

FLANC NEWSLETTER

Volume LXXI, Number 1

Fall 2013

FLANC Fall Conference!

October 25 & 26, 2013
Chabot College, Hayward

FLANC's Executive Council hopes that you join us for our members' favorite FLANC event – the annual Fall Conference. We are proud to provide you with the opportunity for a unique learning experience at San Francisco State University, on Friday and Saturday. There will be practical Workshops, excellent Interest Sessions, delicious food, great company, and fantastic ideas for our



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

Teach on!

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

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President's Message

My schedule this year from spring through summer was different from that of the past several years. First, while I normally teach three courses at San Francisco State University, I spent my sabbatical semester on working on an edited volume entitled the "Handbook of Japanese Applied Linguistics," one of the eleven handbooks on Japanese linguistics to be published in the next several years. Second, while I usually spend early June in Japan, I left San Francisco much later this year. This is in part because I continue to be a guest professor at the National Institute for Japanese Language and Linguistics (NINJAL) in Tokyo. But more importantly, because I am planning to hold the Eighth *International Conference on Practical*

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www.fla-nc.org

WHAT IS CULTURE?



Join us at our cross-cultural ★ Lunch Social ★

FLANC Conference, October 26, 2013, 12-1pm

Teachers Unified for the Future

(TUF), a Committee of the Foreign Language Association of Northern California (FLANC) invites all world language teachers and graduate students to share how you celebrate a national holiday, and how it changes when celebrated internationally, such as Cinco de Mayo, Independence Day, Oktoberfest, Children's Day, Quatorze Juillet, Labor Day...

All conference participants welcome!

**Chabot College, 25555 Hesperian Blvd,
Hayward, CA**

- Come and enjoy the diversity of our cultural celebrations!
- Invite and bring your friends!

News from the Language Fronts

Compiled by fz

加州中文教師協會



Chinese

The Chinese Language Teachers Association of California

(CLTAC) is a nonpolitical, nonprofit educational and professional organization. The mission of

CLTAC is to promote the study, teaching, and research of the Chinese language and culture on all educational levels; to provide a platform for Chinese instructors to share and exchange teaching experience, ideas and information; to serve as a source for professional development and lifelong teaching; to enhance the quality of Chinese language teaching at all levels; to provide a network of support service to Chinese language teach-

ers; to enhance the awareness of the importance of the Chinese language and culture.

CLTAC was established in early 1960s. Its current membership comprises approximately 400 K-16 Chinese language education professionals in California. In addition to other professional activities, CLTAC organizes annually a Mandarin Speech Contest, a Spring Conference, and a Fall Workshop.



The Chinese Language Teachers Association, Inc. (CLTA)

“is a professional organization devoted exclusively to the study of Chinese language, culture and pedagogy. (See our Mission Statement.) In the years since our establishment in 1962, the Chinese Language Teachers Association has both reflected and responded to changes in our students, our teachers and our world. Although approximately half of our membership is composed of specialists in Chinese language, literature, linguistics and culture teaching at colleges and universities throughout the world, we increasingly count among our membership teachers of Chinese at primary and

Continued on page 6

Chabot College Conference tidbits

For the Workshops and Interest Sessions in the Fall, let us know which of these you would like us to present. A quick email to me at machetez@sbcglobal.net will do.

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

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



Plan Early for an Eco Friendly Conference Experience!

Think Green!

Take BART to Hayward, then Line 22, which leaves every half hour beginning at 5:45am
And/or take a Friend to the Conference!

It will be a nice, scenic, environmentally friendly ride, much appreciated by Mother Nature. I thank you!
Fall 2013



Cecilia Ross Memorial Grant Award

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

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

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

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

Criteria for Application

The person applying for this Grant must present the following:

1. Be teaching a foreign language in K-12, College, or University.
2. Be a paid-up member of FLANC for the current year and the previous year.
3. Submit a description of the project for which the Grant will be used, e.g.,
 - a) Provide for the improvement of language instruction in the classroom.
 - b) Present a project which would enhance the cultural knowledge of students in the classroom.
 - c) Present methodology for the improvement of instruction.
 - d) Need to submit a budget
 - e) What other funding will be asked for to complete this project?
4. Submit a letter of recommendation from a School Administrator or the Department Chair.
5. Applications must be received by May 31, 2014.
6. Award recipient will be required to write an article for the Newsletter, and present the project at that year's FLANC Conference.

Applications in **duplicate** are to be sent to:

FLANC Cecilia Ross Memorial Award Committee
c/o Francisco Zermeño
POBox 92
Hayward, CA 94557

The Award is up to \$1,500.

The Award Winners will be contacted by June 2014 and announced at the FLANC Fall Conference.

1995, Wendy Ruebman, Albany High, Albany; 1996, Anne McCormick, U.C. Berkeley, and Sheree Lin, Cal State University of Hayward; 1997, Rebecca Shirah, Sacred Heart Cathedral Prep. of San Francisco; 1998, Lynda Southwick, Mendocino College, Ukiah; 1999, Ignacio González of Sacred Heart Cathedral Prep of San Francis-

Cecilia Ross Award



co; 2001, Lois M. Moore, San Marin High School. For 2002, Adelaida Cortijo, UC Berkeley, did a writing project for Spanish, and Martha Melara, Cathedral Prep High School, San Francisco, did a presentation on integrating technology in the FL curriculum. For 2003, Rakhel Villamil-Acera, U.C. Berkeley. For the year 2004 there are two winners: Lynda Southwick, Mendocino College, Ukiah, doing a project called "Bretagne Culture Capsule" and Dolores Isern, U. C. Berkeley, doing "Aproximaciones hacia la enseñanza de la escritura: el ensayo de exposición". The most recent winner is Caroline Kreicle, who teaches at Merced Community College.

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

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

Application for the Cecilia Ross Memorial Grant

*The Cecilia Ross Memorial Grant will be changing criteria,
to be announced in the Spring Newsletter!*

Name _____
Address _____

School _____
Address _____

Name of Principal or Department Chair _____
Address (if different from above) _____

Title of Project _____

Are you receiving any other funds for this project? Yes _____ No _____

What are the dates for this project? Beginning _____ Ending _____

Additional materials needed for submission:

1. A letter of recommendation from a department head or principal, indicating your experience in the classroom and a comment on the project itself.
2. A brief description of the project, limited to one page double spaced.
3. A commitment to present the project at our next FLANC conference after receiving the grant.
4. A curriculum vitae, no more than one page, showing your professional experience in the teaching profession.

Thank you for your application.

News from the Language Fronts

Continued from page 3

secondary schools and Chinese community schools, as well as students of the language and other interested parties. From each of these diverse types of experts, we learn much, and can consequently give much more to all of us engaged in the learning and teaching of the Chinese language.

While the focus of our organizational energy is most concretely evident in our various publications and at our annual meeting, we are constantly seeking to expand our range of service to the Chinese language teaching profession. Specifically, we are presently working on two major initiatives: (1) to act as an advocate for and facilitator of enhanced articulation among all Chinese language learning settings, including the integration of non-textbook-specific national standards; and, (2) to serve as a provider of teacher training programs of both a pre-service and in-service nature. We are also dedicated to enhancing classroom-based application of the results of empirical research on Chinese language acquisition and instruction. And finally, the fact that you are reading this by electronic means is a result of the commitment of the Association to increased integration of technology into Chinese language pedagogy.”



Deutsch

The **German American Chamber of Commerce** is pleased to announce the seventh Transatlantic Program - Young Technology Leaders delegation focused on “Automotive R&D.” TAP-YTL will offer 12 select participants the chance to explore cutting-edge developments and innovations in automobile design and production during an intensive, 8-day trip throughout Germany from November 10 - 18, 2013.



AATG’s German Centers of Excellence program identifies and honors excellence at all levels of instruction K-16. The designation is presented to a well-established and growing German FLANC Newsletter

program with strong support from the administration, colleagues, alumni, parents, and students. Interested in having your school recognized as a German Center of Excellence?



The Berlin Program for Advanced German and European Studies offers up to one year of research support at the Freie Universität Berlin. It is open to scholars in all social science and humanities disciplines, including historians working on German and European history since the mid-18th century.

From AATG’s website.



Español

¡Atención, Profesores de español!

AATSP/Northern California La Mesa Directiva de AATAP/NC invita a todos los profesores de español a reunirse con nosotros durante la conferencia de FLANC en Chabot College el 26 de octubre.

Ya está reactivado el capítulo y queremos charlar con los miembros durante la hora del almuerzo para saber cuáles son los intereses de los miembros y cómo ponerlos en marcha.

Si quiere alguien enviarnos ideas antes de la reunión, favor de escribirle un correo a Agnes Dimitriou, indicando el tema de AATSP.

Mil gracias, Agnes Dimitriou, agnesd@nomos.org y Francisco Zermeño. ¡Nos vemos!



Herramientas para el aprendiz. Aprender una nueva lengua le permite al aprendiz entrar a un mundo en donde se encontrará con nuevo vocabulario, nuevas formas de expresar y describir el alrededor. En el transcurso de aprender una nueva lengua los obstáculos que presentan suelen ser diversos puesto que además de estar adquiriendo algo nuevo, el/la alumno/a se enfrenta con una nueva cultura, con otro contexto de vida y para eso es importante adquirir todas las herramientas posibles para no decaer en el proceso de ser bilingüe, trilingüe o poliglota.

News from the Language Fronts

Para aquellos que están aprendiendo español y les interesa la cultura mexicana, La academia mexicana de la lengua ofrece un sitio rédico llamado ESPIN - español inmediato. Este sitio es gratuito y por lo cual se debe tomar ventaja puesto que ofrece variedad de recursos que pueden ayudar a entender la lengua española que se habla en este país. En la página principal se encuentra una barra de consulta. En caso de que no encuentre la definición de la palabras que quiere consultar, existe la opción de comunicarse con el personal de ESPIN, quienes le responderán en un día o dos (*espin@academia.org.mx*).

Además, podrá encontrar las efemérides de la semana, enlaces a diferentes sitios informativos los cuales le ayudarán a incrementar su vocabulario y conocer sobre la cultura mexicana entre otros países. Dichos sitios son la Real Academia Española, diccionario de mexicanismos, diccionario geográfico, entre otros. Y si está interesado en explorar aún más, ESPIN incluso ofrece una sección de sitios de interés como CONACULTA, Instituto nacional de bellas artes, instituto Cervantes y Biblioteca virtual Miguel de Cervates, sitio que ofrece acceso gratuito a gran a cantidad de obras literarias clásicas como las de estos tiempos.

Visite <http://www.espin.org.mx/pl/> para que Ud. mismo/a vea que gran herramienta puede llegar a ser, al igual para sus estudiantes como para cualquier persona interesada en aprender español de México .

América Salazar, San Francisco State University



Curiosidades léxicas del idioma español.

- El vocablo reconocer se lee lo mismo de izquierda a derecha que viceversa.
- En el término centrifugados todas las letras son diferentes y ninguna se repite.
- En aristocráticos, cada letra aparece dos veces.
 - En la palabra barrabrava, una letra aparece una sola vez, otra aparece dos veces, otra tres veces y la cuarta cuatro veces.
- El vocablo cinco tiene a su vez cinco letras, coincidencia que no se registra en ningún otro número.
 - El término corrección tiene dos letras dobles...
- Las palabras ecuatorianos y aeronáuticos poseen las mismas letras, pero en diferente orden.
 - Con 23 letras, se ha establecido que la palabra elec-

troencefalografista es la más extensa de todas las aprobadas por la Real Academia Española de la Lengua.

- El término estuve contiene cuatro letras consecutivas por orden alfabético: stuv.
- Con nueve letras, menstrual es el vocablo más largo con solo dos sílabas.
- Mil es el único número que no tiene ni o ni e.
- La palabra pedigüeñería tiene los cuatro firuletes que un término puede tener en nuestro idioma: la virgulilla de la ñ, la diéresis sobre la ü, la tilde del acento y el punto sobre la i.
- La palabra euforia tiene las cinco vocales y sólo dos consonantes...
- Entre los matices que distinguen a la lengua española figuran en un sitio relevante las curiosidades. Pongo de muestra un caso de acentuación. Aquí se trata de una oración en la cual todas sus palabras - nueve en total - llevan tilde. Ahí les va: «Tomás pidió públicamente perdón, disculpándose después muchísimo más íntimamente».
- A lo mejor una construcción forzada, pero no deja de ser interesante.
- La palabra oía tiene tres sílabas en tres letras.
- El término arte es masculino en singular y femenino en plural. AÑADO... [Lo mismo le pasa a “el área” y a “el agua”. Por el hecho de que comienzan con “a tónica” para evitar cacofonía.]

Vincent T. Boffill



Nos cortaron la lengua de tajo. A mi gente y a mí nos cortaron la lengua. El zapoteco, lengua milenaria, fue gradualmente deshebrada como el queso oaxaqueño hasta causar una rotura y casi su completa desaparición en mi comunidad. Se despreció. Nos impusieron el español. En el transcurso de los más de quinientos años de colonización, la lengua madre fue casi lavada de la idiosincrasia de mi gente. Se borró con lejía hecha de castigos y miedos. Casi se

Continúa en página 12

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

*Adèle
Martínez*

Gisèle Hart FLANC Membership Award



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

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

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

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

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

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

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

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

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

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

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

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

Here are a few more Gisèle thoughts.

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

GHFMAWARD: THREE YEARS OF FREE FLANC MEMBERSHIP (2014-2018)

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

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

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

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

Wendy Ruebman

GHFMA Awardees

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

.....
Purpose of the Award:

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

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

Application Procedure:

- Complete the award application – applications must have a signature from a school principal or department chair verifying language teaching experience.
- Along with the application, send in a brief curriculum vitae.
- **Applications must be received by November 30, 2013.**



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

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

Last Name: _____ First Name: _____

Address: _____

City/State: _____ Zip Code: _____

Home Phone: _____ Work Phone: _____ Email: _____

Work Experience Verification

School: _____

Address: _____

City/State: _____ Zip Code: _____

Start Date: _____



School Administrator: _____

Signature

Print Name

Title

Please mail this application by November 30, 2013 to:

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

The winner of the award for 9/2014-8/2018 will be chosen by drawing at the December 2013 FLANC Executive Council meeting. Thank you for your participation in FLANC activities!

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

NeaTeachBits

by fz



Connections - In our Registration Form, please indicate whether you prefer an on line copy or a print copy of Connections, the journal for FLANC.

Connections, the journal for world language teachers was begun by SWCOLT (SouthWest Conference on Language Teaching) is now published by FLANC. All members of FLANC receive a copy at the conference, but we are now initiating an on-line version of Connections. Please when you renew your membership or fill out a conference registration form, please indicate which version you would prefer, an online one or a paper copy. If no indication is given, we will assume an on-line version. Much thanks!

Please let us know how you would like your copy of Connections:
on line _____; paper _____ (only at conference)



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

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

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

By Mari Claire Houssni



Teaching Tip: Have your students list the gift that they will buy for each member of their family, in-



Grand Prize!

cluding Spot, Flafi, and Nemo. Could be in the simple future, include numbers, para, and lots of vocabulary. ‘Voy a comprar un ratón de plástico para Flafi, cinco dólares, en Target, porque le gustan los ratones.’



Teaching Tip: Have your students take to class a sample wrapping paper from Christmas. Then they can describe it – colors, shapes, whatnot, and also tell the class what was inside. Maybe one or two could give directions as to how to wrap an object, using commands or the ‘se’ constructions.



“Online Teaching Degree Programs Directory at www.teachingdegree.com is a comprehensive website specifically designed for students considering a career in teaching. From selecting a teaching program and finding scholarships to developing lesson plans and classroom management skills, we have all the information you need to pursue a successful teaching career.

Explore the directory to discover more than 2,900 teaching degree programs at over 700 schools around the country. The directory is designed to help you easily browse hundreds of different online and off-line programs to find those that best match your needs and background.



The challenges of teaching online composition classes. The importance of confronting the challenges of online classes and preventing those challenges, I would suggest, is more important than foreseeing the opportunities the classes will offer. The possibilities are unlimited in every class. However, understanding its level of unpredictability, seem to be common ground on online classes. My experiences training online instructors have shown me that many who are interested in teaching online classes do not anticipate these difficulties. For this reason, I would like to discuss some of the more important challenges, perhaps not to suggest that I have a simple solution for them, but to place them in the center of the discussion with the hope that some of these ideas might be useful to the community of educators who are interested in exploring the field of instructional technologies and online education.

NeaTeachBits

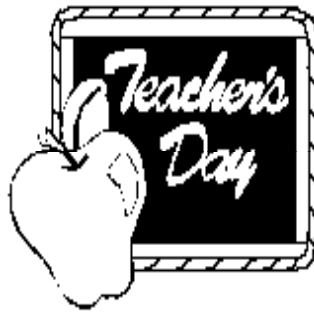
by fz

Online classes are basically not so different from regular face-to-face classes. The dynamics are similar but the representation of these dynamics in virtual space creates the illusion of discrepancy between these two modes of teaching. The forum in which the interaction takes place is the challenge. Furthermore the challenge becomes magnified by the fact that in many cases the students have a great deal of expertise in the area of virtual space and none in the subject studied while the instructor has exactly the opposite type of expertise.

Since the evolution of instructional technology, and virtual technologies, continues creating new paradigms in this area, the issue is not going to change much in the near future. Students already arrive in class with their own virtual styles, codes and behaviors, and these virtual styles may contrast enormously from what instructors might think is appropriate behavior in a class. Let us take for example the issue of plagiarism. Students are accustomed to having access to all types of information immediately on the internet, a process that is passive in nature and does not require any manipulation or criticism of the information. It is difficult for them to distinguish between a peer-reviewed paper and a Wikipedia or personal website article. Furthermore, plagiarism on the internet is a common practice. People copy entire paragraphs and reproduce them without proper citation practices on practically any social media on the internet. So the question is not, why plagiarism is epidemic today but how can we make it clear to students that a virtual class is not a simple social media platform? The project of trying to change the virtual reality of the internet does not work. However, at the same time, in a virtual classroom, we want to use these preexisting social media dynamics and codes because this platform and virtual universe are common place for students; they are familiar with this type of virtual reality, they feel comfortable in it. I will say, it is who they are. Let us now explore some of the most common challenges of the online composition class.

Lack of participation

We used to say in graduate school that if you listen to a conference presentation about online classes
Fall 2013



in which the presenter claim that the forum participation is exceptionally active, perhaps it is time to leave the presentation. Participation is almost always a challenge. There are some sporadic cases in which this is not the case; but in those cases it would not be the entire class that is actively participating but rather a small subgroup. The principal

of active participation and spontaneous interest for the subjects presented on the online class does not seem to work as it does in social groups. The distinction between participation for personal interest and entertainment it is very difficult to reproduce in the virtual classrooms.

Fear of making mistakes in public
The classroom atmosphere does not engender enthusiastic participation, but rather seems to foster fear of making mistakes. We could argue that this is not unique to the virtual classroom but it is obvious that

Continues on page 13



Most Amusing

News from the Language Fronts

Continues from page 7

el objetivo de los colonizadores: desaparecerla. Por lo menos en San Martín Tilcajete, Oaxaca, hoy nadie habla la madre lengua con fluidez, a excepción de ser desmentido. Me refiero solamente a mi comunidad de origen. No generalizo, ya que treinta kilómetros a la redonda, los pueblos aledaños mantienen el zapoteco. ¿Hasta cuándo? ¿Hasta que punto resistirán las influencias a veces tergiversadas del mundo mediático?

Por lo pronto, nos tienen en desventaja. Pueblo que pierde su lengua, pierde su identidad. Se agarra de donde sea para perdurar. Se convierte en un pueblo soberbio e inseguro. La modernidad con sus maestros venidos de fuera, nos metió la idea en la cabeza que hablar el idioma, como le llamaban, era ser indio y eso significaba ser inculto, inferior, y por lo tanto vulnerable a la explotación, la discriminación y el eterno racismo. (En ese tiempo, cuando era un crío, no sabía que mi país es uno de los más racistas en el continente americano).

Nos despreciaron. Lo mejor era dejar de ser indígena para así sobrevivir en un medio hostil inventado desde fuera. Hablar con acento aún es motivo de burla y explotación. Hoy día en mi comunidad, ser bilingüe en inglés y español se aprecia más que ser bilingüe en español y zapoteco. It is cool to be able to speak English, You know...Shit! Es el producto de la migración.

Yo soy uno de esos productos, bilingüe en la lengua de Shakespeare y en la de Cervantes. Carente del zapoteco. Desterrado en Oakland y, debido a mi trabajo, viendo desaparecer también el español del mapa lingüístico de mis estudiantes de cuarto grado. A los niños latinos en Estados Unidos les están cortando la lengua como sucedió a sus antepasados hace más de cinco siglos. El destino mal manejado de mi país me trajo acá e hizo que me convirtiera en profesor en California. Mis andanzas en los salones de clases en

el área de la bahía de San Francisco, me han dado la oportunidad de observar cómo una lengua se deforma hasta volverse un ente retorcido primero, para después embarrarse de anglicismos, hasta mutarse en otro ser que al emitir sonidos para comunicarse, tartamudea. Dice palabras que a mi juicio suenan horribles. ¿Quiere cach paratrás?

Mi lucha, mi resistencia digámoslo así, la que he escogido, es la que practico a diario con mis estudiantes de cuarto grado bilingüe en la ciudad de Hayward, California. Los expongo a un buen español. Durante la instrucción invito a mis pupilos a ser conscientes de la ventaja de hablar español y usarlo correctamente. Corregimos. Sin embargo, fuera del aula, se sigue corriendo el riesgo de perder la lengua de sus padres, o de continuar deformándola. Deshebrarla poco a poco hasta llevarla a la ruptura.

Entonces, la pregunta que me hago es: ¿hasta cuándo aguantarán hablando, primero un buen español, y después el español en general? La influencia del idioma dominante de este país posiblemente acabe por mutilar la lengua de sus antepasados a través de ellos, sucediéndoles así, lo que a mí y a mi gente de San Martín Tilcajete en el estado de Oaxaca. A mi gente y a mí nos cortaron la lengua hace más de cien años.

Lamberto Roque Hernández



Teen Spanish Programs & Sport Camps in Barcelona, at www.SummerCampsBarcelona.com.

“Hola! Saludos desde Barcelona! We would like to introduce SpainBcn-Programs and Youth Summer Camps in Barcelona with Homestay is a 1 to 4 weeks-long program. Our Summer Camps are designed for boys and girls, junior and teens, who want to improve their Spanish, enjoy a complete cultural program and practice their favorite sports in a fun, safe and nurturing environment with youth participants from all over the world. All our Teen programs are fully supervised. Available Programs: Spanish Immersion & Cultural Sports Camps & Spanish Immersion Duration: Participants can enroll for 1,2,3 or 4 weeks. Contact us at info@summercampsbarcelona.com.”



The Instituto Superior de Estudios Hispánicos is an academic institution that provides

Continúa en la página 20



NeaTeachBits

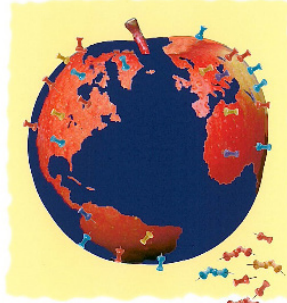
Continued from page 11

the contract between student and instructors, that dictates that participation and assignments are quantified and qualified, magnifies this deep-set fear. The tendency of some students to copy instructor's statements or quote the teacher's ideas to the extreme in exams and papers, testify to this condition.

Confusion. Even though the instructor can give extensive indications and suggestions for an assignment, the possibilities for students misunderstanding does not diminish. This confusion will always prevent some students from openly and easily participating in the online class. Even when the instructor actively tries to alleviate this discomfort, the process is already traumatic in some degree.

Virtual space vs. physical space. When instructors offer a class in virtual space, even though

NO LANGUAGE LEFT BEHIND



FALL WORKSHOPS & CONFERENCE

Friday & Saturday
November 9-10, 2007
www.fla-nc.org
Foreign Language Association of Northern California

we never take this under consideration, we are projecting ourselves into a reality that is not completely familiar to us. It does not matter how much we know about instructional technology or how much time we spend in virtual space. The dynamics of virtual classrooms, and their constant reshaping by the different populations, are unfamiliar to us. One can argue that we can confront a similar situation in face-to-face classes; and to some degree, this is true. However, the factor of constantly reshaping technologies and the enormous distances that we find between virtual generations magnifies the challenge. Many instructors who take on the challenge of offering an online class online do not take this under consideration.

Continued on page 35

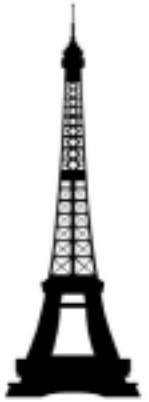
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President's Message

Continued from page 1



Linguistics of Japanese (IC-PLJ8) at NINJAL on March 22-23, 2014, I flew to Japan late July for attending preparation meetings for ICPLJ8. During my visit to Ja-

pan, I also gave a series of special intensive lectures at Kwansai Gakuin University (KGU) located near Kobe, arguably one of the best private universities in Japan. My lectures at KGU were very productive and fruitful; because KGU and SF State University recently established a bilateral exchange program, I wanted to get a feel for KGU's academic environment for future exchange students from SF State University.

To begin with, I would like to report that last year's FLANC Workshops and Conference — "Languages are the Golden Gate to Culture," which was held at SF State University in late October, was a great success. To those who attended the conference, I would like to express my sincere appreciation. To the presenters, I am very much appreciative of your efforts in making preparations for your presentations. We were very happy to have all of you at the conference. At the conference, we also enjoyed the opportunity to listen to the plenary lecture by Dr. H. Douglas Brown, Professor Emeritus at SF State University. The title of his lecture was "The Social Responsibility of Language Teachers." To those who missed the chance to listen to this world-renowned scholar's lecture, do not get disappointed. His lecture is included in Volume 6 of *Connections*, the official journal of FLANC, which is now available.

As you may be aware, FLANC, created at UC Berkeley in 1952, is the oldest foreign language organization in Northern California. Last year's conference thus marked the sixtieth anniversary. Celebrating one's sixtieth birthday is called "*kan'reki*" in Japanese, and it is an auspicious occasion because it is considered a time of rebirth in Japan. This explanation may sound perplexing, but when a person lives to see his or her

sixtieth calendar year, that person has lived through the entire sixty-year cycle of the traditional *eto* calendar and returned to the same "year" in which he or she was born (that is, the Least Common Multiple of ten stems/signs and twelve branches [which are the Chinese twelve zodiac]). The celebration of this feat has been popular since the Edo period (1603 – 1868). Furthermore, the concept of *kan'reki* is connected to the idea of rebirth, and, in this sense, FLANC is reborn and beginning another sixty years. Therefore, this year's FLANC Workshops and Conference — "Languages: Key to the Future," which will be held at Chabot College in Hayward on October 25 and 26, holds significant meaning.

As you may know, FLANC gives awards in the form of scholarships and grants. I would like to make a report on the recipients of the Alexandra C. Wallace Essay Contest Award, which was initiated by FLANC two years ago. The first-place recipient was Ms. Wing Yan Yip, a senior who just finished four years of French at Henry M. Gunn High School in Palo Alto. The second-place recipient was Ms. Rachel Sowa, a third-year German student at Livermore High School. Chris Wallace, FLANC's Executive Council member and Alexandra C. Wallace's brother is happy about these results.

The Cecilia Ross Memorial Grant went to Ms. Arisa Hiroi, a graduate student at SF State University. Ms. Hiroi's project is entitled "Socio-Economic/Cultural Factors and Parents' Attitudes Toward Bilingual Education." In the past, researchers, policymakers, administrators, the public, and those actively involved in bilingual programs have been engaged in heated discussions both for and against bilingual education. Ms. Hiroi's project is in the early stages, but I am certain that the findings in her study, which will shed light on parental attitudes toward bilingualism and bilingual education, will be very useful not only to researchers but also to the U.S. public in general. Her study will further address critical issues in the field of education, particularly in the sense that bilingual studies greatly help not only parents but also teachers working with children from both English- and non-English speaking homes.

Continued on page 23

FLANC's Workshops and Conference Program

October 25-26, 2013 • Chabot College

got
culture?



www.fla-nc.org

F.L.A.N.C.

foreign language association of northern california

FLANC Workshops
Friday, October 25
4:00 – 6:00 p.m.
Bldg. 300 • Room 352
Chabot College, Hayward

1. *Using Facebook Groups for Language Learning*

Deborah Lemon

Creating class community is a huge part of student -and

success. Social media is the perfect environment in which your students can communicate freely. Facebook is inherently communicative, and naturally inspires interaction. Come to this workshop and learn about the extensive features that Facebook offers (including a review of the Privacy and Security options. Create your own Facebook Group and interact with other attendees to experience the powerful, fluid environment of social media.

2. *Ideas and Suggestions for AP Spanish*

Martha Melara and Chris Wallace

Use of technology and materials that combine for better results in the Spanish language AP instruction and preparation.

3. *MOOCs, how to create a virtual space for experimentation with online teaching*

Fabián Banga

We will have a discussion about MOOCs (Massive Open Online Courses) and question the C in MOOC. Are MOOCs courses or online events? We will discuss how to teach in the open internet without learning outcomes. Finally, we will question the word “course” or at least demand a clarification of what constitutes a course. We will discuss an example of a MOOC I offered in spring 2013 at Berkeley City College.

• **Please join us after your workshop for light refreshments.**

FLANC 2013 Conference Program
Saturday, October 26
Registration - Blvd. 700

Exhibits All Day **8:00 – 3:00**
First Interest Session **9:00 - 9:45**

Language Learning in a Social Media Platform

Fall 2013

Deborah Lemon

The future of language education is deeply rooted in social media which is inherently communicative and cultural. Facebook is a rich, communication-based environment, featuring users' personal fiction, story-telling, and impulsive animated interaction with others. Given that 1 in 7 human beings on earth are on Facebook, an incredibly diverse group of students from all over the world arrives at school already familiar with Facebook. Facebook's accessibility is unmatched; it runs on any device, and has no special hardware or software requirements. Facebook's Groups are a fluid platform allowing for highly individualized, relevant communication and engaged collaborative language learning.

Teachers' Role in Language Learners' Prior Knowledge Activation

Bozo Dzakula, Defense Language Institute

According to language learning theories and practices, in order to prepare learners to acquire a new knowledge, language skills and proficiency, learners must acquire a specific structure for organizing new knowledge and skills. The teachers' role in activating learners' prior knowledge and building a structure for organizing the new knowledge and skills is crucial. The presenters will demonstrate several examples of prior knowledge activation and preparing learners to acquire new knowledge and skills, and involve the audience in discussion on this topic.

Flashez les codes! Activités dans la classe de Français avec des Flashcodes, des iPads et le Cloud

Anne Dumontier, Gunn High School

Learn what QR codes are and how to use them with cloud storage and ipads (or smartphones). Learn how to build several fun and engaging activities to do in your French classroom with QR codes. Apprenez ce que sont les flashcodes et comment les utiliser avec le Cloud et des iPads ou des smartphones. Apprenez à faire dans la classe de Français avec des flashcodes.

Practicing authentic German communication with 55 kommunikative Spiele DaF

Christiane Frederickson,
Ernst Klett Sprachen
GmbH, and Zehra Otus,
College Park High School



Fall 2013 Conference Program



This presentation introduces a new collection of games designed to practise authentic communication in everyday situations like asking and giving advice,

exchanging opinions, smalltalk, asking for favors, offering help in a variety of settings: the private realm, the professional world, and the public domaine. It also includes games that help with acquiring new vocabulary, useful strategies, as well as games for feedback and correction. The guiding principle for each game is “Szenariendidaktik” which makes learners assume the role of actors.

Using authentic materials to teach intercultural communication skills - **Hyunsoo Hur**

The topic of teaching language and culture has been an on-going interest to many language teaching professionals. Considering that “communication is the creation of meaning” (Seelye, 1996, p. 10), effective communication with native speakers cannot take place without a clear understanding of “a frame of reference consisting of learned patterns of behavior, values, assumptions, and meaning” (p. 9) shared within the target language group members. This workshop explores the notion of teaching culture and intercultural communication skills through using authentic materials. Examples such as video clips, proverbs from different cultures, and printed materials will be examined to demonstrate how language (including images and scripts) projects sociocultural and historical aspects of particular societies. Pedagogical implications towards promoting intercultural communication skills and higher level of language proficiency will be discussed.

Integrating Math and Science into the Foreign Language Classroom - **Saekyun Lee, DLI**

In this presentation, I will describe the development and implementation of an interdisciplinary, content-based language program for Pre K-9 Korean heritage learners. Math and science, among other subjects, are integrated into the language classroom adopting a project-based learning (PBL) approach. Some examples of the hands-on projects include Science (sun dials, pinhole cameras, and natural dyeing), Math (Diffy puzzles, and magic squares), and Arts (Korean flute, and calligraphy). A discussion and sharing the evaluation results and practical tips will follow the presentation.

Proficiency and the Role of Presentations

Paul Nissler, Stanford University
FLANC Newsletter

I will begin by talking briefly about teaching using overall proficiency goals and customized materials in Spanish and German in First and Second Year. Then I will focus in on presentations and presentational language and strategies for scaffolding towards an integrated proficiency. Examples from both Spanish and German will be referenced.

Teaching the Energy Transition (“Energiewende”) **Marion Gerlind, Dr. Michael H. Bachmann, and JB, Gerlind Institute for Cultural Studies**

Germany’s green technology sector is a leading model in the transition to renewable energies (in German “Energiewende”, literally translated as “energy turn around/redirection”). In this interactive session, we will present a brief overview and share online resources, aiming to educate and help create teaching units about Germany’s, and other countries’, energy transition, a hotly discussed topic in global communities and world language classrooms of the future. Participants of all languages are welcome and encouraged to share their own insights about renewable energies. Adaptable to students of all ages. Presentation will be in English.

Challenges and Opportunities with the Use of Open Learning Materials

Fabián Banga, Berkeley City College, and Jane Dilworth, Saint Mary’s College of California

A conversation/presentation about open education, including open courses and course materials (courseware), open textbooks, OERs (open educational resources) and MOOCs. (English)

Developing Student Competencies through Film Clips **Mark Kaiser and Chika Shibahara, UC Berkeley**

This presentation will make the case that film, for various historical reasons, is an underutilized resource in the foreign language curriculum. We will show the potential of film as a resource to develop students’ linguistic (vocabulary, grammar), communicative (functional tasks), cultural (big C and little C), and symbolic competencies, using examples from films in a variety of languages, engaging students with specific tasks to develop those competencies. We will report on the use of film to assess students’ symbolic competence in an advanced Japanese class. Finally, we describe how one might access the BLC’s film clip library.

Web Tools to Boost Student Involvement in Class **Nina Tanti & Marie Bertola, Santa Clara University**

In this session, presenters will demonstrate how web tools such as Google Voice, Glogster, Wordle, Wikis

Fall 2013 Conference Program

and other tools can be used in the classroom. Example in French and Italian but applicable to all languages.

Tutoring Students Online via Skype Typifies Use of New Standards - **Robert Morrey, Fremont Union HS**

Tutoring students via Skype using online materials exemplifies concepts presented in three different sets of teaching and learning standards. I will discuss how I use Skype and online German materials to guide students through an intense curriculum and work with the students to develop listening and speaking capabilities. As it turns out, this style of teaching exemplifies many of the concepts presented in the National Education Technology Plan (2010) and in the National Educational Technology Standards for Students (2007) and supports the Common Core State Standards (2010) as applied to World Language Teaching.

Using Technology in a Turkish Language Learning Classroom: a Toy or a Tool?

Saadet Ebru Ergul, Stanford University

Technology has dramatically changed the way people communicate with each other worldwide. Mobile devices are in every aspect of our lives. The usage of technology has various potentials for education purposes, especially in second and foreign language education (Warschauer, M. & Healey, D. 1998). This presentation therefore will focus on the following questions: 1) What are the potential benefits of using technology in language classes? 2) What are the possible obstacles in using technology in language classes? Last, the implications of using technology, as a learning and teaching tool for Turkish Language Courses will be discussed. (English)

Who We Are and What We Do: Survey Reflections of California World Language Teachers

William Heidenfeldt, U.C. Berkeley, Romance Languages and Literatures

In this presentation, we will explore some of the ways that teachers of world languages in California perceive themselves as speakers and teachers of a variety of languages. K-12 teachers of Spanish and French throughout the state responded to a 2013 online survey seeking information about their identities as language teachers. Through interacting with results from this survey, we will reflect on our own practices as teachers of diverse languages and how those practices affect student learning and ongoing professional development. This presentation is open to teachers of any world language at all levels of instruction. (English)

Learning Design for the 21st Century Classroom

Fall 2013

Tomokazu Morikawa, George Washington HS

How can we reach the learners we have in today's classroom? Learning a new language is a great opportunity for them to see the world differently, but many lack in personal enrichment that may lead to their future goals. With my newly re-designed curriculum, my teaching approaches now focus on students' self-discoveries through learning Japanese language and cultures. Cultural topics are aligned with more authentic learning which creates a more personalized and learner-centered environment. In this presentation, I would like to introduce how multiple ways of teaching practices can encourage students in learning through their own interests. (English and Japanese)

Curriculum Design that Promotes Thinking Skills through Learning Cultural Topics

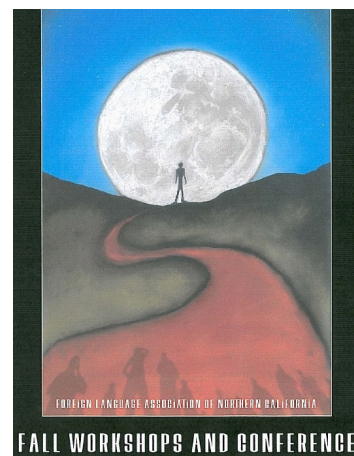
Kumi Kobayashi, Lynbrook High School

What skills and knowledge do we want our students to acquire by the time they leave our program? There are so many important grammar structures, vocabulary, and cultural information to teach. But when we design curriculum with topics for students to develop their own understanding of the target culture and express their opinions, this approach can guide out choices to design an effective curriculum. I will share the units that I designed to promote students' critical thinking skills through learning Japanese culture, starting at the level 1 course. By the end of the AP course, students will have communication skills to express their opinions in their service learning projects. (Japanese)

Building a Culture Based Curricular Unit

Kaori McDaniel & Ann Jordan, Los Gatos HS

All language teachers understand the importance of including culture in their teaching, but it often seems overwhelming. Where do I start? What about the textbook? How do I work the language functions I have to teach in with the cultural knowledge I want my students to have? How do I make it something challenging accessible to any level? How do I make it fun? Do I have time? We will show how we usually address these concerns by sharing two classroom tried and tested instructional units centered around cultural topics not often included in the Japanese classroom.



Continued on Page 39

FLANC Salutes its Retired Members!

Alfred F. Alberico

Jacquie Anderson

Marie Louise Ardini

Joanne Argyres

Alice Barholomew

Lorraine Bassadonne

Mary Ann Brewster

José S. Cerrudo

Cloudman Yun Han

Chou

Yole Correa-Zoli

Janice Costella

Betty Crenshaw

Edith Fries Croft

Jonaca Discoll

Cynthia A. Earl

Kathy Failing

Yvette Fallandy

Dwaine A. Fields

José A. Flores

Karuko Geis

Mabel M. Goodale

Susan Harvey

Marylou Herrera

Yvette Hong Yang

María J. Huber

Marilyn M. Imes

Lynn Kennedy

Cheryl Kuhlman

Dorothy Lee

Rose Leonardini

Flavia R. Lorega

Helga Marshall

Virginia Murillo

Diane Musgrave

Michael J. Mouat

Maurice A. O'Meara

Susan Petit

Earl F. Pimentel

John R. Petrovsky

Julian F. Randolph

Walter Rex

Livia Rosman

Carmen Scholis

Carol L. Sparks

Pierrette Spetz

Sandra Sung

Carol Trapp

Kathleen Trenchard

Joyce Weiss

Cynthia Won

Haruko Yagi

Catherine Yen

Send FLANC your
Retired Dues
to be included above.

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

News From the Poster Front

At our FLANC Confere
FLANC 2012, our theme was "Lan-
guages are the Golden Gate to Cul-
ture"



As always our poster contest entrants showed great talent and originality with the theme "Tweet in Two Languages." The posters graced the walls of the foyer of Berkeley City College where our FLANC members could gaze on them while nibbling on breakfast treats. We hope to see many more entrants next year inspired by our 2012 theme: "Languages are the Golden Gate to Culture". Remember FLANC gives \$50.00 prizes and one Judges' Grand Prize of \$100.00.

This year's winners are from Albany High School, Lowell High El Sobrante Christian High, Harvest Middle School, and Gunn High of San Francisco.

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



Our Poster Queen hard at work!

POSTER CONTEST - 2013



Theme

Languages: Key to the Future

When

2013 FLANC Fall Conference -- October 25-26, 2013

Where

Chabot College, Hayward

Eligibility

Language students whose sponsoring teacher is a member of FLANC

Prizes

Certificates and \$25 Cash awards

Size

18" x 24" (no exceptions)

General Instructions

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

FLANC reserves the right to reproduce any posters.

Winning Categories

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



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

Winners of FLANC'S 2012

Poster Contest Theme

Languages are the Golden Gate to Culture

Carolyn Zhou

Best Graphics

From Gunn High School, teacher Anne Jensen

Sally Liu and Broderick Noyes

Most Original

Teri Nicole Estillore and Lok Yi Lo Most Amusing

Benny Chen and Allison Zhu Grand Prize

From Lowell High School, teacher Naomi Okada

Víctor Braga

Most Relevant to the Theme

Newest Entrant

From El Sobrante Christian High School, teacher Derrick Leonard

Alfonso Guzmán

Most Amusing

Newest Entrant,

From Albany High School, teacher Pamela Lim-McAlister

Claire Helmer

Most Relevant

Claire Armstrong and Kathryn Henry

Most Colorful

From Harvest Middle School, Pleasanton, teacher Trevor Knaggs

Liz Barthe, Poster Contest Chair

Languages: Key to the Future



News from the Language Fronts

Continúa de la página 12



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Esperanto

Esperanto-speakers Promote the “Communication with Justice” Campaign. Esperanto speakers from all around the world

mounted a campaign for linguistic justice with the slogan “Justa Komunikado” (Communication with Justice) and local Esperantists participated in the campaign.

Members of Esperanto-USA just returned from their Landa Kongreso (National Convention) in Raleigh, North Carolina and from the Universala Kongreso (International Convention) which was held in prestigious Harpa Centre, Reykjavík, Iceland. Over 1,000 participants from 57 countries attended the second event.

During the total-immersion course that preceded the national convention, a Raleigh-based newspaper published a well-researched two-page article, highlighting the fact that students represented 15 different countries in that course.

Mar Cárdenas, a credentialed teacher in San Diego, had this to say about her participation in several Esperanto-related recent events: “I learned Esperanto eight years ago and it has allow me to experience the world from a much more neutral perspective. I have stayed at Esperantists homes several times and have had the honor to host Esperanto-speaking visitors in my home.”

“This year’s attendance in the annual total immersion Esperanto courses known as NASK (Nord-Amerika Somera Kursaro)

<http://esperanto.org/nask/> was more than double compared to previous years. This was a very pleasant surprise. Social media deserves a lot of the credit for the noticeable rise in the number of people interested in learning this logical and neutral language,” Mar Cárdenas added.

These courses take place in the same location of the annual convention, just prior to it.

Following a short period of 125 years Esperanto is now in the top 100 languages, out of 6,800 worldwide. It is the 29th most used language in Wikipedia, ahead of Swedish, Japanese and Latin. It is a language choice of Google, Skype, Firefox, Ubuntu and Facebook. Google translate recently added the language to its prestigious list of 64 languages and in 2013 touch screen mobile phones can use Esperanto.

Esperanto is officially taught in 150 universities and other institutions of higher learning and in 600 primary and secondary schools in 28 countries. It has a rich body of literature consisting of more than 50,000 titles, with new publications released every week. There is also a 24 hour radio station called “Muzaiko” and Chinese Television use the Internet to broadcast in the language.

Esperanto has been held back both by prejudice and a lack of knowledge about the subject.



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

News from the Language Fronts

Both Adolf Hitler and Joseph Stalin persecuted Esperanto speakers. It is interesting therefore that although both these two individuals are dead, Esperanto lives on. It has progressed, grown, and evolved into a living language in more than 100 countries worldwide.

More information at Amikema@aol.com or visit: www.esperanto-usa.org, and to learn this language online, free of charge, register at: www.lernu.net.

Mar Cárdenas Loutzenhiser, M.Ed.



Filipino

The Association of Fil-Am Teachers of America (AFTA), a not-for-profit organization, was founded in 1989 with the aim of helping each other and working together for a common cause. The first major accomplishment of AFTA was the inclusion of an extension of H-1 visa from 5 years to 6 years in “The Immigration Act of 1990”. After the teachers got their green cards, the focus shifted to professional development of teachers both in the United States and in the Philippines. Every September/October, AFTA conducts seminars/workshops at the Philippine Consulate in Manhattan. Every July and August, AFTA sends Balik-turo teachers to conduct seminars/workshops in the Philippines. These workshops are on various techniques and strategies in the field of language arts, mathematics, science, early childhood, education, administration, and technology in education. Visit <http://www.aftateachersonline.com>.



Français

“**The French Advocacy Online Resources Wiki**, at <https://frenchadvocacy.wikispaces.com>, is maintained by a task force of the AATF (American Association of Teachers of French).

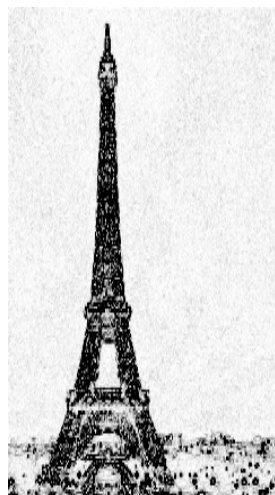
We’ve set up the Wiki so that anyone can download the resources. No password is necessary. You don’t need to “join,” just enjoy!

You don’t need to be a “member” to take full advantage of the site. We’ve broken the large amount of content into categories you see on the right side of every page.

The Wiki is designed to help teachers, parents, and students find ways to advocate for the French program in their schools and universities, start a new French language program, and even improve strong, active, and vibrant French programs.

The Wiki does not need any more members to join, as the task force has all the hands-on support it needs at the moment, but we would like to hear from you about how we can improve the site, or tailor the resources in any particular way.

Thanks, and enjoy the site! We hope it inspires,



encourages, and prepares us all to be better teachers, more active parents, and greater students...”



What Does It Mean to Speak French?

“A language is not only a means of communication, but also a mark of identity. Your commitment to the French language is not simply an interest in French culture, but also proof of a spirit of tolerance and open-mindedness which are the greatest aspects of that culture.”

---Zachary Richard, singer/songwriter, is among the best-known French-language performers in North America.

*From the AATF website
Suite page 22*

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News from the Language Fronts

Continued from previous page



A most interesting poster...I love it!



Top reasons to learn français

- Be understood in 55 countries across five continents and by over 200 million people.
- French is the third most common language on the Internet.
- Connect with pen pals, visit foreign websites and find student exchange opportunities.
- Get a head start on learning other Romance languages: Spanish, Italian, Portuguese et Romanian.
- French is a melodious and romantic language with a relatively quick learning curve.
- Develop critical, creative thinking and problem solving skills.
- French also provides the base for more than 50% of the modern English vocabulary, which improves performance on standardized tests, in schools, and in daily life.
- Open the doors to art, music, fashion, food, architecture and literature.
- Discover a new appreciation for other cultures in countries that speak French like: France, Canada, Belgium, Switzerland, Monaco and many African nations.
- Use French to study in Francophone countries.
- Promote language diversity throughout the world.
- Be more competitive in the national and international job market in disciplines like business, medicine, aviation, law, transportation technologies, global/ international distribution and luxury goods.
- French is the official working language of the UN, NATO, UNESCO, the International Olympic Committee, the European Union, the International Red Cross and much more!
- My wife is French, so I keep getting better at it!

Continued on page 24

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

www.fla-nc.org

Vous rêvez de renouveler vos cours avec de nouvelles idées?
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President's Message

Continued from page 14

Ms. Hiroi agreed to present her research findings at the FLANC Workshops and Conference 2014 and write an article for *Connections* hereafter. She says that the grant itself is exciting, but the idea of presenting at a conference and writing a paper for a journal is even more so. Ms. Hiroi just left for Japan, in order to participate in the *Japan Exchange and Teaching* (JET) Program. The JET Program, which started in 1987, has continued to be effective as a way to improve exposure to international culture and language throughout Japan. Many JET alumni and alumna continue to promote intercultural and international awareness in their homes and careers long after completing the JET Program. Along with her research project, I am thus certain that Ms. Hiroi's future contribution not only to FLANC but also to bilingual education in the U.S. will be immense. More specifically, her research can be disseminated not only in the form of conference presentations and scholarly articles but also to popular media; thus, people in the United States will benefit from her research.

As I mentioned earlier, Volume 6 of *Connections* includes Dr. Brown's plenary lecture. It also includes two articles prepared by those working for the Defense Language Institute Foreign Language Center (DLIFLC), located at the Presidio of Monterey. As you may know, the Defense Language Institute (DLI) is an educational and research institution that provides linguistic and cultural instruction to the Department of Defense, other federal agencies, and a great number of customers around the world. Volume 6, as a matter of fact, also includes my article entitled "Getting Down to Business: Curriculum Development for Business Japanese Courses." My article is a report on a (relatively) recently completed two-year curricular project, "Enhancing Business Japanese Pedagogy," at SF State University. In this article I discussed course materials developed for use in two business-related Japanese courses, "Business Japanese" and "Advanced Business Japanese:

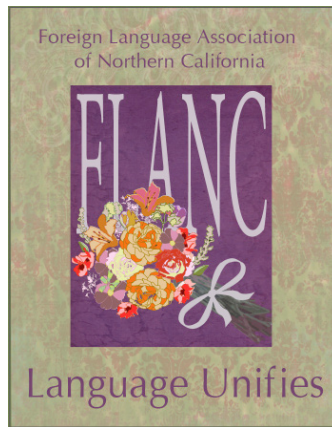
Business Writing." Specifically, the project described in the article developed digital audio-visual teaching modules, designed to broaden the learning experience of students studying Japanese as a second or foreign language. My article in Volume 6 of *Connections* is the fruit of a 2009 U.S. Department of Education "Business and International Education" (BIE) grant, which not only allowed us to restructure SF State's Japanese Program's business related courses but it also supported my research over three years (2009 – 2011).

For a researcher, receiving grants is imperative. But my research has now shifted to another area. Because I was on sabbatical last spring, I spent the beginning of this year in Japan for the first time in six years. I attended the "International Symposium on the Construction of the Learners' Corpus of Japanese as a Second Language (L2)" at NINJAL. This symposium initiated a four-year project, which, be-

ing supported by a grant from the Japanese Society for the Promotion of Science 2012 - 2015, is a fairly big and, moreover, ambitious one that attempts to gather Japanese-language learners' cross-sectional as well as longitudinal data in seventeen countries. As a guest professor of NINJAL, I am very honored and excited to be involved in this researcher-teacher collaboration project that plans to examine possibly different uses of the Japanese language by those native speakers of more than a dozen of different languages/dialects, namely, Chinese (both in China and Taiwan), English (in England, America, and Australia), French, Hungarian, Indonesian, Korean, Russian, Spanish, Thai, Turkish, and Vietnamese.

The above-described symposium and IC-PLJ8, which I also mentioned at the very beginning, both serve as forums in which to examine contributions in a variety of L2 studies to the teaching and learning of Japanese in the L2 classroom. These conferences have at least two continuing interrelated areas of benefit. To begin with, both researchers and teachers benefit from each other's expertise and receive new insights applicable to their respective

Continued on page 24



President's Message

Continued from page 23

fields. Second and more important, these conferences serve as forums to promote ways in which to apply L2 theories to the learning of Japanese as an L2. In other words, what researchers have learned from both theory and practice can serve as informative tools for effective language teaching; conversely, language educators have a great deal to offer researchers regarding the phenomenon of language. These conferences integrate theoretical concepts and empirical research findings in L2 development, so that they can be applied to educational practice. For this reason, the main orientation is to advocate the importance of the integration of theoretical and empirical research findings in L2 development (including bilingualism) for application to educational practices. If this bidirectional relationship is firmly established, future research projects will appeal to not only researchers but also practitioners and make them more successful.

Finally, let me mention *Connections* again. You may recall Ms. Nobu Kurashige's presentation at the FLANC 2011 Conference at Berkeley City College. Many activities were organized to promote cross-cultural understanding at the FLANC 2011 Conference, and one of them was a live lecture-demonstration of flower arrangement entitled "The Odyssey of *Ikenobo Ikebana*: 550 Years" by Ms. Kurashige, Head *Ikenobo* Professor and Managing Director of *Ikenobo Ikebana*, North America (which is located in San Francisco's Japantown). [Incidentally, *ikebana*, the Japanese art of making flower arrangements, literally means "flowers kept alive." Ms. Kurashige's *ikebana* demonstration illustrated the dazzling beauty of flowers as it has been interpreted in this art form for over 500 years.] We felt, at the time of the conference, that it would be a good idea to ask Ms. Kurashige to write a short article on her thoughts about cross-cultural understanding through flower arrangements for *Connections*. I am happy to announce that her article will appear in the next issue of Volume 6, which you, as a FLANC member, can pick up when you attend the FLANC Workshops and Conference 2013 in Hayward. I look forward to seeing all of you.

Your FLANC present,

Masahiko Minami, SF State University/NINJAL

FLANC Newsletter

News from the Language

Fronts

Continued from page 22



Italiano

"We encourage you to invite

your students to par-

ticipate in the National AATI High School Contest Examinations. This contest serves many purposes:

- it assesses language learning
 - it evaluates the effectiveness of Italian curricula
 - it increases the enrollment in Italian
- prepare students for the AP Italian Language and Culture Exam
- it rewards excellence in Italian (monetary prizes and National Honorable Mention)
 - it allows students to become recipients of the Società Onoraria Italica scholarships. This year SOI will offer \$1,200 dollars. Twenty-four (24) students from the National Honorable Mention List will be selected by the exam committee and each student will receive a monetary award of \$50. The twenty-four recipients will be selected using a lottery system.

• it prepares students to take the SAT II in Italian

As Italian instructors, we are enthusiastic about the future of our language and culture programs and, of course, elated by the return of the AP Italian Language and Culture Course/Exam. Let's continue to be dedicated, creative, and committed to our students and to our profession."

From the AATI website



北加日本語教師会 Japanese

"Ocha Zanmai": 2013 San Francisco International Conference on Chanoyu & Tea Cultures. SF State University, November 16. Open to the General Public. Pre-registration deadline: October 31.

Following last year's greatly successful inaugural conference, 2013 San Francisco Inter-



News from the Language Fronts

Continued from page 24

national Conference on Chanoyu and Tea Cultures (SFICCTC) will be held at San Francisco State University on Saturday, November 16. Everyone is welcome to attend it. Pre-registration starts in August.

SFICCTC is an interdisciplinary conference series that presents the latest research findings and significant work in the study of chanoyu (the Japanese tea ceremony), including various aspects of chanoyu culture as well as tea cultures of countries other than Japan that contribute to furthering the understanding and enjoyment of chanoyu. Scholars, researchers, tea masters of various schools, museum curators, professionals, artists, and other individuals whose work concerns the fields stated above are all welcome to present at SFICCTC.

SFICCTC is open to the general public. By opening all of its presentations to the members of international communities and by its conference publications, SFICCTC promotes global disseminations of the knowledge achieved by specialists and thereby a deeper understanding of chanoyu world-

wide. Chanoyu is an art of heartfelt hospitality over a delicious cup of tea, as much as a way of spiritual training to find one's inner tranquility. The spirit of harmony and mutual respect that is at the core of chanoyu transcends cultural borders and contributes to friendships among peoples of the world. In this sense, SFICCTC is a humble grass-roots effort towards building a peaceful world.

The conference provides networking opportunities and an international forum for meaningful exchanges between presenters and the audience. In addition to the presenters' peers, the audience includes college students, tea ceremony practitioners, and individuals who are interested in tea cultures, Japanese culture, and Asian cultures. Nicknamed "Ocha Zanmai," which signifies one's state of mind deeply and totally immersed in the spiritual pleasure of tea, SFICCTC invites the audience to a day of an immeasurable pleasure of exploring the depth and breadth of the tradition of chanoyu.

Continued on page 26

Chabot College



Please Park in Lot G \$2.00 parking fee Registration - Bldg. 700

News from the Language

Fronts

Continued from page 25



SFICCTC 2013 presents a rich and diverse program. Two internationally renowned scholars travel from Japan to give special guest lectures. Professor Yoshiko Oka (Otemae University) speaks

on 17th-century master potter Ninsei and chanoyu, whose brilliant artistic legacy is strongly felt even today. Professor Tadahiko Takahashi (Tokyo Gakugei University) delivers an eagerly anticipated lecture on Chinese tea culture in the Tang and Song periods. The audience will enjoy two other exciting academic presentations. Professor Hamid A. Khani (San Francisco State University) speaks on wabi sabi and applied media aesthetics, bringing in his expertise in broadcast & electronic communication arts. Professor Ayane Okamoto (Koyasan University) shares her award-winning study of the pentatonic phases of hot water boiling in chanoyu. The conference program ends with a note of serenity: three members of Berkeley Zen Center will give an introduction and a demonstration of ôryôki (“just enough”), the meal-time etiquette that originated in Japanese Zen monasteries. The physical act of cleansing utensils in ôryôki mirrors the spiritual purification of one’s mind. So does the cleansing of tea utensils in chanoyu.

All presentations are made bilingually, in Japanese and English. Bilingual abstracts of the presentations will also be distributed at the conference.

A bowl of matcha green tea and a Japanese sweet are served to each and every attendee of the conference during the lunch break. This delightful new feature has been made available by the help of tea practitioners and the donations of corporate sponsors. Please enjoy the flavor and the taste of authentic Japanese powder green tea used in chanoyu.

May organizations and individuals, including FLANC, have contributed to make the conference possible. On behalf of SFICCTC 2013, I wish to express my appreciation of FLANC’s support and look forward to welcoming FLANC members on the day of the conference.

For further information, please visit <http://japanese.sfsu.edu/events>. New information will be uploaded as it becomes available.

*Midori McKeon at mmckeon@sfsu.edu.
Chair and Organizer, SFICCTC 2013
Professor of Japanese
San Francisco State University*



Português

The National Portuguese

Examination (NPE) is a communicative proficiency-based test that engages the students in listening, speaking, reading, and writing. It is intended for high school students of Portuguese. However, we are working toward implementing it to the college level for the Spring of 2014.

The NPE is intended as a motivational, extra-curricular activity and contest for students of members of the American Association of Teachers of Spanish and Portuguese and its chapters. NPE is not designed for any other purpose nor be used for assessment, placement, or proficiency testing.



Short Term Research Grants at the National Library of Portugal. We have the pleasure to inform your institution about the Short Term Research Grants (1 month) launched since 16 May until 28 July 2013 by Biblioteca Nacional de Portugal (National Library of Portugal) with the sponsorship of Fundação Luso-Americana para o Desenvolvimento (FLAD). Vast bibliographical printed holdings, manuscripts and other special collections (maps, prints, music and literary archives also for the visually impaired) under the custody of National Library of Portugal will be available for researchers.

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

Language: The Key to Cross-Culture Communication

by Rachel Sowa, Alexandra C. Wallace Essay Contest Second Place Winner

I have spent the last three years taking German with Frau Paszkolovits at Livermore High School, and I can say without any hesitation that they have been my favorite classes during my high school career. Not only have we had a lot of fun and thoroughly enjoyed our time together, but I also feel that my experience of learning German will continue to be invaluable to me for the rest of my life.

Although electronic translators are readily available at the touch of a phone button, some words and concepts do not always translate so easily across languages and cultures. By learning a second language, I can glean a much more in-depth perspective into not only the different cultures around the world, but also the lives of the people who make up these cultures. Since beginning German classes three years ago, I have come to realize that the life I lead as a West Coast American is not the only kind of life out there. Last year, I had the wonderful opportunity to befriend a German exchange student attending Livermore High. Although I would certainly have learned a lot about the similarities and differences between our cultural backgrounds just by speaking English with her, knowing German helped to forge a deeper connection, enabling a richer insight into each other's lives.

Furthermore, in the process of learning German, my English language skills have also benefitted. German grammar has helped me to gain a better grasp on English grammar. Taking the time to read the German textbook dialogues or the works of Goethe has improved my reading comprehension skills in English, too. Most of all, speaking, reading, and writing in German has made me a better thinker than I was three years ago. Organizing my thoughts in a foreign language forces me to be more organized in general. Now I can more easily communicate those thoughts to others in a way so that they can understand them as well.

Knowing German will be extremely helpful in anything that I choose to do, but it will be an especially important addition to my interest in computer science. Communication is a key aspect in the technology world. Today, the internet allows us to work with people from all over the world and from many different backgrounds. Therefore, not everyone working on a particular project will speak the same language, and not everyone will have the same viewpoints. My being able to understand others as well as their being able to understand me are crucial components in the process of working as efficiently as possible. If I can present my ideas well in both English and a second language, such as German, then others will try to do the same for me so that the process runs smoothly and productively. Learning German has taught me communication skills that will allow me not only to make my own contributions to computer science and technology, but also to share them with the rest of the world.

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.

DO use the microwave, toaster oven and slow cooker instead of your oven! A microwave can save as much as 75% of the energy used by a conventional oven and a slow cooker can cook a dish for as little as 17¢! Save the oven for the big stuff!



Chabot College, where World Languages are key!

Alexandra C. Wallace Essay Contest

Kudos to Wing Yan Yip, Rachel Sowa, and Ashley Weiler!

These high school graduates studied three or four years of French and German. Their diligent teachers alerted them to the opportunity to win \$500 or \$300 with an essay in the Alexandra C. Wallace Essay Contest that FLANC holds annually. This year's topic was "What Impact Does Knowing a Second Language and Culture Have on Your Future?" The contest rules called for 300-500 words, and all three took it close to the limit. Their well-structured commentary highlighted their personal experience, as well as the future potential of greater growth in intercultural understanding and action.

This year's first place essay was written by Wing Yan "Yannie" Yip of Peter Gunn High School in Palo Alto. Yannie studied 4 years of French and her French teacher Anne Jensen sponsored her entry. Her essay titled "Decipher the World" is printed here in the Newsletter. As an immigrant to the United States, Yannie already spoke Vietnamese and some English. Her mastery of French is only surpassed by her fluency in English.

"Language: The Key to Cross-Culture Communication" is the title of Rachel Sowa's second place essay. Rachel has been a German student of Katherine Paszkolovits at Livermore High School. Her essay is also printed here.

The Honorable Mention Award goes to Ashley Weiler. Ashley came as an infant to the United States from China and has since visited Germany a number of times. She also studied under Katherine Paszkolovits at Livermore High School.

FLANC is so proud of this essay contest and the many entries that have been submitted. It is a delight for the Executive Council to read their thoughtful insights and heartfelt wishes for greater intercultural understanding! Thank you, Yannie, Rachel and Ashley. FLANC wishes you every success in your new educational experiences in college.

By Ed Sterling

Decipher the World

By Wing Yan Yip

Alexandra C. Wallace Essay Contest Winner



When I was inducted into the French National Honor Society, new members were required to say the pledge, « l'homme qui sait deux langues en vaut deux ». In English, it translates into "A man who knows two languages is worth twice as much." As my proficiency in the French language improves, the more I realize the meaningful truth in this simple statement.

Knowing a second language has allowed me the experience to think with a new mind, explore a fascinating foreign culture, and truly appreciate the beauty of the French language from a non-native speaker point of view. Most certainly, being bilingual or

multilingual gives me an upper hand in the future in both my professional and personal life. As the world globalizes, countries interact more closely with one another through many ways, such as commerce, scientific research, and cultural exchange. I have a passion for the biological sciences as well as foreign studies. With the ability to understand and communicate in French, I have much more opportunities to take on jobs that require possible interactions with one of the many francophone countries in the world. Scientific explorations often require the collaborations of great minds all over the world; being able to exchange new ideas and valuable information with foreign countries will allow me to further the progress of my future career. Language applies everywhere where people exist – knowing a second language allows me to pursue my interest in science while using language to enhance my work and connections with people.

On a personal level, having a deeper understanding of a different culture expands my horizon and makes me more accepting and aware of the world in which we live. In the few years of French class, I have learned multiple aspects of the French culture and the differences between the French and American

Continued on page 34



Foreign Language Association of Northern California



Alexandra C. Wallace Essay Contest

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

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

Instructions:

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

Eligibility:

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

Application:

- One letter of recommendation from your teacher, who must be a member of FLANC; teacher sends the letter by email to wenwueb@gmail.com
- Submit your essay with a cover letter by April 1, 2014; attach these as doc files to an email to wenwueb@gmail.com



FLANC



Fall 2013 Conference Registration Form

Workshops, Friday, October 25, 2013

Chabot College, Hayward

Conference Sessions, Saturday, October 26, 2013

Chabot College, Hayward

First Name: _____ Last Name: _____

Mailing Address: _____

City, State, ZIP: _____

E-mail address: _____ Phone: (____) _____

Institution: _____

Languages Taught: _____

Position: _____

Please indicate whether you prefer an on line copy or a print copy of Connections, the journal fo FLANC.
_____ on line or _____ print copy

Pre-registration Fees (Pre Reg Deadline - October 12)

	Fri. Workshop Only	Sat. Conf. Only	Fri. Workshop & Sat. Conf.
Member	<input type="checkbox"/> \$30	<input type="checkbox"/> \$50	<input type="checkbox"/> \$65
Non-Member	<input type="checkbox"/> \$40	<input type="checkbox"/> \$65	<input type="checkbox"/> \$80
Student	<input type="checkbox"/> \$10	<input type="checkbox"/> \$15	<input type="checkbox"/> \$25

On-site Registration Fees

	Fri. Workshop Only	Sat. Conf. Only	Fri. Workshop & Sat. Conf.
Member	<input type="checkbox"/> \$50	<input type="checkbox"/> \$65	<input type="checkbox"/> \$80
Non-Member	<input type="checkbox"/> \$60	<input type="checkbox"/> \$85	<input type="checkbox"/> \$100
Student	<input type="checkbox"/> \$20	<input type="checkbox"/> \$25	<input type="checkbox"/> \$45

** Please note that October 12, registration will be on-site only.*

Friday Workshop (Choose 1):

- #1 - Graphic Grammar #2 - American Teacher #3 - Teaching w/ Social Media

Saturday Varied Buffet Luncheon: \$20

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

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A Shout about Our Silent Auction!

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

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

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

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

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

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

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

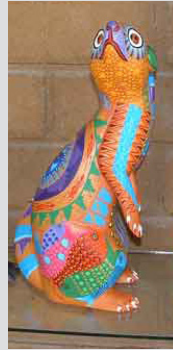
If you are ready to donate items, you can just bring them to the conference, and we'll add them to the table. If you wish, we can give you a receipt with our tax number. This is great if your donation warrants a tax deduction.

If bringing the items to the conference is inconvenient, then send an email to edwardstering@yahoo.com, 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, Silent Auction King, estering@ccsf.edu



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The “Norm Litz” Page

Compiled by fz

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

information about scholarships and grants. Why? Well, Norm was our money man, keeping FLANC afloat and always concerned about our finances.

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

To further honor the memory of Norman

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

Grant opportunities for teachers



Paul Douglas Teacher Scholarships The Office of Postsecondary Education offers this award to high school students entering a program in education. It covers many fees, but will require students to commit to teaching for at least two years at a specific school after graduation.



Pacific Teacher Scholarship Fund If you live in specific Pacific countries and are currently enrolled in a teacher certification program you can apply for this scholarship which gives out \$750 to \$1,000 to five students each year.

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FLANC Membership Dues For 2013-2014



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 Life Membership (1 payment)..... 450.00 _____
 FLANC Scholarship Fund Contribution.....\$ _____
 Cecilia Ross Memorial Grant Donation.....\$ _____
 FLANC individual and CLTA Statewide Dues\$ 85.00 _____ (combined)
 FLANC and CLTA Retired.....\$ 75.00 _____ (combined)

TOTAL ENCLOSED \$ _____

Please make checks payable to FLANC (NOT CLTA), complete form and mail to:

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City, State, Zip _____

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

Home Telephone (_____) _____ home e-mail address _____

School Name _____

School Address _____

City, State, Zip _____

Language(s) you (can) teach _____

PLEASE PRINT



FLANC Affiliate Language Group

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

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

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

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

www.fla-nc.org

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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 the
languages in our schools.

Decipher the World

By Wing Yan Yip

Alexandra C. Wallace Essay Contest Winner

Continued from page 28

cultures, which intrigue me. Instead of looking at society from a tiny bubble, I have learned to accept the variety of people and culture that exists in our world. In the future, it will be extremely crucial to stay open-minded about other cultures and be ready to be challenged to introduce my own culture to other people. This will help me not only in the work force but also my personal connections with people of different backgrounds that I will meet. Although it is not possible to learn every single language, and though translation is very readily available nowadays, mastering a foreign language is an essential skill that allows me to decipher the world, or at least the francophone world, which will help me achieve my career goals on a higher level and become a more globally aware and culturally diverse individual.

NeaTeachBits

Continued from page 13



On the other hand, there are some behavioral connections between online and face-to-face classes. An interesting factor in virtual classrooms is that even when we interact and communicate in virtual space,

in reality we are, most of the time, evoking physical space[1]. The techniques used in class, for example, in a Socratic-seminar type of debate, have the same principles online. The discussion in the forum has the same dynamics as in a physical class discussion except that is written and not oral. However, these basic techniques and what seem like minor differences can be magnified on an online language class. And these minor differences become an enormous obstacle to a second language acquisition student. There is already extensive research about the differences of the speed of acquiring proficiency on the oral and writing area and how the popular methods of teaching today are first focusing on the first area. The communicational approach method exemplifies this idea. Because of the technology available in most of the online classes today (for example on typical LMS like Moodle and Blackboard) online classes today are offered base on the “media” of writing. There are audio and videos components, but most of the active basic discussions are in writing. Even though this reality is a plus for the outcome of the composition class, since the exercise of writing is the final purpose of the class, the element of stress that some students have to deal with since the practice is documented publically, has to be taken under consideration.

Choosing the right tool.

Something that we do not always take under consideration when we have to offer material online or create an interactive virtual space is that the tool should not run the designer but the tool is the instrument that helps us to achieve our goal. That is why when we decide to use a tool related to instructional technology in a particular area, it is important to carefully examine why we want to implement this technol-

ogy and to clearly identify what goal we are trying to achieve and most importantly, pay carefully attention to the feedback students offer us. As Hart says: In the same way that good classroom teaching uses a variety of techniques to maintain interest and to cater for different student approaches to learning, so too does a good online teaching space require a variety of approaches. A classroom teacher develops teaching strategies both through training and experience. The development of online teaching spaces comes through a knowledge of what the technology can do and experience in how students and teachers react most positively to the technology. (Hart, Graeme, “Creating an online teaching space”. Australian Journal of Educational Technology, 1996, 12(2), 79-93.)

Difficulties correcting papers

Finally we have to briefly also think about the difficulties that instructors have to confront. We mentioned already the issue of keeping track of the evolution of technologies. One of these difficulties is the issue of correcting papers online. There are several tools created in platforms where an application is created to record a typical answer that can be easily included in the instructor feedback. This technique/application can be easily reproduced by archiving the suggestions and then copied on the feedback. However, all these automatized techniques are not always useful or even recommended since the students gets an un-personalized and automatized answer that distanced him/her emotionally from the instructor.

Fabián Banga, Berkeley City College



Most Colorful

For your Agenda, 2013-2014

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, 2014, **129th Modern Language Annual Convention** in Chicago. Info at <http://www.mla.org/convention>.

Technology:

Bridge to Common Core



March 13-16, 2014 • **CLTA, California Language Teachers' Association Annual Conference** at the Town & Country Resort & Convention Center, CA. Info at <http://clta.net>.



April 12 -14 • **Reaching New Heights**, at the Snowbird Resort, Utah. Info at www.swcolt.org.



July 19-22, 2014, • **87th. AATF Annual Convention**, in Providence, RI. Info at www.frenchteachers.org.



July 8 - 11 • **96th Annual Conference of the American Association of Teachers of Spanish and Portuguese**, at the Panama Hilton Hotel, Panama. Info at www.aatsp.org.

October 25-26

FLANC

Fall Workshops and Conference 2013



'Languages: Key to the Future'

at Chabot College, Hayward. Don't forget the **Poster Contest**. Info at www.fla-nc.org, or with Francisco Zermeño at 510.732.2746.

November 22-24 •

Annual AATG Conference in Orlando, Florida. Info at www.aatg.org.



November 22-24 •

Annual AAT Conference, in Orlando, Florida. Info at www.aati-online.



ACTFL
ANNUAL CONVENTION & WORLD LANGUAGES EXPO
ORLANDO 2013
ORANGE COUNTY CONVENTION CENTER
NOVEMBER 22-24

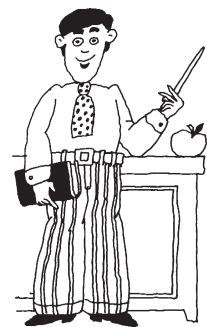
ACTFL's 45th Annual Convention & World Language Expo. Info at www.actfl.org.

FLANC Fall Conference 2014

October 24 & 25

Berkeley City College

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 2013-2014 : Yes _____ No _____
(Non-members should join FLANC, or pay a \$30 Conference fee.)

Yes _____ No _____ (Saturday only)

If there is a co-presenter, Name: _____
School: _____

Friday Workshop : _____ (NOTE: Friday Workshops; 4:00 – 6:30 pm)

Saturday Interest Session : _____

Presentation Title (10 Word Max.): _____

Abstract (100 - 150 Word Maximum) : _____

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



Level of Presentation : K- 8____ (9-12)____ Community College____ University____

Language of Presentation : English : ____ Other : _____

Equipment Needs : _____

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

All proposals should be received by June 20, 2014

Thank you for your interest.

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Do you have any ideas for your teaching colleagues?

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

Does your activity cross language barriers?

Any unique classroom stories?

Let's share them! • Get them to fz!

Teaching ideas received and published will earn you FLANC Points!



TUF (Teachers United for the Future) planning activities.

Fall 2013 Conference Program

Continued from page 17



Most original

Associative Learning: Language of Head or Heart?

Jasmin Banic, Language Arts, Palo Alto

The primary goal of this presentation is to gain a deeper understanding of human conceptual and linguistic capacities through introducing a methodical, on going semantics analysis in a language training class. This is to be achieved through building associative links that would “open the learners’ hearts” with a purpose of overcoming fear, embarrassment and discomfort much easier. Semantically and morphologically similar words will be analyzed using a short excerpt and drawing parallels among several Romance, Anglo-Saxon and Slavic languages. (English)

Opening Remarks and Welcome	9:55 - 10:15
Second Interest Session	10:30 - 11:15
Plenary Lecture	10:30 - 11:45
Exhibits • Poster Contest • Silent Auction	11:15 - 11:45
Luncheon	11:45 - 12:45
TUF Lunch Social Meeting	
Third Interest Session	1:00 - 1:45
Fourth Interest Session	2:00 - 2:45
AAT Meetings	3:00 - 3:45
AATF: <i>Activités pour la classe</i>	
AATG	
ATTSP: <i>¡Actividades!</i>	
NCJTA	
Reception, Raffle, & Friends	3:45

“LEARN HOW 21ST CENTURY LANGUAGE LAB TECHNOLOGY ADDRESSES THE NEEDS OF iGENERATION LEARNERS WITH TOOLS TO CREATE LESSONS WITH MULTIPLE STIMULI AND A VARIETY OF LEARNING OBJECTIVES. JOIN US FOR A SESSION AT THE FLANC CONFERENCE THIS OCTOBER.”

Marisol Greenwald, Spanish teacher

Teachers are talking.



For more information please contact your local representative:
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 Phone: 800-336-2283
 Email: info@americalsystems.com



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Scan to watch a video about how teachers are using this technology to motivate their students.

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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
October 25 & 26, 2013
Chabot College, Hayward

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

FLANC Newsletter

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