

NEWSLETTER

Volume LXXVI

Fall 2018

Fall Conference!

October 27, 2018

Saint Mary's College, Moraga

*Linking
Languages
with FLANC!*



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 *St. Mary's College*.

There will be practical and 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 colleagues the following Monday.

Mark the date on your calendar, send in the registration form, and don't forget to mark appropriate boxes. Invite a friend or two, and maybe communte, so that we can run into each other, and have learning fun at St. Mary's!

Our Keynote Speaker!

Julie Sykes earned her Ph.D. from the University of Minnesota. She is the Director of CASLS and an Associate Professor in the Department of Linguistics. Her research focuses on applied linguistics and second language acquisition with an emphasis on technological and pedagogical innovation for interlanguage pragmatic development and intercultural competence. She has taught courses on second language teaching and learning, methodology and research, language learning and technology, Hispanic linguistics, and interlanguage pragmatic development.

Julie's experience includes the design, implementation, and evaluation of online immersive spaces and the creation of place-based, augmented-

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www.fla-nc.org

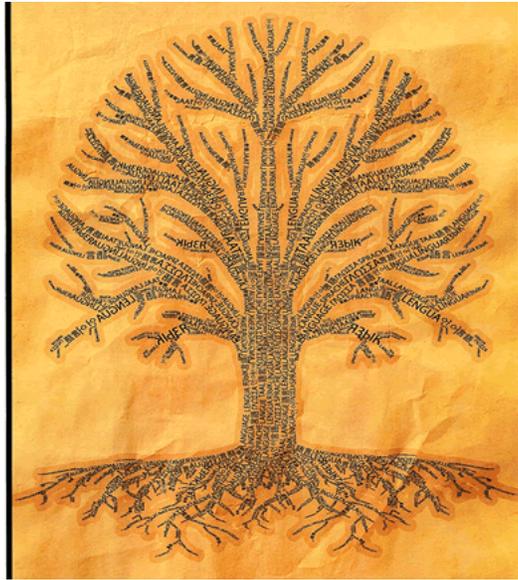
Teach on!

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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, 2019; attach these as doc files to an email to essaycontest@fla-nc.org

The Recognized essays start on Page 27. Give them a read...they impress!

News from the Language Fronts

Compiled by fz

加州中文教師協會



Chinese

462 Compete in Mandarin Speech Contest

The Annual Mandarin Speech Contest of the Chinese Language Teachers Association of California (CLTAC)

was held at Lowell High School Saturday, attracting large crowds as the contest headed into its 43rd year. 462 contestants hailing from 35 schools competed in the contest, with students representing most Bay Area counties as well as schools as far afield as Southern California. Contestants, ranging from toddlers to seniors, gathered at Lowell’s Lakeshore campus together with friends, family and supporters to showcase their abilities in the Chinese language.

The opening ceremony began at 12:15 PM in the auditorium of Lowell High School. CLTAC President Liwei Gao of the Defense Language Institute greeted the crowd and congratulated them on their achievements in learning Chinese language. He explained also that the contest was the largest of its kind

in the world, and that Chinese language teaching in the state of California has had a long and storied history. Gao congratulated the participants on having chosen to study Chinese language, which is a passport to one of the world’s strongest economies, and provides access to the lives of a billion people – roughly 14.4% of the world population, as well as a great civilization reaching back five thousand years. “The granddaughter of president Donald Trump is learning Chinese”, he said, “as well as the daughter of international investor Jim Rogers”. Gao’s address, delivered in Mandarin, was



CLTAC’s Lifetime Achievement, to Christina Yee!
Continues on page 6

St. Mary’s Conference tidbits

For upcoming 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 Language in the classroom
- Assessment

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



Plan Early for an Eco Friendly Conference Experience!

Think Green!
Car Pool over to Moraga,
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 2018

**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 soon. 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.

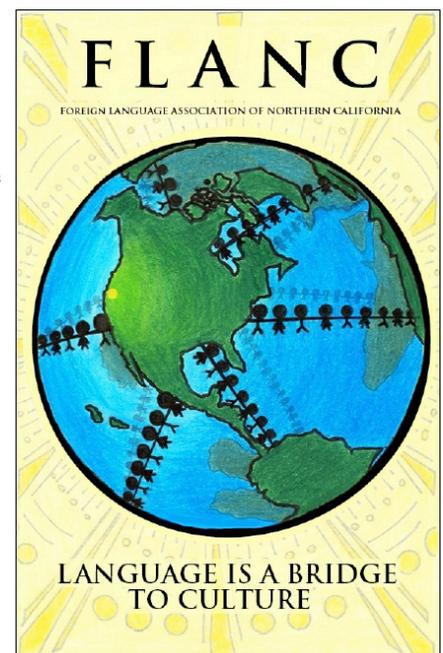
Cecilia Ross filled every office and served on every committee with unstinting energy and devotion. The excellence of the Newsletter is owed to her early leadership as editor. Her editorials and articles which appeared in so many issues are the highlight of numerous years of this publication. Because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

translated into English by San Francisco State University professor Chris Wen-chao Li.

Participants streamed into separate classrooms at 12:30 PM to engage in level-appropriate competition. Contestants were divided into four main groups: elementary school, middle school, high school, and college/university, and within each group subdivisions were created based on 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.

The results of the contest were announced at 3:30 PM, with prominent figures of the language teaching community invited to present the awards. These include president Sandra Garcia Sanborn of the Foreign Language Association of Northern California (FLANC) and president Yue Meng of the Monterey Bay Chinese Association, together with CLTAC President Liwei Gao, Vice President Le Tang (Stanford University), Treasurer Siyi Gao (Monterey Language Institute), Executive Secretary Frederik Green (San Francisco State University), and organizing committee members Chao Xie (Chair, Monterey Language Institute), Xiaolin Chang (Lowell High School), Jing Liang (Lowell High School), Christina Yee (San Francisco State University), and Chih-Yih Cheng (San Francisco State University).

Results were announced in the order of Honorable Mention, 3rd Place, 2nd Place and 1st Place. A total of 225 awards were given out, including 44 first place trophies, 40 second place trophies, 30 third place trophies, and 111 honorable mention certificates. A total of 78 instructors from primary, secondary and tertiary institutions of education across the Bay Area participated in the judging for the event.

Chris Wen-chao Li



Deutsch

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

Why do 4,000 language educators belong to AATG? Our online platform enables our members to create a dynamic member profile, collaborate on projects, share ideas and expertise – and, most important, connect with German-teaching colleagues.

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

From AATG’s website



Español

Espanglés. Spanglish has more or less taken over our Spanish. What is it? It is the mixing of languages when speaking or writing in Spanish, by salting it with words in English. What’s funny about this is that when Spanglishers speak English, they normally do not include words in Spanish. Interesting, no? I wrote a piece on this, calling this phenomenon ‘Engliñol’.

We now have a new problem with which to deal. I call it ‘Espanglés’. What is it? Well, it’s written and oral Spanish that actually has an English structure. Reminds me of the wolf that dresses in sheep’s clothing, in order to eat up all the sheep.

Why do we have Espanglés? It is the overwhelming presence of English in our world, to put it simply enough. In other words, we are so surrounded by English in our daily lives, that we, subconsciously

News from the Language Fronts

think in English, and then translate into Spanish, leaving the ‘easier’ English structure. Notice that I wrote ‘...in our daily lives...’ as I am thinking in English while I write in English, but my bilingual brain, will note the difference, and will go with the singular ‘life’ in Spanish. Do you know why ‘lives’ is incorrect in Spanish?

Anyway, below are some examples of Espanglés, and the grammar to explain it.

Passive Voice wrongly used, and very popular nowadays.

‘Keanu Reeves fue descubierto pasando tiempo con personas sin hogar’ (Ortografía y letras). ‘...fue descubierto...’ needs its ‘by whom’ in order to have a correct Passive sentence in Spanish. ‘Cuando Jana... fue contratada...’ (‘Almas robadas’, translated from Swedish, Emelie Schepp).

“Messi es considerado como uno de los mejores jugadores en la historia del fútbol...”. (#MundialTelemundo). Another similar error, and popular incorrect use is ‘Fui nacido en...’ where the Passive Voice is incorrect. Straight from the English ‘I was born in...’.

Leaving out accents and interrogatives ¿ and exclamatory signs ¡. ‘¡Feliz ano nuevo!’ ‘Pedro Sola???’ (a post on TVNotas). ‘A mi me encanta!’ (a post on TVNotas).

The English ‘for’ directly translated into ‘por’, which transfers more easily from English to Spanish.

‘Así quiero estar por siempre’ (song ‘Abrázame muy fuerte’, Juan Gabriel).

Use of the **Progressive Form** with the verb ‘ser’ and ‘tener’, which is not normal in Spanish. ‘...está siendo un año inmejorable’ (Revista Hola.com). ‘Voy a exitar porque estoy teniendo problemas’ (estudiante). ‘Si usted está siendo investigado’ (Spanish radio ad, 100.3FM, from LA).

Leaving out the **Reflexive Pronouns**, which English does not have. ‘Yo pinto mi pelo.’ (a student)

Use of **False Cognates**. Después de la introducción...’, as in ‘introduction of a person’, which should be ‘presentar’. (‘México Desgarrado’, Alejandro B. Loyola). And ‘Hay mucha polución en Los Ángeles’ (TV). Nothing wrong with ‘contaminación’.

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Leaving out Prepositions that are necessary in Spanish. ‘Estoy seguro que se la está pasando bien...’ (‘México Desgarrado’, Alejandro Bazáñez Loyola).

English does not have it, so the Spanish writing brain decides “why include it in Spanish.”

Omitting Indirect Object

Pronouns. These pronouns are not used in English, so, just like Prepositions, why include them in Spanish, right? “...un departamento que se dedicara a enseñar a los políticos el arte de comunicación.” (‘Historia

de un canalla’, Julia Navarro). The ‘les’ is missing.

Wrong use of the ‘Hace/Hacía...que...’ construction. ‘...hacía muchos años atrás.’ (‘México Desgarrado’, Alejandro Bazáñez Loyola). Since English places an ‘ago’ in their construction, we add the ‘atrás’ at the end. We don’t need it in Spanish, as it is included in ‘hace/hacía’.

Preference of English terms, instead of the more Hispanic terms. ‘...lo habían hecho colapsar sobre la tierra...’ (‘México Desgarrado’, Alejandro Bazáñez Loyola). What’s wrong with ‘caer’?

‘Vimos una colisión y se colapsó el poste.’ (a post on TVNotas). What’s wrong with ‘choque’ and ‘cayó’? ‘Debido al estrés propio...’ (‘Almas robadas’, translated from the Swedish, Emelie Schepp).

“...se puso a esnifar...”, (Historia de un Canalla, Julia Navarro). “Ricky Martin es nominado a los Emmys” (Telemundo.com), instead of ‘nombrado’. “Trifulca en taquería de Michigan por un hombre que se adelanta en la línea” (La Opinión website). So, which are the correct Spanish terms for ‘people in line’: en fila, en cola, en línea?

Saber and Conocer (to know vs. to know).

‘Conozco la historia’ (‘México Desgarrado’, Alejandro Bazáñez Loyola), since, technically we only know (conocer), people, places or things, and ‘history’ is not any of them. Also ‘Voy a enviarle a una mujer que conoce su idioma...’ (‘Almas robadas’, translated from the Swedish, Emelie Schepp)

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 (2018-2021)

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, 2018.**



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, 2018 to:

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

The winner of the award for 2018 - 2021 will be chosen by drawing at the December 2018 FLANC Executive Council meeting. Thank you for your participation in FLANC activities!

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



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>.



Embracing Bilingualism

Language is a thinking tool, through it we can communicate, negotiate, share experiences, accumulate knowledge and understand each other. It is what makes us humans. Speakers rely on languages as part of their identity, history and culture, name it English, Spanish, Tagalog, etc. In some countries like the USA, it is possible to find more than one language community. A large portion of the population of the USA is bilingual or speak a second language in addition to English at home. They belong to minorities that end up living in the United States for numerous reasons, including being forced. That is why it is important to respect each group, each language and if possible

become bilingual, in order to positively increase our horizons.

Being bilingual is an advantage: Increased intelligence, creativity, literacy skills, social understanding, personal enjoyment and wider career opportunities are only few of these benefits. Nevertheless, a question raises, why in the USA has speaking a foreign language being met with such open hostility? There are many explanations to this current phenomena. This article explores the point of view of some intellectuals and academics who had studied the matter. Nationalism, insecurity, racialization and misinformation have played a pivotal role in the actual situation in which minorities suffer disadvantages for speaking a non-English language at home, or for having a different accent or culture.

Ironically, instead of taking advantage of this diversity of languages and cultures living in the USA, enriching this unique country, some people try to smash them based on groundless fears or ignorance, or even worst, according to some authors, on a political agenda that mean to preserve the privileged status quo of the white majority in power. The "English Only" policy seems to be part of this tricky circumstances.

Bilingualism and multiculturalism need to be part of a long-lasting solution to this cultural misjudgments, misunderstandings, racialization and unfair treatment among groups of people of the USA. It is essential to be attentive to these bias to avoid them, to be informed on the real situation and to embrace bilingualism as part of the identity of the United States and as an asset in a global world.



In the book *One Thousand Languages*, published by The University of California Press, it is stated that there are an estimated of 6,900 languages spoken in the world today, and that their range is very diverse in size, from those spoken by only few people to millions of speakers (6).

To every group their language is equally important since it contains:...the myths, tales, stories and songs that encapsulate the culture and the history of the people who speak it. [...] languages have rich vocabularies to describe the environment, actions, thoughts and feelings of the people who speak them, and complex grammatical systems [...] Language is a unique

NeaTeachBits

by fz

human gift, enabling us to communicate concepts, emotions, or to inspire and entertain (9).

It is very likely that with this great variety of languages present in the world, we all have had the opportunity to hear something different from our own native tongue, and probably, that moment is part of our memories.

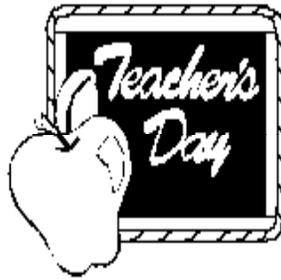
In 2015, the Census Bureau reported, that the United States had a wide range of linguistic diversity; they counted 350 languages spoken in this country in addition to English. For instance, in the San Francisco metro area alone: “At least 163 languages are spoken at home. 40 percent of the metro area population age 5 and over speak a language other than English at home”.

This data indicates that many homes in USA are bilingual. This is good news for intellectuals, scientists and parents that would like to raise their children to speak more than just English.

In their book: *The bilingual edge*, Kendall King, Ph.D and Alison Mackey, Ph D. affirm: ...being bilingual provides an undeniable advantage in life. For children, advanced knowledge of two languages has been shown to result in specific brain benefits, like enhanced creativity and flexibility, increased test scores, and improved literacy skills, as well as social advantages such as greater cross-cultural understanding, adaptability and increased competitiveness on the job market down the line (3).

Bilinguals, say the authors, are much more sophisticated than monolinguals because they are able to focus solely on relevant information while having the ability to disregard unimportant details. In addition, when children are being acquainted with a second language, they are being introduced to a new culture as well. ...children who learn two languages also learn that different people have different views of phenomena in the world [...] it is easier for them to understand than one perspective is not better or worse than another, only different (10).

Another advantage, Kendall King and Alison Mackey found, is that if the bilingual speaks a heritage language, it may also become a source of a strong self-esteem and cultural pride. Personally I have found
Fall 2018



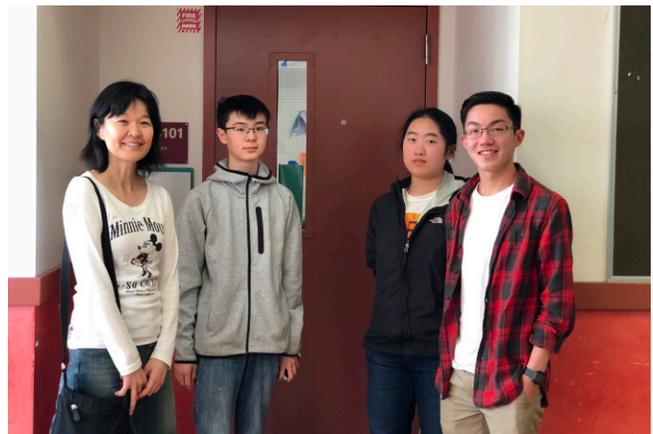
this to be true. It is a great satisfaction to be able to translate for a person who needs help in another language; to be able to participate in seminars and meetings internationally, to travel and to be able to communicate and ask for directions, to understand a movie without subtitles, to read a book in another language, to work in

another country of the world, to be a language teacher. The possibilities to feel good and to take advantage of bilingualism are infinite and important. For example: In much of the world, languages skills are crucial to business success, especially among executives, here are some percentages: ...100 percent in Hong Kong, 97 percent in Singapore, and 95 percent in Indonesia can negotiate in at least two languages (13).

There is one more benefit as well. Bilinguals have an edge in acquiring a third language. Experience in learning of the two previous languages supports the understanding of a third, the skills can be reused. This is not only affirmed by these two writers as there is a great amount of literature and research that support this data and prove how beneficial becoming bilingual could be. The “English Only” policy is becoming popular in the media and that rejects of the use of a “foreign language” in the USA, is very concerning. Considering the advantages that are associated with bilingualism why has speaking a foreign language being met with such open hostility?

Attitudes towards Non-Native English in the United States: an Analysis of a Second Language Speakers and English-Only Policies, is a Bachelor of

Continued on Page 13



Ms Okada and Students of Japanese, Lowell High

News from the Language Fronts

Continues on page 7



Wrong Idiom. ‘Tenemos el mejor tiempo cuando comemos juntos’ (Student). Wrong because we do not possess time. ‘¿Me puedes regresar la llamada, por favor?’ (message left on my answering machine). Calls cannot be returned in Spanish, as they are not solid, returnable objects. ‘Me respondes...’ is the correct term.

“...tiene sexo con él.” (Telemundo). Also, “Lisa quiso tener sexo en los lavabos...”, (Historia de un Canalla, Julia Navarro), since we ‘do not have sex’, as we are all born with a sex apparatus. The correct Spanish is ‘hacer el amor’ or ‘tener relaciones’. In other words, this is using the Spanish Google translation of the English words, word for word, in a structure that is not correct in Spanish.

Wrong Verb. ‘Amo las enchiladas’ (Student). Wrong because in Spanish we ‘love’ living things, not inanimate objects. For the latter, we use ‘gustar’. ‘Aplicué para la Universidad’ (Student). We apply lotions and creams on our body. The correct verb here is ‘solicitar’ or ‘pedir’. ‘Ordene su comida aquí’ (McDonalds). When we ‘order’ in Spanish, we command someone to do something. The correct verb is ‘pedir’.

Wrong use of the Superlative. ‘El más grande en la clase es Juan.’ (Student). ‘Es la marca más vendida en el país.’ (Ford ad, on the radio, 100.3FM). In English, ‘in’ is used, whereas in Spanish, the correct proposition is ‘de’, which finishes the Superlative construction.

Pleonasms. ‘doce empleados a tiempo completo’ (‘Almas robadas’, translated from the Swedish, Emelie Schepp). Employees normally are ‘full time’, and if employees are different, then they need a qualifier, otherwise, no.

Unnecessary use of Articles. ‘¿Vio a alguien

en la casa?’ (‘Almas robadas’, translated from the Swedish, Emelie Schepp). Also ‘vine a la clase’ and ‘tengo un hermano y una gata.’ (Students). They are used because they are used in English. No need for them in Spanish, as the nouns are not qualified.

Wrong use of Relative Pronouns. ‘Voy a enviarle a una mujer que conoce su idioma y con la que podrá hablar.’ (‘Almas robadas’, translated from the Swedish, Emelie Schepp). The Clarifying Relative Pronoun ‘la que’ is unnecessary, since we only have one person with whom could speak. Correct? ‘quien’.

Wrong use of the Singular/Plural. ‘No dormía por las noches’ and ‘había unos diez policías sentados a sus mesas.’ (‘Almas robadas’, translated from the Swedish, Emelie Schepp). This because the English prefers to use the plural, instead of the Singular. ‘Por la noche’ means every night. How many ‘tables’ did each of the ten police officers have? Another example of this, from the same book. ‘Ellos estaban en sus casas de veraneo...’

Wrong use of the Impersonal Expression. “Los nopales son fáciles de cosechar” and “Mi cosa favorita a hacer es leer” (Students). If there are no animate subjects, then the Impersonal Expression is the accepted structure, as in ‘Es fácil cosechar nopales’, and ‘Leer is mi cosa favorita’.

Now, we do have normal language selfevolution. Here are some examples of this phenomenon: obscuro > oscuro, estadounidense > estadounidense, treinta y seis > treintiséis, septiembre > setiembre.

Who knows, maybe sometime in the future we will even accept ‘¿Cómo está uté?’ y ‘vamos a la ciudadá’. Or the French words that we have, eventually dropping the final ‘t’, as in ‘ballet > balé, debut > debú. It’s something that I already do.

By the way, we might even begin to see it, in other areas. Who’s going to be the first to put catsup in your chilaquiles? We already have hot dogs on a

Continúa en página 20



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

NeaTeachBits

Continued from page 11

Science Thesis. This was written by Grace Schaffner from the Appalachian State University. In this study the author argues the existence of linguistic discrimination sustained by the: “racialization of linguistic and cultural characteristics in the US” (2).

As of 2015, the United States Census Bureau noted that the language minorities (non-native English speakers) constituted “21% of the American population” (6).

As this is such a considerable number, the thesis highlights the importance to analyze the ways in which the majority of monolinguals can navigate the political and social circumstances surrounding non-native English speakers.

In these terms, Grace Schaffner discovered several reasons to explain why Americans have turned to English-only policies:

- 1) English as a marker of national identity and patriotism.
- 2) Insecurity of the status of the language: Language groups may feel their social identity threatened by another language group, so they act to change the situation to their favor. ...In this case, that change is making only English the language of the land. In the United States, the monolingual majority has the facto institutional control, meaning that monolingual linguistic ideology becomes the norm in politics, media and education. (7)

Large waves of immigration fuel nationalism and insecurity. At that point, the “assimilationists” appear. They demand that immigrants learn English; they also think that multilingualism will harm national unity, and they demand that English be sole the language of communication in the United States. However, the author puts on the alert that this ideology is often exclusionary and may reflect deeper racial or ethnic prejudices since it ignores the historical context: That minority linguistic groups were added to the country by force, conquest or annexation, with little or no say in becoming American but with a lower status due to their language, skin color and appearance. Take for example the experience of Native American tribes and African slaves. (8-9).

And the experience of the Mexicans, who be-
Fall 2018



came foreigners in their own land on early XIX century when the troops of the United States occupied Mexican territory, initiating a war in which México would lost more than a half of the Its total territory, 2 5000 km2.

The author emphasizes that both groups, the advantaged and the disadvantaged, need to remember and be aware of racialization: ... history of racialization cannot be forgotten. These norms, a colonial

social hierarchy, created by those who have historically had the most power in the United States—rich, white men—privilege those who fit the norms [...] language is only one of the several markers used in the U.S. society to racialize Latinos, Asian/Pacific Americans, and Native Americans (10).

Two dynamics make this racialization to thrive even more: 1) Prejudice: Many people make judgments based on the speakers’ accent and appearance, stereotyping without knowing anything about them. 2) Blindness of racialization of the members of the privileged groups: Many people is not aware of treatment differences that exist among racial groups in terms of services, rights and opportunities to progress that are in favor of the dominant racial group. Nevertheless, this privileges can only be noticed by them when their prestigious status is “threatened” by the pro-diversity statements (10).

And this is why it is important to be watchful of these circumstances in order to avoid biases or unawareness of racialization when dealing with minorities. For instance, Schaffner documented that

Continued on page 23



2017 Conference attendees breakfasting

President's Message

Dear FLANC Members,

Happy school year to everyone in the language teaching community! I hope this summer break provided you with many chances to relax and re-energize for the new year. I am honored to be serving as FLANC president and, together with the always supporting members of our Executive Board, I want to thank all language educators, exhibitors, affiliates, and presenters who made our last fall conference a great success!

Just like last year, this October conference combines a diversity of sessions on theoretical concepts and practical ideas offered by passionate, knowledgeable, and inspiring speakers and presenters. We are excited to have our conference in the City of Moraga and are deeply grateful and proud for Saint Mary's College hosting the event. In this regard, I would like to express my gratitude to Dr. Frances Sweeney, Vice President for Mission and Professor of Spanish at Saint Mary's College, for her professionalism, caring, and respect for FLANC as we organize this fall conference.

We strive to offer our members a professional event that places as much emphasis on classroom techniques as on online learning opportunities. Thus, we are delighted to have Dr. Julie Sykes, professor at the University of Oregon, as our Keynote Speaker. Needless to say her presentation, titled L2 Pragmatics and Digitally-Mediated Communication: Innovation in World Language Education, will be the highlight of the conference and a fantastic opportunity to learn about the current issues in language learning.

Also, I would like to also remind our members to consider the various grants and awards offered by FLANC and, especially, to congratulate the winners of the 2018 Alexandra C. Wallace Essay Contest:

First Place: Leon Chou, from Albany High School - Pam Lim-McAlister (teacher)

Second Place: Jay Francisco, from Salesian College Preparatory - William Heidenfeldt (teacher)

FLANC Newsletter

Congratulations to Leon and to Jay, and to the many students from diverse schools who also participated with interesting and creative essays! All participating students were honored with the Alexandra C. Wallace Essay Contest Certificate. Consider encouraging your students to take part in an activity that can enhance motivation and linguistic competence.

If you do not want to wait till spring. . . You can have your students send a video clip to the FLANC Digital Art Contest. The deadline is October 15. Please, find more details in this fall Newsletter and keep in mind that entries will be broadcasted through the day during the conference.

Looking forward to meeting you at our conference this October at St. Mary's College,

*Sandra García Sanborn
FLANC President
Cal State University Stanislaus*



*With Mexican-American poet and performer
Ariana Brown*

FLANC's Workshops & Conference Program Saturday • October 27, 2018 • St. Mary's College

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culture?



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F. L. A. N. C.

Foreign Language Association of Northern California

Workshops & Interest Sessions

8:00am - 4:00pm

- Follow the signs check-in.
- It is most convenient to car-pool.

8:00-9:00 Registration.

1) Teaching Beginning Language Online: Questions and Possibilities by *Juan Rodríguez*

Fact of life or wishful thinking? Can students learn a beginning foreign language online? Are there innovations that we can use to teach conversational competence? Please bring your concerns, experience and ideas and join the discussion. For Community College, perhaps high school or other higher education. In English with examples in Spanish

2) Critical Languages in Higher Education: Persian Language as a Case Study by *Mitra Ara*

After reviewing the current state of critical language teaching, solutions are proposed to initiate and maintain critical and less commonly taught language programs, using Persian (Dari, Farsi) the national language of Afghanistan, Iran, and Tajikistan, as a suitable illustration of the challenges. By adopting a new mind-set about offering critical languages, educational leaders can show that they are serious about producing global citizens who can communicate in a wide variety of languages.

All levels, with presentation in English.

3) Ways to Integrate Technology in Classroom Instruction by *Hanan Khaled*

Teachers who have brought technology into their classroom are aware that it provides an opportunity to differentiate instruction and change their classroom into dynamic learning environments. The presenter shares how technology could be used to complement and enhance instructional strategies that affect student achievement. She groups technology into five genres— word processing applications, data collection tools, collaboration tools, and Web resources—and provides examples of how the selected types of technology support the proposed instructional strategies. All levels, with presentation in English.

4) Calentamiento Global 101: Content-Based Instruction for the Spanish Classroom by *Caroline Kreide*

The environment, and increasingly global warming, is a topic that regularly appears in Spanish textbooks. The Connections Goal Area of the 5 C's encourages Foreign Language teachers to take up

Continued on page 16



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Fall 2018 Conference Program

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topics of an interdisciplinary nature. This session will serve to help teachers understand the basic mechanism of global warming, its causes and consequences. It will provide some exercises in Spanish to increase the comfort level of teachers when they have to evaluate student work and/or opinions regarding the topic, which could also be used with their students. Secondary and post-secondary (Proficiency level: Intermediate Low to I. Mid), with presentation in English.

5) Integrating Speaking into Other Language Skills by Tarek Elgendy

Teaching speaking in some classes does not receive adequate attention. Speaking often receives more attention in later phases rather than being integrated earlier. The presentation offers a framework for integrating speaking activities into every instructional hour where students use the language in context meaningfully.

Additionally, the presenter discusses elements to make a speaking activity successful, tasks that build speaking fluency and accuracy, and addresses the mistakes teachers often make when designing a speaking activity.

All levels with presentation in English with examples in Arabic.

6) Going Beyond Writing: A Multimodal Approach by Sonia Estima and Svetlana Davidek

This interactive presentation explores alternatives to the traditional language classroom.

The presenters challenge some long-established teaching practices and the predominance of the written word as a means of instruction. They offer instead, a multimodal approach to language learning. The presenters demonstrate how to incorporate audio, video,

and other modes of communication into the language classroom. Attendees will walk away with specific

practical activities, a multitude of apps and other technological tools, ready to apply in their classroom.

All levels, with presentation in English.

7) Supporting Listening Comprehension and Vocabulary Acquisition with Holistic Approaches by Ying Shiroma

As a Student Learning Specialist at Defense Language Institute, the presenter has provided over 40 advising sessions for students in need. Using the findings from these sessions, the presenter will reveal key causes for students' problems with listening comprehension and vocabulary acquisition and explain the connection

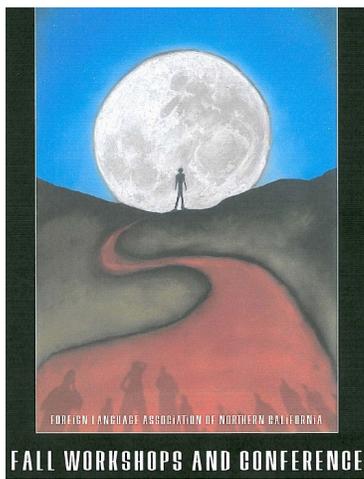
between these two issues. The presenter will also share her observations on students' problematic learning patterns and offer suggestions on how to provide holistic strategies for the troubled students.

All levels, with presentation in English and examples in Chinese.

8) Creating Proficiency-Based Formative Assessments: A Guide for Foreign Language Teachers by Trina Philpot-Montaña

Many teachers struggle with incorporating formative assessments into their teaching. This difficulty may limit proficiency gains in the foreign language classroom, given that learners have diverse needs. Formative assessment provides opportunities for teachers and learners to form a partnership to increase the effectiveness of teaching and learning. Workshop attendees will acquire skills to develop their own formative assessments and to adapt the basic top-down-bottom-up model to fit the needs of their particular language programs.

All levels, with presentation in English and multiple language samples provided based on the demographics of the participants. (Spanish, English, Korean, Chinese, French, Arabic, Russian, Portuguese)—This is a workshop where participants will get hands-on



Fall 2018 Conference Program

practice.

9) **Social Presence in F2F and Online Learning Environments** by *Wendy Tu*

This presentation reviews the social presence theory (Short et al. 1970; Gunawardena 1995) and the degrees of social presence in various learning environments. Less sociable communication might be attributed to technical limitations, restrictive work policies, personalities, etc. Language and cultural skills, however, are social skills. There is a relation between social presence and student learning (Picciano 2002). A number of practical ways to enhance social presence will be suggested.

All levels, with presentation in English and examples in Chinese.

10) **Speaking in a foreign language classroom, do we do enough? Classroom practices to enhance speaking** by *Haitham Mohamed*

Speaking is one of the most important skills in language learning. Many learners measure their proficiency in a language by their speaking abilities. With that said; teaching speaking is not easy as it may cause anxiety and demotivation. This presentation is offering and discussing some classroom practices to enhance speaking among language learners in general and Arabic students in specific. Also, to focus on how to make sure that students are not anxious or demotivated.

All levels with presentation in English with examples in Arabic.

11) **A neuroscience-informed flowchart for language technology evaluation** by *Ali Bolgün* and *Tatiana McCaw*

The goal of this presentation is to enable language professionals to make informed decisions as to which of the numerous language technology tools to choose for their teaching/learning contexts, and gauge their expectations with regard to what those tools can do. To that end, the presenters will share a flowchart they built based on the Declarative-Procedural Model, explain the flowchart steps involved, and demonstrate how it can be used to reach the above-mentioned goal. All levels, with presentation in English.

12) **Day of the death: the connection between life and death** by *América Salazar* and *Brenda Rentería* Fall 2018

In this session, we will talk about the origins of the ancient celebration of Day of the death (Día de los Muertos). Exploring the syncretism between the Old civilizations (Mayan, Aztecs, Olmec, etc.) with Christian's beliefs and how this tradition has evolved throughout the years, with an emphasis on two Mexican states: Oaxaca and Michoacán. Along with this presentation, an altar will be build explaining the meaning of each element.

All levels, with presentation in English, with examples in Spanish.

13) **Screencasting in the Classroom: Video Loom** by *Maria Grazia De Angelis*

Video Loom is a free application for Macs, PCs, and Chromebooks. It allows users to create and share videos of what they are doing on their screens along with a bubble showing their face and audio of their narration. This has many uses for language classes, including projects, presentations, and voice grading. Samples will be provided and pros and cons will be discussed.

All levels, with presentation in English, with examples in Italian.

14) **Unlocking Authentic Speaking: Discourse Markers Are the Key** by *Eryn Barker*

Give your students the tools they need to talk like a local! Discourse markers are the little words and phrases we naturally use to organize our thoughts when speaking--things like well, so, I mean, etc. In this session, Eryn Barker, regional representative for

Continued on page 35



FLANC Salutes its Retired Members!

Alfred F. Alberico	Cheryl Kuhlman
Jacque Anderson	Dorothy Lee
Marie Louise Ardini	Rose Leonardini
Joanne Argyres	Flavia R. Lorega
Alice Barholomew	Helga Marshall
Lorraine Bassadonne	Virginia Murillo
Mary Ann Brewster	Diane Musgrave
José S. Cerrudo	Michael J. Mouat
Anne Chen Louie	Maurice A. O'Meara
Cloudman Yun Han	Kenneth RJ Pearsall
Chou	Mary Kay Pederson
Yole Correa-Zoli	Susan Petit
Janice Costella	Earl F. Pimentel
Betty Crenshaw	John R. Petrovsky
Edith Fries Croft	Julian F. Randolph
Jonaca Driscoll	Walter Rex
Cynthia A. Earl	Livia Rosman
Kathy Failing	Carmen Scholis
Yvette Fallandy	Carol L. Sparks
Dwaine A. Fields	Pierrette Spetz
José A. Flores	Gail Stevens
Karuko Geis	Leslie Threatte
Mabel M. Goodale	Carol Trapp
Susan Harvey	Tony Tranel
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 **Go Global!** and learning languages
- Graphic representation of **Go Global!**
- Creativity • Graphics overall
- Adherence to time specifications
- Credits present for producers, actors, music, etc.

Film today and upload on YouTube! Thanks!

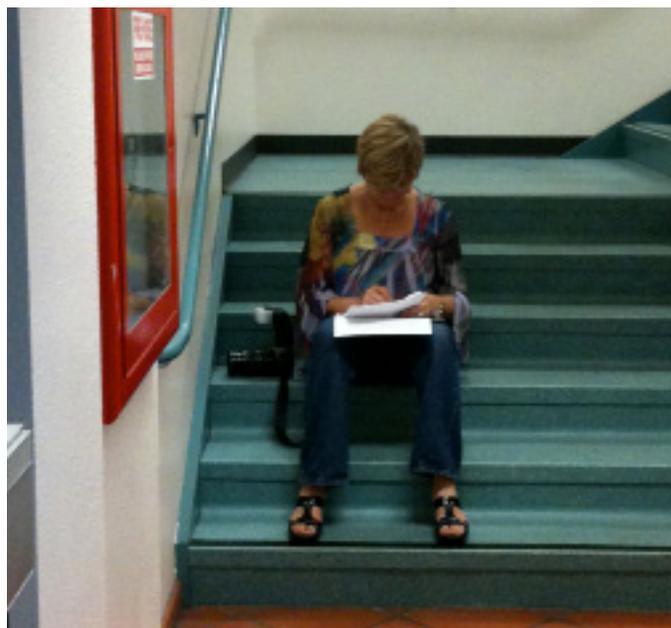
2017 Winners (photo on page 11):

-- https://youtu.be/Glb_lQRvAvY

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

Linking Languages with FLANC!

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

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

Deadline is October 15, 2018

All entries will be broadcasted throughout the day during FLANC's annual Conference on Saturday, October 27, at St. Mary's 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

tortilla, and chile con carne with a hot dog bun, right? Who'll be the first to post on Facebook barbecue sauce on arrachera? One of my exgirlfriends, is an ex, because the poor thing made me quesadillas with American Kraft singles! Can't have that! My first experience with food espanglés was when I worked in the fields of the Salinas Valley. There, for lunch, we were given Mexican bread - conchas - with Kool Aid! Conchas are eaten with coffee, or with milk, or with coffee and milk, but with Kool Aid? Nope!

Of the three, Spanglish, Ingleñol, and Espanglés, I suppose that I would rather be more accepting of Espanglés. Why? It keeps it all in Spanish. However, it will take a loooong time for me to get used to the examples above, or some of these other gems: 'Estoy estando enfermo', 'El enfermo está siendo llevado', 'He estado estudiando español for 1 año', or even 'Estoy siendo bueno.'

Gracias mil • #esespañol
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MLS has a good program in Costa Rica. Interested teachers can visit <http://nationalspanishexam.org> and www.mlsa.com.



If you're interested in visiting **Tierras Sororianas**, please visit the website at <http://www.tierrasororianas.com>.



Esperanto

Unlike most languages, Esperanto does not belong to a specific country or ethnic group: it is politically and socially neutral.

Esperanto is not the tool of any nation, national group, political party or social class. It belongs to the whole humanity. Every person who uses Esperanto is on an equal linguistic footing with all other users of the language. The result is an impressive spirit of friendship and fellowship among Esperanto speakers.

Esperanto is not intended to replace anyone's native language, it simply serves as a lingua franca, a language of communication. Esperanto speakers are regrouped in many associations. The biggest association for Esperanto speakers is UEA (the creator of this FLANC Newsletter

website). The aim of UEA is to promote the Esperanto language as a tool for a better society (see the Prague Manifesto) and to organize events and cultural life for the community.

From <http://esperanto.net/en/>

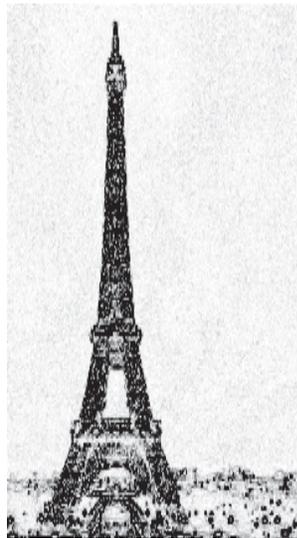


Filipino

Filipino (formerly Pilipino) is based on Tagalog and is the official language of the Philippines. In spite of being the national language, only about 55 percent of Filipinos speak the language. In addition to Filipino are about 111 distinct indigenous languages and dialects, of which only about 10 are important regionally.

English is generally used for educational, governmental and commercial purposes and is widely understood since it is the medium of instruction in

schools. The Philippines are the third largest group of English speaking people in the world, after the United States and the United Kingdom.



Since English is widely spoken in the Philippines, it is common to hear Filipinos use a mixture English and Filipino words or phrases, known as "Taglish" (a mixture of English and Tagalog), in their everyday conversations. A steadily dwindling minority still speak Spanish, which had at one time been an

official language.

From their website at <https://www.commisceoglobal.com/resources/country-guides/phillippines-guide>.



Français

AATF is pleased to announce its organization of the seventeenth annual National French Week. This week-long celebration of all things French will

News from the Language Fronts

take place in schools and communities and AATF chapters across the U.S. from November 1-7, 2018. We are asking our members and any other interested Francophones and Francophiles to take French out of the classroom and demonstrate all the reasons to learn French.

We have identified major themes for each day of National French Week, and we encourage teachers to celebrate as many of them as possible, especially the Plastic Arts:

- Exhibits of French art by local museums, with tours
- Exhibits of drawings, photography, paintings, or other items related to France or the Francophone World
- Presentations of French art and architecture
- Create wire sculptures followed by a discussion of the work of Rodin and other sculptors
- Create portraits or caricatures of students in a French background
- Exhibit of student versions of famous paintings
- Exhibit of student-created artwork at school, in local museums or places of business
- Student-created murals in school or local mall
- Make a giant jigsaw puzzle of a famous art work for display in the school or make several for a contest
- Organize a French fashion show
- Provide fashion makeovers by local businesses
- Create paper flowers for a Parisian flower market
- Demonstrate French-style arranging of dried and silk flowers
- Magic show and juggling
- French-related variety shows, talent shows, karaoke
- Cultural Exhibit on Africa or specific Francophone countries
- Create story books, coloring books and other materials for elementary school children
- Creating buttons, bumper stickers, bookmarks

From AATF's website



At www.frenchteachers.org there are many Classroom Activities for you and for your students to try this week.



So, did you watch this year's Tour de France?



The French Traveler always has great programs for teachers and students in France. They are on their 20th year! 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

To provide participants to AATI and AATI-ACTFL conferences with an opportunity for publication and a forum to discuss their scholarship beyond the confines of our conferences themselves, the AATI



Executive Committee, has decided to establish an online working papers refereed series. The aim of the series is to solicit manuscripts that, although still as works in progress (as article

draft or book idea, etc.), represent solid contributions to scholarship in the field of pedagogy and literature. By virtue of their early dissemination, authors can include specific requests to the membership for feedback before the articles themselves are refined, expanded and turned into complete articles, book chapters, etc.

aati Babilonia - Center for Italian Language and Culture is situated in Taormina, Sicily, the perfect place to study Italian and discover



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News from the Language Fronts

Continued from previous page

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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 46th Annual Japanese Speech Contest for Elementary School Students.

On Sunday, March 4, 2018, the Consulate General of Japan in San Francisco, the Northern California Japanese Teachers' Association, and the Japanese American Association of Northern California (JAANC: Hokka Nichi Bei Kai) co-organized the 46th Annual Japanese Speech Contest for Elementary School Students at the Japanese Cultural and Community Center of Northern California (JCCCNC). The stormy weather that hit the San Francisco Bay Area in the middle of the week was luckily over, and as many as 40 students from 9 local elementary and Japanese language schools (American International Montessori School, Clarendon JBBP Elementary School, eLoha Japanese School, Kinmon Gakuen, Little Angeles Japanese School, Pine Japanese Language Afterschool, Rosa 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 120 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. (Masahiko Minami)

Category 1. Students who come from a back-
FLANC Newsletter



ground where Japanese is not spoken at home (Grades 1-3)

1st Place: Selim Richards (Grade 3, Clarendon JBBP Elementary School)

“How I Get Inspired”

2nd Place: Zaara Ali Dhaddey (Grade 3, Clarendon JBBP Elementary School) - “The Big Mistake”

3rd Place: Kiyomi Dallaskidd (Grade 3, Kinmon Gakuen)

“Letter to Grandmother”

Special Recognition: Masao Li (Grade 3, Sakura Gakuen)

“Ultraman vs Kamen Rider”

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

1st Place: Kyu Gento Dphrepaulezz (Grade 3, eLoha Japanese Classes)

“Peru: My Dream Destination”

2nd Place: Lili Nishioka (Grade 2, American International Montessori School) - “Honey Bee”

3rd Place: Mike Fujii (Grade 2, Sakura Gakuen)

“Secret Pencil”

Special Recognition: Evan Yuzo Falconer (Grade 3, American International Montessori School)

“Plastic Soup”

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

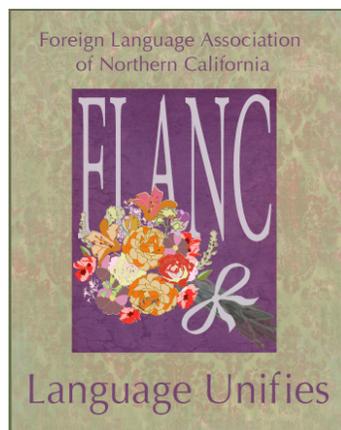
1st Place: Lauren Mayumi Takeda (Grade 5, Clarendon JBBP Elementary School)

“My Special Place”

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NeaTeachBits

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6% of elementary students are receiving instruction in a language that is not the one used at their homes. That is a disadvantage for these children because they don't understand English instruction and get behind. They need assistance in their native tongues, at least at the

beginning, in order to acculturate sooner. English immersion, as Schaffner says, may lead to lower levels of achievement. (13-14).

On the other side of the debate is the group of the "pluralists" that think that English should prevail, but that officiating it as the sole language of our country is discriminatory towards those with lower English proficiency. Consequently, this situation could result in isolating speakers of minority languages from the main-stream into which they wish to integrate or "assimilate".

...bilingual education is not detrimental [...] English only education is associated with higher dropout rates and lower levels of English proficiency... (14)

The less stressful the acquisition of the new tongue, the better. A positive view of the native speakers can make an important contribution to acculturate the learners, meaning that they acquire the capability to function within the dominant culture while retaining one's original culture. On the other hand, assimilation, understood as overridden by the dominant culture, makes it harder to the learners to perform effectively in the target language.

It is also essential that Americans understand that, by the third generation of immigrants, the pattern is English monolingualism, which enables this group to fully participate in American society in English. Under these circumstances, there is no threat to the English language in the US, and the national identity won't be fractured for this reason. On the contrary, if the immigrants' languages are devalued, their identity will be as well, they will stress and they will isolate and be-

come poorly efficient in this society (20-21). ...

To be succinct, the root of the contemporary conflict over language policy in the United States is not language as such, but political identity (21) Bilingual and multicultural education hopes to be part of long term solution to this suffering. (22)

In the book: *You are what you speak*, written by the international correspondent for *The Economist* Robert Lane Greene explains that language and speech are intertwined in a net of history, politics, power, race and economics. He declares: I think flexibility, humility and multilingualism should take the place of sticklerism, arrogance, and nationalism when we think about language. I believe this is a more human way to think about our most human faculty, not to mention a source of much more sheer joy. Too many people are too angry about language too much of the time. That could be better spent listening, learning and enjoying the vast variety of human language around them (xix).

Furthermore, Robert Lane Greene suggests to simply allow six thousand or more flowers to bloom. He says that squashing subcultures is wrong because they enrich the culture and make it unique with its influences. He illustrates how Mc Donald's don't try to impose but is flexible and "tailors its menus around the world", so people can buy a McLobster in Maine and a Maharaja Mac in Mumbai (279).

Just as importantly, throughout the book the author remind the reader that language beliefs may be frequently linked to harmful political issues that could end in the violation of basic human rights. He highlights that no language is threatened, not English, not French, etc. Diversity is fascinating as well as a lot of fun, he concludes.

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Great Helpers at our 2017 Conference!

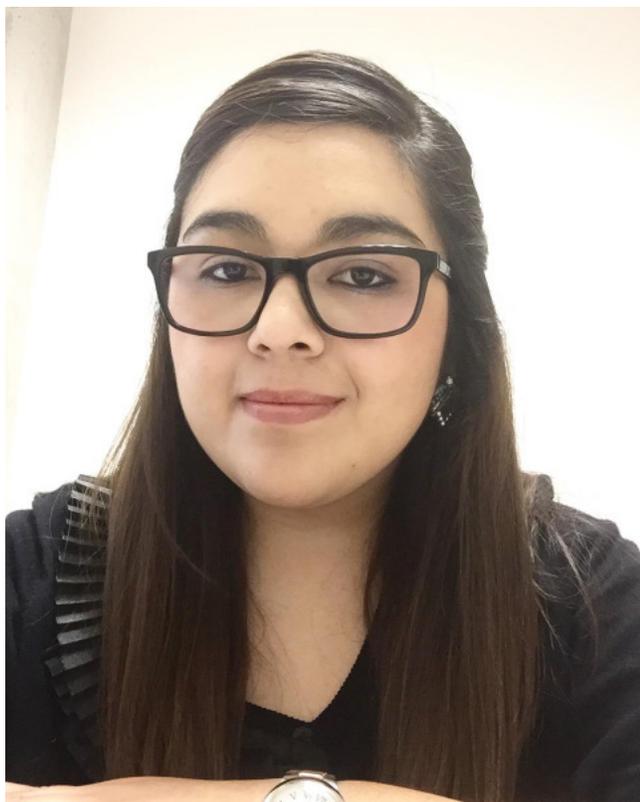
Meet our FLANC

Executive Council

América Salazar (Ms. America, to her students) received her BA in Spanish from San Francisco State University and this year earned a MA in Spanish from San Jose State University, after an initial two years at Chabot College. She is currently teaching at the Harker Middle School in San Jose, CA. Born in the San Fernando Valley and raised in Durango, Mexico.

Ms. Salazar believes that schools provide a crucial path to knowledge of literature, linguistics and culture, and she has made study of these things part of her daily life. She loves to explore other cultures' food and music, and each year she and her mother visit a different state in Mexico: 22 to go! She enjoys traveling, museums, cultural events, dancing, doing crafts and writing poems.

Ms. Salazar feels very proud of being part of FLANC and Teachers Unified for the Future committee.



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FLANC Newsletter

Our Keynote Speaker

Continued from page 1

reality mobile games to engage language learners in a variety of non-institutional contexts. She has published various articles on computer-assisted language learning (CALL)-related topics, including synchronous computer-mediated communication and pragmatic development, gaming and CALL, and lexical acquisition in digitally mediated environments. Julie is the recipient of the 2018 University of Oregon Research Award for Impact and Innovation.



*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!*



Near La Serena, Chile. Photo by Chris Wallace

NeaTeachBits

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As a result, it is suitable and fair to question if the hostility towards foreign speakers and the push towards an English only policy have more to do with political issues than with real threats...

In conclusion, it is essential to be attentive of the very frequent deceits of politics, false beliefs and groundless fears that cause misconceptions. Speaking a second language should be embraced; it is a life-long competence that can also be source of great personal satisfaction. In the same way, it would be ideal to become a well-informed bilingual (or multilingual) citizen of the world, and promote social understanding. Education has to be the key. It would be greatly beneficial to embrace the opportunity that this interconnected world give us (especially in the USA) to learn another language, to know another culture, to enhance brain power and work field panoramic, to be able to communicate ideas and to appreciate each

other in an era of high technology and globalization. Bilingualism and multiculturalism need to be part of a long-lasting solution to this cultural misjudgments, misunderstandings, racialization and unfair treatment among people of the USA. Bilingualism should be seen as part of the identity of the United States and an asset in a global world.

As a Mexican telephone company commercial of my childhood said: "Hablando se entiende la gente", "By speaking we understand each other".

Mary Bueno, Chabot College

FLANC's Alexandra C. Wallace Essay Contest thanks teachers who inspire their students to participate in our contest, and are proud of their students' achievements not only in World Languages but in all their academic pursuits as well. We thank

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Professeurs de français: Vous rêvez de vous imprégner de la culture française? OUR 21ST ANNUAL TOTAL IMMERSION WORKSHOP



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NeaTeachBits

Continued from page 25

them and their students for their passion in promoting the learning of languages and wish them all continued success.

Eligibility requirements, topic and deadlines are in our newsletter, page 2, 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: “Chino”

I won’t sit here in awe of the intricacies of Spanish language, nor will I somehow attest to how wild and dynamic it can be. For the most part, Spanish has always been almost formulaic with its clear-cut grammar rules. That same regularity that my peers exploit (and rely on) in cram sessions, though, is what has unlocked its deeper purpose in my life.

For years, the English language felt murky, riddled with anomalies that seemed entirely arbitrary, none more baffling than the head-scratching trinity of “is”, “are”, and “am”. Now in my sixth year enrolled in the class, studying Spanish has provided me with the template to finally give English a template, a skeleton that could be recognized; it was through studying a foreign language that the fundamentals of all language (prepositions, subjunctive, conditionals, imperative, even conjugation) became solidified in my mind.

Pursuing Spanish also paved the way towards perhaps the most enriching experience of my life: studying abroad in the Dominican Republic with CIEE. Cultural self-immersion in the Dominican Republic required embracing every aspect of the lifestyle, from undulating hips for dancing bachata to



Students from Albany High. Leon Chou on the left.

an omnipresent passion for plantains and baseball. I also witnessed the cultural underside: prejudice and ignorance normalized within the Dominican identity. I was unprepared for my Taiwanese-American self (and others of Asian descent) to be pigeonholed into the five letters in “chino”. For context, decades of political repression has made labeling a Taiwanese citizen as Chinese the most degrading insult one can possibly muster.

What was profound about this experience wasn’t what I witnessed, but rather how I was told to react. The moment we landed, the locals advised us to strike a balance between excusing and taking offense from cultural differences. As guests, maximizing the experience meant playing by the host’s rules and standing behind their stories, and ultimately became a lesson in perspective. For instance, the “chino” thing?

It became easier to swallow when I rational-

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NeaTeachBits

Continued from page 27

ized it like this: if you could count the number of Asians you'd ever seen on one hand, it wouldn't be inconceivable that you'd consolidate them into one group.

That lesson in perspective didn't end when I arrived back at SFO. Recounting my arduous efforts towards constant translation to my parents, both of whom were born in Taiwan and work as pastors here in the United States. I was met by a stare that mixed bewilderment with minimal interest. "Isn't that what we do every day?" she simply replied. Before that moment, I had never considered the difficulty of delivering meaningful sermons every Sunday to congregations in a third language. In the end, Spanish was far more than just another academic challenge; studying the language revealed to me that to understand the vantage points of others, you have to immerse yourself and work through their realities.

*Leon Chou, senior at Albany High School
Teacher: Pamela Lim-McAlister*

Alexandra C. Wallace Essay Contest - Second Place...

In this essay I talk about how French has influenced my life. Through listening to French music and being able to study French at school I have been able to widen my views of the world and who I can interact with.

French, Pourquoi ? "I can't understand this music, maybe searching up lyrics will help..." "French class is offered at my new school? Awesome! I wish I knew French before though."

I'm not the best person to ask when it comes



to songs that everyone likes, unfortunately. That never stopped me from listening to different kinds of music though, which led me to French songs. When I first listened Stromae and his song "Papaoutai" (which I highly recommend, along with the rest of his songs) I was immediately hooked. I started looking up more of his songs, and even though I couldn't understand them at the time, I loved them. Then I got into

Maître Gims and Indila and immersed myself more in French music. This was when I really learned more about what French had to offer; the lyrics in all of the songs sounded so meaningful, and when accompanied by awesome music was very powerful. When I looked up the translations for the songs and learned what they really meant I wanted all the more to be able to listen to the songs and just understand what they were saying.

In a meeting at my new school I learned that French was offered as a course. I was interested, as I had exposure to French through music. From the first day in French class I knew that I was going to love the next few years of studying it. I am now able to understand most of the lyrics in the French songs that I loved listening to, which has helped me improve my vocabulary as well as my understanding of French culture.

In class we also analyze different songs and poems in French, to try and see what we can understand from what is given in the words. With this constant practice of reading French I am able to improve my understanding of it as well as expand my

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CH OR SPANISH LANGUAGE TEACHING

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NeaTeachBits

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knowledge of the culture and values. I was also lucky enough to travel with some of my class to Québec, where we were immersed in the language and culture of the people living there. This amazing and fun experience allowed me to practice my French with native speakers and get tips on how to improve my pronunciation and vocabulary.

Overall, French has enriched my life in the best ways possible. With my interest in music and looking up the lyrics I was able to immerse myself further in the language, and expand my views on what music could do for someone. When I was able to take French class I was free to learn as much as I could about the language to enrich my life with a new subject and understanding. Now, with three years of French under my belt I am able to understand a lot of the language, which has helped and will help me for a long time.

Jay Francisco

School: Salesian College Preparatory

Teacher: William Heindenfeldt



Alexandra C. Wallace Essay

Contest - Honorable Mention.

“Breaking the Glass Wall” Imagine yourself isolated in a room with glass walls. You look over to the room connected to yours. People are huddled together, laughing, around a table. You wonder what items on the table have brought them together, but no matter how hard you try to look, the more crowded the room becomes.

Learning a new language is gaining a seat at that table. It’s fully understanding another’s culture and stepping into a unique room where language is the key. It’s breaking down the glass walls to destroy barriers and open an endless trade of ideas.

Studying a world language has allowed me to break these walls and understand the culture and diversity our world offers. I’m forced to step into discomfort to learn, grow, and adapt. French has been my bridge to understanding the world and has fostered my unspoken bond with Francophones. My relationship with my sister has deepened because of French. My sister and I carry pride as we communicate and live in our own world without our parents. French has forged the greatest friendship between my sister and me as it gave us inside jokes, allowed us to express our true feelings in public, and kept us together even after she left for college.

My love for French also transcends my relationships with my family. A few years ago, a French student shadowed a Senior in my class for a week. By the end of her visit, we had grown close; we loved the same subjects, television shows, and books. Had I not been able to communicate with her, I wouldn’t know of our similar passions, and I would’ve lost one of my best friends.

However, learning another language isn’t restricted to similarities and comfort—French has allowed me to grow, challenge my thinking, and gain confidence. To successfully speak and write in French, one cannot think as an English speaker; we must shift our thinking and develop a mindset specific to the language we study — for example, certain sentence structures or cultural norms are specific to English-speaking countries.

Gaining confidence is one of the most rewarding things from learning a new language. The first time I traveled to France, I had only two years of learning under my belt, and my discomfort in the language barred me from engaging in a culture that intrigued me. I desperately wanted to engage in the

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

NeaTeachBits

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culture, but was afraid of being misunderstood by the French. After I returned to school and advanced in the subject, I had practiced my speaking, grammar, and reading skills. Once shy to talk, I frequently communicated my ideas in French once I returned to the country. This confidence allowed me to enjoy and fully experience French culture — something I still do by watching shows and reading books in French that open new worlds.

I'm grateful for the opportunity French has given me to challenge my thinking, connect with friends around the world, and deepen the relationships within my own family.

Alyssa Sales

School: Castilleja School, Palo Alto

Teacher: Lauren Schryver



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



Visit to Chile: North La Serena -Valle Del Elqui. Early January, I drove from Santiago to La Serena to admire the coast and enjoy the cool weather and beaches. The ride was short and comfortable. It took us five hours to drive along the coast. On both sides the vista was magnificent - that is in the car. You had views of the Pacific Ocean and were able to see for miles from the car. On the right side a majestic view of the Andes. Impressive the views of the vineyards and olive trees most recently planted to meet the national export to China. Having left Stgo at 8.a.m. we decided to have breakfast at Chimibelu, a little fishing town. We had home made bread, fried clammers and cheese - goat cheese which was also made at the local inn, Chimibelu. We remained there for a few hours and then continued on to Coquimbo-La Serena.

The drive was peaceful as there were very few cars on the road. Our trip toLa Seren was just under seven hours as we had not yet planed to rest so long in Chimibelu. We had such a good time visiting the local - café- that the owners took a liking to our interests and gave us a tour of the rancho where

they raised goats, make cheese, prepare meals in the restaurant and grow lemons, olives and varied vegetables on this semi desert land. We discovered they were able to do this because of the narrow rivers that divert the melted snow down the Andes onto their land. We promised to stop on our way back to Santiago and visit for a day or two.

Our journey now took us for a couple of hours and we arrived at La Serena at 3 p.m. that afternoon. We were amazed to see the modern structures all along the sea shore.. Many modern apartments, a wide promenade to walk at any time, gardens with hibiscus and numerous tropical plants. As we entered the city we were amazed to see so many hotels on the sea shore, large apartments and buildings that housed many tourists as well as hotels.



I was wondering at this point where could we find the downtown? That took us a short distance inland to a plaza surrounded with many palm trees and other semi tropical plants. Here we stopped and proceeded to take a tour of the cathedral, plaza and numerous buildings that surrounded the main square/plaza. We parked our car underground and paid a garage keeper two dollars fro three hours that we spent exploring. All parking in Chile is charged and cared by “auto cuidadores”.

As I said the plaza had much to see... architecture of the 1700 hundreds and mostly of adobe. Most in excellent condition. There were many cafés on the square and around it. The day had just begun to end and so we desired to have a snack and then head to the beach where we rented a small bungalow on/at a resort by the beach itself. Our visit had began.

BTW, at our Conference, ask me about the photo on page 16.

Chris Wallace (photo)
FLANC Treasurer



FLANC



Fall 2018 Conference Registration Form

Linking Languages with FLANC!

Saturday, October 27, 2018
St. Mary's College

First Name: _____ Last Name: _____

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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

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Member \$60

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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.*

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

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News from the Language Fronts

Continued from page 22

2nd Place: Joseph Lui (Grade 5, American International Montessori School) - "Space Research"

3rd Place: Avya Poddatoori (Grade 5, American International Montessori School)

"How to make Obama care better for America"

Special Recognition: Jin Vanholder (Grade 5, Clarendon JBBP Elementary School)

"Nut Cracker Behind-the-Scene"

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

1st Place: Anju Manfred (Grade 5, Clarendon JBBP Elementary School) - "Do You Remember?"

2nd Place: Lina Miyazaki Salamon (Grade 5, Clarendon JBBP Elementary School)

"Synchronized Swimming"

3rd Place: Hugh Seitaro Moore (Grade 4, eLoha Japanese Classes) - "eLoha and Me"

Special Recognition: Kai Schneider (Grade 5, Sakura Gakuen) - "My Treasure"

Masahiko Minami, San Francisco State University



Português

The National Portuguese Examinations

(NPE) are online tests that engage students in achievement (what a student knows) and performance (what a student is able to do). The NPE are intended for high school students of Portuguese.

The NPE are intended as motivational, extra-curricular activities and contests for students of members of the American Association of Teachers of Spanish and Portuguese (AATSP). The NPE are not designed for any other purpose and should not be used for assessment, placement, or proficiency testing.

From the AATSP website



The Idiosyncrasies of Teaching Modern Standard Arabic

It is always so daunting as I approach a new term or semester of teaching Modern Standard Arabic due to the facts that, a) Modern Standard Arabic is no one's native language; b) the alphabet consists of 28

letters, cursive in style, and c) the language is written from right to left. Added to these facts is the reality that Arabic belongs to one of the big world language families that is different from the Indo-European language family of which English is a part. So basically, English and Arabic have very little in common. And, although Arabic has many of the sounds that English has, it also has several other consonants that do not exist in English and which new language learners need to become familiar with as integral parts of Arabic.

If the term is during the regular academic year, there are approximately 17 weeks for students to embrace this new phonology, morphology, and syntax. However, during the summer, there are only 6 weeks, albeit intensive time-wise, to accomplish the same tasks. This past summer was no different. On the one hand, I am happy to see what are called "heritage speakers" because they have some immediate useful background, having grown up in an environment where at least some version of a Colloquial Arabic is spoken; on the other hand, the course is clearly designed for those non-Arabs who have no background, and who, for the most part, are starting from ground zero. So, basically we have 1 week to cover the alphabet and writing system before it is necessary to plunge into learning the language fundamentals: greetings, nouns- gender, and singular and plural, and simple sentences in the present tense. So, I advise students that if they are signing up for this class in summer, they need to be totally committed to the 4-hours and 50-minutes, 3 days-per-week regimen! And then we get to work and have lots of fun!

*Gaye D. Walton-Price, PhD
Berkeley City College*

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!

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 you or for your Students



Foreign Language Assistance Program at www2.ed.gov/programs/flapsea/index.html, provides grants to establish, improve, or expand innovative foreign language programs for elementary and secondary school students.



Foreign Language and Area Studies Program at www2.ed.gov/programs/iegpsflasf/index.html offers academic year and summer fellowships to institutions of higher education to assist graduate students in foreign language.



Language Resource Centers of the US Department of Education at www2.ed.gov/programs/iegpslrc/index.html, offers grants to institutions of higher education for the purpose of establishing, strengthening, and operating a small number

of grants to establish, improve, or expand innovative foreign language programs for elementary and secondary school students. US citizenship is not required.



Elementary School Foreign Language Incentive Program at www2.ed.gov/programs/flip/index.html supports incentive payments to public elementary schools that provide students with a foreign language program.



Undergraduate International Studies and Foreign Language, at www2.ed.gov/programs/iegpsugisf/index.html, has a program that provides funds to plan, develop, and carry out programs to strengthen and improve undergraduate instruction in international studies.



National Resource Centers of the US Department of Education at www2.ed.gov/programs/iegpsnrc/index.html is another possibility as it has a program that provides grants to establish, strengthen, and operate language & area or international studies.



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.

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Cecilia Ross Memorial Grant Donation.....	\$ _____

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| <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

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

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

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

¡Gracias mil!

THANKS!

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



Reg Table Fun in 2017!

Fall 2017 Conference Program

Continued from page 31



thisislanguage.com, will show you how to single out, teach, and use discourse markers to encourage speaking in the classroom. The session will discuss why these are so important for authentic language. Eryn will share

some lessons from her time in the classroom as a Spanish teacher, as well as some realizations from using hundreds of young native speakers for TIL's authentic video library.

Secondary, with Presentation in English, with examples in Spanish, Italian, German, and French.

15) **Rethinking the critical elements of online and hybrid delivery practices** by *Jane Dilworth*

In this presentation we will explore different elements associated with good practices in hybrid and online delivery modes. The presentation will emphasize examples that will allow us to discuss the pros and cons of different approaches.

Secondary & post-secondary, with presentation in English.

16) **Enseigner les Antilles francophones** by *Anne Jensen*

Dans cette session nous apprendrons comment enseigner une unité sur les Antilles francophones aux étudiants du niveau intermédiaire. Vous recevrez toute la documentation nécessaire pour explorer l'histoire, la langue, la littérature, la culture et la cuisine de cette région. Vous partirez avec des ressources que vous pourrez utiliser tout de suite dans vos classes.

secondary & post-secondary, with presentation in French.

17) **A Social Justice Approach to Community Engaged Language Learning in Spanish** by *Alice Miano*

This presentation describes the social justice approach of a university-level community engaged language learning (CELL) program in Spanish. The presentation describes logistics, class activities, ped-

agogical considerations, and student outcomes for five second- and third-year courses with four CELL programs. These partner second-year students with an immigrant support center, a nearby high school, and a chapter of the Boys & Girls Club, and pair third-year students with Spanish-speaking campus workers to create digital stories.

Secondary/post-secondary, with presentation in English.

18) **Facilitating Successful Language Learning through Critical Listening** by *Robin Berube* and *Pyong Gag Ahn*

Developing critical listening skills is crucial in successful foreign language acquisition. Listening, compared to other learning modes, can be more persuasive and better accentuate salient points, as well as cause greater emotional impact, attitude shifts, and long-term memory formation (Michael Rost, 1994). This presentation will delve into the importance of and methods for developing critical listening skills in language learners. Ready-for-classroom activity examples that facilitate critical listening skills will also be introduced.

All levels, with presentation in English.

19) **Yes And... Teaching Improv Skills to Improve Interpersonal Communication** by *Patty Clavijo*

Improvisation activities help students innovate with language! Learning the mindset and techniques of improvisation can help you build stronger teamwork and ensemble in your classroom while encouraging quicker, more creative thinking in conversation, and lowering the affective filter so that even Novice students feel more confident when speaking on the spot! Audience participation and willingness to laugh required!

Novice Low, Mid, and High Level with presentation in English and in French.

20) **Strategies for Effective Learning** by *Branca Sarac*

After reviewing the current state of critical language teaching, solutions are proposed to initiate and maintain critical and less commonly taught language programs, using Persian (Dari, Farsi) the

For your Agenda, 2018-2019

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, 2019,
**15th Modern Language
Annual Convention -**

'Textual Transactions', in Chicago. Info at <http://www.mla.org/convention>.

March 28-30 •

SWCOLT's Conference,
at the Hilton Fort Worth,
Forth Worth, Texas. Info
at www.swcolt.org.



February 28 - March 3 •
**CLTA, California Language Teachers' Association
Annual Conference - Innovate with Languages**
at the Double Tree Hilton Hotel, San José. Info at
<http://clta.net>.



November 1 - 7 • **La Semaine du Français,**
in your classroom!



July • **92nd AATF Annual Convention,**
in Philadelphia. Info at www.frenchteachers.org.

July 8 - 11 • **101st Annual Conference
of the American Association of
Teachers of Spanish and Portuguese,**
en el Centro Town and Country
Resort and Convention, San Diego.



¡101 años...hijole! Info at www.aatasp.org.



October 27, 2018

FLANC

Linking Languages!

**Fall
Workshops
and
Conference
2018**



at St. Mary's College, Moraga.

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



November 16-18, 2018

• **Annual AATG
Conference** in
New Orleans.

Info at www.aatg.org.

November 16-18, 2018 • **An-
nual AATI Conference,**
in New Orleans. Info at www.aati-online.



November 16 - 18, 2018 •

ACTFL's

46th

Annual

Convention

&

World Language Expo.

Info at www.actfl.org.



FLANC in 2019

'Transformation through Languages'

FLANC Fall Conference 2019



Transformation through Languages



October 26, 2019

Location 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 2018-2019 : Yes _____ No _____

(Non-members must be members of 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, 2019

Thank you for your interest.

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Do you have any ideas for your teaching colleagues?

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

Does your activity cross language barriers?

Any unique classroom stories?

Let's share them! • Get them to fz!

Teaching ideas received and published will earn you FLANC Points!



Conference!

Português Japonese
Français
Chinese Deutsch
Tagalog Italiano
Español
English Arabic

FLANC ROCKS!

Saturday
October 27, 2018
St. Mary's College
Moraga!

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machetez@sbcglobal.net

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

Fall 2017 Conference Program

Continued from page 35

national language of Afghanistan, Iran, and Tajikistan, as a suitable illustration of the challenges. By adopting a new mind-set about offering critical languages, educational leaders can show that they are serious about producing global citizens who can communicate in a wide variety of languages.

All levels, with presentation in English.

Conference Schedule

(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

Teach on!



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Foreign Language Association
of Northern California

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

Attend
FLANC's
Fall Workshops and Conference
October 27, 2018
St. Mary's College

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

FLANC Newsletter

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Fall 2018

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