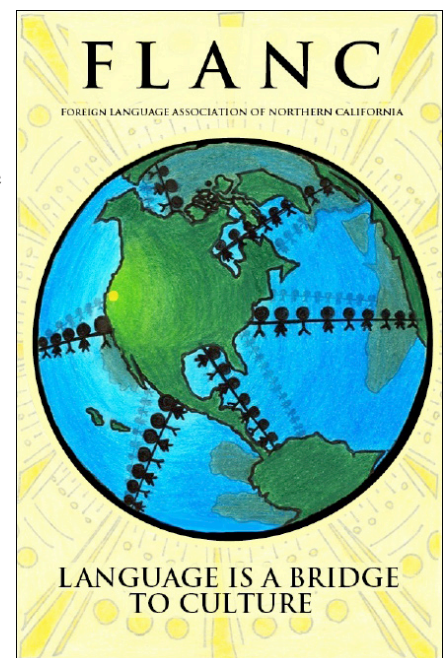
Cecilia Ross filled every office and served on every committee with unstinting energy and devotion. The excellence of the Newsletter is owed to her early leadership as editor. Her editorials and articles which appeared in so many issues are the highlight of numerous years of this publication. Because 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 \$300 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.”

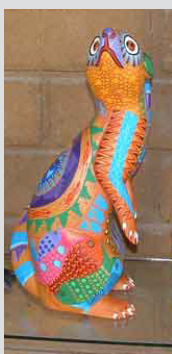
If you are ready to donate items, you can just bring them to the conference, and we'll add them to the table. If you wish, we can give you a receipt with our tax number. This is great if your donation warrants a tax deduction.

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



President Liwei Gao greeted the crowd and congratulated them on their achievements in learning Chinese language. Participants then streamed into separate classrooms to engage in level-appropriate competition divided into four main groups: elementary school, middle school, high school, and college/university, within which 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 modern and traditional dance of different styles, Chinese instrumental recitals, poetry recitations and vocal performances, as well as speech demonstrations given by contestants in different categories.

The results of the contest were announced at 3:40 PM, with prominent figures of the Chinese community invited to present the awards. A total of 171 awards were given out, including 41 first place trophies, 37 second place trophies, 8 third place trophies, and 85 honorable mention certificates.

Photo: CLTAC President Dr. LiWei Gao (left) & Vice President Chao Xie, Chairman (right) busy working during the luncheon in preparing for the 42nd mandarin speech contest. Professor Chao Xie is the of the speech contest committee chairman. In the middle, is Professor Christina Yee, FLANC Council Member, and she is also the representative from CLTAC.

Chris Wen-chao Li, San Francisco State University
FLANC Newsletter



Deutsch

Celebrate National German Week, from October 2 to 8!

“Celebrate with an event every day! We’ve got a new focus each day for you to celebrate, show your pride in Germany, German-American heritage, and the modern connections between the US and Germany. Learn something new, promote German language and culture, and join the fun!

Monday, October 2 - Schwarz-Rot-Gold Day. Kick off the week by showing your pride in Germany and the German language—wear Schwarz-Rot-Gold! Whether you’re at school, at work, out in the community or anywhere else, everyone around will know you’re a fan of German. Hannah’s already dressed for the occasion, so be sure to include her in your events and when you’re engaged on social media!



Tuesday, October 3 - Day of German Unity. Tag der Deutschen Einheit (Day of German Unity) is the German national holiday, commemorating the anniversary of German reunification in 1990. The Day of German Unity is celebrated each year with a Bürgerfest hosted by a major city—this year Mainz, the capital of Rheinland-Pfalz, under the motto “Zusammen sind wir Deutschland”. The Bürgerfest also includes the Ländermeile, where each Bundesland can highlight their tourist attractions, cultural treasures, and culinary specialties. Create your own campus Ländermeile and highlight regional specialties.

Wednesday, October 4 - National TEACH GERMAN Day is a celebration of German teaching and learning designed to recognize the important role that German teachers play in our schools and communities and encourage the next generation of German teachers. Find out more on the National TEACH GERMAN Day website.

News from the Language Fronts

Thursday, October 5 - Famous German-Americans Day. Hats off to German immigrants to the US and German-Americans! The cultures of the German-speaking world have had an enormous influence on American culture. You'll find the contributions of German-Americans in every walk of life—actors, athletes, artists, entrepreneurs, fashion designers, musicians, politicians, scientists, teachers, filmmakers, and writers.

Friday, October 6 - National German-American Day. German-American Day was first proclaimed a holiday in the US in 1983 to honor the 300th anniversary of German immigration to the US. It commemorates the date in 1683 when 13 German families from Krefeld, near the Rhine, landed in Philadelphia. These families subsequently established the first German settlement in the original thirteen American colonies.

Saturday, October 7 - Business Connections Day. German and American business ties are important in today's global economy. Germany is America's largest European trading partner and its fifth largest global partner. There are more than 3,700 German companies in the US—and German companies are directly responsible for over 600,000 jobs in the US. Many of the products you use every day were created by corporations with German roots.

Sunday, October 8 - German-American Culture Day. From Christmas trees to Kindergarten and hot dogs to recreation—German-Americans have contributed significantly to American life and culture.”

From AATG's website



Español

In partnership, the **National Spanish Examinations**, and MLSA began an association in 2009, as part of a continuing commitment to the professional development of high school teachers. 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 visit <http://nationalspanishexam.org> and www.mlsa.com.

Fall 2017



Interested in visiting **Tierras Sorianas**, please visit the web at [sperhttp://www.tierrassorians.com](http://www.tierrassorians.com).



“**El Diccionario de Autoridades**. “Limpia, fija y da esplendor”. Con ese lema que parece hoy más propio de un detergente, nació en 1713 la Real Academia Española (RAE). Una de sus primeras tareas fue crear un diccionario de la lengua española, un documento que iría luego actualizando y que hoy se sigue utilizando como guía para el buen uso del idioma.



Como institución dedicada a la regularización lingüística de todo el mundo hispanohablante, la RAE incluyó en el repertorio voces procedentes de todos los territorios en los que se hablaba el castellano. Sin embargo, ¿cuáles fueron las primeras palabras de América Latina que entraron en él?

Para responder a esa pregunta BBC Mundo se sumergió en el Diccionario de autoridades, publicado entre 1726 y 1739, fundamento de lo que hoy se conoce como el Diccionario de la Real Academia Española (DRAE, en la Red).

Con la ayuda de la directora técnica del DRAE, Elena Zamora, seleccionamos algunos americanismos, primero procedentes del taíno:

Caimán: *Bestia Amphibia*, muy semejante al Crocodilo, de gran cuerpo y longitud, que se cría en las rias de las Indias y en algunas Islas. Es a modo de lagarto, con unas conchas tan fuertes y sólidas, que no las puede pasar una bala de arcabuz. Tiene dos carreras de dientes, y debajo de los brazos unas glándulas como habas, que despiden un olor suave, de que usan los Indios, los cuales tienen gran destreza en cogerlos. Pone los huevos en la arena, los que son tan duros, que no se pueden quebrar; pero se empollan con el calor del Sol. Es voz del país. (Así se describe en el 2do tomo del Diccionario de 1729).

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



.....
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, 2017.**



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, 2017 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 2017 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>.



“Aprender español... ahora es cuando y el momento.

Estudiar español en Puebla, México (photo) es más que sólo aprender o mejorar el idioma... es una experiencia en la cultura, la gente y la ciudad.

Definitivamente Puebla es un verdadero tesoro, de señorial arquitectura, tanto religiosa como civil, con construcciones que van del siglo XVI al siglo XX, con una gran variedad culinaria como el mole, los chiles en nogada, las chalupas, los camotes y las tortitas de Santa Clara; con artesanías admirables como la talavera, así como también, ferias, fiestas y muchas leyendas, por eso no es de sorprender que es Patrimonio Mundial de la UNESCO.



El Spanish Institute of Puebla (www.sipuebla.com), ha tenido

la dicha de compartir Puebla, por 33 años, con más de 15,000 estudiantes convirtiéndose así en un ícono de la enseñanza del español a extranjeros en México. Nuestro programa es un sistema de aprendizaje intensivo, de 6 horas diarias, de las cuales, 4 son en grupos menores a 6 estudiantes cada uno y 2 horas diarias son individuales de conversación, para así ayudar a cada estudiante a comunicarse en español lo más pronto posible.

Usamos una combinación del Marco de Referencia Europeo, con las directrices de ACTFL, para así tener un programa excepcional de 8 niveles, de los cuales cada nivel se puede completar en sólo 3 semanas. No piense en el Spanish Institute solamente como un lugar de aprendizaje, sino como una comunidad global, donde se aprende el español como segunda lengua, mientras se interactúa con profesorado nativo del idioma, y con estudiantes de todas partes del mundo, de todas las edades y de todas las profesiones. El estudiante tiene la oportunidad de avanzar en el español en un ambiente que alienta el crecimiento, el desarrollo y la exploración del mismo.

Ahora es el momento de descubrir Puebla, crecer en el idioma español y explorar la cultura latina mientras se camina y vive la ciudad, Colonial, por excelencia. El Instituto se encuentra en el corazón de la ciudad, en lo que originalmente fue el Convento de las Capuchinas, a tan solo 4 cuadras de la Catedral y el Zócalo.

Si no hay la posibilidad de visitar Puebla, en nuestra ciberpágina (www.sipuebla.com) tenemos mucho material gratuito para el aprendizaje del idioma: el subjuntivo, lecturas guiadas, pronombres, preposiciones, conjugación de verbos, gramática, fonética, etc.”

From the folk over in Puebla



#Tweachers

Are you looking for free, meaningful, and valuable Professional Development? You can find it on Twitter!

Twitter is a social network that lets users share ideas, pictures, videos, and links. Whatever you teach, there is a full community – or

NeaTeachBits

by fz



PLN (Personal Learning Network) – on Twitter waiting for you.

What happens when you create your Twitter account? Who should you follow? Why? How do you find accounts worth following? Find the community of teachers that relate to your passion by searching hashtags. You will be able to share, learn, collaborate, and connect

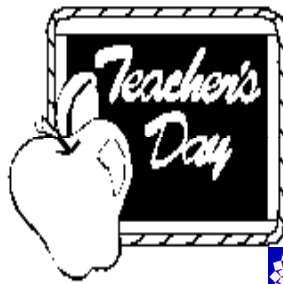
with other teachers who are in the same position as you are, whether you are a first time teacher or have taught for 15 years.

Each community uses its own hashtags. Google “Hashtags for educators” and it will take you to a complete guide of educational hashtags. One of my favorites is #LANGCHAT, a hashtag about learning and teaching languages. In this PLN, I constantly meet great teachers who share their ideas and have the opportunity to take the material these teachers share on Twitter and apply it to my own classes.

Twitter is also great during conferences. Instead of taking notes in your notebook, which let’s be realistic, you probably won’t look at again, you can share these ideas with the world with a simple tweet. You are opening the doors of the conference to educators around the world who wouldn’t have the opportunity to attend.

You can share ideas with other teachers and also with your students. You can create your own hashtag for your class and have students tweet their favorite book quote or share their opinion about the end of the chapter. With Twitter, you have the ability to create an online community that will allow your students to share their ideas in class and also with the world.

If you are a teacher looking for new ideas and willing to get out of your comfort zone give Twitter a try. Twitter will connect you with educators around the Fall 2017



world, no matter what you teach.

If you are already part of the #Tweachers club, thank you. If you are not, I hope I have convinced you to join.

Follow me @esantacruz13
Elizabeth Cisneros, UCMerced

FLANC’s Alexandra C. Wallace Essay Contest. Ms. Pam Lim-McAlister, World Language Department Chair and Spanish teacher at Albany High School, inspired eight of her students to submit essays. Of the eight, Lin Zhu was awarded \$500 for first place and Ayize James, \$300 for second place. A certificate of Honorable Mention was given to Scott Fong’s essay. All students were given participation certificates.

Ms. Lim-McAlister is proud of her students’ achievements not only in Spanish but in all their academic pursuits as well. We commend her and her students for their passion in promoting the learning of languages and wish them all continued success.

FLANC hopes that all teachers to encourage their students to submit essays to the annual Spring Alexandra C. Wallace Essay Contest. Please read for eligibility requirements, topic and deadlines in the FLANC newsletter and/or website at www.fla-nc.org

Please take a moment to read the award winning essays, which were inspired by the thought of how language learning has enriched their lives.

First Prize: I steal colors. This week it’s gold, misty rainbow, and sweet vermilion. Inspired by a recent art exhibit, I hang in my room a colored print of Pablo Picasso’s “Three Musicians,” Joan Miró’s

Continued on Page 13



One of our Winning Posters

News from the Language Fronts

Continues on page 7



Según informa Zamora, la palabra procede del taíno, una lengua indígena de la familia arahuaco que se habló en las Antillas durante la época de la Conquista española y que actualmente se considera extinta.

Cacique: Señor de vasallos, o el Superior en la Provincia o Pueblo de los Indios; y aunque en muchas

partes de las Indias tienen otros nombres, según sus idiomas, los Españoles los llaman a todos Caciques, que parece lo tomaron de las Islas de Barlovento, que fueron las primeras que se conquistaron. Es voz mexicana, que significa Señor. (La palabra también se incluye en el segundo tomo del diccionario de 1729). Para RAE es de origen taíno.

Patata: Planta que cultivada y sembrada echa una raíz algo mayor de las que llaman papas, larga y tortuosa: por de dentro es amarilla, y por fuera parda: es muy sabrosa y dulce, y aunque de ella se hacen diversos dulces y almíbares muy delicados, con especialidad es mas grata al paladar asada, y rociada después con vino y azúcar. En España se crían muchas en las cercanías de Málaga. Algunos la llaman Patata, y así se halla también escrito; pero lo común es con b.

La palabra “patata” es un cruce entre batata, con origen en la lengua taína, y “papa”, procedente del quechua, dice Zamora.”

Interesante, ¿no? Me lo mandó Fabián Banga. Habrá más en el próximo boletín.



Esperanto

So, you want to get started learning Esperanto? Esperanto-USA has a wide variety of learning material to help you on your way. All items are available in our online bookstore (Retbutiko), along with



FLANC Newsletter

thousands of other books, CDs, pins, postcards, and more.” Below is one book for you.

“Richardson, David. *Esperanto: Learning and Using the International Language*. 2004. ISBN: 0939785064. 368pp. \$15.00.

This introductory textbook begins with an extensive English-language introduction, covering the need for an international language, an overview of Esperanto’s history, and the international Esperanto community. A series of brief lessons with exercises follows, concentrating on practical communication and vocabulary. The highlight of the book is a graded reader, which includes history, letters, stories, and poetry (both translated from English and drawn from original Esperanto literature) that gradually introduce more advanced usage and additional vocabulary. The book concludes with an abridged Esperanto-to-English dictionary.

This book is also available on Amazon.com.”

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



Filipino

“The Philippine Association for Language Teaching, Inc. (PALT), established in 1960, it is one of the oldest language professional association in the country. Its founding institution and home is the College of Education of the University of the Philippines, the official national university of the country. PALT is registered with the Securities Exchange Commission (SEC).

To fulfill its mandate to promote excellence in language teaching, research, and extension services, PALT holds a yearly convention to share with teachers theoretically sound and research-based methods and strategies. An important part of the convention are demonstration teaching sessions showcasing many

Continues on page 20



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

“Personnage Oiseaux,” and Frida Kahlo’s “Viva la vida.” Picasso’s guitar strums fill the air with Spanish music while Miró’s rainbow symphony brightens my room. Kahlo’s brilliant watermelons fill the room with more liveliness and hope. Getting lost in great museum halls and adding colorful Spanish artwork to my own gallery, I appreciate the world from new angles. From learning the Spanish language to exploring Spanish and Latin-American culture, I am always expanding my cultural comfort zone. The colors become part of me.

Having studied Spanish since the seventh grade, I have been able to communicate with many more people and see the world through multiple perspectives. My freshman year, I volunteered at a local Spanish-speaking pediatric clinic that served under-resourced families in my community. Working with parents and children as we talked about different health and education resources available for the public, I valued the special connection I had with them. Realizing the importance of my studies in Spanish and Spanish-speaking culture, I continued studying AP Spanish and Spanish Literature.

Admitted to Harvard University, I plan to study Biomedical Engineering and Art History, along with advanced Spanish language courses. I am inspired to advance public health, a fundamental right that



every person is entitled to. I plan to join Harvard’s Global Medical Brigades to help bring affordable, advanced medical technology to rural Latin-American communities.

Knowing a second language and culture is critical, for working abroad with community leaders will allow me to connect with locals to understand challenges from their perspectives. Bringing back my experiences to my community, I hope to engineer ever more elegant solutions to relieve medical challenges.

Understanding a second language and culture is the key to bridging the global inequity of healthcare. My ultimate goal is to lead a global health initiative to engineer and supply cost efficient medical devices, such as brain-imaging technology and surgical tools, to developing countries. I want to work towards a day such that many more people could have the physical means to carry out their dreams and ambitions.”

She looks happy in the photo, no?

Lin Zhu, Albany High School



Alexandra C. Wallace Essay Contest - Second Place...Bilingual Skills for a Better Future
“The future belongs to polyglots”. Although

Continued on page 23



President's Message

Continued from page 1



advocating for inspiring language learners to embrace one very important goal: Empowering our community through the promotion and support of multilingual identities.

With this idea in mind, and just as we do every summer, the FLANC Board had a meeting in June and another one in August in order to finalize details related to our upcoming Fall 2017 FLANC Conference at Chabot College on October 21st. As usual, our language conference will offer a rich program with presentations that integrate theoretical knowledge with practical examples. Assessment, Inter-Language Diversity, and Visual Thinking Strategies are only some of the topics.

Technology through digital tools that strengthen meaningful learning while motivating students will be strongly represented with a variety of innovative activities that can be easily implemented in the language classroom.

Always interested in building and maintaining solid ties with our affiliate organizations as well as with our colleagues, last year, our FLANC conference was honored with the collaboration of NCJTA through a set of presentations organized by Dr. Masahiko Minami, Professor of Japanese at the Modern Languages and Literatures Department at San Francisco State University and Editor-in-Chief of the *Journal of Japanese Linguistics*. This year, we are just as excited and honored to have the participation of CLTAC and the Chinese teaching community as they join FLANC offering their Fall Workshops at Chabot College this October 21st. During the past few weeks, I have been in contact with Professor Le Tang, CLTAC Vice President and faculty at the Dept. of East Asian Languages

and Cultures at Stanford University, as we work on the final details for the workshops and conference.

I had the pleasure to meet Vice President Le Tang at this past spring Mandarin Speech Contest held at Lowell High School, in San Francisco. This was my first time attending such a wonderful event, and I am deeply grateful for President Liwei Gao's invitation. I would like to express my gratitude to the CLTAC Executive Board as well as to my colleagues in the Chinese teaching community for their cordiality and kindness, as everyone at CLTAC made sure I felt at home while enjoying the events. I was amazed by the number of students participating (almost 600!) and captivated by the many cultural performances presented. Please, see the picture with my colleagues Frederik Green, Wendy Tu, and Christina Yee. The photo above is celebrating the graduation of Karina Aguilera.

Always with our members in mind, our FLANC Fall Conference at Chabot College is organized around a diversity of languages and teaching pedagogies. . . I hope you join us this October!

Looking forward to meeting you at our conference.

Sandra García Sanborn
Cal State University Stanislaus



FLANC's Workshops & Conference Program Saturday • October 21, 2017 • Chabot College

got
culture?



www.fla-nc.org

F. L. A. N. C.

foreign language association of northern california

Workshops & Interest Sessions

8:00am - 4:00pm

- Go to Building 700 for check-in.
- It is most convenient to car-pool.
- This year the five workshops are part of the Saturday conference.
- You are asked to choose a workshop on the registration form.

8:00-9:00 Registration.

9:00-9:50 Session

Proficiency in the Language Classroom through VTS Activities by *Sandra García Sanborn*

Engage your students in fun and motivating Visual Thinking Strategies activities by combining art and critical thinking as they produce original texts in a collaborative environment. We will work on a 3-step activity easily adaptable to most levels, from Common Core Standards to college language classes, and will demonstrate other VTS activities as time is available. Handouts in English and in Spanish. Session will be in English. – Level of

Education: All levels. – Main Language of Presentation: English with examples in English and Spanish.



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

Online and
hybrid classes,
new paradigms
and possibilities
by *Jane Dilworth*
and *Fabián*
Banga

Wondering about new possibilities in online education? In this presentation, we will discuss some of the main principles of online and hybrid courses along with exercises, assignments and projects specifically designed for language classes. – Level of Education: All levels. – Main Language of Presentation: Spanish and French.

Dynamic Assessment of Spanish Grammar: Introducing the New Online Diagnostic Assessment System by *Trina Philpot-Montaño*

Online Diagnostic Assessment (ODA) added a new component to its existing Reading and Listening assessments. ODA Grammar aims to provide systematic feedback on the grammatical ability of learners by assessing their mastery of core grammatical features in authentic contexts. This presentation will showcase the flagship Spanish Grammar found at oda.dliflc.edu. – Level of Education: secondary and post-secondary. – Main Language of Presentation: English with examples in Spanish.

Continued on page 16

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Fall 2017 Conference Program

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Classroom Activities to Develop Intercultural Communication Competence by *Hannan Khaled*

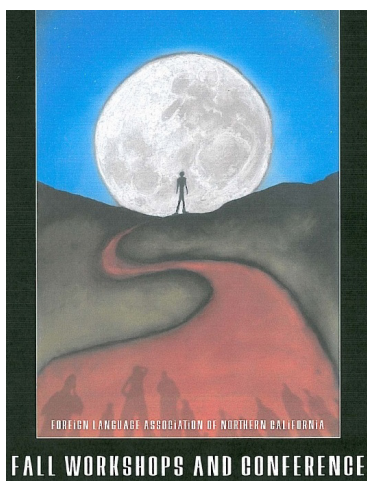
Any successful communication is dependent on interpersonal skills, disposition, social understanding, tolerance for ambiguity and ability to handle cultural conflicts. Therefore, there is a need to develop learner's intercultural communication competence. Presenter shares lesson designs and classroom activities to develop learners' intercultural communication competence at different proficiency levels. Activities help advance learners' knowledge of different cultural practices, their skills to interpret and relate events from another culture, and their curiosity to acquire new knowledge about the culture. – Level of Education: all levels. – Main Language of Presentation: English.

There will be Japanese presentations on “teaching intercultural topics in Japanese language classes” in each of the four sessions coordinated by NCJTA. Please check the program at the day of the event.

10:00-10:50 session

TUF session: Communicating the fractured nature of languages to students by *Keiko Yukawa and América Salazar*

In this session, members of TUF (Teachers Unified for the Future) will talk about the nature and importance of inter-language diversity in the foreign language classroom, focusing on regional dialects.



“National language”-centric pedagogy hides the working diversity of how dialects interact on regional and international scales, and reduces the ability of students to interact with the real world. Japanese and Spanish will be used as models. The session will include an open discussion. – Level of Educa-

tion: All levels. – Main Language of Presentation: English.

STARTALK©: tying a Brazilian-Portuguese (Azorean) cultural experience by *Renato Alvin*



Teaching language implies many different linguistic and cultural aspects for a more inclusive approach. My presentation aims language teachers of all levels and consists of a sample of a multicultural/cross-cultural set of activities applied to the Lusophone world (which can be paralleled to Hispanic/Franco-phone or any cultures whose language is taught in more than one country). A hands-on project for language-learner students culminated in associating Brazil to the Azores through a cultural event including a set of activities: a short clip, a short story, a song, the construction of characters using cardboard and a final parade that crowned the project. – Level of Education: All levels. – Main Language of Presentation: English.

Focustique – Learning by Analyzing Unscripted Language by *Goran Markovic*

Focustique is a versatile web app that allows teachers to develop activities for learners to work on a variety of tasks based on, preferably, unscripted audio cuts. By letting the learners follow their own activity sequence, it promotes learner independence, while the versatile tasks make it suitable both for blended classroom teaching and for autonomous work. Tasks vary from simple transcription to high-level meta-data collection about culture, dialect(s) and register(s). – Level of Education: high school and above. – Main Language of Presentation: English.

Students on stage: reading and performing drama in the foreign language classroom by *Irene Pasqualini*

This presentation focuses on the use of drama for the foreign language conversation classroom: the first part of this session will reflect on the pedagogical and cultural benefits of reading theater materials in class, and will offer examples from Italian theatrical scripts; the second part of the session will explore the

Fall 2017 Conference Program

process of making the students theatrical writers, directors and actors in the classroom. – Level of Education: Secondary and post-secondary. – Main Language of Presentation: English with examples in Italian

11:00-12:00

SPECIAL PRESENTATION

Many voices: the future of communication, language, and language learning by *Deborah Lemon*

Deborah Lemon is an Ohlone College tenured faculty member as well as the Renegade Gaming Esports Advisor. She also has served as a member and chair of the Technical Committee.

She designs and teaches online/hybrid language courses built exclusively in social media platforms starting in 2005 with Tribe and 2010-present in Facebook, incorporating a tiered F2F/blended/online format.



Deborah has integrated cloud-based materials since 2000: in 1996 she authored the Spanish Grammar reference site, drlemon©®, and also developed and wrote dis-

tance education courses for UNC-CH (1996-2003). She organizes and leads trans-disciplinary transmedia courses. She facilitated Building Online Community with Social Media for the California @One grant project for 5 years.

Deborah has been interviewed regarding her work with Augmented and Virtual Reality; “paradigm-dodging”; esports; and the future of Online and Higher Education. She offers workshops and webinars on Hybridization, Gamification, social media tools, and methodology. She has been an invited speaker at conferences and symposia including The Institute for the Future (ITFF), She’s Geeky, Augmented World Expo, Online Teaching Conference, and Augmented Reality Chicago. The National Science Foundation invited and sponsored her to speak at the 2013 Radical Innovation Summit in Washington, D.C. and at the 2015 and 2016 Language Flagship Technical Innovation Center (LFTIC) Symposia.

Prior to teaching, Deborah worked in defense Fall 2017

industry in Technical Recruiting/Public Relations and Systems Administration in the US and México. In her free time, she tinkers with stuff, reads, volunteers, and enjoys A/B testing.

12:00 – Lunch and associations meetings

AATSP-American Association of Teachers of Spanish and Portuguese:

Janeth Quebrado y Marlyn Zárate presentarán información sobre “Las opciones para los estudiantes graduados en la AATSP”.

TUF-Teachers Unified for the Future:

América Salazar and Keiko Yukawa will share activities and tips for new teachers and information about their blog.

1:30-2:20 session

Ditch the PowerPoint! by *Elizabeth Cisneros and María Cuevas*

This is an introductory session about Google Slides. You will know why you should ditch PowerPoints and transfer your lessons to fun, interactive, collaboratively Google Slides presentations. BYOD (Bring Your Own Device). Session will be in Spanish. – Level of Education: All levels. – Main Language of Presentation: Spanish.

eyeVocab Presentation: Dynamic and Innovative Vocabulary Learning-Tool for the 21st Century by *Miles Becker and Gaye D. Walton-Price*

The eyeVocab software program delivers

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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
Frederick Hodgson	Jean-Paul & Sara Trelaun
Marylou Herrera	Kathleen Trenchard
Yvette Hong Yang	Linda Villadóniga
María J. Huber	Joyce Weiss
Marilyn M. Imes	Cynthia Won
Anne Jensen	Haruko Yagi
Rosemary Jiménez-Curós	Catherine Yen
Lynn Kennedy	

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



We have been most appreciative of the time that the teachers have given in the past to their students to work on the arts, and we hope that teachers will continue to motivate their students to now show their digitally artistic as well as linguistic talents in our new digital media contest.

Our new contest for our students was a great success! See the next page, please! Videos will be judged on their:

- Relevance to theme of **Live Many Languages!** and learning languages
- Graphic representation of **Live Many Languages!**
- Creativity • Graphics overall
- Adherence to time specifications
- Credits present for producers, actors, music, etc.

Film today and upload on YouTube! Thanks!

2016 Winners:

-- https://youtu.be/Glb_IQRvAvY

From Emliy Qiu, Marco Kwan, and Namaesha Jhabua of Lowell High School, under the instruction of Naomi Okada.

-- https://www.youtube.com/watch?v=osJ7gNrG4ro&feature=em-share_video_user

from Cora Alperin

-- <https://www.youtube.com/watch?v=d2gnonBPj40>
from Junsheng Xie.



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 and what it means to

Live Many Languages!

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 15, 2017

All entries will be broadcasted throught the day during FLANC's annual Conference on Saturday, October 21, at Chabot 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

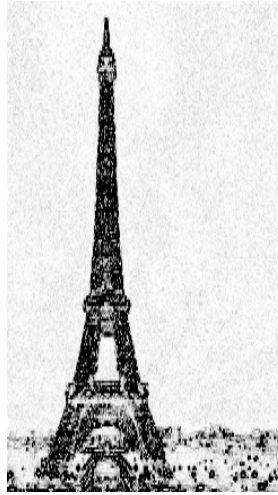
News from the Language Fronts

Continues from page 12

innovative activities found effective in the acquisition of language, both English and Filipino.

With globalization, the reality shaped by an increasingly integrated world economy, new information and communications technology (ICT) and the ubiquitous role of the English language, PALT sought to be part of TESOL and was accepted as its country affiliate. PALT is likewise an active member of the Pan-Asian Consortium of Language Teaching Societies (PAC). With its engagement with these regional and international organizations, PALT sponsors an international conference every two years. PALT therefore brings to teachers in the field not only the language experts of the Philippines but illustrious authors and experts on language teaching from many countries around the world.”

For more information, please visit their website at <https://paltphilippines.wixsite.com/palt>.



Danse des canards,” yet our students love to dance, many take private lessons, and all will willingly follow our lead. Ceci dit, we hope that you will celebrate National French Week, and, in particular, Music and Dance day with more fanfare than usual and, if possible, move outside your classroom and involve the whole school population, parents, and your community.

The two keywords here are VISIBILITY and FUN!

The easiest and most enjoyable way to celebrate this day is to put on a Musical and Dance Revue in the evening. Call

it whatever you like, Festival Francophone, Variétés à Go Go, Les Folies Bizarres, and enlist the help of the Performing Arts Department. Aside from lending you sound equipment, they will be flattered that you asked them to participate, and you will also be promoting their programs. Chorus members who take French will be happy to teach some traditional folk songs to the group, and the band or orchestra can easily learn “La Marseillaise.” Invite the world, serve French pastries and café at intermission, and include the following categories:

Lip Sync/Karaoke (solo or groups)

Some numbers which go over well are:

“Aux Champs-Élysées,” “Amérique” (Joe Dassin)

“Bonjour” (Anne Sylvestre)

“Un, Deux, Trois” (Jean-Jacques Goldman)

“Les Ricains” (Michel Sardou)

Any song by M.C. Solar

“Pour que tu m’aimes encore,” “Quelqu’un que j’aime, quelqu’un qui m’aime” (Céline Dion)

“Michelle” (Beatles)

Autour du monde which can include vocals or background music to accompany a slide show:

“O Canada,” “Mon Pays” (Gilles Vigneault)

“La Marseillaise,” “An American in Paris (Gershwin), or another song on Paris

“Le Plat Pays” (Jacques Brel) Belgium

“City of New Orleans” (Arlo Guthrie), sung also as

“L’Amour au quotidien” (Joe Dassin)”

Do you know any more? Share them with us!



Français

For National French Week, AATF has many activities. Two of them are Music and Dance. Below is what I found, both in English and in French. I have tried it with our four grandchildren, and they loved it! Give a try, at <http://www.frenchteachers.org/nfw/nfwthemes/music.html>.

“De la musique avant toute chose,...

De la musique, encore et toujours!

Verlaine, “L’Art poétique” (1874)

More than 100 years later, Verlaine’s words still ring true, because every French teacher has in his or her repertoire songs to reinforce grammar, to enhance cultural and thematic units, to improve proficiency, and to create that special ambiance in the classroom at the beginning or the end of instruction. All French teachers sing! And all French students know that when the cassettes or CDs come out, learning is going to take on a whole new dimension. Dance, however, is another story. We are not known for parading around in tutus, kicking up our heels for the “Can Can,” or squatting and flapping our arms for “La FLANC Newsletter



At www.frenchteachers.org there are many

News from the Language Fronts

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

AATI's Stance on President Trump's Recent Executive Order, with which I agree:

“As a scholarly and educational organization founded on the promotion, advancement, and preservation not only of Italian culture but also intercultural competence, the American Association of Teachers of Italian (AATI), which consists of members worldwide, welcomes talented citizens from all nations to come to the United States to study, teach, and pursue research.

As such, the AATI is gravely concerned about the recent Presidential Executive Order that prevents visa holders of seven nations from returning to/entering the US for a period of 90 days. This draconian decision on the part of President Trump creates extreme hardships on students, teachers, researchers, faculty, and staff who are citizens of these seven countries, not to mention academic programs affected by this decision and those who were abroad when the Executive Order went into effect.

The Presidents's Executive Order also creates a negative precedent for any and all students or faculty from any country wanting to seek a position in the US. Furthermore, any religious distinction by the US government between citizens of these nations is unconstitutional.

Representing Italian Americans among its membership and constituencies,
Fall 2017



a people once subject to such prejudices based on appearance, ethnicity, religion, language and provenance, the leadership of the AATI is both personally and professionally against the perpetuation of this treatment. The rigid and biased categorization of people is something we have witnessed too many times in our modern era.

AATI, thus, abhors all actions of this sort and strongly condemns this ban on Muslim-majority countries..”

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 45th Annual Japanese Speech Contest for Elementary School Students. On March 5, 2017, the Consulate General of Japan in San Francisco, the Northern California Japanese Teachers' Association, and the Japanese American Association of Northern California (JAANC: Hokka Nichibei Kai) held the 45th Annual Japanese Speech Contest for Elementary School Students at the Japanese Cultural and Community Center of Northern California (JCCCNC).

Despite the stormy weather that hit the San Francisco Bay Area over the weekend, as many as 30 students from local elementary and Japanese language schools (Clarendon Elementary School, eLoha Japanese School, Kinmon Gakuen, Little Angeles Japanese School, Pine Japanese Language After-school, Rosa
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News from the Language Fronts

Continued from previous page



Parks JBBP Elementary School, Sakura Gakuen, San Mateo Nippon Gakuen) participated in the contest and demonstrated the results of their Japanese studies at this year's competition.

An audience of approximately 130 people, including family, friends, and Japanese teachers, came out and cheered on the contestants. The contestants had devoted a lot of hard work into their speeches, and enthusiastically spoke on a variety of topics, with the support of teachers and family members. We appreciate the work of the judges and the donations received from various firms and individuals. Thank you to the contestants, schools, judges, sponsors, and everyone else who helped make this year's contest a great success. Also, we gratefully acknowledge the assistance of FLANC to realize the contest.

Category 1: Students who come from a background where Japanese is not spoken at home (Grades 1-3)

- 1st Place: Tyler Tachiki "Why Japanese is Important to Me" (Grade 3, Clarendon Elementary)
- 2nd Place: Jo J.J. Top "Three Languages" (Grade 3, Little Angels Japanese School)
- 3rd Place: Ma'at Meri Clark "I Love Cooking" (Grade 3, Clarendon Elementary School)

Category 2: Students who come from a background where Japanese is spoken at home (Grades 1-3)

- 1st Place: Minami Angelina Heffernan "My Story" (Grade 2, Sakura Gakuen)

- 2nd Place: Ayame Sengoku "Chinese Fan Dance" (Grade 3, San Mateo Nippon Gakuen)

- 3rd Place: Saya Chanyontpanakul "Stubbornly Awesome" (Grade 2, Sakura Gakuen)

Category 3. Students who come from a background where Japanese is not spoken at home (Grade 4 and above)

- 1st Place: Dahlia Myers "Everyone Deserves Respect" (Grade 5, Clarendon Elementary School)

- 2nd Place: Arisa K. Krueger "Saving the Ocean" (Grade 5, Clarendon Elementary)

- 3rd Place: Kiko Taira Tilles "My Dream" (Grade 5, Rosa Parks JBBP Elementary)

Category 4. Students who come from a background where Japanese is spoken at home (Grade 4 and above)

- 1st Place: Gen Hokamura "Tried Eating Hot Vit Lon" (Grade 5, Clarendon Elementary School)

- 2nd Place: Ashley Miyuki Block "Hiroshima" (Grade 5, Sakura Gakuen)

- 3rd Place: Kai James Hara Schneider "My homework plan" (Grade 4, Sakura Gakuen)

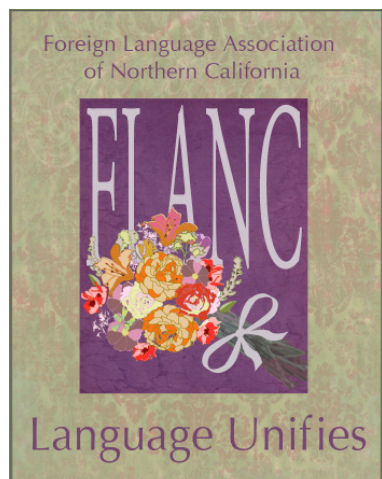
*Masahiko Minami, San Francisco State University
Continued on page 29*



Chris Wallace and Victoria Williams, looking good in kimonos.

NeaTeachBits

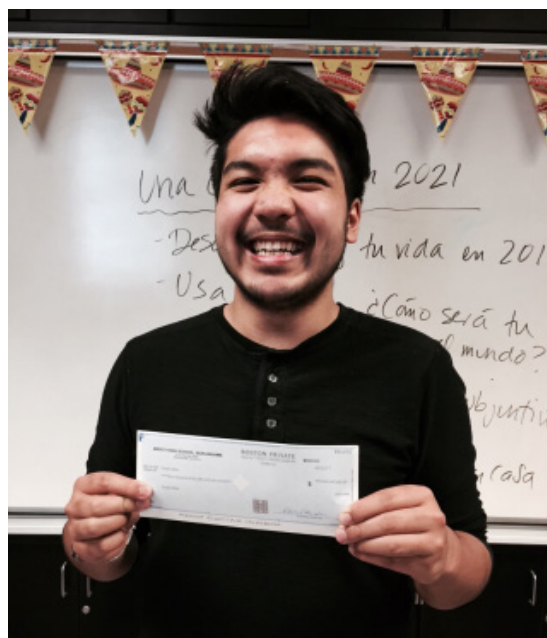
Continued from page 13



this may just be a catchphrase, or a string of buzzwords, it is my sincere belief that multilingualism and nonnative cultural exposure are essential in today's economy, political climate, and society. Regardless of one's opinion on the matter, globalization is a force beyond

the control of any singular individual. Therefore, I choose to steer my own academic focus to be continually centered around thriving in our globalized society. By thriving, I mean ensuring the success of not only my professional self, but doing my part to contribute to and improve our global community. For these reasons, I affirm the claim that learning a second language and experiencing another culture is an essential factor to the academic and societal growth of all students because of the profound effect it has had and continues to have upon my own growth and future.

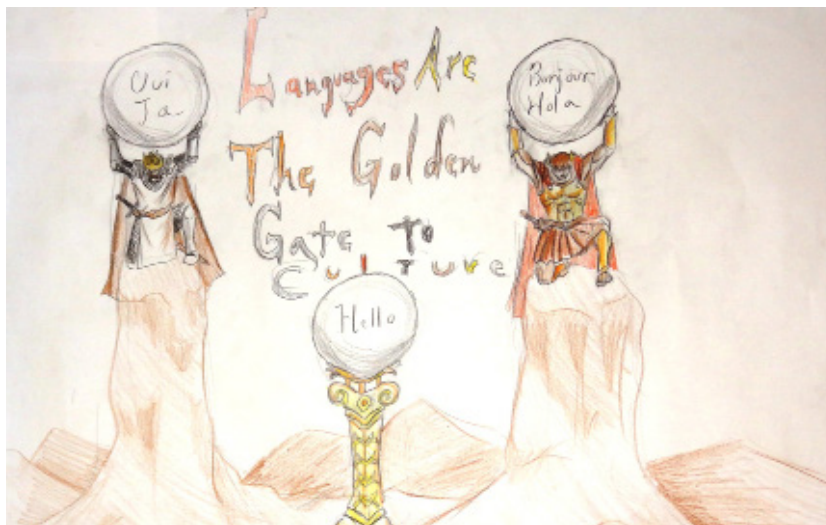
Last spring I received the Global Navigator Scholarship to participate in the CIEE Spanish Language and Chilean Culture program in Valparaíso, Chile. The program gave the incredible opportunity to experience a new culture and improve my Spanish skills. By experiencing another culture, particularly by living with a Chilean family, I gained a greater understanding of the scope of our world and my place in it. However, I would not have been able to learn as much as I did without a solid foundation in Spanish skills that I gained from school. Not only did my Spanish education get me accepted into the program itself, but it also allowed me to be independent and communicate with relative ease in Chile. My experience of another culture instilled me with an appetite to further practice global citizenship, and to expand the horizons of my experience by continuing to study abroad and travel.



A very happy Ayize James.

Learning Spanish also presents me with the opportunity to be a better Californian. As the Spanish-speaking population here increases, so does the importance of being a bilingual/multilingual student. I believe that it is essential as a Californian of my generation to be able to adjust and acclimate to the changing demographics of our state and nation as a whole. Knowing Spanish will also grant me numerous opportunities within the professional world. I am very interested in working internationally in human rights and international policy, where both speaking another language and experiencing another culture are incredibly beneficial. My experience of living in

Continued on page 26



A winning poster, by Alfonso Guzmán, Albany High School!

Meet our Executive Council

“**Wendy Tu** is a Professor at Defense Language Institute Foreign Language Center (DLIFLC), where she currently team-teaches Chinese Basic Course and Critical Strategies for Higher Level Passages. She also serves as a Language Technology Specialist at the department level. Previously, she worked in the Distance Learning, Technology Integration and Curriculum Development Divisions at DLIFLC. She taught post-basic sustainment classes in the field as well as in the virtual classrooms. She also developed computer courseware and participated in the BITS/BLTS projects in early days. Prior to that, she was a lecturer at CSU Hayward. She earned her Ph.D. in Linguistics from University of Illinois at Urbana-Champaign.



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



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 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 21, at our Fall Conference at Chabot College. Teach On!



Meet our Executive Council

“**Gaye D. Walton-Price** is a highly motivated and talented college professor, as well as an effective administrator and executive. Dr. Walton-Price earned her PhD in Arabic language and linguistics at Georgetown University; and she is currently the Arabic instructor at Berkeley City College. She has lived and worked in Tunis, Tunisia, and in Cairo, Egypt for extended periods of time.

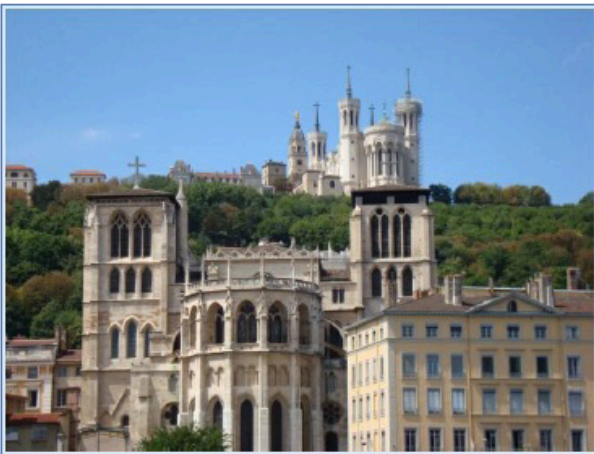
After nearly 20 years’ college and university-level teaching experience, she knows that her passion is the Arabic language, both teaching it, and doing research with it and in it. Along the way, she has also gained expertise in teaching humanities and philosophy courses.

Thank you!

Best,
Gaye



Professeurs de français: Vous rêvez de vous imprégner de la culture française?
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NeaTeachBits

Continued from page 23

Chile has ignited my desire to live abroad, particularly in Latin America, so that I can use and improve my Spanish. Personally, the impact of knowing another language and culture is immense because in this knowledge I lay the majority of my academic and professional future. I sincerely hope it will shape me into the person I want to become and allow me to do the best I can to improve our world.

Ayize James, Albany High School



Alexandra C. Wallace Essay

Contest - Honorable Mention.

“Existing in this world is a multitude of cultures, spread about thousands of countries, nations, and villages. So what good does spending time on a language class learning to communicate with just one distinct group of people do? If there are devices and applications that can traverse the language barrier, why should we learn the obsolete? I came into my first Spanish class with that mentality.

I am a Chinese American, and fluent in both mandarin and cantonese, so to me, the thought of being able to communicate in multiple languages did not make that strong of an impression. To me Spanish class, was analogous to learning sewing or knitting: something that would not provide me with much educational value, but would be interesting to learn.

As I spent time learning Spanish through the foreign language classes at my school, however, I began to piece together the answer to my questions and

a change of opinion on learning a second language. I slowly began to see things in a new light. Trumpeters in sombreros that seemed to used to epitomize estrangement, now represented a vibrant expression of culture and music. I spent time celebrating the dead with skull candies on “Dia de los muertos” and felt the national pride of Mexicans on “Cinco de Mayo”. Eventually, it hit me, that I was enamored with the rich culture that embodied what the Spanish language was all about. I came to realize that the significance of learning Spanish was never solely about learning the vocabulary and the grammar, nor the ability to talk behind the



Scott Fong was a bit shy, so here is photo of the Pamela’s great class!

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NeaTeachBits

back of my future employer with a Spanish-speaking friend, but rather the ability to perceive the world from a completely new perspective. My improved Spanish speaking ability and knowledge on its culture opened me to a whole new world.

So what potential does this have for the world? I believe that understanding another culture can help us reexamine ourselves and improve. We may think what we're doing is the norm or optimal, but being exposed to another culture and their practices, gives us insight on how we can change for the better. In addition, a world where people understand the differences between themselves and others, is a world where people can appreciate each other their similarities and not discriminate each other based on their differences.

Whatever the future may hold, I believe my foreign language studies will allow me to empathize with people of different cultures and reassess my weaknesses from a different angle. Thus, I will continue to pursue an education in foreign languages because I need to learn to recognize ethnic and cultural differences in fellow coworkers and friends, for attempts at effective communication are futile without the factor of mutual understanding and improvement.

Scott Fong, Albany High School



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

Why 'Z' and not 'C' ermeño? Below the continuation of last year's column.

Now that we're into Spain, I need to continue my story about my pear search. A while back, we talked about the importance of looking for our family roots, my fact finding trip to Toro, Spain, and the eventual discovery that everyone from Toro, a small community of some 10,000 Toreños in northwestern Spain, is a Cermeño, due to it being the birthplace of the cermeño pear tree.

I had finally made the connection with the cermeño and my Zermeño. The cermeño pear tree had a pear, the cermeña. While not as big as the pears that I buy at the International Market on Tennyson Rd., by Video Z, nevertheless, they are just as juicy.

This elusive pear was in my mind as we left the main highway into Toro. That road leading into town goes right by the Covituro Winery, which is a collaborative of wine makers. One of the wines, being advertised on a roadside billboard was the Cermeño wine. Yes, we stopped.

We had just been in Rasuero, taking photographs of Cermeño tombstones of that very small community. I had met the mayor's wife in the plaza, told her I was looking for Cermeños. She directed me to two residents, whom we met, and lent me the keys to the cemetery! And we had just met her. Anyway, the wine tasting break was a welcome one.

Once inside the Covituro winery, a very unassuming, large warehouse, on one of the walls we saw a

Continued on page 28

CH OR SPANISH LANGUAGE TEACHING

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NeaTeachBits

Continued from page 27

Cermeño treasure: goblets, boxes, corkscrews, decanters, T-shirts, boxes and lots of wine. Like Noah, I brought back to Hayward two of each, after some good wine tasting.

Now, wine tasting in Spain is not like its Napa, or even French counterparts. We must have stopped at some 8 different wineries in Spain, right in the middle of the tourist season, summer. None of them seemed to be ready for us tasters.

On our way out, I asked where I could find cermeña pears. They all said the supermarket a couple of blocks away. Off we went fully loaded, in search of my pear. Naturally, I had to wait. There were no pears. Where?, I asked again. We were told to go to the market, near the downtown plaza. Of course! Latino markets have everything!

All I knew about this pear was that it was small, yellow and had a good smell. That is what I looked for.

Would you believe it? After walking past the butchers and the fish sellers, we finally reached the vegetable and fruit stands. None! I was getting desperate. I asked one lady why there were no cermeñas in the land of the cermeñas. She smiled and directed me to a small store outside the market.

Off I went, walked in, told my life story to the lady there, and, she said, 'Young man, it's the end of the season, so they are getting hard to find.' She won me over with the 'young man,' so I bought some 'ratones' (mice) from her – they were juicy and delicious. In Toro, ratones are a type of peach.

I asked her then, if there was a chance that I would find cermeñas. She gave me directions to a couple of streets to the right, then to the left and down this long street, where some of the wives of the

farmers, sell their homegrown and small farm produce outside by their main door. She assured me that I would find some there. We must have made five



stops and they all said 'no,' to keep going.

Well, the family was getting tired, driving all over this small town, and it was almost time for dinner.

Finally, close to the highway outside of town, there was a small store, Autoservicio Millán, with cermeña looking fruit between pimientos en peaches, displayed outside. We could not believe it! I stopped the car, jumped out, smelled them, felt them, photographed, filmed, and grabbed them. I gobbled one up, and then another.

I was on my fourth cermeña, when the owner, Mr. Millán, came out with a puzzled look, telling me to pay first, eat later. I told him that I was a Zermeyño from the Américas. I don't know who was happier, him, the family, or me. Bought three kilos of them!

Of course, if there was a pear there had to be a tree, but that's another column.

Gracias mil. jfzc©15.v.2005. **Teach On!**

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

News from the Language Fronts

Continued from page 22

44th Annual Japanese Speech Contest

The Japanese American Association of Northern California (Hokka Nichibei Kai), the Northern California Japanese teachers' Association (NCJTA), and the Consulate General of Japan in San Francisco are delighted to announce the 44th Annual Japanese Speech Contest on Sunday, November 5, 2017, at the New People Cinema located in San Francisco's Japantown.

- DATE/TIME: Sunday, November 5, 2017
- 10:00 a.m.: Middle and High School Students
- 1:30 p.m.: College Students and Adults
- PLACE: New People Cinema, 1746 Post Street, San Francisco, CA 94115

The primary objective of this contest is to encourage the learning and use of the Japanese language in the San Francisco Bay Area community, particularly among non-native speakers of Japanese. Consisting of (1) the Middle and High School Student Division and (2) the College Student and Adult Division, the speech contest represents a fun and challenging way for students at all levels to demonstrate their language and communications skills.

This event is free and open to the public. We hope to see you there!

We also hope that you will share this information with anyone you think may be interested in joining the contest, especially with the Students in your Japanese Language classes. Thank you!

For further inquiries:
Consulate General of
Japan in San Francisco
Address: 275 Battery
Street, Suite 2100, San

Francisco, CA 94111

Attn.: Cultural Affairs Coordinator, Ms. Mariko Takei

Tel: 415-780-6085 (Japan Information & Cultural Center)

E-mail: mariko.takei@sr.mofa.go.jp

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!





FLANC



Fall 2017 Conference Registration Form

Live Many Languages!

Saturday, October 21, 2017
Chabot 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 13)

Member \$50

Non-Member \$65

Student \$15

On-site Registration Fees

Member \$60

Non-Member \$75

Student \$20

Lunch \$15 *(Delicious Buffet Lunch!)*

** Please note that after October 13, registration will be on-site only.*

*** We have a NoRefund policy. Sorry for the inconvenience.*

FLANC Membership Dues

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

Individual (\$35) Adjunct/Non-Tenured (\$20) 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

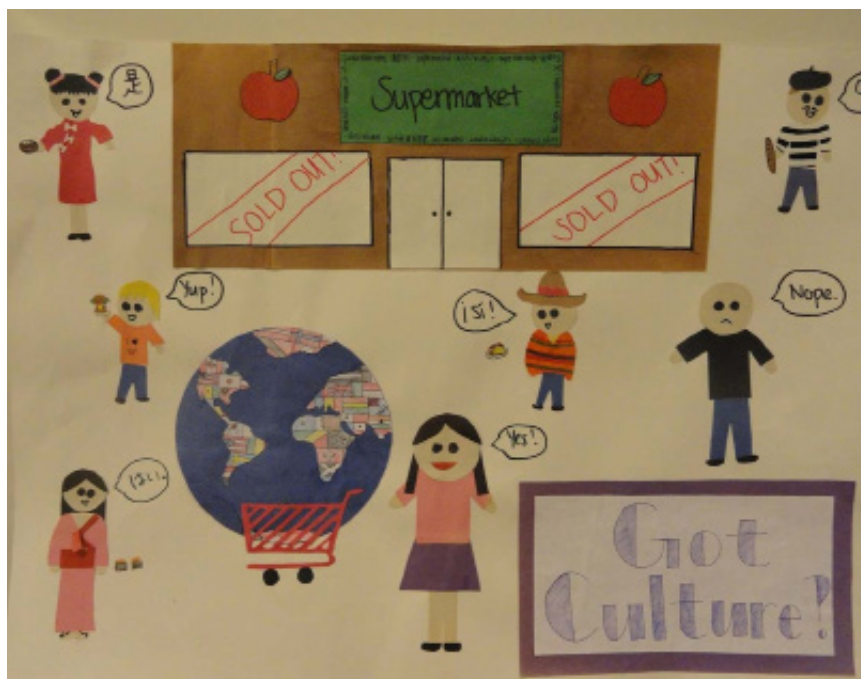


The Hispanic Tooth Fairy.



In México, there are 350 different types of dragonflies, and 535 different types of mammals. (The above from the magazine ‘Muy Interesante.’)

So, are there any magazines that you have in your classroom for your Students? Share them with us!



long-term vocabulary retention to radically improve language learning at all levels. By presenting distinctive and affective images in isolation, eyeVocab enables multidimensional attachments to vocabulary concepts. Students learn quickly, accurately, and retain the information long term. eyeVocab has been specifically designed to reduce distraction and enhance learning by pairing vocabulary with images that cultivate multi-sensory stimuli, presented in a way that encourages students to focus solely on the task at hand. Available in Arabic, Latin, and Spanish. – Level of Education: All levels. – Main Language of Presentation: English with examples in Arabic, Latin, and Spanish.

True Grit in the World Language Classroom: Empowering students to own their learning
by Rachel Connell

In this interactive session, we will explore why ‘grit’ is a key factor in successful language learning. When students rely on their inner determination and resolution to achieve, they no longer see their attempts at learning as a failure. We will explore and share ideas and methods to help students bring out their ‘true grit’ in the language classroom; including ‘I-Can’ Statements, scaffolded learning progressions and

Continued on page 35



By my favorite poet, Antonio Machado, whose classroom I visited to be inspired even more.

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 your Students


 **The Dream.US Scholarship Program** for undocumented students who are DACA eligible and have applied for or received DACA approval. Applicants must attend a partner college.


 **CORE Que Lluenga Café Scholarship** for undocumented students of Chicano/Latino descent. Applicants must be graduating high school seniors.


 **Davis-Putter Scholarship** for students who are active in movements for social and/or economic justice. US citizenship is not required.


 **Activ8 Scholarship** for Latino students who demonstrate financial need. Non-US citizens and undocumented students are eligible and encouraged to apply.

 **Platt Family Scholarship Prize Essay Contest** for undergraduate students attending American colleges and universities. American citizenship is not required.

 **La Unidad Latina Foundation Scholarship** for Hispanic students enrolled in an eligible bachelor’s or master’s degree program. Applicants must reside in the United States. Undocumented students and non-US citizens are eligible to apply.

 **Herbert Lehman Scholarship** for high school seniors, high school graduates, and currently enrolled college freshmen of any ethnicity. Non-US citizens are eligible to apply.

 **National Peace Essay Contest for High School Students** for high school students in the United States and its territories. Students attending high school in the United States are eligible regardless of citizenship.

 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 2017-2018



Individual FLANC.....	\$ 35.00
Adjunct/Non-Tenured.....	20.00
Retired.....	25.00
Student/Student Teacher (<i>Circle one</i>).....	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:

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 fax 1.510.732.6624
machetez@sbcglobal.net
www.fla-nc.org

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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 _____

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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

AATG	Yvette M. Fallandy	Albert H. Lozano	Flora Praszker
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Ursula A. Dinter	Flavia Lorega	John Petrovsky	Zermeño Family

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

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

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

¡Gracias mil!

THANKS!

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



The FLANC Family in 2011!

Fall 2017 Conference Program

Continued from page 31



reflection activities. –
Level of Education: all
levels. – Main Language of
Presentation: English.

Live Many Languages via Neural Machine Translation by *Wendy Tu*

This presentation is

composed of 3 parts.

- 1) How does Neural Machine Translation (NMT) work? How is it different from phrase-based statistical machine translation? What are the strengths and weaknesses of NMT?
- 2) Authentic Chinese conversations at the intermediate level will be used to test Chinese-English two-way translation. Diagnostic data analysis will be discussed.
- 3) Volunteer participants of various languages will play 20 Questions on-the-spot using Microsoft Translator to interpret multilingual group conversations.

Level of Education: all levels. – Main Language of Presentation: English.

Movie Talk as a Flexible and Compelling Activity by *John Piazza*

Movie Talk in the World Language classroom is generally understood to mean any practice in which a teacher uses a video clip to motivate communicative classroom activities. In this presentation, participants will experience a Movie Talk mini-lesson in Latin. Then, participants will learn about a variety of strategies and materials (available free online, with links provided). There will also be time for Q and A regarding specific uses and contexts for Movie Talk. – Level of Education: All levels – Main Language of Presentation: English with examples in Latin.

Japanese Presentation organized by NCJTA

2:30-3:20 session

Modal pragmatic markers: what are they and why are they so bewildering? by *Jasmin Banic*

This presentation is a cross-linguistic study of

fuzzy linguistic categories that are both backbreaking to teach as well as hard to acquire in a world language classroom. Words like totally, really, or short phrases like you know will be examined and compared to their counterparts in Spanish, German, Italian and Croatian. Their terminological, methodological and functional differences will be illustrated with an ultimate goal to make them more receptive for learners. – Level of Education: All levels. – Main Language of Presentation: English with examples in Spanish, German, Italian and Croatian.

Book presentation: ‘Alto Guiso, poesía matancera contemporánea’ by *Fabián Banga*

En esta presentación hablaremos de una experiencia realizada en el conurbano bonaerense (Buenos Aires, Argentina) en la que se trabajó en la producción de una antología poética con poetas locales. La antología es enteramente en español y en la presentación hablaremos de cómo estos trabajos pueden ser incluidos en clases como material cultural y literario. – Level of Education: All levels. – Main Language of Presentation: Spanish.

Recall Protocol with a Twist: A Tool to Help Students Attain High Proficiency Levels in Listening Comprehension, by *Susan Chevront and Edgar Roca*

Given the uniqueness of the DLIFLC and the demands of the federal government, students are expected to reach high proficiency levels in a short time. This presentation describes an easily adaptable program used in the Spanish Basic Course that originally derived from the concept of Recall Protocol. The methodology was modified to fit our unique curriculum and turned into a tool to teach listening comprehension. The program has resulted in unprecedented gains in listening comprehension. – Level of Education: Post-secondary. – Main Language of Presentation: English and presentations in Spanish.

To translate or not? Pros and cons of using translation in the language classroom by *Frances Sweeney*

There is much debate about whether

Continued on page 39

For your Agenda, 2017-2018

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 4-7, 2018,
**14th Modern Language
Annual Convention -**
'#States of Insecurity', in New York. Info at <http://www.mla.org/convention>.

February 22-24 •
SWCOLT's Conference,
at the El Dorado Hotel
& Spa, Santa Fe, New
México. Info at www.swcolt.org.



October 28 • CLTA World
Language Jamboree, at River
City High School, West Sacramento. Info at <http://clta.net>.



March 8-11 • CLTA, **California Language
Teachers' Association Annual Conference - The
Quest for Proficiency** at the Double Tree & Con-
vention Center, Ontario Airport. Info at <http://clta.net>.



November 1 - 7 • La Semaine du
Français, in your classroom!
July 18-21, 2018, • **91st AATF
Annual Convention**, in Marti-
nique. Info at www.frenchteachers.org.

June 25 - 28 • **100th Annual
Conference of the American
Association of Teachers of Span-
ish and Portuguese**, en Salamanca,



España. ¡100 años...híjole! Info at www.aatsp.org.
FLANC Newsletter



October 21

FLANC

Live Many Languages!

**Fall
Workshops
and
Conference
2017**



at Chabot College, Hayward.

Don't forget the **Video Contest**. Info at www.flanc.org, or with Francisco Zermeño at 510.732.2746.



aatg.org.

November 17-19 • **Annual
AATI Conference**, in
Nashville. Info at www.aati-online.com.



November 17 - 19 •

**ACTFL's
46th
Annual
Conven-
tion
&**



**ACTFL
ANNUAL CONVENTION
& WORLD LANGUAGES EXPO**

**NASHVILLE 2017
MUSIC CITY CENTER
NOVEMBER 17-19**

Experience It

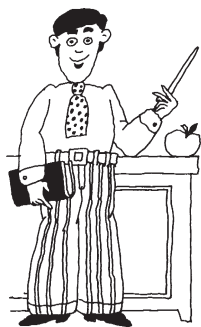
World Language Expo. Info at www.actfl.org.



FLANC in 2018

'FLANC without Borders!'

FLANC Fall Conference 2018



#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 2017-2018 : 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, 2018

Thank you for your interest.

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Chinese Language Teachers Association of California	Christina Wu Yee <i>City College of San Francisco</i> Wendy Tu, <i>DLI</i>
Northern California Japanese Teachers' Association	Masahiko Minami <i>San Francisco State University</i>

Do you have any ideas for your teaching colleagues?

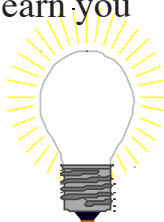
Are you doing anything which could earn you the Nobel Prize for Language Teaching?

Does your activity cross language barriers?

Any unique classroom stories?

Let's share them! • Get them to fz!

Teaching ideas received and published will earn you FLANC Points!



Conference! Portuguese Japanese
Français
Chinese Deutsch
Tagalog Italiano
Español
English Arabic
加州中文教師協會

FLANC ROCKS!

Saturday
October 21, 2017
Chabot College
Hayward!

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

Please Register Today at
www.fla-nc.org

Contact us for more information
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 2017 Conference Program

Continued from page 35

translation exercises help or hinder students in learning a language. In this interactive session, we will review current research, identify the strategies for when and how to use translation, and practice various exercises showing the pros of translation. You will leave the session with ways to decide for yourself when and how translation makes sense for you and your students, and a set of related activities. – Level of Education: all levels. – Main Language of Presentation: English with examples in Spanish and English.

Padlet vs AnswerGarden by Elizabeth Cisneros and María Cuevas

Come to this session to learn about two different apps that allow audience participation, online brainstorming and classroom feedback. Each app will be demonstrated and go into different ways to use it in a Spanish technology-supported classroom. BYOD (Bring Your Own Device). Session will be in Spanish – Session will be in Spanish. – Level of Education: All levels. – Main Language of Presentation: Spanish.

Japanese Presentation organized by NCJTA

(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
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

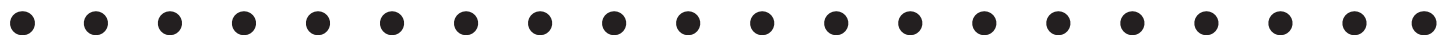
Exhibitors

(at press time)

Vista Higher Learning
 American Association of Teachers of Spanish and Portuguese
 Cambridge University Press
 American Field Service of San Francisco
 EMC Publishing • Educate Right

Conference Schedule

Teach on!



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 Martha C. Arnold
 Anita Aileen Axt
 Fabián Banga
 Mary Ann Brewster
 John W. Burns
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 Mary Louise Castillo
 Holly Chenette
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 Adrena Clemmer
 Betty Crenshaw.
 Julie Darknell
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 Fall 2017

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 Chris Wallace
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 J. Francisco Zermeño C.





Foreign Language Association
of Northern California

POBox 92
Hayward, CA 94557

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

Attend
FLANC's
Fall Workshops and Conference
October 21, 2017
Chabot College

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

FLANC Newsletter

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Fall 2017

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touch...Please fill out below...

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email _____

School _____

School address _____

School City, State, Zip _____

and mail, fax or email to

