

# NEWSLETTER

Volume LXXVII

Fall 2019

## Fall Conference!

September 21, 2019

*Salesian College Preparatory, Richmond*

*World Peace  
through World  
Languages!*



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 *Salesian College Preparatory*.

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, don't forget to mark appropriate boxes, and we will see you in Richmond!

### Teach on!

**Our Friends  
in the promotion of  
World Language Study!**

Chabot College.....	15
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## Our Keynote Speaker!

Ms. Ying Jin has more than 20 years Chinese language and culture teaching experience in diverse settings, including middle schools, high schools, and colleges in both the U.S. and China. She is currently a teacher of Mandarin Chinese at the Fremont Union High School District in Cupertino, California.

Ms. Jin serves as the President of CLASS (Chinese Language Association of Secondary-Elementary Schools). Ms. Jin received her MA degree in Instructional Technologies from San Francisco State University, and BA degree in Chinese Language and Literature from Peking University, China.

Ms. Jin received 2018 Teacher of the Year from ACTFL (American Council on the

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



# Foreign Language Association of Northern California



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## Alexandra C. Wallace Essay Contest

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

**First Prize: \$250.00 Second Prize: \$150.00**

### 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 [contact@flanc.net](mailto:contact@flanc.net).
- Submit your essay with a cover letter by May 5, 2020; attach these as doc files to an email to [contact@flanc.net](mailto:contact@flanc.net).

*A recognized essay from last year is on Page 21. Give it a read...it impresses!*

# News from the Language Fronts

Compiled by fz

加州中文教師協會



## Chinese

**Over 500 Compete in Mandarin Speech Contest**  
at San Francisco's Lowell High Hosts CLTAC's 44th Annual Event

On April 27 the Annual Mandarin

Chinese Speech Contest of the Chinese Language Teachers Association of California (CLTAC) was held at San Francisco's Lowell High School Saturday, attracting large crowds as the contest headed into its forty-fourth year. Upwards of five hundred contestants coming from 32 schools all over Northern California were gathered at Lowell's Lakeshore campus together with their friends, family and supporters, many decked in formalwear or traditional Chinese dress, ready to showcase their abilities in the Chinese language.

The opening ceremony began at 12:15 PM in the auditorium of Lowell High School. CLTAC President Zhiqiang Li of the University of San Francisco greeted the crowd and congratulated them on their achievements in learning Chinese language. He

explained that participants were continuing a tradition started 57 years ago by three professors of San Francisco State University, which has now developed into the largest regional Chinese language competition in the United States. He also announced the theme of this year's contest—"Bringing Language to the Big Stage", and wished every contestant success as they filed into 49 different groups for competition.

Upon the conclusion of the opening ceremony at 12:30 PM, participants streamed into separate classrooms



CLTAC members scoring a Speech Contest.

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## Salesian 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](mailto:machetez@sbcglobal.net) will do.

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

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

Name(s)? \_\_\_\_\_



## Plan Early for an Eco Friendly Conference Experience!

**Think Green!**

**Car Pool over to Richmond,  
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 2019

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

## President's Message

Dear FLANC Members,

Happy school year to everyone in the language teaching community! On behalf of FLANC, I want to start by thanking all language educators, exhibitors, affiliates, and presenters who made our last fall conference a terrific success. Thank you for making it such a fun and productive day!

Please, keep in mind that our Fall 2019 FLANC Conference is taking place a month ahead than usual. This year, we hope to see you all again on Saturday, September 21st at Salesian College Preparatory, in the City of Richmond, where conference presenters will share the latest pedagogical trends, best practices on technology-mediated tasks, and activities to integrate the intercultural dimension in language learning. Moreover, FLANC is honored to have Ms. Ying Jin, 2018 ACTFL Teacher of the Year, as the conference Keynote Speaker. We are excited and grateful for her participation and are looking forward to an outstanding, inspiring presentation.

Spring was a season full of wonderful surprises and experiences for me in the realm of languages and cultures. In April, I was once again kindly invited by CLTAC President Li and its Executive Board to participate in their yearly Mandarin Chinese Speech Contest --this one being their 44th!-- and, just like last year, I was delighted by an engaging, diverse artistic program filled with music, dance, poetry, and the always magical Dragon Dance performance. Upon arrival, I got a warm welcome by my colleagues Hsin-Yun Liu and Wendy Tu, who made sure I had a terrific time all along and did not miss any detail. Needless to say, my very favorite moment was participating on stage, giving out diplomas and trophies to the many brilliant students who passed their tests with flying colors. It is such a beautiful ceremony brimming with excitement and joy from students and parents alike!

April was a very special month because I was also invited to the 6th Ocha Zanmai: 2019 San Francisco International Conference on Chanoyu and Tea

### A Shout about Our Silent Auction!

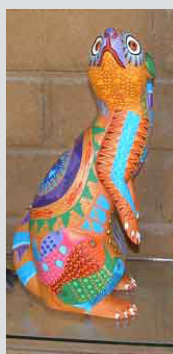
Our FLANC Silent Auction has been taken over by two of our newest, and youngest Board Members, América Salazar and Rosa Camacho. They have hit the ground running with FLANC, and they aren't even in the classroom yet!

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](mailto: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*

## President's Message

Cultures, organized by Dr. Midori McKeon, professor of Japanese at California State University San Francisco. This year theme, International Commerce and the Development of Tea Cultures: Silk Road and the Age of Discovery, gathered local, national, and international presenters who focused on a diversity of cultures -Persian, Tibetan, Korean, Chinese, Japanese- and their relationship to tea cultures and textiles production as well as the disseminations of these traditions. Through enthusiastic and enlightening lectures about a diversity of related topics, attendees were mesmerized by a wealth of information about fields rarely explored and discussed in such depth in our region.

Along the conference, Dr. McKeon was the most gracious hostess and, with outmost generosity, even arranged my participation in a tea ceremony attended by the presenters during lunchtime. This was a great honor and a special memory to keep. As a closing conference event, we were all invited to a tea testing of a variety of teas from Asia and to learn first hand, through a lecture and display of fabrics by Mr. Kazuhiro Suzuki, about ancient imported textiles and their relationship to Japanese tea culture.

As Director of the Suzuki Research Institute of Ancient Textiles, Mr. Suzuki brought many exquisite samples from his personal collection and surprised each if us with a gift set of four different styles of tex-

tiles. Hats off to Dr. McKeon for offering such an impeccable event that was a rich, revealing experience for every one of us attending. I am certainly looking forward to the 7th Ocha Zanmai: San Francisco International Conference on Chanoyu and Tea Cultures next year.

Of course, I am also looking forward to participating in other cultural events and conferences organized by our affiliates and FLANC members so as to continue exploring, learning, and developing my own intercultural competence by becoming acquainted with the traditions of the culture behind each of the languages often represented at our conference.

Finally, I would like to remind our members to consider the various grants and awards offered by FLANC, which are announced in our website. Please, remember that each fall you can have your students send a video clip to the FLANC Digital Art Contest. This year the deadline is September 15th. Please, find more details in this fall Newsletter and keep in mind that entries will be broadcasted throughout the day during the conference.

I hope you join us this September 21st!!

Looking forward to meeting you at Salesian College Preparatory, in Richmond, to connect, and make new friends,

*Sandra García Sanborn  
Cal State University Stanislaus  
FLANC President*



*Our FLANC President, Sandra García Sanborn, presenting at the 2019 AATSP Conference in San Diego*

## News from the Language Fronts

*Continued from page 3*

to engage in level-appropriate competition. Contestants were divided into four main groups: elementary school, middle school, high school, and college/university, and within each group subdivisions were created based on family background (Mandarin, regional Chinese dialect, or none) and length of language study. Results started trickling in at around 1:30 PM, and while CLTAC organizing committee members kept busy calculating scores in the school cafeteria, student and faculty-led entertainment celebrating Chinese dance, music and culture was provided in the auditorium. The program included martial arts demonstrations (East Bay Chinese School), folk dance (Nam Kue School; East Bay Chinese School; Justin-Siena High School), traditional song (East Bay Chinese School; Monterey Language Institute), and instrumental recitals (Nam Kue School; Los Altos High School; Monterey Language Institute) by faculty and students of all ages.

The results of the contest were promptly announced at 3:40 PM, and prominent figures of the Chinese community were invited to present the awards. These include Foreign Language Association of Northern California (FLANC) president Sandra Adriana Garcia Sanborn, Monterey Bay Chinese Association president Weijiang Zhang, and iChineseReader manager John Zhang, together with CLTAC president Zhiqiang Li (University of San Francisco), vice presidents Yan Wang (Monterey Language Institute) and Hsin-yun Liu (City College of San Francisco), executive secretary Siyi Gao (Monterey Language Institute), treasurer Ying Li, and organizing committee members Xiaolin Chang (Lowell High School), and Jing Liang (Lowell High School).

Results were announced in the order of Honorable Mention, Third Place, Second Place and First Place. A total of 243 awards were given out, including 49 first place trophies, 45 second place trophies, 29 third place trophies, and 120 honorable mention certificates.

*Dr. Chris Wen-Chao Li  
San Francisco State University*



### **Stanford Hosts CLTAC Spring Conference**

Two keynotes Plus 20 Specialist Papers Presented at Lathrop Library. Stanford University played host to the Chinese Language Teachers Association of California  
FLANC Newsletter

California's 2019 Spring Conference on Saturday, March 9. The conference featured eight panels encompassing twenty academic papers on subjects ranging from prosody, syntax, and consecutive interpreting to inquiry-based teaching, autonomous learning, and Chinese punctuation.

Following an opening address by CLTAC Vice President and Conference Chair Hsin-yun Liu from the City College of San Francisco, the morning session kicked off with a keynote speech by Professor Ping Li of Pennsylvania State University, whose address "Understanding the Second Language Learning Brain: Neurolinguistic Perspectives" outlined the state-of-the-art of fMRI studies on learning-induced brain changes, showing that the brains of bilinguals exhibited increases in gray matter and information pathways, ultimately resulting in network complexities and strengths of connection that differ from the brains of monolinguals. Li also pointed out that individuals with certain neural connection patterns may be predisposed to learning Chinese language and will perform better in the language classroom than those without. The talk was concluded with suggestions for teachers of language, which include situated learning and modality-specific learning activities, all of which are based on a model of embodied cognition. The audience was treated to a demonstration of virtual reality (VR) language learning software developed at Li's Penn State lab that allowed learners to interact with items in environments such as a kitchen, a supermarket, or a zoo.

A second keynote speech was delivered by Professor Chengzhi Chu of the University of California at Davis, whose talk "On Cultural Realism in the Chinese Language Curriculum" unmasked the unrealistic nature of current approaches to Chinese culture instruction, which, he explained, tend to focus on ancient traditions with which few natives are familiar and present the material in an overly positive light while ignoring potentially negative aspects of the culture. Chu introduced a new approach to cultural instruction centered on the four aspects of (1) understanding, (2) tolerance; (3) integration, and (4) identification, explaining that the key to teaching Chinese culture is to allow the foreigner to understand Chinese cultural concepts and, to some degree, tolerate unique aspects of Chinese culture. This does not necessarily

# News from the Language Fronts

imply that the learner will want to identify with the Chinese or that he will wish to integrate his life around the culture of the Chinese. Allowing the foreign learner to preserve his identity and critically ponder issues of tolerance, integration, and acceptance, Chu explained, would better serve the current generation of students. Chu concluded by stating that cultural instruction should aim to be objective and realistic, and would be better served by focusing on cultural practices that are current and relevant.

The two keynote speeches were followed by two morning sessions located respectively in Bishop Auditorium and Room 224 of the East Asian Library. In the panel on “Tone and Grammar Teaching” in Bishop Auditorium, presenters explored issues in Mandarin tone sandhi, the teaching of Mandarin prosody, and differences between the verb-copying construction and the BA-construction. Parallel to this session, the panel on “K-12 Chinese Curriculum and Instruction” in the East Asian Library included papers on content-based language instruction, language learning in a makerspace, and potential changes to the field of K-12 instruction in the U.S.

Following an hour-long lunch break, during which the Association provided participants with Chinese-style box lunches, the second half of the conference began at 1:15 PM. In the first afternoon session, audiences in Bishop Auditorium were treated to a panel dedicated to “Teaching Culture and Teacher Training”, with a trio of papers on the use of Chinese painting in language instruction, the role of bicultural knowledge, and the prevalence of errors in punctuation among Chinese language teachers and learners alike. The neighboring Library panel explored “Language Acquisition and Instruction”, where speakers spoke on tech-assisted metacognitive learning, tech-enhanced development of literacy skills, and the promotion of autonomous language learning through reflection.

Following a fifteen minute coffee break, the Bishop auditorium was then home to a panel on “New Approaches”, with papers on the gap-analysis model, contextualized inquiry-based teaching, and different ways of enhancing student motivation. Meanwhile  
Fall 2019

in the East Asian Library, presenters spoke on raising cross-cultural awareness, using folk art to teach language, and directionality in consecutive interpretation.

In the day’s final session, the Bishop audience was treated to a panel on “Curriculum Design”, in which three instructors from the Monterey Language Institute explained how language instruction may benefit from a user-centered design-centric approach, while the Library panel focused on “Understanding Language Learners”, showing how learners do better through holistic learning via a humanistic approach. The day’s events were wrapped up with closing remarks by CLTAC president Zhiqiang Li of the University of San Francisco.

*Dr. Chris Wen-Chao Li  
San Francisco State University*



## Deutsch



### “Deutsch macht Spaß Grant Funds Available

AATG has grant funds from the German government’s Netzwerk Deutsch program to support local campus or community events to promote German learning and engagement with German culture. Grants of up to \$500 will be awarded to support up to 80% of the total budget for creative and innovative projects.

Eligible applicants are teachers at Saturday schools, elementary schools, middle schools, high schools, and post-secondary institutions, or teams of teachers from

multiple institutions. Funding priority will be given to new and innovative projects. Read about Deutsch macht Spaß projects funded in 2016, in 2017, and in 2018.

Submit your completed proposal form, along with along with a letter of support from your principal, departmental  
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**El que  
habla dos  
lenguas  
vale por  
dos**

*Adèle Martínez*

# NeaTeachBits

by fz



**Connections** - FLANC's journal for teachers, Connections, will be available in print at the conference at Salesian High on September 21. 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>.



**Study abroad scholarships for students**, professional development travel opportunities for educators.

As the oldest and largest non-profit, non-governmental cultural exchange organization (founded in 1947), CIEE (Council on International Educational Exchange) provides high school study abroad, college study abroad, teach abroad, work exchange, faculty-led and professional development experiences worldwide for over 40,000 participants annually across nearly seventy study centers on six continents. The world is their classroom and we are all an integral part of it in developing and fostering Global Citizenship.

To support this mission of educating youth

to navigate across cultures, last year CIEE launched together with CLTA (California Language Teachers' Association) the first ever "Language Student of the Year Award" cooperative initiative to complement the Teacher of the Year Award and provide World Language teachers in California an opportunity to put forth the endeavors of their best students, highlighting their own endeavors as well. CIEE also partners with multiple non-profits in Northern California committed to creating access for high school students in preparation for college success, including Minds Matter, SMART Program and SEO Scholars, to name a few. And CIEE has established a network of currently nearly 100 partner high schools across the nation dedicated to global education in its Global Navigator Scholarship program, which includes educators from the Stanford World Language Project and the Berkeley World Language Project.

CIEE partners with an individual private donor based in Northern California whose mission is that all students study abroad during high school so that learning to navigate across cultures and building language proficiency can be accessible across the entire socioeconomic spectrum. The nearly \$6 million annual scholarship fund provides both merit and need-based high school summer study abroad awards ranging from 10% - 100%, and any currently enrolled US high school student can apply (\*seniors eligible for 10% merit-only awards; must be US citizens or permanent residents).

CIEE Language and Culture High School Summer Study Abroad programs are designed based on the integration of ACTFL World-Readiness Standards for Learning Languages, California Global Competence Standards, 21st Century Skills, and all six AP Language and Culture themes, in a 4-week immersive study program including 60 hours of language instruction. This unique academically-focused study abroad experience also allows students the option to receive four college credits through Tulane University, live with a local homestay family (exception in Japan), develop a Language portfolio and potentially study on a scholarship. Additionally, students can participate in a service learning program (Service and Leadership programs part-





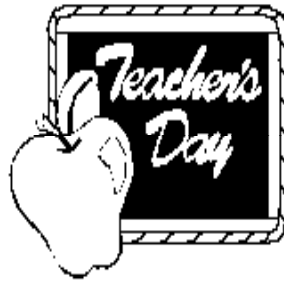
# NeaTeachBits

by fz

ner with NGO groups abroad and include a certificate of 50 hours of international community service hours) or a career development program (Global Discovery programs provide a certificate of 40 hours of subject-focused fieldwork in Marine/Wildlife/Sustainability Science, Art/Design/Theatre, Diplomacy/World Government or International Business). Program information available at: <https://www.ciee.org/high-school-summer-abroad/>.

And educators can take part in various international travel and professional development opportunities to build on their global education and career. CIEE is currently hiring experienced and enthusiastic teachers to lead high school students through their summer study abroad experiences around the world to be Summer 2019 Program Leaders (apply at: <https://www.ciee.org/go-abroad/high-school-study-abroad/global-navigator-program-leader-summer-2019>). Custom high school programs are also available at: <https://www.ciee.org/go-abroad/high-school-study-abroad/summer/schools/teacher-opportunities>.

And teachers who refer seven or more students who travel on any CIEE High School Program earn a free trip abroad to observe a program in action! For more information, please contact Kelly Britt at: [kbritt@ciee.org](mailto:kbritt@ciee.org).



With her hands, her broad, friendly smile and pleasant voice she animated a group of about 25 German scholars to repeat those strange-sounding words several times. The whole show lasted just a few minutes while everybody - that is, everybody but me - was diligently repeating a few more of Emina's odd sentences.

I understood that the point was to use TPR (Total Physical Response) in order to show how we can learn and understand the most peculiar, unheard of languages, but I couldn't bring myself to participate in the experiment. How could I? These words were a part of my life, of me. Probably the first comprehensible words I ever uttered half a century ago. Suddenly, the TPR was making zero sense.

Needless to say, my curiosity regarding Emina took over, so I approached her during the break. It was then that I first heard the new, indecipherable acronym. "I teach BCS at Berkeley." - she said. She continued to explain that BCS stood for Bosnian, Croatian and Serbian Language.

Back in 2012, I felt, as I still do today, like I know everything there is to know about those countries. Not to mention my personal experience partially living the "superimposition"\*\*\* of the new languages on their peoples. On the other hand, I still wonder, how it was possible to turn the three big groups of dialects into three separate languages?

There was no end to my astonishment. How, in the world, could a language, literally OVERNIGHT, (in about a year in real time) split from one homogenous language with a wide variety of dialects, into three legitimate, worldly recognized, new languages?

Well, it can. It can happen very quickly. In 1990 a new, nationalistic and extremely radical political party known as HDZ (Hrvatska Demokratska Zajednica/Croatian Democratic Union)\* came into power. By 1991 everybody, that is, everyone who favored the partition of Yugoslavia, diligently started using "Tuđmanisms", a word of my invention. Franjo Tuđman was the first elected President of the New Croatia. At the same time, he was the mayor promoter of the new ethnically clean Croatia as well as the

*Continued on Page 11*



## **Time, Terrain, Tribalism: The Case of Unprecedented Change in Languages of the Balkans**

It happened in the winter of 2012. That winter that was full of surprises in my life, one of them being a shockingly revealing episode during a DAAD-Workshop (Deutscher Akademischer Austauschdienst/German Academic Exchange Service) hosted by the UC Berkeley Department of German and the Director of German Language Program, Professor Nikolaus Euba. Before moving to the first topic on the agenda, Professor Euba gathered us all in a semicircle in front of the white board. Seemingly from nowhere, a very pretty, smiling young woman positioned herself in front of us and proclaimed out loud:

"Ja se zovem Emina." (My name is Emina.)

"A, kako se ti zoveš?" (And, what is your name?)

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# News from the Language Fronts

*Continues from page 7*

chair, or other administrator via email to [info@aatg.org](mailto:info@aatg.org). Project proposals will be reviewed and funded on an ongoing basis. Check [aatg.org](http://aatg.org) for deadlines.

*From AATG's website*



## Español

### Understanding Migration in the Community Engagement Class

As a special project for last spring quarter, the Community Engagement Class I teach at Stanford University, Second-year 12SL Spanish, together with Mislá Barco and her Spanish Heritage class at East Palo Alto Academy (EPAA), had the opportunity to visit the Mexican Consulate in San Francisco. The purpose of the visit was two-fold: To create an awareness of the immigration situation for our students and, at the same time, support our language class objectives for their final project, which consisted on a research project where students had to explain the life of a migrant, the route he/she followed during their migration, the circumstances that lead to his/her migration, the conditions of the country that they left, and the impact of the migration experience on them. The head of the Protection and Legal Affairs Office at the Mexican Consulate, Ms. Adriana Flores, guided and lead the discussion about the conditions, and situation, that migrants from Mexico and Central America are facing these days.

Before Ms. Flores began the presentation, the Mexican Consul, Ms. Remedios Gómez Arnau, greeted the EPAA-Stanford students, and asked them: “¿Por qué hablas español?”. This question opened the meeting and helped to break the ice between the students and the Consul. Some of the students replied:

“Yo hablo español porque mi familia lo habla”; others: “Yo hablo español porque me gusta”..., “Yo hablo español porque me interesa para mi carrera...”, and so on.

Ms. Flores’s presentation was completely in Spanish, supporting the opening by Consul Gómez Arnau. Then, she started explaining the many services offered by the Mexican Consulate in the North Bay Area. She explained that besides providing visas or dealing with legal documents, the Consulate also has a department in charge of protecting Mexican citizens,



whether legal or non-legal. That protection includes domestic violence, human trafficking, work abuse, extortion and slavery, arrested Mexicans in the U.S., violation of human rights, and information about what to do in case ICE arrives to a migrant’s house.

Most of the students were surprised to learn the scope of assistance a Consulate can provide for their citizens. After Ms. Flores spoke and defined the concept of extortion and slavery, one of the students commented: “No sabía que eso era extorsión. Mi mamá vivió con una mujer que la ayudó a pasar y cada vez que llegaba del trabajo, esa señora le quitaba lo que ella ganaba diciéndole que era parte del cobro que ella le debía por haberla cruzado pa’ acá”. Other students were concerned about common law issues, which can provoke other major problems, if the migrant doesn’t have legal documents. Always with a kind and careful demeanor, Ms. Flores answered and clarified each and every one of the questions presented by the students.

Finally, after talking and answering questions from students for about two hours, Ms. Adriana Flores invited us all -students and teachers- to take pictures of them with the Mexican Flag.

The trip was quite successful, and the Mexican Consulate is looking forward to our next visit in

*Continues on page 18*



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

## NeaTeachBits

*Continued from page 9*

highest powered missionary of the New Croatian Language.

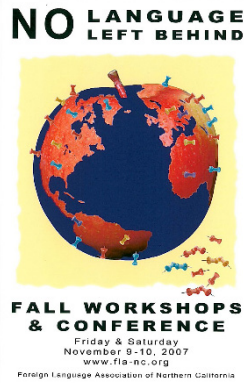
Imagine just for a second, if the State of California somehow segregated itself from the rest of USA. Imagine for another second that in order to distinguish itself from the rest of the former United States of America, Californians introduced their own currency, their own passport, and, then, their own Californian Language.

How about, if starting tomorrow, we were not allowed any more to use the normal, conventional American English in California? If we were ordered to say: “Languages are liking/loving to me”, instead of the normal, standard “I like/love languages”? Or, if the “airplane” tomorrow turned into “airfloat”? Translated into Tuđman’s New Croatian Language this example is equivalent to his imposed transition from “avion” (airplane) to “zrakoplov” (“the thing that is floating in the air”). Furthermore, a person who would either purposely or accidentally use the old version of “avion”, defined by Croatian politicians and linguists as a Serbo-Croatian version, would be declared the Enemy of the State #1.

I know, the hypothesis about Californian Independence and the Californian Language is certainly far fetched, ridiculous even. Yet, it illustrates exactly to the point what happened in Croatia. Overnight, like an express overnight postal package, the whole nation woke up to a whole New Croatian Language on their doorsteps.

In this case Saussure was wrong: “The dividing lines between languages, like those between dialects” were not in “hidden in transitions”\*\*. The transition to BCS was radical and political, not culturally evolved, and was paid for by the ticket sales to successful political careers.

The first T, of “The 3 Ts” (i.e. time, terrain, tribalism) that normally influence change in a language or a dialect, was non-existent during 1990s. When in 1916 Saussure wrote about “divergences in time”\*\* that “often escape the observer”\*\*, I am sure, he could not have imagined that any language could be as drastically diverted in so little time as was the case of the Balkans in the 1990s. The “abrupt transitions”\*\* of Serbo-Croatian into BCS were happening at the same



time as “the most distinguishing force”\*\* which was “the shifting of populations”\*\*. Compelling as Saussure’s argument is, the case of the Balkans was not a natural process of “nations...”\*\* [that] “have always shuffled back and forth”\*\*. It was a real, long, bloody war among South Slavic Tribes, notably of the same ethnic origin, but under the spell of radical nationalism and the revival of three mayor religions present in those lands: Roman Catholicism, Eastern Orthodox Church and Islam. Just as those religions have been fighting among themselves throughout more centuries that one can count, their loyal followers have been fighting for their own economic, religious, political and linguistic supremacy.

South Slavs are said to have a warrior-like nature as well as a reluctance to obey rules. (After all, it was them who stopped Ottomans from conquering the rest of Europe.) Nevertheless, I believe that the home of the speakers of BCS will one day find a common ground, be it economic, political, or within the language they choose to use. I also believe that sometime during this century there will be some new form of federation across those explosive terrains of the Balkans. In such a scenario, it is very easy to imagine the new nations of the Balkans moving closer again. Consequently, their languages would overlap again. Everything would be fine again. The tribal leaders of the 1990s and those subdued by them would be long gone, gone in heaven or hell. (The choice between heaven or hell would depend on who will write the

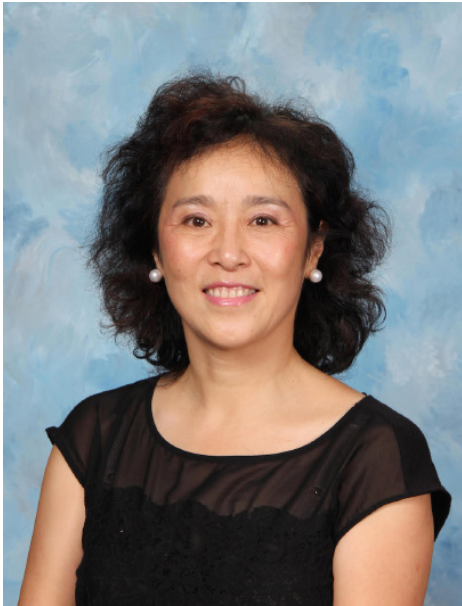
*Continued on page 21*



*Teach On!*

# Our Keynote Speaker

*Continued from page 1*



Teaching of Foreign Languages), 2017 Teacher Of the Year from SWCOLT (The Southwest Conference On Language Teaching), 2016 Teacher Of the Year from CLTA (California Language Teachers Association), 2015 Outstanding Teacher Award from CLTA (California Language

Teachers Association) and 50th Annual Murphy Educator of the Year Award in 2014.

Ms. Jin has presented many times in conferences, such as ACTFL, CLTA (California Language Teachers Association), and STARTALK. She enjoys interacting with other teachers and promoting world language teaching in the K-12 realm.



*FLANC's Executive Board after a good planning session at Casa Zermeño's Garden!*

# FLANC's Conference Program

## Interest Sessions

8:00am - 4:00pm

- Follow the signs, check-in.
- It is most convenient to carpool.

8:00-9:00 Registration.

### 1 - **Travel to Cuba: what teachers should know** by Anne Fountain, San José University

Travel to Cuba for U.S. citizens and those residing in the United States, as individuals or with students, can be complicated. U.S. regulations have fluctuated dramatically in the last two decades. A Cuba specialist, (over 20 trips to Cuba since the 1990s) who has organized travel for students, teachers and professionals, explains what new and returning travelers should know. This session gives facts, answers questions, and offers suggestions for what Cuba can offer to teachers. In English and Spanish.

Level of Education is all levels, elementary, secondary & post-secondary

### 2 - **Getting the Most Out of Authentic Materials by Using Proper Questioning Techniques** by Robin Berube, Defense Language Institute Foreign Language Center, and Pyong Gag Ahn

In second language teaching, asking questions that employ higher order thinking skills can be an effective way to fully exploit authentic materials, as such questions naturally encourage students to think on a more complex level. By asking the "right" questions, teachers enhance the efficacy of simple classroom activities and encourage students to develop their critical thinking skills. This presentation will introduce methods and techniques of posing questions to promote students' low- and high-order thinking skills.

All levels, in English with examples in Korean. Recommend: MacBook, flash drive.

### 3 - **Leveraging Technology to Increase Student Engagement** by Citlalli Del Carpio, Stanford University and Alice A. Miano, Stanford University

The purpose of this presentation is twofold: to demon-



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Foreign Language Association of Northern California

strate how to create Prezi presentations to enhance classroom instruction and share technology-enhanced learning activities for the language classroom.

Prezis, along with other tools such as Google Earth, Notability, and Pinterest, can enrich the classroom with visual aids

to promote abstract thinking, language production, vocabulary acquisition, and intercultural awareness. Participants in this session are encouraged bring their laptops to workshop their own Prezis.

All levels, in English with examples in Spanish. Recommended: laptops, cables, adapters.

### 4 – Becoming a Change Agent Through Reflective Teaching by Hanan Khaled, DLI

Presentation goal is to increase teachers' self-reflection upon their teaching practices. Presenter shares characteristics of reflective teachers and theoretical and practical frameworks of reflective teaching. The first describes preconditions for reflection and types of beliefs that would differentiate between reflective and pseudo-reflective teacher. The second identifies tendencies and degrees of reflection. At the end, teachers take a self-assessment questionnaire to determine level and range of their reflection and share future plans in practicing reflective teaching.

### 5 – Essential EdTech to Improve Your Students' Listening and Engagement by Hugo Xiong, Head Royce School

The amount of EdTech available today is overwhelming and our students still aren't as engaged as we'd like them to be. Additionally, our students still struggle to understand native speakers. Go learn how to seamlessly integrate today's top tech into your lessons. The focus of this presentation is on technology with a small learning curve so you can use the tools that you learn about right away.

All levels, in English, with

Fall 2019

examples in Spanish, Chinese, and French. Recommended that you take a computer and/or tablet and/or smartphone.

### 6 – Awareness of the Role of Mindfulness in Foreign Language Acquisition by Mirna Khater, Defense Language Institute and Kara Mac Donald, DLI

Mindfulness is being present in the moment and offers many physical, learning and psychological benefits. However, many learners and educators are not attentive to the importance of self-awareness and self-directedness to avoid emotional and physical hindrances in performance. We explain the impacts of stress and others obstacles on students' learning and teachers' instructional practice and explores ways to eliminate such impediments through mindfulness. Attendees receive resources and methods to assist students and themselves.

All levels, in English. Recommended: Laptop.

### 7 – The Conflicts of Chinese teacher controlling practices in Western students by Sherry Hsiuhong Liang, Defense Language Institute

The level of teacher-student emotional re-

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# Fall 2019 Conference Program

*continued from page 13*

latedness influences student's perceptions toward the teacher and learning motivation, and vice versa. Teachers who teach in the USA but educated in their home countries have frequently encountered conflicts in the classroom. Enhancing intercultural communication from the early stage of language learning can internalize both parties cultural intellection but also promote a harmonious classroom.

All levels, and Ed.D., in English. Recommended: a thumb driver.

**8 – Incorporate Cultural Activities into Curriculum Design** by *Siyi Gao, Defense Language Institute, with Wenhua Cao, Li-yuan Liao, Sui Rao and Chao Xie*

The objective of this presentation is to show how cultural activities can be incorporated into curriculum design for beginning-level language learners. Innovative cultural activities are effective in helping learners understand the importance of applying target language and culture in daily life, boosting motivation and creating a positive learning environment. The presenters will share the design of various classroom activities, including lesson plans, activity materials, procedures for conducting activities, video footage, and students' feedback.

All levels, in English with examples in Chinese. Recommend that you have your laptop.

**9 – Grammar as the Bedrock for Building up a Higher Proficiency in Foreign Language Learning** by *Svetlana Davidek, DLI and Valentina Soboleva*

The presenters will share their approach to teaching grammar. The essence of the approach lies in the integration of all effective elements within the existing methods, traditional and contemporary, including psycholinguistic and transformative. The presenters will briefly evaluate those elements and demonstrate a comprehensive plan that systemically incorporates those elements, laying a foundation for developing all language skills. This approach guarantees the at-

tainment of higher levels of FL proficiency, so desired nowadays. Examples will follow.

All levels, in English with examples in Russian. Recommended that you have PC and adaptors.

**10 – Working with Anxiety Can Determine Success in Foreign Language Learning** by *Tanya de Hoyos, Defense Language Institute*

Students are constantly facing anxiety, a common phenomenon in the Foreign Language (FL) classroom. Overcoming this state of language, will help teachers and learners to understand the situation and make anxiety a positive aspect to serve learning and teaching purposes.

Although all aspects of using and learning a foreign language can cause anxiety, both listening and speaking are regularly cited as the most anxiety provoking of foreign language activities (MacIntyre and Gardner, 1994). Identify anxious students and make interventions to help them overcome when learning a foreign language will help them to find ways to make the best out of it. The more proficient in a foreign language students are, the less anxious they feel.

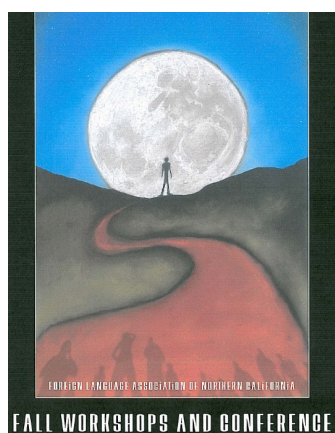
This presentation provides a broader perspective into some of the traits of being more proficient with students who experience anxiety, and how new habits help them succeed. This session also provides concrete examples of how to develop a plan to raise awareness of the supportive roles of family and classmates, based on literature review. This interactive presentation will be followed by a discussion of the implications this may have for teachers.

All levels, in English. Recommend: computer.

**11 – Developing Intercultural Communication Competence (ICC) Activities in Language Basic Courses** by *Tarek Elgendy, DLI*

The presentation discusses the development of classroom activities to build learners' intercultural communication competence. Intercultural communication activities incorporate both cross-cultural expertise and language skills. The goal of these activities is to enhance students' intercultural communication competence where they learn about the use of linguistic and extralinguistic features tied to the cultures.

All levels, in English, with examples in Arabic. Recommend that you have a Mac Laptop.



# Fall 2019 Conference Program

## 12 – **Neuroscience in Your Classroom** by *Tatiana McCaw*

Brain-based learning and teaching have the potential to increase motivation and academic achievement. The goal of this presentation is to introduce research-based strategies that promote a brain-friendly foreign language classroom. The presenter will also demonstrate how to integrate these strategies into a lesson.

## 13 – **Millennials, Gen Z-ers and Beyond. Effective Strategies for Student Engagement** by *Tatyana Nerovna, DLI Foreign Language Centre*

The session outlines teaching approaches that might help with engaging 21st century students in active participatory learning. The presenter will share findings on differences between Millennials and Gen Z-ers and offer practical innovative strategies for creating student-centered learning environment to facilitate the effective language acquisition and promote critical thinking.

All levels, in English. Recommend that you have Flash card, CD-ROM and MacBook Pro.

## 14 – **What makes it hard to acquire a good Chinese pronunciation, and intonation?** by *Xiaoqi Wu, Defense Language Institute*

The presentation will focus on less commonly instructed topics and less practiced parts in CFL, namely, stress, intonation which involves sense grouping and pause. These elements show considerable effect on learners' progress as they move forward in their study, especially in the areas of listening and speaking. Studies (published and personal) and recent discoveries regarding these elements will be introduced. Useful strategies to help improve learning will be shared.

College level, in English and in Mandarin.

## 15 – **Effective classroom activities that are culturally responsive and skills integrated** by *Xibo Henderson, Defense Language Institute*

This presentation showcases three classroom activities related to directional words and usages of Chinese language. These activities integrate four skills in learning: listening, reading, writing and speaking. The essence of these classroom activities is not only for learning the language in a positive environment but also for building a team. Since all of these activities

Fall 2019

are gamified and blend both Chinese and American culture, they are easy and fun for American students to enjoy.

All levels, in English and in Chinese. Recommended that you take a MacBook.

## 16 – **Discourse-Oriented Approach for Chinese Reading Classroom** by *Xinhua Zha, Defense Language Institute Foreign Language Center*

This presentation examines what the discourse is in terms of language education and why we should emphasize discourse analysis, demonstrates different dimensions of discourse analysis by using Chinese authentic texts with teaching approaches applicable in classrooms, discusses the challenging issue - Reading between the lines, e.g. inferences and implications. We will use Chinese written passages as examples to analyze dimensions and patterns of discourse structures of Chinese texts.

Post-secondary level, in Chinese Mandarin.

## 17 – **Teaching Chinese pronunciation more effectively** by *Yaoliang Yan, Defense Language Institute*

Differing from the traditional approach, presenter will propose a new practice to teach Chinese pronunciation. He will argue that 4 tones should be taught at the sequence of “Half third-Second-First-Fourth” and explain the advantages of this practice. He will also suggest and explain why that more language components (e.g. vocabulary, grammar etc.) should be taught aside from pronunciation in order to make students' learning more fruitful. All levels, in Chinese.

*Continued on page 33*



## FLANC Salutes its Retired Members!

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

Send FLANC your  
Retired Dues  
to be included above.

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

## News From the Poster Front



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!

### Past Winners:

-•- [https://youtu.be/Glb\\_IQRvAvY](https://youtu.be/Glb_IQRvAvY)

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

-•- [https://www.youtube.com/watch?v=osJ7gNrG4ro&feature=em-share\\_video\\_user](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

**World Peace through World Languages!**

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

Upload your Video on YouTube and send a link to FLANC at [http://contact@flanc.net](mailto:contact@flanc.net)

Deadline is September 15, 2019

All entries will be broadcasted throught the day during FLANC's annual Conference on Saturday, September 21, at Salesian College Preparatory.

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

**Questions?** Please contact Sandra García Sanborn, at [garciasanborn@gmail.com](mailto:garciasanborn@gmail.com)

# News from the Language Fronts

*Continues from page 10*

the Spring of 2020. I deeply appreciate the willingness, warmth, and enthusiasm the Mexican Consulate brought to our classes. Gracias al Consulado de México en San Francisco por abrirnos las puertas al entendimiento de la situación migratoria y a la ayuda que pueden proveer estas instituciones hoy en día. ¡Hasta la próxima!

*Citlalli Del Carpio*

*Spanish Lecturer, Stanford University*



## Cuba Then and Now - Segment 1

As an academic couple specializing in literature, history, and Latin American Studies, we have gone to Cuba multiple times since the 1990s, usually organizing and leading groups of students, professors, administrators, and interested citizens. After a hiatus following a 2013 trip, we returned in 2018, arriving for the first time on a cruise ship.

We found important changes, mostly for the better, had taken place. The Cuba we experienced in September 2018 was more open, more prosperous and seemingly more forward-looking. Trying to take stock of what is new this time, especially given the re-establishment of diplomatic relations with the United States in 2014, we decided to record our observations. This is not an academic study or a travel account; rather it reflects our thoughts as experienced “Cuba hands.” We count many friendships on the island, and some of those cover a quarter century of U.S.-Cuba relations; we want their voices to accompany this report.

Special Period. Anne first visited Cuba in

1990s, in the depths of the “special period” that followed the cessation of Soviet and Eastern bloc aid to Cuba after the collapse of the Soviet Union. Economists estimate that the Cuban economy shrank by half in the mid-1990s, the worst collapse of the last century in the western hemisphere, and the effect on people’s everyday lives was dev-

astating. With fuel in short supply, prolonged backouts became the norm. Anne remembers the capital city as completely dark at night except for the lights of the Spanish embassy and saw water being hoisted to apartments by buckets. Food was scarce, and Anne felt guilty being offered meals that Cubans did not have; she discreetly shared whenever possible. The populace lost weight, and some suffered

from malnutrition, including a neuropathy epidemic that especially plagued mothers and grandmothers. Cars disappeared from the streets, replaced by bicycles and horse carts, while dump trucks doubled as buses. The government later deployed huge steel boxes on wheels, that could be towed by tractors. They were dubbed camellos (camels) because of their odd shape. People lined up for blocks to cram into the sweltering conveyances because transportation was a critical problem.

In 1994 the balsero or rafter exodus to Florida registered the deep despair that drove tens of thousands to set off in makeshift vessels and rafts. Not all survived, and those apprehended at sea by the United States were taken to the Guantanamo Bay U.S. Naval base (in Cuba!) to decide their immigration status. The crisis of 1994 prompted Cuban physiology professor, Nancy Alonso, to begin writing stories, and her book *Cerrado por reparación* (Closed for Repairs) has been called the best description of the special period in fiction.

Because the island had little access to hard currency, its peso had scant value beyond local transactions. When Europeans and Canadians began arriving as tourists, joining a growing number of Americans dodging restrictions, the U.S. dollar and other currencies became more common, and “dollar” stores appeared. Physicians, university professors, and other professionals took jobs as waiters and taxi drivers to earn hard currency from tourists, and a few, the truly desperate, turned to prostitution to be able to purchase



## News from the Language Fronts

clothes, shoes, household goods, and food that was available with foreign currency.

1996 also saw Bill Clinton's first attempt to normalize relations with Cuba fail, when Fidel's air force shot down two Brothers to the Rescue (Hermanos al Rescate) planes over Havana. The exile-sponsored flights often entered Cuban air space searching for rafters trying to reach the United States and occasionally dropped propaganda leaflets over Havana. The downing of the planes doomed the attempt at rapprochement. A few elements of the thaw, like People-to-People visits, survived, and a second Clinton initiative in the late 1990s was matched by modest Cuban reforms in agriculture and small business. The draconian Helms-Burton Law, however, that threw up nearly insurmountable obstacles to a normalization with Cuba, enacted after the Brothers to the Rescue saga, bedevils relations to this day.

Increased remittances by Cuban Americans to relatives on the island became critical during the special period, for bolstering circulation of hard currency and providing funds for small businesses, so that in the early 2000s Cuba had an informal "dollarized economy." Then, in 2004, the government banned the use of dollars in favor of the dollar-pegged convertible peso called the CUC. The CUC became the currency used by visitors and for purchases in select stores (usually those frequented by tourists), and foreigners were obliged to change their euros, dollars, Canadian dollars, etc. for CUCs. Although President George W. Bush later rolled back some of the second round of Clinton policies, including making travel by student groups more difficult, exceptions to the embargo allowed trade in medicine and food to relieve shortages. By that time Venezuela had started shipping discounted oil that helped spur the slow but definite recovery from the special period. More on that later. Beginning in 2003, we took licensed groups of students from San José State University to Cuba where they were immersed in Cuban culture.

2013 trip. Our last organized group travel to the island occurred in 2013, when we led students, Fall 2019

colleagues, professors, and friends on a travel program that went from Havana to Santiago, with stops in Matanzas, Playa Girón (Bay of Pigs), Cienfuegos, the city of Trinidad and Valley of the Sugar Mills, Santa Clara, Remedios (one of the oldest settlements), and Bayamo (birthplace of Cuban independence. Near Santiago we visited the Church of Cuba's Patron Saint (La Virgen de la Caridad de Cobre, (right)). In Valley of the Sugar Mills (left) we saw the lookout tower at a restored sugar plantation, Manaca Iznaga. At the site of the Moncada Barracks, now a school, our group delivered needed writing supplies to the students.

Like all programs that we led to Cuba, this one was licensed and legal for all participants. In Havana we spent several days taking group members to city landmarks and giving participants specific cultural contacts that included visits with Cuban authors and making connections with Havana's Jewish community. Leaving the capital, we took a minibus across the island toward Santiago. At the time of our January 2013 travel, President



Obama had already loosened travel restrictions by executive order, unleashing a torrent of pent-up tourism from the United States. Large groups with ample budgets like those sponsored by university alumni associations and National Geographic competed for accommodations, which meant that our small group of travelers got hotels rated just fair or sometimes disappointing. Cuba in many ways was unprepared for the onslaught of visitors! The "intern/guide" assigned to our group almost always knew far less than we did, but we were able to fill in the gaps and provide accurate historical context as needed.

Our group bonded during the travel and held up admirably under the dislocations and occasional discomforts. Santiago had been hit by hurricane Sandy months before, and some services had not been fully restored. A pleasant surprise as we were departing was finding Franklin Knight, eminent historian of the Caribbean at Johns Hopkins University, at the airport; he was leading an alumni group back to the States.

*Continues on page 20*

# News from the Language Fronts

*Continued from previous page*



After 2013 we took a break from leading groups to Cuba. Travel restrictions were abating, and more people found ways to travel independently. Our favorite licensed travel agent retired for the same reason.

The next segment covers the 2018 trip and a 2019 update.

*Anne Fountain and Michael Conniff*



**MLS** has a good program in Costa Rica.

Interested teachers can visit <http://nationalspanishexam.org> and [www.mlsc.com](http://www.mlsc.com).



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



## Esperanto

"Today Esperanto is the most widely used international auxiliary language. The Universal Esperanto Association (UEA) / La Universala Esperanto-Asocio has members in 120 countries, and there are national Esperanto associations in 70 countries. Esperanto is most spoken in Japan, China, France, Germany, Italy, Poland, the USA, Brazil, Belgium and the UK. The number of Esperanto speakers is not known for certain, however the UEA estimates that there are hundreds of thousands and possibly millions of them.

According to Ethnologue, there were about 2 million Esperanto speakers in 2015, and in 2004 there were about 1,000 native speakers of Esperanto.

There is a flourishing Esperanto literature including books, magazines and poetry. Some of the literary works are originally written in Esperanto while others are translated from other languages. There are also Esperanto songs and a number of radio stations broadcast news bulletins in Esperanto.

*From the Internet*



## Filipino

The Philippine Public School Teachers Association (PPSTA) is the biggest and foremost professional association of public school teachers, a stronghold of more than 200,000 teacher-members all over the archipelago. The members include administrators, supervisors, classroom teachers, non-teaching support personal, nurses, doctors and dentists, all under the employ of the Department of Education.

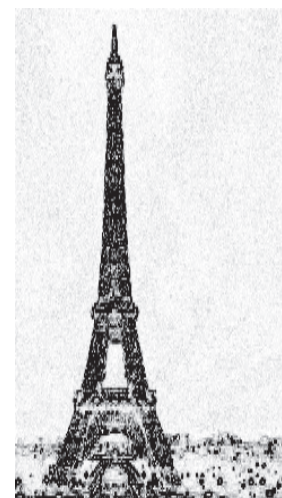
Mission: The PPSTA through the years has grown to be a major unifying force for government teachers striving to reach the ideals of education and their profession. PPSTA also serves as the financial security provider through its retirement, life insurance and Sariling Sikap Loan. From the humble beginnings in the 1930s led by the dynamic and youthful founder Ricardo Castro, it has blossomed to be an unwavering ally for the Filipino educator. Be it through its finance-related service arms like the Mutual Aid System and the Mutual Retirement Benefit System, professional scholarship programs or as a steadfast supporter of advocacies for the cause of education in the Philippines, the PPSTA continues to loyally fulfill its prime role of being the mother organization of public school teachers in the country.

*From the Internet*



## Français

**The Jeunes Amis du Français (JAF)** functions similarly to the SHF. Any middle or elementary school teacher can request a JAF Charter for a one-time fee. Because of the diversity of middle school and elementary school programs, a school must select the Cultural or Academic option. Each chapter must induct students at least once per year in order to remain active.



*Continues on page 27*

# NeaTeachBits

Continued from page 11

history). The next generations, the postmillennials, would not spy on the language spoken by their neighbors, coworkers, acquaintances, and business partners. Judgment by dialect, instantly determining friend from enemy, will disappear. Perhaps then the languages of the Balkans would become “a dialect with an army and navy.”\*\*\*

I am convinced that the new BCS will at some point disappear, perhaps as suddenly as it came into existence. One day, I believe people will feel freer again, language will be “given free reign,”\*\* and the new language will only have “dialects, none of which has the advantage over the others.”\*\*

---

\* HDZ was initially standing for “Hrvatska Domovinska Zajednica” instead for “Hrvatska Demokratska Zajednica”, as it is known today. The adjective “domovinska” translates into something like “belonging to the homeland”, i.e. “dom” or “home”. This denomination alludes directly to “domovinski rat” (the war for the homeland), which is how the Croats who sided with Hitler (known as “ustashas”) in 1941 called their war for independence from the Kingdom of Serbs, Croats and Slovenians. The 1941-1945 war in Croatia was very much like the 1990s war. The Croats wanted ethnically clean Croatia in both wars. They did not succeed during the World War II, but they definitely did achieve their goals during the 1990s war. Nowadays Croatia barely has any ethnicities other than Croats.

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\*\* Partial quotations under inverted commas are from Saussure’s “Course in General Linguistics”.

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\*\*\* Quoting a Russian Jewish sociolinguist and scholar, Max Weinreich who heard the sentence from a member of the audience at one of his lectures: “A language is a dialect with an army and navy.” A quip about arbitrariness of distinction between a dialect and a language. (Wikipedia)

*Jasminka Banic*  
*Lecturer of Spanish, English, German and Italian*  
*Mountain View, California*



## Honorable Mention of the Wallace Essay Contest.

Thank you for this opportunity to share my love for learning a foreign language. Through engaging with French literature, speakers, and media, I have fallen in love with the Francophone world and have expanded my knowledge of the world around me. I am delighted to share my love for French through my essay.

My name is Alyssa Sales, and I am a sixteen-year-old junior at Castilleja School. I began learning French in sixth grade and am currently taking AP French. These past six years have allowed me to expand my knowledge in foreign cultures and learn more about myself through different challenges and my connection with others.

An avid traveler, I desire to understand other cultures and experience them to the fullest extent. When I was younger, I visited my aunt who lives in France, and I was blown away by the beautiful culture in the country. Hoping to see and celebrate other cultures, I have dedicated my time into learning languages.

My love for French and my work in student government—as I have been the President, Vice-President, and Senator of my class—has fostered my interest in working in International Relations. I enjoy helping others and representing their beliefs, and my interest in languages and relationships with others has given me the opportunity to explore future careers that encompass my interests.

As someone who enjoys exchanging new ideas, challenging my thinking, and meeting others, I have participated in French Contests where I had the wonderful opportunity to meet other passionate

*Continued on page 22*



*Great Helpers at one of our Conferences!*

## NeaTeachBits

Continued from page 21

French-speaking students. I hope to continue this exchange of ideas and bonding with those who share my interests.

Furthermore, I fulfill my love for French and gain new perspectives by watching French Youtubers and translating my favorite shows in French, and reading French books. I hope to learn more about French media and literature by taking AT French Seminar next year.

Thank you.

*Alyssa Sales*



The largest urban park in Latin America...El Parque Matropolitano de Santiago, Chile.



The game 'Serpents and ladders', of Hindi origin, was used to teach religion y morals the the children.



**Egypt Tour** - "A wonderful, culturally rich experience is being had by all! Amazing tours of



ancient sites, medieval treasures, modern marvels, and informative lectures by local experts, and regular practice speaking with the very warm and hospitable Egyptian people, in the tour of these great lands.

One morning, after coffee, we headed to the Cairo airport to fly to Aswan and visit the many beautiful sites in the

*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!*

Southern regions of Egypt."

The three photos on this page sent by Gaye sure prove it!

*Gaye Walton-Price*



### 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 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 this newsletter, page 2, and/or website at [www.flanc.net](http://www.flanc.net).

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



I recommend visiting the website below for obtaining fine cultural materials for Spanish or French programs. Visit <http://www.teacherpayteachers.com/Store/Miraflores> for free cultural materials.



[www.flanc.net](http://www.flanc.net)

# EMILIA ROMAGNA WITH SUSAN



## BUON GIORNO 'EMILIA ROMAGNA

October 19 - 26, 2019

Land Program Package Rates USD \$2,540 per person, based on twin share  
Deposit payment due: USD \$700/per person by August 15, 2019  
Final payment due: September 9, 2019  
the price includes: private transportation with Italian-speaking driver for all transfers and excursions - half or full day as outlined in the program. Price is based on a minimum of 8 participants. If the number of participants is less than 8, the cost of the trip will be increased based upon actual number of tour members/participants.  
Trip Interruption/Cancellation insurance is available and strongly recommended.  
Flights available at additional costs. Call Fugazi Travel.

Susan's Immersion Program Featuring  
Private guided tours  
Food & Wine tours and tastings  
Aceto Balsamico tasting  
Italian lessons at breakfast with Susan

### About Susan

Susan Galindo Schnellbacher earned a Bachelor of Arts in French and Italian from the Middlebury Institute of International Studies at Monterey, California, as well as a lifetime credential in English as a Second Language, French and Italian from UC Berkeley Extension. She designs and implements interactive lessons, focusing on immersion into the target language. Her students range from travelers to foreign business professionals, and in addition to teaching, she provides legal interpreting and translation services.

Susan has traveled extensively in Europe, including her most recent immersion trips to the regions of Puglia, Basilicata, Lazio, Abruzzo, Umbria and Campania. She is a travel advocate and as international project manager, she has partnered with Fugazi Travel for over twenty years.



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## Meet our Executive Council

**Jasmin Banic** holds a double B.A. in English and in German Language and Literature from the University of Osijek, Croatia and a B.A. in Spanish from the Escola Oficial d'Idiomes, Barcelona, Spain. She taught and translated English, German, Spanish and Italian in Croatia, Germany, Spain and Costa Rica before coming to the Bay Area in a pursuit of new multilingual challenges.



She teaches German at the Goethe-Institut, San Francisco, and at GISSV Saturday School, Mountain View. She teaches Spanish, English, and Italian privately at Jasmin's World Languages, Mountain View, and with Global LT, Troy, MA.

Among her likes are plants, especially cacti, speaking many languages, and making friends.

Throughout her career that spans several decades, Jasmin has taught students of all ages and backgrounds. Jasmin believes that her students' perceptions of life, their learning styles and different approaches to language acquisition are her most valuable assets. She notes that both teaching and learning languages are fascinating mirrors of people's minds and their respective cultures. Jasmin's mantra is "Words matter. Language matters. Together they are the way into human hearts."

Her research is concentrated on cognitive semantics and semantic contrastive analysis among several Indo-European languages. She is an active member of MLA (Modern Language Association) and FLANC. She has presented at various FLANC conferences.

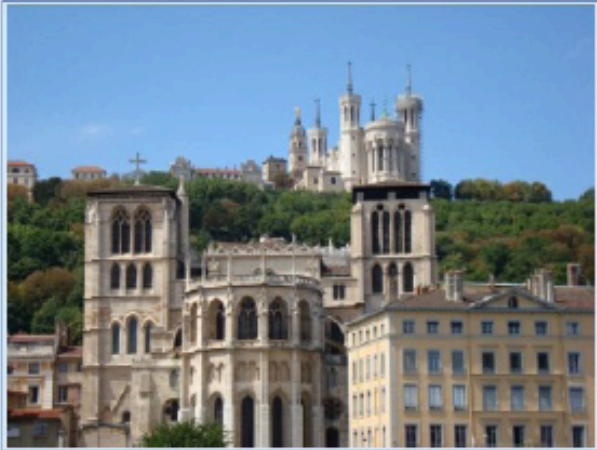
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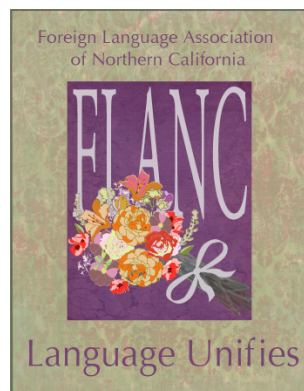
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Registration and detailed program on our website

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- Excursions to places of historic & cultural interest; *rencontres insolites avec les Lyonnais*
- Lodgings in deluxe hotel in Lyon, dining among the locals
- Day trips to Aix-les-Bains, Le Chambon-sur-Lignon, Route des vins de la Vallée du Rhône
- Earn 85 professional development hours
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- Venez nombreux vous joindre à nous !

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# FLANC



## Fall 2019 Conference Registration Form

# World Peace Through World Languages!

Saturday, September 21, 2019 • Salesian College Preparatory

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

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

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

\_\_\_\_\_ on line or \_\_\_\_\_ print copy

### Pre-registration Fees (Pre Reg Deadline - September 13)

Member  \$40

Non-Member  \$50

Student  \$10

### On-site Registration Fees

Member  \$50

Non-Member  \$65

Student  \$15

**Lunch**  \$20 *(Light Breakfast & a Delicious Lunch!)*

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

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

### FLANC Membership Dues

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

Individual (\$35)     Adjunct/Non-Tenured (\$20)     Retired (\$25)     Student (\$10)    \$ \_\_\_\_\_

Grand Total Enclosed: \$ \_\_\_\_\_

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

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

# News from the Language Fronts

Continued from page 20

The sponsoring teacher must be a current AATF member. Also, there is a per student induction fee. Each student will receive a certificate attesting to his or her membership. Additional materials will be available for purchase. Membership in the JAF does not imply membership in the SHF nor give the student the right to SHF materials.

*From AATF's website*



At [www.frenchteachers.org](http://www.frenchteachers.org) there are many Classroom Activities for you and for your students.



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



*So, did you watch this year's Tour de France?  
First time that the Yellow went to someone from  
the Americas...  
Columbian Egan Bernal!*



## Italiano



“If you are looking for an **Italian school in Rome**

historic centre you should know that Clidante is the perfect choice for you! The capital of Italy can be chosen as the city where to learn Italian: you can join one of the courses offered by Clidante and improve your language skills.

Which are the courses available? Discover Clidante's courses available to learn Italian in Rome. First of all, you can choose to follow a group course or to learn the language with an individual course. In the first case you will learn Italian in a classroom with other students who want to reach your same goal, instead in the second case you will have a personal teacher who will help you improving your language skills faster.

You can also choose special courses, thanks to which you will not only learn Italian language, but you will also discover the culture of the country or learn other competencies. For example you may join internship program in order to have a language course, but also work placement in Rome.

For students who want to learn the language, but who cannot follow lessons in classroom, Clidante has online courses. Students will learn with Skype lessons, so that lessons can be scheduled according to personal commitments.

*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 47th Annual Japanese Speech Contest for Elementary School Students

On Sunday, March 3, 2019, 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

  
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# News from the Language Fronts

Continued from page 27

47th Annual Japanese Speech Contest for Elementary School Students at the Japanese Cultural and Community Center of Northern California (JCCCNC).

Despite the stormy winter weather that continued to hit the San Francisco Bay Area since late February, as many as 33 students from 7 local elementary and Japanese language schools (American International Montessori School, Clarendon JBBP Elementary School, Kinmon Gakuen, Pine Japanese Language Afterschool, Rosa Parks JBBP Elementary School, Sakura Gakuen, San Mateo Nippon Gakuyen) participated in the contest and demonstrated the results of their Japanese studies at this year's competition.

An audience of as many as 150 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, such as favorite foods, family members, and future dreams, with the support of teachers and family members.

We appreciate the work of the judges and the donations received from various firms and individuals. Thank you to the contestants, schools, judges, sponsors, and everyone else who helped make this year's contest a great success. Also, we gratefully acknowledge the assistance of FLANC to realize the contest.

**Category 1:** Students who come from homes where Japanese is not spoken (Grades 1-3)

*1st Place:* Eleanor May Twardos (Grade 3, Clarendon JBBP Elementary School)

“The Story of My Beginning”

*2nd Place:* Sophia Okuda-Lau (Grade 3, San Mateo Nippon Gakuyen)

## 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.**



“I Want to Be a Fashion Designer”

*3rd Place:* Jonah Adam Goldstone (Grade 3, Clarendon JBBP Elementary School)

“My Neighborhood, Bernal Heights”

*Special Recognition:* Alani Jeansuwan Sanith (Grade 2, Pine Japanese Language Afterschool)

“Girl Scout”

**Category 2:** Students who come from homes where Japanese is spoken (Grades 1-3)

*1st Place:* Mike Fujii (Grade 3, Sakura Gakuen)

“The Miracle Medicine”

*2nd Place:* Joseph Kawano Spargo (Grade 2, Sakura Gakuen)

“Building Japan”

*3rd Place:* Kei Chanyontpatanakul (Grade 2, Sakura Gakuen)

“Big Brother”

*Special Recognition:* Ellie Mori Minami (Grade 3, Clarendon JBBP Elementary School)

“Fred Korematsu and My Father”

**Category 3.** Students who come from homes where Japanese is not spoken (Grade 4 and above)

*1st Place:* Emily Roan (Grade 5, Sakura Gakuen)

“Echizen Washi Paper”

*2nd Place:* Leo B. Thomson (Grade 4, Clarendon JBBP Elementary School)

“Into the Air”

*3rd Place:* Masao Li (Grade 4, Sakura Gakuen)

“Grandpa's Morin Khuur”

*Special Recognition:* Tyler Tachiki (Grade 5, Clarendon JBBP Elementary School)

## News from the Language Fronts

“The Kanagawa Bond Lives On”

**Category 4.** Students who come from homes where Japanese is spoken (Grade 4 and above)

*1st Place:* Leo Linsley (Grade 5, Clarendon JBBP Elementary School)

“My Great-Grandfather, the Coal Miner”

*2nd Place:* Kai Michael Lyddan (Grade 5, Clarendon JBBP Elementary School)

“My Favorite Food is Takoyaki!”

*3rd Place:* Saya Chanyontpatanakul (Grade 4, Sakura Gakuen)

“My New Family Member”

*Special Recognition:* Ayame Sengoku (Grade 5, San Mateo Nippon Gakuyen)

“Kohaku Uta Gassen”

### Judges

• *Mr. Kazuhiro Iryu*

Deputy Consul General, Consulate General of Japan in San Francisco

• *Mr. Yasuhiko Yodo*

Chairperson, Education Committee, Japanese Chamber of Commerce of Northern California

• *Ms. Junko Ito*

College Representative, California Association of Japanese Language Teachers

• *Ms. Yachiyo Komori*

Instructor, Japan Society of Northern California

• *Mr. Matthew Hunter*

Associate Producer, Localization, VIZ Media, LLC

*Masahiko Minami, San Francisco State University*



## Português

**The Portuguese Newsletter** is a biannual bulletin published each fall and spring. News content can be submitted in English or Portuguese in the areas of applied linguistics, cultural studies, film studies, interdisciplinary studies, language, linguistics, literature, and other topics related to the study and teaching of Portuguese.

The mission of the newsletter is to honor individuals with outstanding contributions to the Portuguese-speaking academic community and inform

Fall 2019

readers of professional and academic events and accomplishments in the United States.

Any questions about The Portuguese Newsletter can be directed to M. Luci Moreira (moreiral@cofc.edu).

*From the AATSP website*

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

Remember:

**‘Monolingualism is a curable disease.’**

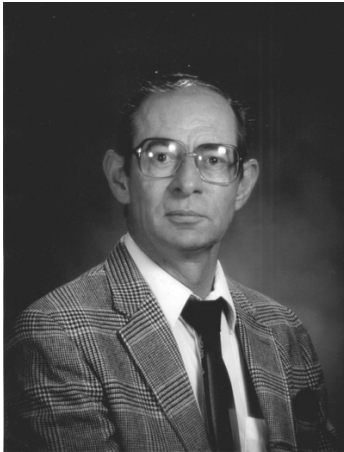
## Teach on!



*FLANC President with French exchange student Florian Dalloz... Mastering English, Spanish, and, of course, French. He is truly a star student!*

# Honored FLANC Members

Compiled by fz



This page is in honor of FLANC long-time members, all of whom where there, in 1952, when FLANC was born.

**Norman, “Norm” Litz** was our indefatigable Treasurer, our money

man, keeping FLANC afloat and always concerned about our finances, always looked for funds for FLANC and for our world language teaching colleagues. He was there, at every Spring and Fall Conference, guiding the Executive Board, priving input into their programs, keeping our books, and constantly recruiting new members for our organization.



**Cecilia Ross** is part of 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. 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.



**Gisèle Hart** devoted 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 Northern California had Gisèle Hart as their master teacher and were unbelievably lucky to have had her as a guide into our profession. Her’s was a quiet, calm smiling presence in the classroom, rather serious; *c’est-à-dire*, there was never any question about who was in charge.

These three most excellent teachers were my mentors because of their devotion and ideas on World Language Teaching, and I thank them!

**Teach on!**



## FLANC Membership Dues For 2019-2020



Individual FLANC.....	\$ 35.00
Adjunct/Non-Tenured.....	20.00
Retired.....	25.00
Student/Student Teacher ( <i>Circle one</i> ).....	10.00
Life Membership (1 payment).....	450.00
FLANC Scholarship Fund Contribution.....	\$ _____
Cecilia Ross Memorial Grant Donation.....	\$ _____

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

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

**PLEASE PRINT**



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

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| <input type="checkbox"/> AATI (Italian)                 | <input type="checkbox"/> AATSEEL (Slavic and East European) |   |
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| <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.flanc.net***

# 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 2019 Conference Program

Continued from page 15



## 18 – **The Real Epiphany in Reflective Teaching: Teacher’s Experience** by Yerie Han, Defense Language Institute Foreign Language Center and Jeongsun Kim, DLIFLC

Two foreign language instructors shared their

experiences while participating in the Reflective Teaching Program (Hall & Simeral, 2015). Over a six-week period, they daily reflected on lesson planning, teaching strategies, students’ response to instruction and ability to adjust teaching to meet students’ evolving needs. Through the process, they came to a deeper understanding of what works and what doesn’t in today’s language classroom, with a compilation of their personal reflections.

All levels, in English and Korean.

## 19 – **Reading Comprehension Strategies for Chinese Language Learners** by Yi Xu, Defense Language Institute Foreign Language

Often we can see that learners are familiar with every single Chinese word in a text but still not be able to grasp the meaning. Transforming students into strategic readers goes beyond knowing a lot of words. This presentation focuses on strategies that proved to be the most important approaches to teach Chinese reading comprehension: knowledge building, vocabulary teaching, and comprehension checking. It also demonstrates teaching approaches applicable in classrooms.

Post-secondary, in Chinese Mandarin

## 20 – **Applying Culture and Language Integrated Learning (CLIL)** by Ying Amatya, DLI

The model in Overseas Study Culture and Language Integrated Learning (CLIL) engages language learners in meaningful real-life tasks and enhances learners’ language proficiency as well as cultural knowledge. The presentation illustrates the application of CLIL Model in a faculty-led short-term Chinese language overseas study program. The strategies employed include implementing content-based instruction, designing real-life scenario-based learning tasks, conducting overseas study program

quality control, and creating a post-immersion cultural showcase.

All levels, in English and Chinese. Recommended: your laptop.

## 21 – **Teaching L2 Composition in the Transformative Era** by Svetlana Davidek, DLI

Despite the advanced technology used in the L2 classroom, writing skills remain to be so essential in modern society. The presenter will invite the audience to discuss the challenges L2 learners face when writing in an L2 as well as what the teachers might need to keep in mind to teach writing effectively.

All levels, in English. Recommend that you have a PC and an adapter.

## 22 - **An Analysis and Study of Er sound and Ernized Sound in Mandarin Chinese and Beijing Dialect** by Jingzhen Yuan.

Mandarin and Beijing dialects contain a large number of children and children. For example: men, daughters, athletes (children’s words); children, flavors, daughter-in-law (children’s voice). These babies and children’s vocalizations add infinite color and charm to Chinese. But because they are sometimes regular, sometimes they have no rules. There are different meanings in the child’s voice and no child’s voice (for example: a team - a pair of children; a small child - a small child). These have brought some confusion and trouble to the speaker and language teaching. When should I say and should I say babies and children? Is there any law in the children’s words and children’s voices? What is the grammatical and practical function of the child’s voice in communication? This report will analyze and explore these aspects and point out their significance in classroom teaching. This report will be discussed in the following areas. 1. Foreword, 2. The origin of children’s words, 3. Children’s words and definitions, 4. The rules of children’s voices, 5. The function of children’s voices, 6. Conclusion. --Post Secondary level – Presentation in English and Mandarin.

## 23 - **Implementing Linguistic spaces and ideologies as a pedagogical practice in the foreign language classroom** by Mirta Maldonado.

Continued on page 37

# For your Agenda, 2019-2020

## 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 9-12, 2020,  
**16th Modern Language  
Annual Convention -**  
'Being Human', in Seattle.

Info at <http://www.mla.org/convention>.

April 2-5 • **SWCOLT's Conference**, at Anaheim, California. Info at [www.swcolt.org](http://www.swcolt.org).



April 2 - 5 • **CLTA, California Language Teachers' Association Annual Conference** at Anaheim, California. Info at <http://clta.net>.



La Semaine du Français, was in July this year...what did you do in your classroom!



July • **93rd AATF Annual Convention**, in Trois-Rivières. Info at [www.frenchteachers.org](http://www.frenchteachers.org).

July 9 - 12 • **102nd Annual Conference of the American Association of Teachers of Spanish and Portuguese**, en el Caribe Hilton, San Juan Puerto Rico. ¡102 años...híjole! Info at [www.aatsp.org](http://www.aatsp.org).



October, 2020

## FLANC

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through Languages!*

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and  
Conference  
2020**



at Chabot College, Hayward.

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



November 22-24, 2019  
• **Annual AATG Conference** in the Henry B. González Convention Center and Grand Hyatt Hotel, San Antonio, Texas. Info at [www.aatg.org](http://www.aatg.org).

November 22-24, 2019 • **Annual AATI Conference**, the Henry B. González Convention Center and Grand Hyatt Hotel, San Antonio, Texas. . Info at [www.aati-online](http://www.aati-online).



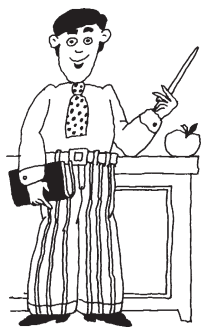
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Convention &  
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Info at [www.actfl.org](http://www.actfl.org).



**FLANC in 2020  
'Transformation through  
Languages'**

# FLANC Fall Conference 2020



## *Transformation through Languages*



**October**  
TBA

### **Presentation Proposal Form**

**Presenter Information :**

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

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

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

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

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

FLANC member 2019-2020 : Yes \_\_\_\_\_ No \_\_\_\_\_

(Non-members must be members of FLANC, or pay a Conference fee.)

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

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

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

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

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

\_\_\_\_\_

**Abstract** (100 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:** [contact@flanc.net](mailto:contact@flanc.net)

**All proposals should be received by June 20, 2020**

Thank you for your interest.

# FLANC Executive Council for 2019-2020

<b>President, FLANC</b>	Sandra García Sanborn <i>CSU Stanislaus</i>
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<b>University Representative</b>	Noriko Nagata, <i>U of San Francisco</i> Sandra García Sanborn

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<b>Northern California Japanese Teachers' Association</b>	Masahiko Minami <i>San Francisco State University</i>

Do you have any ideas for your teaching colleagues?

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

Does your activity cross language barriers?

Any unique classroom stories?

Let's share them! • Get them to fz!

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



**Conference!**


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

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


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

Please Register Today at  
**[www.fla-nc.org](http://www.fla-nc.org)**

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

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

# Fall 2019 Conference Program

*Continued from page 33*

The following session aims to explore different ways in which teachers and students can unpack and reconstruct the foreign language classroom as a linguistic space where visual texts and materials transform language practices. In doing so, we will analyze how spaces are modified to display language in the classroom in order to provide students with more authentic and organic linguistic context, which in turn help students develop their pragmatic and communicative competence in the target language. All levels, in English.

## 24 - Analysis and Research on the Children's Words/Children's Phonetics in Mandarin and Beijing Dialect by Yuan Jingzhen.

Mandarin and Beijing dialects contain a large number of children and children. For example: men, daughters, athletes (children's words); children, flavors, daughter-in-law (children's voice). These babies and children's vocalizations add infinite color and charm to Chinese. But because they are sometimes regular, sometimes they have no rules.

## 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)



# Teach on!

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Martha C. Arnold	Lin Domizio
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Foreign Language Association  
of Northern California

POBox 92  
Hayward, CA 94557

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

**Attend**  
**FLANC's**  
**Fall Workshops and Conference**  
**September 21, 2019**  
**Salesian College Preparatory**

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

**FLANC Newsletter**

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**Fall 2019**

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**Moving?**

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

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

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

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

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

email \_\_\_\_\_

School \_\_\_\_\_

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

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

*and mail, fax or email to*

